THE USE OF LIGHTENING THE LEARNING CLIMATE STRATEGY TO IMPROVE THE STUDENTS' ABILITY IN WRITING RECOUNT TEXT ON THE EIGHT GRADE AT MTS CIPTA SIMPANG DOLOK BATU BARA

THESIS

Submitted To Faculty of Tarbiyah And Teachers Training of UIN Sumatera Utara Medan As Partial Fulfillment of The Requirements For S-1 Degree

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Assalamu'alaikum Wr. Wb.

    Setelah membaca, meneliti dan memberi saran – saran perbaikan seperlunya terhadap skripsi A.n. **Rahmi Rizkya** yang berjudul **"The Use of Lightening the Learning Climate Strategy to Improve the Students' ability in Writing Recount Text on the Eight Grade of MTs Cipta Simpang Dolok, Batu Bara",** maka saya berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqosahkan pada sidang munaqosah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan

    Demikian saya sampaikan, atas perhatian saudara kami ucapkan terima kasih.

Wassalamualaikum wr. wr

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PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini :

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya saya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semunya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi in hasil jiplakan, maka gelar ijazah yang diberikan oleh institut batal saya terima.

Medan,   November 2015

Yang membuat Pernyataan,

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ABSTRACT

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Keywords	: **Writing, Recount text, Lightening the Learning Climate Strategy.**

Thesis, Medan: English Departement Faculty of Tarbiyah and Teachers Training State University For Islamic Studies North Sumatera, Medan 2015. The research was conducted to improve students' ability in writing Recount Text by using Lightening the Learning Climate Strategy. This reserach was aimed to find out the improvement of the students' in writing Recount text through Lightening the Learning Climate Strategy. The subject of this research was on the eight grade at Mts Cipta Simpang Dolok, Batu - Bara in 2015/2016 Academic Year. It consisted one of class with 28 students are respoondets. The objective was to discover the significant improvement of the students' in writing Recount text if the students were taught by using Lightening the Learning Climate Strategy. The technique of analyzing the data applied in this research were qualitative and quantitave. The qualitative data were taken from observation sheet, diary notes, interview and documentation. The quantitave data were taken from tests which were carried out in two clycle and two cycles conducted in three meetings. The tests were given to the students in the form of pre-test, post test I in the first cycle, and post test II in the second cycle.The result of data analysis showed that there was an improvement on the students' in writing Recount text from each cycle. It was showed from the mean of pre-test which was 53,53. After using Lightening the Learning Climate Strategy was applied in the first cycle, there was an improvement of the result of the students' mean which was 61,35 and for the second cycle after reflection on the first cycle, there was an improvement of students' mean which was 73. Moreover, in pre-test session which was 7,14% (2 students) who got point of over 65. In post test I for the firs cycle which was 35,71% (10 students) who got the point of over 65. In post test II for the second cycle which was 89,25% (25 students) who got the point of over 65. So, the total percentage the improvement from the pre-test to post test II was 85%. In other words, the students'nin writing recount text was improved and based on interview, observation sheet, diary notes and documentation, it showed that the result of the students also improved.

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In the name of Allah is the most gracious and the most mercyfull. All prise to Allah, the almighty, for the strenght, health and his favor which have been given so that the writer could finally finished the thesis entitle **" The Use of Lightening the Learning Climate Strategy to Improve the Students' Ability in Writing Recount Text on the Eight Grade at MTs Cipta Simpang Dolok, Batu - Bara".**

Peace upon Prophet Muhammad SAW the messenger of Allah who brought complete teaching of Islam and human life from destruction into safety that is the right path of Allah.

This thesis is aimed to fulfill one of the requirement for the degree of Sarjana Pendidikan Islam at the Department of English Education of Tarbiyah and Teachers Training Faculty State Islamic of University North Sumatera. On this very occasion, the writer would like to acknowlegde her profound gratitude for all generious guidance and assistance which have been given to her by many people in the process of completing this thesis.

The writer reliazed that scientific paper is not an easy work. But is needs a wide knowlegde and seriousness. Hence the writer is very hopefull to the assist and guide of all sised, so this writing can attain is

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The researcher would be pleasure to accept some critics and corrections to this thesis because the researcher believes that this thesis is stil far from perfect. Finally, the researcher hope this thesis will be beneficial for those who read and experiences in the field of education. May Allah bless us in this world.

Medan, Oktober 2015

TheWriter

Rahmi Rizkya

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CHAPTER I

INTRODUCTION

A.   The Background of Study

Language is a medium of communication, which helps the members of cummunity in society, to communicate and interact with one another. It involves both verbal and non-verbal communication. Language focuses listening and reading which can be named as active as productive skills.

There are many definition of writing but basically they have basic element that is to express idea, opinion, experience, or information in the form of written language. Level in Carrol [1] , states that writing is the most powerful communication tools that we use today and for the rest of our life. We use it to share our thoughts and ideas with others and even to communicate with our selves. Journals, class notes, and shopping list are just few of the ways we can use writing to helps us remember facts and details.

Writing is one of four skills of English learning that considering being important to the students as an effective means expanding and students' building up in English as well as enriching their experience and intelectual ability.

The ability of writing is an acquisition to express oneself in life situations or situation precise words, or ability to converse, or to express a sequence or ideas fluently. Recount text is a text that retell about a story, experience and other.

Recount text use simple past tense or past perfect tense in its phrase. To be able to write English well especially recount text is influenced by many factors

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[1] Carrol, J.A. and E. Wilson, *Writing and Grammar, Communication in Action-Diamond Level 12*. (New Jersey: Prantice Hall, 2001). P.3

such as mastering vocabulary, grammar, pronunciation, media,technique and strategy.

Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence.

Although researchers have formally discovered and named language learning stategies only recently, such strategies have actually been used for thousands years. One well-know example is the mnemoic or memory devices used in ancient times to help storytellers remember their lines. Throughout history, the best language students have used strategies, ranging from naturalistic language practice technique to analytic, rule based strategies.

Now, for the first time, learning strategies are becoming widely recognized throughout education in general. Under various names, such as learning skills, learning-to-learn skills, thin king skills, and problem solving skills, learning strategies are the way students learn a wide range of subjects, from native language reading through electronics troubleshooting to new language. Within the language instruction field, teachers are starting to discuss learning strategies among themselves. Learning strategy work shops are drawing big crowds at language teachers' conventions. Researchers are identifying, classifying,and evaluating language learning strategies, and these efforts are resulting in a steady stream or articles on the topic. Most encouraging of all, increasing numbers of language learners are beginning to recognized the power of their own strategies.

Ideally if the teachers use different strategies in teaching so the students' ability will be increase especially in writing. But based on my observation there are many students still have many difficulties to write English. It can be seen by their mistakes when they incorrecly answered questions from the teacher because they do not understand the meaning of the question and the arrangement of grammar wrong when they utter a sentence. This condition happened because the students don't understand about writing theory, have less grammmar and have less vocabulary. Besides that the teacher always used conventional strategies. So that the students have less interest that affect their ability in writing.

Therefore to solve the problem above, the writer proposes use different strategies like Lightening the Learning Climate Strategy. By using Lightening the Learning Climate Strategy, it is hoped this strategies can make students' ability in writing recount text can be better and understand what they write. Because this strategy emphasizes students' background knowledge as the main point to build meaningfull teaching and learning process and stimulate students' ability in thinking and imagining.

Finally, the writer would like to conduct a Classroom Action Research by the tittle :

"The use of Lightening the Learning Climate strategy to improve the students' ability in writing recount text on the eight grade at Mts Cipta, Simpang Dolok – Batu Bara"

B. The Identification of Study

1.   The students' have difficulties in writing.

2.   The students' haveles vocabulary in writing paragraph.

3.   The sudents' have low ability writing.

4. There are some students' do not participated in the discussion.

5. The students' are not interested in English especially in writing.

6. Students' ability in writing recount text are low.

7. The teacher seldom used various strategies in teaching writing.

C. The Limitation of Study

The students' ability in writing recount text and Lightening the Learning Climate Strategy on the Eight grade at MTs Cipta Simpang Dolok.

D. The Formulation of Study

The formulation of this study can be states as follows:

1. How is the students' ability in writing recount text?

2. How is the implementation of lightening the learning climate strategy?

3. Can the application of lightening the learning climate strategy to improve the students' ability in writing recount text?

E. The Aim of Study

This study has three aim, they are:

1. To know the students' ability in writing.

2. To know the implementation of lightening the learning climate strategy.

3. To see the increasing of the students' ability in writing recount text by using lightening the learning climate strategy.

F. The Significant of Study

The results of this research is expected to be significant:

1. The principal of MTs Cipta, Simpang Dolok - Batu Bara as an input to increase the English quality subject in school.

2. The English teacher as an experience in choosing a creative and fine learning technique or strategy to build up the students' sbility and students' activity.

3. The students' as a suggestion to increase their interest and motivation in studying English.

4. The other researchers hopefully this can be used as a reference in conducting the some study for obtaining better result.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Concept

This theoretical framework is presented in order to give clear concept being applied in this study that is on using Lightening the Learning Climate strategy in teaching towards students' ability in building up writing recount text. To support the ideas of this research, some theories and some information will be included to help the writer designed this research.

1. Writing

a. Definition of Writing

According to harmer, in producing a writing matter, there is process involved and the process can be effected by the content (subject matter) of the writing, the type of writing, and the medium it is written in. There are four element of the writing process.[2]

Writing is already and will continue to be an important part of your everyday life. Writing is often the most effective way to communicate. Suppose you read an article in newspaper that makes you feel angry or frustated.[3] Writing can also bring your surprising insight into your self and writing can also enable you to express your feelings and observation to others. Writing is one of the most powerful communication tools you will use today and for the rest of your life. You will use it to share your though and ideas with others and even communicate with your self. Writing has various kinds; it can be used as a means to expreass

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[2] Jeremy Harmer. *How to Teach Writing* (England: Longman,2004), P.4
[3] Upper Saddle River, et.al. *Writing and Grammar Communication in Action (Platinum Level)* (United States of America: Prentice Hall,2001) .P.3.

the writers' idea based on the experience, thoughts, and feelings.[4] The Lord of Allah talked about writing in some verses the holy Qur'an surah Al-Alaq verse 4:

$$\text{الَّذِىْ عَلَّمَ بِالْقَلَمِْ}$$

The meaning: *Who has taught (the writing) by the pen*[5]

And thy Lord Allah talked also about writing in verse in the holy Qur'an surah At-thuur verse 2:

$$\text{وَكِتَابٍ مَسْطُورٍ}$$

Meaning: *And the book inscribed*

To the teachers, writing as an important form of communication in daily life, but is especially important in high school and college. Writing is also one of the most difficult skills to master in both of first language and a second language. Students can find it challenging to find ideas to include in their writing, and each culture has its own style for organizing academic writing. Academic writing in English may be different not only from academic writing in your own language, but even from other writing in English.

To the students, writing is very important part of your school and university of study. You will write assignment that may be one paragraph or several paragraphs, and you will write answer for tests and exams that may be a few sentences, a paragraph or two, or a complete essay.

b. Exploring Writing

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[4] Ken Hyland, *Teaching and Researching Writing*, (Great Britain: Pearson Education, 2001) .P.7.
[5] Muhammad Mukhsin Khan, *The Noble Qur'an, EnglishTranslation of The Meaning and Commentary,* King Fahd Complex for the printing of the Holy Qur'an. P.34.

Emphasizing both process and practice, *exploring writing : paraghraphs and essay* will helps students apply and advance their writing skills. Learning to write effective paraghraphs and essays, master essential sentence skills, and read critically are turning points foer student writers, these skills will prepare them to write essays in college and tackle many types of writing in the real world. Along the way, there are many small but important skills to explore and develop - using specific and concrete language, selecting good supporting details, writing in effective topic sentence, creating a convincing argument, organizing a paraghraph in a way that best fits purpose and so on.

c. Four Basic

Exploring writing assert that four principles in particular are keys to effective writing : **unity, support, coherence, and sentence skills.** These four principles, or "bases" are highlighted on the inside back cover and reinforced throught out the book.

i.   **Unity** means seing the whole as the sum of its parts; in an effective essay, students should make one point and stick to it.

ii.   **Support** stressed on the importance of using specific evidence to back up that point.

iii. **Coherence**   focused on the ways writers organize and connect this evidence – and how they transition between ideas.

iv.   **Sentences skills** demonstrate and attention to the craft of writing and its elements; clear, error – free sentences maximize the effectiveness of the other three bases.

d. Countless possibilities

In this text, I encourage students to see writing as a skill that can be learned and a process that must be explored. While the four bases provide a foundation, there are many important factors in writing effectively.

e. Personal Discoveries

A wroter's journey is as personal as it a practical ; exploring writing ascribes to the belief that the best way to begin writing is with personal experience. After students have learned to support a point by providing material from their own experience, they are ready to develop an idea by drawing on their own reasoning abilities and on information in reports, articles, and books. In these parts, the students are asked to write on topics both from their own experiences and from other points of view (for instance, as a travel agent classify family vacation or as college graduate preparing a presentation to help new students get ready for college life).

f. Realistic writing

Beginning writers are more likely to learn writing skills trough lively,engaging, and realistic models than through materials remote from the common experiences that are part of everyday life. Students will be more apt to remember and follow the writing principles that are involved.

g. Students Writing

Students are particulary interested in and challenged by the writing of their peers. After reading effective, engaging paper composed by other students and

understanding the power that good writing can have, students will be more encouraged to aim for similar honest realism and detail in their own work.[6]

2. The Ability

a. Definition of Ability

Before clarifying this topic the writer wants to explain about the term of ability itself. According to *Marten H Manser* ability is skil power.[7] And Allin and Bacon say that ability is (potential) or power to do something well.[8]

In the Oxford learner's pocket dictionary stated that ability is skill or power.[9] Ability is the intelligent or capability of someone in doing something. Human being according to Al-Qur'an has the ability to achieve and develop the knowledge by the permit from Allah. Therefore, many verse of Al-Qur'an order human being to achieve the knowledge in many different ways. And Al-Qur'an claims a high position to anybody who has knowledge. Allah says in Al-Luqman 13:

$$\text{وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ وَهُوَيَعِظُهُ يَابُنَيَّ لَاتُشْرِكْ بِاللهِ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيْمٌ}$$

The meaning: *And (remember) when Luqman said to his son when admonishing him: 'My son, associate none with Allah, for the associate others with Him is tremendous wrong'.*[10]

From the above we can conclude that, the people who have knowledge are better than other people who have no knowledge in Allah's sight. Moreover, we

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[6] John Longan, *Exploring writing paragraph and essay* (Publish by McGraw companies 2007). P. 134

[7] Marten H Manser, *The Psychology of Behavior of Teen Age,* (London: Longman,2004). P. 54.

[8] Allin and Bacon, *Psychology The Science of Behavior* (London: Longman, 2001). P.96.

[9] Oxford, Dictionary, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press,2008). P.35.

[10] Mahmud Y Zayid, The *Qur'an: An English Translation of the meaning of the Qur'an*, (Lebanon: Dar Al-Chouro,1980). P.301.

are created by Allah SWT on the best structure. So, it's mean we have ability since we were born and balanced in form and nature. We can make the world be bonded down, but we have to remember that our ability come from Allah SWT.

Ability is sometimes used to characterize material object, as in the sentence "this bulled has the ability to penetrate a wooden board three inches thick". More frequently, however, it used to characrterized of human individual, as in expression like athletic ability, musical ability,etc. It express a kind of pottential, a term which has merited the attention of philosophers of education.[11] Every human life has natural the ability, and the natural ability can be increased depend on how they use it effectively. There are some factor that can make the students ability increase, there are:

1) The Original Ability

The Original Ability is a set of ability it is called basic ability that can be developed automatically. The basic ability will be developed by integral that can move all aspect. So that, all aspects can be influence each other to get special mechanically, some factors that can improve original ability are talent, heredity, intuition, and human character. Its means, human beings have the original ability since they were born. Commonly, this ability comes since they were bebies, in which ability to have a talent will show when we were interested to something.

2) Thinking Ability

Human being has structure of body, one of them is called brain extension, which is used to think and make a reasonable about something. Thinking as a sign of soul can make a correction between incidents that has done. Three is some

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[11] Jhon B. Carrol, *Human Cognitive Abilities (*New York: Cambridge University press, 2004) P.3

process of thinking ability to form inner ability, namely form of sense, form of thinking, form of decision. This ability needs a long process from experiences.

The experience could be in the form of learning from our surrounding or from our learning process. Some people may have this ability by learning process either from formal or non-formal.

3) Ability Supported By Fund

Fund is one of the aspects that always become considered by some people to life in every circle in social society. So, if someone wants to be look for knowledge or enter to school must be able to pay some payment in school, because that has been one of regulation in every instance all over the world. This ability will determine someone to do everything in their life. Without that ability it's impossible they will always get what they needs.

From the explenation above, we can conclude that ability is a set of basic capability or power to do or accomplish something. Human being, according to Qur'an has the achievement in understanding the lesson and developing the knowledge with Allah's high position to anybody that has knowledge.

3. **Recount Text**

a. **Definition of Recount Text**

Knapp and Walkins states that recounts are the simplest text type in the genres.[12] A text is passage of discourse which is coherent in these two regards: it is coherent with respect to the context of situation and therefore consistent in register; and it is coherent with respect to itself, and therefore cohesive.[13]

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[12] Knapp, P. And Walkins, M, Genre, *Test and Grammar*, (Sydney: University Press, 2005), P.223
[13] J.R. Martin. English Text: *System and Structure*. Library of Congress Cataloging-in-Publication Data, USA: 1992. P.381

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.[14] Recount text shows something our activities that we have done in the past, for example about the activity as long as in holidays activies, in the last week activities, seminar activities, etc.

b. **Generic Structure of Recount text**

1) Orientation: Introducing the participants, place and time (who, where, when).

2) Events: Describing series of event that happened in the past.

3) Re-orientation: It is optional, Stating personal comment of the writer to the story.

Pardiyono divides the function of elements recount text as follows:[15]

1) ORIENTATION

a. To take the reader interest

b. To show the reader the past activities/ events that will be presented.

c. To intruduce the place of the story happened.

d. To tell the chronological order of the events.

2) RECORD OF EVENTS

a. Using sequence markers, such as first, next, then, and finally.

b. Using the past tenses such as as simple past tense and past continues tense.

3) RE-ORIENTATION

To express attitude about the events in the story.

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[14] http://www.cepatbisainggris.com/2015/06/contoh-recount-text-dan-penjelasan.html

[15] Pardiyono, *Pasti Bisa! Teaching genre-based-writing,* (Yogyakarta: C.V Andi Offiset, 2007), P.66-67

c. **Lexigo-Grammatical**

1) The past form of action verbs: went, made, ran, etc.

2) Relational process: was, were.

3) Temporal sequence: first, then, after that, after, etc.

4) Using action verb; look, go, change, etc.

5) Using simple past tense

6) Using adjective to describe noun and adverb to indicate the place and the time.[16]

d. **Example of Recount text**

Table 1: Example of Recount text

<table>
<tr><th colspan="2">OUR HOLIDAY</th></tr>
<tr><td>*Orientation*</td><td>On Thursday 24th April, seven students went to Botanical Gardens. We walked down and got on the bus. After we arrived at the gardens, we walked down to the Education Centre.</td></tr>
<tr><td>*Events*</td><td>We went to have a look around. First we went to orchird Farm and Mrs. Fathya read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanical Gardens and had morning tea. Next we took some pictures and then we went back to the Education Centre to have lunch. After that we went for a walk. A lady took us around and introduced herself, then she explained what we would do. Next she took us in to the garden house. It was most interesting. Soon after we had finished we went back outside. Then we got into the bus and returned to school.</td></tr>
</table>

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[16] http://www.englishdirection.com/2014/12/what-is-recount.html

Re-orientation	We all happy.

4. Lightening the Learning Climate Strategy

   c. Definition of Strategy

The recent constructivist view toward knowledge acquisition places greater emphasis on the role of learners in constructing their own knowledge. Learners have their own systematic way of transforming information into knowledge, and good and poor learners differ in how and how well they do this. In other words, learners employ different learning strategies when they learn. Teaching learning strategies to students is now generally thought to enhance academic success and enable life-long learning

McKeachie et al. (1987) identify three main categories of learning strategies. There are cognitive strategies to learn and understand information, such as rehearsing, summarizing, paraphrasing, imaging, elaborating, and outlining. Then, there are metacognitive strategies which include strategies learners use to plan, regulate, monitor and modify the cognitive learning processes. Lastly, there are resource management strategies which are about strategies learners employ to control resources like time, effort, affect and support. It appears that good learners on the whole employ better strategies to learn (cognitive strategies), to be more conscious about how they should learn and monitor the success of learning (metacognitive strategies), and to manage their time, affect and effort in a better way and be more able to find support when necessary (resource management strategies) than the poor learners.

These definitions point to the conscious effort made to combine learning skills strategically to solve learning tasks in the most effective way. However,

most often learning strategies are taught in a separate course where the learning of strategies is decontextualized from the learning of subject matter, that is, it is not integrated with the learning of subject matter. Considerable research indicates that when learning strategies are taught as all-purpose skills they are not effective; however, more positive results are shown if strategy training is taught in a metacognitive, self-regulative context, in connection with specific content rather than generalized skills.[17]

d.   Lightening the Learning Climate Strategy

According Wastrisa (2009) that Lightening the Learning Climate strategy is the learning strategy with a group system, in which a class can quickly realize a relaxed informal learning climate by asking students use the creations of instructional material that was taught. Meanwhile, according to Zaini (2008) that Lightening the Learning Climate strategy is a learning strategy where a class can quickly find learning an atmosphere relaxed, informal and less intimidating by asking learners to make creative humor related with the material was studied. This strategy is very informal, but at the same time can invite the learners to think[18].

Lightening The Learning Climate Strategy (Reducing Atmosphere Formal Learning) is a strategy used in order for a class to quickly achieve a climate of informal learning, not threatened, by inviting students to use creative humor about the subject directly. This strategy only worked on it, and at the same time, make

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[17] Oxford, L Rebecca, *Language Learning Strategies*. Newburry House Publiher, New york 2000. P 14

[18] http://cicibon.blogspot.co.id/2012/09/strategi-pembelajaran-lightening.html

students think. The application procedure Lightening Learning Climate Strategy as follows:

1. Explain to students that you want to do a fun exercise with their opener before getting serious about the subject matter.

2. Divide them into subgroups. Give them an assignment with full consideration of asking them to rejoice with a topic, concept or important issues in the lessons you teach, Examples might be:

    Command: make an outline of the most oppressive governments or that can not be done that can be imagined.

    a. Mathematics: Develop a list of the most effective ways to do mathematical calculations.

    b. Health: Create a diet is absolutely no nutrients / nutrient.

    c. Grammar / grammar: Write a sentence that contains a grammatical error as much as possible.

3. Bring subgroups to convey "creations" them. Give applaus on results.

4. Ask: "What have you learned about our lessons from this exercise?"

    Lightening The Learning Climate Strategy can be varied by making jokes about subjects with home made creations. Make a pre multiple-choice test about the subjects you teach approx. Add humor to the choices questions, ask learners choose the answer that they think might not be as true.[19]

In the Lightening Learning Climate strategies the teacher may do some variation of grouping techniques. One way to provide variations in the grouping pattern is to use three types of the following groups:

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[19] Silberman, Mel. *Active Learning 101 Strategi Pembelajaran Aktif*. Diterjemahkan oleh Sarjuli dkk. Yogyakarta: Pustaka Insan Madani dan YAPPENDIS.2009. P.38.

a. Informal group

Informal group is the group that is temporary. This grouping is only used in a teaching period. This group usually consists of two learners. The aim of Informal group's is to explain the expectation of results to be achieved, helping learners to be able to focus on learning materials, provide opportunities for learners to be more in information processing that is taught or make time to do the repetition information.

b. Formal groups

Formal groups are used to ensure that students have enough time to finish a job well done. The duration of these groups could work for a few days or even a few weeks depending on the task or project given to them.

c. Support groups

Support group is a grouping with a longer grace period (eg for one semester or one year). The goal is to provide an ongoing support to students.

c. Advantages of lightening the learning climate strategy:

a. Learners are more active in providing a wide range of feedback.

b. Creating a fun learning environment.

c. Increase motivation and learning atmosphere.

d. Invites learners to appreciate the results of his material creations.

e. Making students become more active since the start of the study.

f. Train a sense of caring, concern and willingness to share.

g. Increase the sense of respect for others.

h. Improving emotional intelligence.

i. Giving priority to private interests than the interests of the group.

j. Train the collaboration ability (team work).

k. Train the ability to listen to the opinions of others.

l. Learners are not embarrassed to ask his own.

d.   Disadvantages of Lightening the Learning Climate Strategy:

a. Learners may not have the ability to express a problem or concept that is interesting or amusing.

b. Learners are smart, if not understand the real purpose of this process, will feel very aggrieved to help a friend group.

c. Smart learners will also objected because the value he obtained determined by achievement or attainment group.

d. When co-operation can not be executed properly, it will work only a few people are smart learners only.[20]

B. Though of Framework

Writing is very important to all people, because writing can be an active cognitive process of our imaginations. People have used many tools for writing including paint, pencils, pens, typewriter and computers. The writing can be formed on the wall of a cave, a piece of paper, or a computers screen.

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[19] http://iinapriliyani.blogspot.com/2012/11/metode-paikem-seri-html?m=

The quality of teaching technique can influence the students' skill in learning process, especially in writing recount text. Students should be able to write a recount text as one of the four skills.

There are many ways in improving students' skill in writing a recount text. One of the ways is by using of Lightening the Learning Climate strategy.

This strategy helps the students enjoy the writing. It is applied by asking students to make their own imagination and thought excitedly. Then, they have to organize the words in their thought into the text or writing. It is not important to bounder the ideas or the words of the students. It can inform the rcount text more enjoyable and it will not be a boring activity like in the students mind set.

C. Related Study

Ainatuz Zahiroh (2009/2010), this study was intended to discover The use of Diary Writing in the Teaching of Writing recount text (*An Experimental Study at the Eight Grade Students of SMP Nurul Islami Mijen Semarang in the academic year of 2009/2010*) written by Ainatuz Zahiroh, (English Language Education of Wali songo State Institute for Islamic Studies, Semarang). The researcher said that, the main objective of this study is to find out the effectiveness of the teaching of writing recount text with the use of diary writing. After the reseach finished, she said that there is a significant difference in writing recount text score between students taught by the using diary and those who taught by using non diary writing. It is showed the mean of experimental class in higher than control class. On the other hand, the best of hypothesis using-test formula show the value of the t-test is higher than the value of t-table. The hypothesis is accepted. Based on the result, the researcher concluded that diary writing is effective to be use in the teaching of writing recount text. It helped the

students to solve their problem in writing recount text and improve students' fluency in writing.

D. Hypothesis

The hypothesis of this research is the students' ability in writing Recount text can be improved by using Lightening the Learning Climate Strategy on the Eight grade at MTs Cipta Simpang Dolok Batu Bara.

CHAPTER III

METHOD OF RESEARCH

G. Location of Research

The location of study is the Islamic junior school MTs Cipta Simpang Dolok-Batu Bara. This location was chosen because the researcher found the problem. The researcher found that the students have low ability in writing and also the students bored while learning teaching process.

H. Method and Design Research

This study was conducted by using Classroom Action Reseach (CAR). Classroom Action Research was aimed towards improvement. Classroom Action reseach was applied in this study in order to see the improvement of the students' achievement in Writing Recount Text by using of Lightening the Learning Climate Strategy.

In this research, was applied classroom action research. Based on William and Frederica classroom action research is form of teacher initiated enquiry in which teacher look systematically and critically at their own classroom to get a insider view of the teaching and learning process.[21] So, it was hoped the teacher can learn about their teaching practices and improve their students' ability.

Action Research is defined as the systematic collection and analysis of data relating to the improvement of some area of professional field. If most teachers were involved in research activity, it will be probably include of action research.

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[21] William. E and S. Frederica, *what do we want teaching materials for?*, Newburry House 2007, New york. P. 47

Divides the main concept of action research into four elements, they are: planning, acting, observing, and reflecting. The writer conducted two cycles in this research. The cycles of the action research include: planning, action, observation and reflection.

I. The Subject of Study

The subject of this research were taken only from one class, they are the students in Eight grade class academic year 2015/2016. The total numbers of the Eight grade students in this class were 28 students. The location of the research was in MTs Cipta Simpang Dolok-Batu Bara.

J. Instrument of Collecting Data

In this study, the data were collected by qualitative and quantitative approach. Qualitative is generally used to describe data that are not receivable being counted and measured in an objective way, therefore, subjective. While quantitative is to describe what can be counted or measured and can be considered in objective way.

In collecting Qualitative data, the researcher choose using such as:

1. Diary Notes

Diary notes were used to write about students' activity in the class and diary notes was conducted to get information about students' responses during teaching learning process.

2. Observation Sheet

The teacher used observation sheet to find out the scope of observation, they are the location, teaching learning process, the conditions of students and class at the location of research.

3. Interview

Interview was conducted to get information about students' ability in writing text correctly before giving treatment. So, interview was only conducted in analyzing situation. The English teacher and some students had been interviewed.

The instrument for collecting the quantitative data was by administering writing based on the evaluation of the components of test, such as: *content, punctuation, vocabulary, language use, and grammar.* First, students were asked to individual work and made own imaginations out of the teacher's example. In the last meeting they were asked to work individually and made their private thought. Then, they elaborate a Recount text lightly. Writing test was used to know the studens' ability in writing. The students were asked to write the text and then it was checked by teacher, they may read their assignments in front of the class.

K.   Procedure of Collecting Data

Before conducting the reseach, the researcher went to the school to ask permission. The researcher also asked the information of the school, the teacher and the students. Then, the researcher administered the pre-test to the students to know the students' ability in writing two cycles. Each cycle consisted of three meetings and contained of four steps like: Planning, Acting, Observing and Reflecting.

The procedure of research can be seen in this figure I:

Planning

Reflection

Action

Observation

Planning

Reflection

Action

Obsrvation
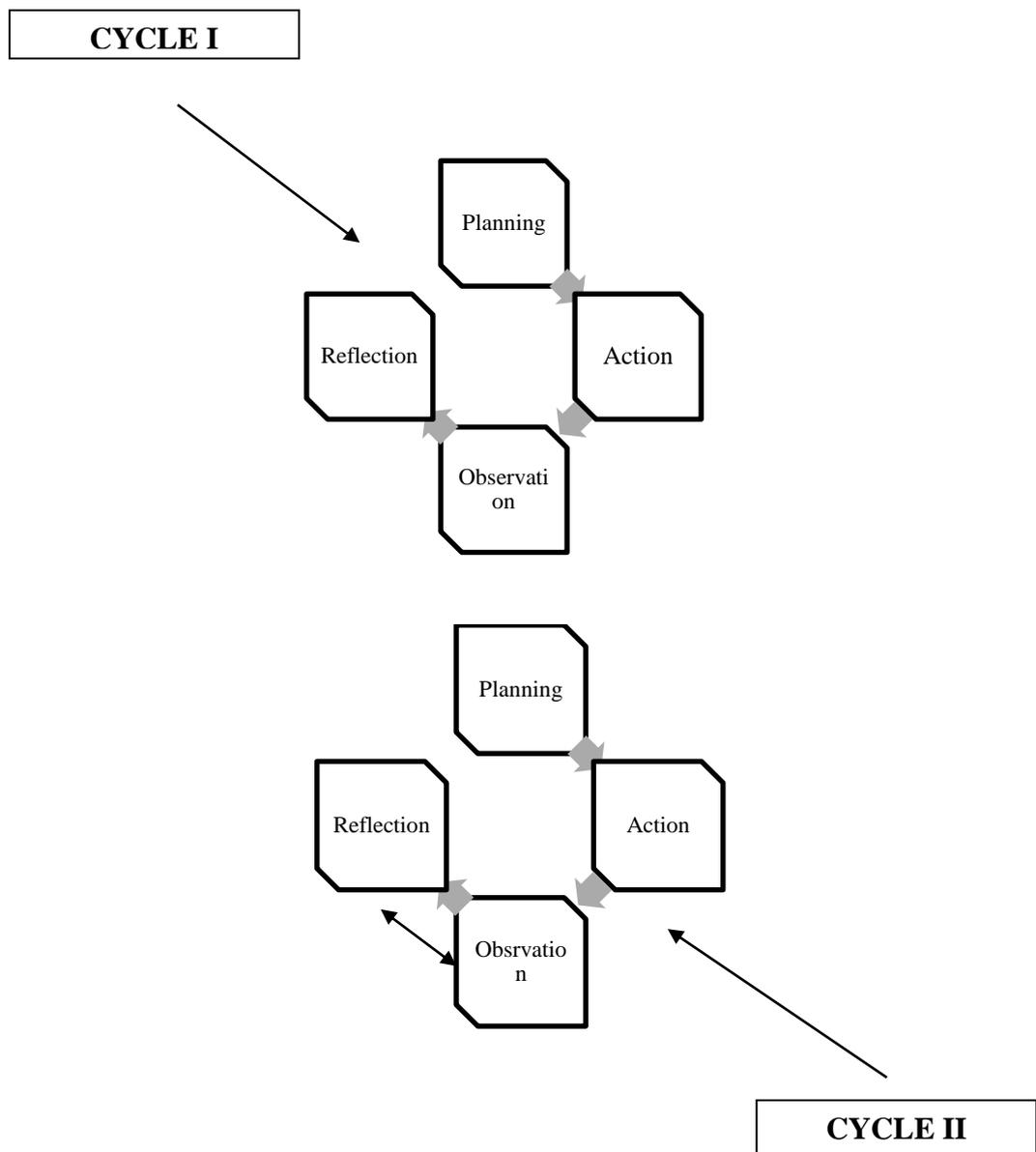
I. First Cycle

In the first cycle, the students' ability in writing recount text was measured and their problem in writing recount text was analyzed. The students' attitude toward writing was seen.

a. Planning

Planning was done to arrange everything that was needed in action that was presented in front of the class. The arrangements included:

(i) Getting writing evaluation score I that was used to know the students' basic knowledge in writing recount text before doing cycle I.

(ii) Preparing lesson plan which covered the step of action.

(iii)Preparing teaching material of recount text.

(iv)Preparing instruments for collecting data: diary notes, observation sheet, questionnaire sheet and interview sheet that will be used to know the students' reaction as a whole, and also to see the development that existed since applying Lightening the Learning Climate Strategy.

(v) Determining the collaborator who helps the writer to do research, to analyze the weakness in learning process.

b. Action

Action means the process of activity that will be done. Action was the implementation of planning. On the other hand, action was guided by planning that has been made fomerly. In action, the teacher taught the students how to write recount text by using Lightening the Learning Climate Strategy in teaching writing. At the end of action, writing recount text evaluation was administrated in order to measure how students were able to write recount text. The activities that were done in action, as follow:

Table 2 Scenario of Teaching

No	Activities	Output
1	Conducting writing evaluation.	Knowing student' basic knowledge in writing recount text.

2	Explaining the definition, the generic structure, language feature, and the importance of writing recount text.	Understanding the definition, the generic structure, language feature, and the important of writing recount text.
3	Demonstrating the Lightening the Learning Climate Strategy: i. The teacher to deliver what the topic would be studied at meeting. ii. Give opportunity to the students to remember the related experience with the material at the meeting. iii. Question what the forgotten experienced to all your students in other that accustomed. iv. To deliver a meet to related with individual experience.	Applying the procedure of Lightening the Learning Climate Strategy.
4	Conducting evaluation II (students will wrote recount text by using Lightening the Learning Climate Strategy.	Knowing the improvement of students' ability in writing recount text and the students' problem in writing.
5	Teaching the use past tense and inviting the students to make sentences based on	Knowing students' ability of the materials.

	material.	
6	Conducting evaluation III (students wrote recount text based on the topic given)	Knowing the improvement of students' ability in writing recount text.

c. Observation

Observation was aimed to finding out the information that was used to be evaluated and the basic of reflection. In this phrase, the observed the situations or conditions that happen during the process of teaching and learning, the attitudes of the students while doing their work in groups, the contribution of all students whether they are active or not, and their attitudes in doing the writing evaluation. The result if observation was noted in observation sheet. Questionnaire was also used to know some factors that happened out of class that affected students' ability in writing recount text. Students' answered some questions related to their feeling, problem and other condition out of class. It was necessary to know how great effect of this things on students' ability in writing recount text.

d.   Reflection

Reflection is the evaluation or feed back process of the action that has been done. It's necessary to help writer to make decision for what to do or revise. Based on the result of the observation, the problem that existed, the causes of the problem was analyzed.

2. Second Cycle

Based on the result of the cycle I, the researcher needed to do cycle II. It can be seen from the students' score that was still low in the cycle I. The second

cycle continued the aim of research.the phases of the cycle were constructed based on the reflection of reflection of the previous cycle. Revised plan was needed in order to achieve the aim of the research.

L. Technique of Analyzing Data

This research will be applied qualitative and quantitative data. Qualitative data was analyze from the diary notes, observation sheet, and interview. It's analyze descriptively paragraph to describe the improvement of students' ability in writing recount text by applying lightening the learning climate strategy and situation of teaching learning process.

The quantitative data is analyze by computing the score of writing test. According to Heaton[22], there are five components in scoring writing test such as content, organization, language use, vocabulary and mechanical skill.

   i.   Content

Content of writing covers clear main idea, detailed and substansive: all materials are relevan to main idea.

   ii.   Organization

A writer is expected to demonstrate an understanding of how texts are structured as a whole piece of writing. It included understanding that each paragraph contains a topic sentence and that all other sentence in the paragraph related to the sentences.

   iii.   Vocabulary

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[22] J.B Heaton, *Writing English Language Test* (Longman, New York 1988) P. 146

The writer chooses and uses words appropriately in order to make the writing will not be considered ambiguous. Absolutely the choice of words, phrase, and idiom should be effective.

iv. Language use

The writer should concern to the rules of grammatical structure such as tenses, part of speech, subject verb agreement, and sentence construction.

v. Mechanics

In mechanics, the writer concern with the technical rules of writing includes the right punctuation spelling and grammar.

Table 3 Scoring of Writing Evaluation

Component	Criteria	Score
1. Content The score of content depend on the students' abilty to write ideas, information in the form of logical sentence.	**Excellent to Very Good** Knowledge – substances – trough development of thesis – relevant to assigned topic.	**30 – 27**
	Good to Average Some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail.	**26 - 22**
	Fair to Poor Limited knowledge of subject – little – subtance – inadequate development of topic.	**21 – 17**
	Very Poor Does not show knowledge of subject – not subtance – not partinent – or not enough to	**16 – 13**

	evaluate.	
2.Organization The organization refers to the students' ability to write the ideas, information in good logical order. The topic and supporting sentence are clearly stated.	**Excellent to Very Good** Fluent expression – ideas clearly stated/supported – succinct – well – organized – logical – sequencing – cohesive.	**20 - 18**
	Good to Average Somewhat coppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing.	**17 – 14**
	Fair to Poor Non fluent – ideas confused or disconnect – lacks logical sequencing and development.	**13 – 10**
	Very Poor Does not communicate – not organization – or not enough to evaluate.	**9- 7**
3.Vocabulary Vocabulary refers to the students' ability in using word or idiom to express logically. It also tefers to the ability to use the synonym and antonym.	**Excellent to Very Good** Sophisticated range – effective word/idiom form, choice, usage but *meaning not obscured*	**20 - 18**
	Good to Average Adequate range – occasional errors of word/idiom form, choice, usage but *Meaning and obscured*	**17 - 14**
	Fair to Poor Limited range – frequent errors of word/idiom form, choice, usage – *Meaning confused or*	**13 – 10**

	obscured.	
	Very Poor	**9 – 7**
	Essentially translation – little knowledge of English vocabulary, idioms, word form – or not enough to evaluate.	
4. Language use Language use refers to the students' ability in writing the simple complex, or compound sentences correctly and logically. It also refers to the ability to use agreement in the sentences and some other words such as nouns, adjectives, verbs and the time signal.	**Excellent to Very Good** Effective complex constructions – few errors of agreement, tense, number word order/function, articles, pronouns, preposition.	**25 - 22**
	Good to Average Effective but simple construction – minor problems in complex construction – several errors in agreement, tense, word order/function, articles, pronouns, propositions but meaning seldom obscured.	**21 -18**
	Fair to Poor Major problems in simple/complex construction – frequent error of negations, agreement, tense, word order/function, articles, pronoun, prepositions, and/or fragments, meaning – confused or obscured.	**17 – 11**

	Very Poor	**10 – 5**
	Virtually no mastery of sentence construction rules dominated by errors – does not communicate – or not enough to evaluate.	
5. Mechanics Mechanics refers to the students' ability in using word appropriately, using function corrrectly, paragraph and text can be read correctly	**Excellent to Very Good** Demonstrate mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing.	**5**
	Good to Average Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning confused not obscured**.**	**4**
	Fair to Poor Frequent errors of spelling, punctuation, capitalization, paragraphing – poor handwriting – meaning confused or obscured.	**3**
	Very Poor No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – or not enough to evaluate.	**2**

The mean of the students' score for each cycles was obtained using the application of the following formula:

$$X = \frac{\sum \times}{N} \text{ x 100 \%}$$

Where:

X   = the mean of the students score

$\sum \times$ = total score

N   = the number of students

Next, to catagories the number of the students to were competent in writes recount text, the researcher applied the following formula:

$$P = \frac{R}{T} \text{ x 100\%}$$

Where:

P   = The percentage of those who got the point up to 65

R   = The number of those who got point up to 65

T   = The total number of the students.[23]

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[23]Wahyuna S . dan Syahrum,*statistik pendidikan*,(Medan:diktat,2014). P.44

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The data of this research consisted of two kind: they were quantitative data (writing evaluation result) and qualitative data (diary notes, observation sheet and interview) which had been gathered within two cycles. Cycle I consisted of three meeting and cycle II consisted of two meeting, and there was writing evaluation I in the first meeting to get students' basic level understanding in recount text writing. So, totally there was six meeting in this research. The data were taken only from one class. The class was VIII grades which consisted of 28 students.

1. Qualitative data

The qualitative data were taken from diary notes, observation sheet, and interview that were gained within two cycles. Based on the diary notes that were written shortly after doing teaching learning process, it was found that students were still confused in writing recount text in the beginning research. They seemed lazy to do that which this condition made the students noisy. The beginning in this class was not comfortable. But after they wrote using Lightening the Learning Climate Strategy, they were active, serious, and interested in writing. They found ideas easily if they wrote by using Lightening the Learning Climate Strategy. So, in the end of the research they produced a good recount text and kept improving their scores in every competence test.

The observation sheets were filled by English teacher as a collaboration of this study. Based on the observation, it was concluded that the teaching learning process by using of Lightening the Learning Climate Strategy ran well. The situation of teaching learning process was comfort, lively and enjoyable.

The interview was conducted to the teacher and the students in two sessions. The first session was in the first meeting when the first cycle had not been begun and second session was in the end of last meeting after the second cycle was ended. In the first session, the students were interviewed about their commments of writing and their understanding of writing recount text. They were also asked about their difficulties in writing. The interview result showed that most students did not know about writing recount text. The difficulties were in finding and organizing ideas, in constructing a good sentence and in comprehending the elements of writing.

The second session, students were interviewed about their comment of the implementation of Lightening the Learning Climate Strategy. Based on interview, it can be concluded that students could produce a good in writing recount text if they applied the strategy. They said that this method was helpful, applicable, and effective. By applying this strategy they knew whatever their writing was good or not, so they can improve their writing.

Documentation were taken as instrument of data to analyze about students' activity, behavior, and expressing. It includes the students' documentation (photograph). It can be seen in appendix.

a. **The Activity of The First Cycle**

The first cycle was done in three meetinng. A writing evaluation II was administrated in the end of the cycle. The detail procedure of first cycle was described as follow:

i. Planning

Based on the result of the writing evaluation I this had been administrated before, it was known that the level of students' achievement in writing recount text was low. The class was not conducive for a learning process. The students felt difficult to transfer ideas and felt bored. Even more, the students' writing was very lack of the sentences. They were only two students who passed.

In this phase, the researcher and the teacher made a planning for the action based on the findings of preliminary study. The writer determined the selected material and exercise into a lesson plan using Lightening the Learning Climate Strategy. Besides, making lesson plan, the researcher also prepare unstructured observation sheet to observe the students' and the teacher's activities in teaching learning process.

ii. Action

After administering writing evaluation I and having the result, the teacher announced the students' score in the class. The teacher told the students that their ability in writing was still low. In in this cycle the writer taught the students how to write recount text based on lesson plan that had been made. All plans that had been arranged were conducted. Lightening the learning cimate also was implemented in the first cycle. First cycle was conducted during the second meeting to the fourth meeting.

In the second meeting, the teacher began to explain the material about recount text. Before explaining the material more, taecher did brainstorming the students. This was done to know the students' understanding about recount text. After having the brainstorming by

asking and answering one another, then teacher began to give material to the students. The material was given to give good understanding more about recount text to the students because there were a few students having good understanding about writing recount text. The teacher explained about definition of recount text, generic structure, language feature of recount text, and example of recount text.

In the third meeting, teacher reviewed the material in the second meeting to recall the students' memory about the last topic. Teacher asked to the students to explain their understanding about the recount text, language feature of recount and generic structure of recount. There were many students explaining the recount text well.

The third meeting was the meeting that Lightening the Learning Climate Strategy implemented. Students were taught how to write a good recount text trough Lightening the Learning Climate Strategty. These were the procedures of lightening the learning climate strategy:

a) The teacher to deliver what the topic would be studied at meeting.

b) Give opportunity to the students to remember the related experience with the material at meeting.

c) Question what the forgotten experienced to all the students in other that accustomed

d) To deliver a meet to related with individual experience.

iii. **Observation**

In the first cycle, while the teacher was explaining the material students were still making noises. The teacher asked to the students to keep quite during the teaching learning process. However, in the beginning of using Lightening the

Learning Climate Strategy, the teaching learning process ran well. The situation was conducive for teaching learning process because most of students could be controlled their noise. Students were serious not only when the teacher explained the lesson but when they wrote their recount text. Some of students asked the teacher when they had difficulties. In this cycle the students had good interaction to the teacher. They had a good response to all the teachers' questions.

In this cycle, teacher gave a writing test about experiences. In this writing test II, the students wrote based on their experiences by using Lightening the Learning Climate Strategy. They had many ideas and knowing about their experiences. However, in working writing evaluattion II, some of students were not seriously. Sometimes they cheated their friends' writing and they whispered each other. Generally, the teaching learning process in this cycle ran well.

iv. Reflection

There were many problems of students indicated by the teacher in the class in the first cycle that conducted during three meetings. The students noises controlled meeting by meeting where in the first meeting they often made noises in the class. Then, they slowly listened to the teacher and focused on the material about recount text. They realized that the after listening the teacher explanation about the importance of writing and the advantages of someone who had writing skill.

The used of Lightening the Learning Climate Strategy began here. Based on the observation during learning teaching process the students gave the respond well to strategy applied. They were motivated in order can write well. Teaching learning process ran actively. But, some of students couldn't stop to talk because

they did not understand well about the strategy. Teacher focused on making the students keep quite.

In this cycle the strategy was applied and the evaluation II conducted. Teacher gave a writing test about their experiences. In writing test II, the students writing based on the experience by using Lightening the Learning Climate Strategy. The class was conducive during the test. The students looked like enjoy the writing activity. However, some of students still difficult to write sentences because they had lack of vocabulary so that the students still wrote some word in Indonesian language.

Referring to the result of evaluation II above, it was needed to conduct the second cycle. It was also needed for the teacher to make an improving action. Teacher dicided to make some action to improve the students' ability in writing for the second cycle, such as:

a) Planning a lesson plan with simple past tense as the material. It was needed because the students always did some error in writing sentences.

b) Giving to them a good explanation about the strategy. It was hoped that there were not students feel ambiguity to use it writing.

c) Suggesting the students to find out vocabulary needed on dictionary to solve their lack of vocabulary. It was hoped that students' writing were written by English.

d) Remaining the students to keep their writing well by paying attention.

b. The Activity of the Second Cycle

The data of the students' scores had been obtained in the first cycle and the difficulties of students' writing had been known based on the reflection phrase.

Based on the reflection of the first cycle, it was needed to conduct the second cycle. This second cycle was intended to solve the problems found in the first cycle and to improve the success that had been achieved in the previous cycle. This cycle was also done in two meetings. The detail procedure of second cycle was described as follows:

i.   Planning

Teacher has indicated that the students had some problem in writing in the first cycle. The problems was several error of tense and word order. The vocabulary also had influenced the students' writing. They didn't know some vocabulary in English well. In this cycle, teacher taught the students how to make sentences by simple past tense. It was hoped that the percentage of students who got the point s up 65 would increase. The teacher would be more active in asking questions, in responding students' questions, and in giving explanations to improve the interaction between the teacher and the students.

ii.   Action

In the second cycle, the students were taught how to make sentences by using simple past tense. The teacher taught the students how to write recount text based on the lesson plan that had been made for the second cycle. In the fifth meeting the teacher explained the importance of procedure a good sentence in order to the reader could get the ideas clearly. Teacher explained more about the simple past tense which covered verbal and nominal. Teacher also gave the exercise which related to material.

Based on the students writing evaluation II, there were found that some students also made error in making sentences. Students were taught how to write a good recount text by using Lightening the Learning Climate Strategy:

a) Teacher taught the sentence by using simple past tense to the students.

b) Teacher remained the students to be careful of their error in writing.

c) Teacher asked to the students to find out the words which they did know by using dictionary .

d) The students were directed to think about their experience.

e) The students write a recount text based on what their experience.

f) The students read their paragraph.

g) The teacher and students gave comments and suggestion to their writing result.

In the sixth meeting, the teacher administrated the writing evaluation II. Teacher asked to the students to write a recount text about unforgettable experience by using Lightening the Learning Climate Strategy. Then, the students worked their writing evaluation II individually.

The Teacher actively paid attention to them in every meeting of this cycle and teacher were also active in motivating students so they could produce a good writing by having a good sentence structures.

iii. **Observation**

The students interest to write was continuosly growing up. Most students were very enthusiastic and serious when the had understood how to write recount text by using the material which were explained by the teacher. The condition of the class keep quiet. All the students were active to work assignment. They were also in asking questions. Teacher had been successfully improved interaction with

the students. Teacher had good responds to all questions and managed the time effectively and effeciently.

In this cycle the teaching learning process ran well. The students' interest or students' motivation was continuously growing up. Their focus on the material explained also was better in every meeting. The observation result showed that in the last two meetings of the second cycle were better than the first meeting. It was concluded that Lightening the learning Climate Strategy created a good learning environment.

iv. Reflection

Generally, all students had been able to use the strategy, so they produced a good recount text. Students' writing had improved. The students had been carefully in writing sentence in order not to make incorrect meaning. However a view students still did same error. In the second cycle, they also kept quite in writing by using Lightening the Learning Climate strategy. The class was conducive.

Having corrected the students' writing product, the mean of students who achieved the standard scores had been increased. The percentage of the students who got satisfying scores was 89.25 %. This show that the students' ability in writing recount text.

Based on the result of observation in every meeting, it was concluded that teaching learning process ran well. In the second cycle the students' interest or students' motivation was continuously growing up. Their focus on the material explained also was better in every meeting. The implementation of Lightening the Learning Climate Strategy was succsessfully helped the teaching learning process in the class.

2. Quantitative Data

Quantitative data was taken from writing evaluation result twice in the end of two cycles. It's meant that there were writing scores within two cycles and also including writing evaluation I score which was taken in the first meeting. Six meeting were conducted in this research. The writer gave the evaluation I and II in the fourth and sixth meeting. In writing evaluation I, students got very poor scores. But, from begining of first cycle until the end of the second cycle of this research, students' writing recount text scores improve.

After using of Lightening the Learning Climate Strategy, the researcher carried out unstructured interview with the teacher. It was to know the teacher's response concerning using Lightening the Learning Climate Strategy through Classroom Action Research that had been done. Those questions were the general condition in English class during Classroom Action Research and the difficulties in using Lightening the Learning Climate Strategy during Classroom Action Research. The teacher said that the students' condition were better than before using Lightening the Learning Climate (LTLC) Strategy. In this sense, students' could more work cooperatively and more comprehend the text. According to the teacher as a observer, the difficulties during classroom action research is making the group of Lightening the Learning Climate Strategy because some students need to adapt with their teammates. Moreover, students also made noisy when they made the group.

The result of students' writing scores can be seen in the following table:

Table 4 Students' Writing Scores for Pre-Test

No.	Students' Initial Name	Score	Note

1.	AT	45	FAILED
2.	AA	40	FAILED
3.	CW	39	FAILED
4.	DBP	48	FAILED
5.	DS	62	FAILED
6.	DH	62	FAILED
7.	ENS	60	FAILED
8.	FS	55	FAILED
9.	FL	50	FAILED
10.	IPS	55	FAILED
11.	JN	45	FAILED
12.	KSM	40	FAILED
13.	KP	61	FAILED
14.	LP	62	FAILED
15.	MPY	57	FAILED
16.	MA	41	FAILED
17.	MU	69	PASSED
18.	MR	55	FAILED
19.	NA	45	FAILED

20.	PJ	54	FAILED
21.	RS	68	PASSED
22.	SS	58	FAILED
23.	SAN	60	FAILED
24.	TU	52	FAILED
25.	TS	55	FAILED
26.	WLY	49	FAILED
27.	YA	52	FAILED
28.	ZA	60	FAILED
	TOTAL	$\sum\times = 1499$	
	MEAN	$\times = 53,53$	

The mean of students' score was calculated by applying this formula:

$$X = \frac{\sum\times}{N} \text{ x } 100 \%$$

Where:

X = The mean of the students

$\sum\times$ = The total score

N = The number of students

The mean of students' score in every writing evaluation were:

$$X_1 = \frac{1499}{28} \text{ x } 100 \% = 53,53$$

In this research the indicator of successful achievement of students in writing recount text was if the students have got score up to 65 in their writing evaluation because the English passing grade at school was 65 which based on the accomplishment score (Nilai ketutasan belajar). Then, the percentage achieved for the minimum accomplishment criteria (Kriteria ketuntasan minimum) was 80 %. The number of students' who were competent in writing recount text was calculated by applying this formula:

$$P = \frac{R}{T} \text{ X 100 \%}$$

Where:

P   = The percentage of those who got the point up to 65

R   = The number of students who get the points up to 65

T   = The total number of students.

The percentage of students' writing recount text can be seen as follow:

$$P_1 = \frac{2}{28} \text{ x 100 \% = 7,14 \%}$$

Based on the score, the mean of students was 53,53 and the percentage of the students who passed was 7,14 %. There were only two students passed in pre-test session or evaluation I. It can be concluded that the students' achievement writing skill is still low.

Having implementation Lightening the Learning Climate Strategy and conducted evaluation test II (post test I), students can be seen as follow:

Table 5 Students' Writing Scores for the First Cycle

No.	Students' Initial Name	Meeting IV	Note

		Cycle I	
1.	AT	55	FAILED
2.	AA	60	FAILED
3.	CW	54	FAILED
4.	DBP	60	FAILED
5.	DS	68	PASSED
6.	DH	66	PASSED
7.	ENS	70	PASSED
8.	FS	60	FAILED
9.	FL	55	FAILED
10.	IPS	56	FAILED
11.	JN	50	FAILED
12.	KSM	52	FAILED
13.	KP	67	PASSED
14.	LP	70	PASSED
15.	MPY	60	FAILED
16.	MA	55	FAILED
17.	MU	75	PASSED
18.	MR	62	FAILED

19.	NA	55	FAILED
20.	PJ	60	FAILED
21.	RS	77	PASSED
22.	SS	60	FAILED
23.	SAN	69	PASSED
24.	TU	58	FAILED
25.	TS	62	FAILED
26.	WLY	55	FAILED
27.	YA	58	FAILED
28.	ZA	69	PASSED
	TOTAL	$\sum \times = 1718$	
	MEAN	$\times = 61{,}35$	

Based on the table of Post Test I, the total score of students was 1718 and the number of students who took the test was 28 students. So, the students' mean was :

$$X = \frac{\sum X}{N} \text{ x } 100\%$$

$$X_2 = \frac{1718}{28} \text{ x } 100 \% = 61{,}35$$

The percentage of the improvement of students' writing recount text :

$$P = \frac{R}{T} \text{ x } 100 \text{ \%}$$

$$P_2 = \frac{10}{28} \text{ x } 100 \text{ \%} = 35, 71 \text{ \%}$$

Based on the mean (61,35) and the percentage (35,71%), it can be concluded that the students' ability in writing recount text was still low. There were only ten students that passed the evaluation test II. The result of evaluation II was still far from the Minimum Accomplishment Criteria (Kreteria Ketuntasan Minimum). Therefore, the first cycle was considered unseccessful. So, the next cycle was needed to improve the students' ability in writing.

Table 6 Students' Writing Scores for the Second Cycle

No.	Students' Initial Name	Meeting VI	Note
		Cycle II	
1.	AT	65	PASSED
2.	AA	70	PASSED
3.	CW	60	FAILED
4.	DBP	70	PASSED
5.	DS	73	PASSED
6.	DH	75	PASSED
7.	ENS	80	PASSED
8.	FS	70	PASSED

9.	FL	68	PASSED
10.	IPS	68	PASSED
11.	JN	60	FAILED
12.	KSM	65	PASSED
13.	KP	78	PASSED
14.	LP	85	PASSED
15.	MPY	82	PASSED
16.	MA	77	PASSED
17.	MU	90	PASSED
18.	MR	72	PASSED
19.	NA	80	PASSED
20.	PJ	80	PASSED
21.	RS	90	PASSED
22.	SS	65	PASSED
23.	SAN	75	PASSED
24.	TU	70	PASSED
25.	TS	72	PASSED
26.	WLY	60	FAILED
27.	YA	69	PASSED

28.	ZA	75	PASSED
	TOTAL	$\sum \times = 2044$	
	MEAN	$\times = 73$	

Based on the table, the students' ability in writing recount text by using Lightening the Learning Climate Strategy improved. The standart of Criteria Maximum was achieved.

$$\mathbf{X} = \frac{\sum X}{N} \text{ x 100\%}$$

$$\mathbf{X_3} = \frac{2044}{28} \text{ x 100 \% = 73}$$

The percentage of the improvement of students' writing recount text can be seen as follow:

$$\mathbf{P_3} = \frac{25}{28} \text{ x 100 \% = 89,25 \%}$$

Based on the data above, the mean of the students score was 73 and the percentage was 89,25%. The result was better than the evaluation test I and evaluation test II that conducted. Generally, it can be concluded that the Lightening the Learning Climate Strategy success in improving the students' ability in writing recount text whereas there were only three students who failed in the evaluation test III. The research was stopped in this second cycle.

Table 7 Students' Writing Scores during Six Meeting

No	Students' Initial Name	Meeting I	Note	Meeting IV Cycle I	Note	Meeting VI Cycle II	Note
1.	AT	45	FAILED	55	FAILED	65	PASSED
2.	AA	40	FAILED	60	FAILED	70	PASSED
3.	CW	39	FAILED	54	FAILED	60	FAILED
4.	DBP	48	FAILED	60	FAILED	70	PASSED
5.	DS	62	FAILED	68	PASSED	73	PASSED
6.	DH	62	FAILED	66	PASSED	75	PASSED
7.	ENS	60	FAILED	70	PASSED	80	PASSED
8.	FS	55	FAILED	60	FAILED	70	PASSED
9.	FL	50	FAILED	55	FAILED	68	PASSED
10.	IPS	55	FAILED	56	FAILED	68	PASSED
11.	JN	45	FAILED	50	FAILED	60	FAILED
12.	KSM	40	FAILED	52	FAILED	65	PASSED
13.	KP	61	FAILED	67	PASSED	78	PASSED
14.	LP	62	FAILED	70	PASSED	85	PASSED
15.	MPY	57	FAILED	60	FAILED	82	PASSED
16.	MA	41	FAILED	55	FAILED	77	PASSED

No.	Name	Score	Result	Score	Result	Score	Result
17.	MU	69	PASSED	75	PASSED	90	PASSED
18.	MR	55	FAILED	62	FAILED	72	PASSED
19.	NA	45	FAILED	55	FAILED	80	PASSED
20.	PJ	54	FAILED	60	FAILED	80	PASSED
21.	RS	68	PASSED	77	PASSED	90	PASSED
22.	SS	58	FAILED	60	FAILED	65	PASSED
23.	SAN	60	FAILED	69	PASSED	75	PASSED
24.	TU	52	FAILED	58	FAILED	70	PASSED
25.	TS	55	FAILED	62	FAILED	72	PASSED
26.	WLY	49	FAILED	55	FAILED	60	FAILED
27.	YA	52	FAILED	58	FAILED	69	PASSED
28.	ZA	60	FAILED	69	PASSED	75	PASSED
TOTAL		$\sum × = 1499$		$\sum × = 1718$		$\sum × = 2044$	
MEAN		$× = 53,53$		$× = 61,35$		$× = 73$	

Students' writing was scores by calculating the five component scales: goal, material, step, sentence structure and vocabulary. The ranges of score improvement can be seen in the following table:

Table 8 Comparison Scores of Students' Writing Evaluation

Types of Scores	Evaluation I	Evaluation II	Evaluation III
	Meeting I	Meeting IV	Meeting VI
		Cycle I	Cycle II
Lowest Score	39	52	60
Highest Score	69	77	90
Number of Students	28	28	28

Based on the table above, it can be see that the students' score kept improving. In writing evaluation I, the lowest score was 39 and the highest score was 69. In writing evaluation II, the lowest score was 52 and the highest score was 77 whereas in the evaluation III, the lowest score was 60 and the highest score was 90. It showed a significant improvement in students' writing recount text.

The improvement of the students' score through Lightening the Learning Climate Strategy can be see also from the mean of students' score in every meeting evaluation. The mean of students' score in every writing evaluation were:

$$X_1 = \frac{1499}{28} \text{ x 100 \% = 53,53}$$

$$X_2 = \frac{1718}{28} \text{ x 100 \% = 61,35}$$

$$X_3 = \frac{2044}{28} \text{ x 100 \% = 73}$$

Table 9 Comparison Total and Mean Scores of Students' Writing Evaluation

Meeting		Total Score	Mean
Evaluation I	I	1499	53,53
Evaluation II (Cycle I)	II	1718	61,35
Evaluation III (Cycle II)	III	2044	73

Based on the data analysis, the means score of students writing increased from53,53 to 73 it meant that students' ability in writing recount text improved.

In this research the indicator of successful achievement of students in evaluation because the English passing grade at the school was 65 the accomplishments score (Nilai Ketuntasan Belajar). Then , the percentage achieved from the Minimum Accomplishment (Kriteria Ketuntasan Minimum) was 80 %.

The percentage of the improvement of students writing recount text can be seen as follow:

$$P_1 = \frac{2}{28} \times 100\,\% = 7,14\,\%$$

$$P_2 = \frac{10}{28} \times 100\,\% = 35,71\,\%$$

$$P_3 = \frac{25}{28} \times 100\,\% = 89,25\,\%$$

Table 10 The Percentage of Students' Writing Competence

Evaluation I	Cycle	Meeting	Students got score of to 65	Percentage
I	_	I	2	7,14 %
II	I	IV	10	35,71 %
III	II	VI	25	89,25 %

The students' interest in writing improved while Lightening the Learning Climate Strategy implemented. The diary notes and observation result showed that the students gave their good attitudes and responses during teaching and learning by using Lightening the Learning Climate Strategy. Interview showed that strongly agree that the use of Lightening the Learning Climate Strategy had helped them in writing recount text.

There is a building up on students' ability in writing recount text which can be known from the mean scores of students in cycle II was significantly higher than the score in cycle I. It can be concluded that there a significantly to building up on the students' ability in writing recount text by using Lightening the Learning Climate Strategy. The mean of the writing evaluation I (53,53) increased to the mean of evaluation II in cycle I (61,35) and the writing evaluation III in cycle II (73). The score continuosly improved from the writing evaluation I up to the writing evaluation III. The percentage of students who passed the evaluation test: writing evaluation I (7,14%), writing evaluation II (35,71%), and writing evaluation III (89,25%). There were improvements from the writing evaluation I to the evaluation III.

Finally, based on the result of qualitative and quantitative showed, it can be concluded that using of Lightening the Learning Climate Strategy significantly to build up the students' ability in writing Recount Text in Eight Grade at Mts Cipta Simpang Dolok, Batu-Bara.

B. Discussion

Based on the result of qualitative and quantitative data, if found that the application of Lightening the Learning Climate Strategy has successfully improved students' ability in writing recount text. In the first meeting, the students were given the writing evaluation I. In conducting the writing evaluation I, it was found that students' ability was still low in writing. They were confused in writing their ideas and bad in grammar, structure, and sentence construction. Next, the first cycle of Classroom Action Research was conducted and Lightening the Learning Climate Strategy applied at the first time. The writer conducted the second cycle, the result was better that of the first cycle. In another words, based on the quantitative data, the students' writing became better in every writing evaluation. It indicated that the application of Lightening the Learning Climate Strategy was suitable because it improved students' ability in writing recount text.

The writer also analyzed qualitative data to support this research finding beside the quantitative data (data students' scores). The qualitative data were taken from diary notes, observation sheet and interview.

According to Silberman that Lightening the Learning Climate is the easiest strategy to pull ideas for writing out of students' mind. The students can keep memories all about their experience and develop the ideas before going to write it into a good paragraph. By using this strategy students can foster confidence based on the students' basic knowledge. The students can keep focusing to write

enjoying writing activities and also having courage to read their writing product in front of the class. These raised the interaction and share ideas among students in the class. Finally, the students' ability in writing recount text through Lightening the Learning Climate Strategy improved.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Classroom Action Research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving the problem improving the teaching learning process. In the research, there were some problems had been identified, the interest or motivation of the students and their ability in writing recount text. They had low interest, motivation and ability in writing recount text. These problems had been solved by using Classroom Action Research by implementing Lightening the Learning Climate Strategy as the one of the way to solve the problems to improve the students' ability in writing.

Action research concerns to four steps namely: planning, action, observation, and reflection. Planning, in the step the activities that are going to do are arranged. Action is the realization of the planning that has been made. Observation records everything happen during teaching learning process including the effect of the actions. Reflection is done as the evaluation of the action which has been done. Trough doing the reflection, the strenght and weakness of the action will be found and problems that appear in previous cycle can be overcome.

After analyzing the data, it was found that the students' score improved from pre-test to post test I and post test II.

In the pre-test there was 7.14 % (2 students) who got the score above 65. In post test I there was 35, 71 % (10 students) who got the score above 65. It meant that there was an improvement about 28, 57 %. In post test II, there was 89, 25 % (25 students) who got the score above 65. There was an improvement about

53, 54 % from post test I to post test II and about 82, 11 % from pre-test to post test II.

Based on the data, it was concluded that the students' ability in writing recount text score had improved for each students from pre-test to post test I and post test II by using Lightening the Learning Climate Strategy.

B. Suggestions

Based on those findings above, the writer here wants to give the solutions to solve the problems in teaching in English by giving these following suggestions as follows:

1. For the Principle:

    In order to motivate the English teacher to keep teaching using creative technique or strategy so that the teaching learning process run well.

2. For the English Teacher:

    a. The teacher should implement variuos strategies or technique in learning English especially in writing.

    b. The teacher should be as a partner for the students in learning process, building up the students' interest and ability in writing learning process.

3. For the Students:

    a. The students should have some efforts to learn English by writing the kind of English books and rehearse it in dialy conversation.

    b. The students should be active participants in learning English by asking some questions.

c. The students should have a specific writing time each day to practice their ability in English writing skill.

4. For other Researcher:

The finding of this research is subject matters which can be develop largely and deeply by adding other variables or enlarging the samples.

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APPENDIX I **: LESSON PLAN (CYCLE I)**

Name of School : MTs Cipta Simpang Dolok Batu Bara

Subject : English

Class/ Semester : VIII/1

Meeting : 2nd and 3rd

Topic : Announcement

Time : 2 x 40 minutes

A. STANDARD COMPETITION
Writing

To communication orally and written by using appropriate language fluently and accurately in interactional and/or monolog text of recount, narrative, and procedure directing to various interpersonal meaning.

B. BASIC COMPETITION
Writing
To understand situational meaning and rhetorical stages in written text of recount,
narrative, and procedure by emphasizing on ideational meaning and textual meaning.

C. INDICATORS
a) Mentioning Recount text
b) Identifying the generic structure
c) Generic structure of Recount text

D. OBJECTIVES
The students are able to :
a) Mentioning recount text
b) Comprehending the generic structure
c) Writing recount text

E. TEACHING MATERIAL

A recount text is telling the reader about one story, action or activity. Its goal to entertaining or informing the reader. Recount text is shows something our activities that we have done in the past, for example about the activity as long as in holiday activities, in the last week activities, etc.

Generic Structure :

a. Orientation   : Introducing the participants, place and time (eg. When, who, where and what)
b. Event   : describing series of event that happened in the past
c. Re-orientation : what happened in the end.

OUR HOLIDAY	
Orientation	On Thursday 24th April, seven students went to Botanical Gardens. We walked down and got on the bus. After we arrived at the garden we walked down to the education center.
Event	We went to have a look around. First we went to Orchid farm and Mrs. Fathya read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanical Gardens and had a morning tea. Next we took some pictures and then we went back to the Education Center to have lunch. After that we went for a walk. A lady took us around and introduced herself, then she explained what we would do. Next she took us in to the garden house. It was most interesting. Soon after we had finished we went back outside. Then we got into bus and returned to school.
Re-orientation	We all happy.

F. TEACHING STRATEGY

Strategy   : Lightening the Learning Climate Strategy.

G. TEACHING LEARNING ACTIVITIES

No	Activities	Time
1.	Opening Activities a. Greeting b. Checking attendance list	5'
2.	Main Activities a. Exploration • Giving motivations to students and telling the importance of writing in learning • Brainstorming about students' interest, understanding in writing recount text. • Introducing lightening the learning climate strategy in writing recount text. b. Elaboration • Explaining the material • Giving the students to remember their experience • Teaching the students to write recount text by using lightening the learning climate strategy • The students writing individually c. Confirmation • Asking the students about teaching learning process • Giving the feedback to the students	65'
3.	Closing activities a. Concluding the material and teaching learning process b. Giving motivations c. Greeting	10'

H. MEDIA AND SOURCES

Media   : Whiteboard, board marker, and worksheet.

Sources   : *http://www.belajarbahasainggris.us./2014/12=1*

           - Wardiman, Artono, English in focus for grade VIII Junior High Class (SMP/MTS), Jakarta: Pusat Perkebunan Department Pendidikan Nasional.

I. EVALUATION

1. Technique   : Written test
2. Instrument from   : Essay
3. Instrument   :
   a. Answer the question below:
      1. What is recount text?
      2. Mention the generic structure of recount text

   b. Write a recount text appropriately their experience :
      1. Evaluation aspect
         a. Every question is scored 50 point
            The total score is 2 x 50 = 100
         b. Students' writing scored by the following criteria

Criteria	Content	Organization	Vocabulary	Language use	Mechanies
Level	30	20	20	25	5

Know by :

The Participal   **The Teacher**   **The Researcher**

Syahrial Has, S.Ag   Zulfariana Sari, S.Pd   Rahmi Rizkya

LESSON PLAN (CYCLE II)

Name of School   : MTs Cipta Simpang Dolok Batu Bara

Subject   : English

Class/ Semester   : VIII/1

Meeting   : 2nd and 3rd

Topic   : Announcement

Time   : 2 x 40 minutes

A. STANDARD COMPETITION
Writing

To communication orally and written by using appropriate language fluently and accurately in interactional and/or monolog text of recount, narrative, and procedure directing to various interpersonal meaning.

B. BASIC COMPETITION
Writing
To understand situational meaning and rhetorical stages in written text of recount, narrative, and procedure by emphasizing on ideational meaning and textual meaning.

C. INDICATORS
   a) Identifying the generic structure
   b) Generic structure of Recount text

D. OBJECTIVES
The students are able to :
   a) Identifying recount text
   b) Writing recount text

E. TEACHING MATERIAL

Simple Past Tense

The simple past tense describes an action which happened before the present time and is no longer happened.

Form:

Verbal Sentence	S+V2+O Eg : I went to Jakarta last night I wrote a letter to my mom We took pictures of the beautiful sceneries there
Nominal Sentence	S+Tobe (Was/Were) + Adj/Adv Eg : I was in Bali last week It was scary We were very satisfied with their camping

F. TEACHING STRATEGY
Strategy   : Lightening the learning climate strategy

G. TEACHING ACTIVITIES

No	Activities	Time

1.	Opening Activities
	  a. Greeting
	  b. Checking attendance list
		5'

2.	Main Activities
	  a. Exploration
	    • Exploration
	
	  b. Elaboration
	    • Explaining the material
	    • Giving the students to remember their experience
	    • Teaching the students to write recount text by using lightening the learning climate strategy
	    • The students writing individually
	
	  c. Confirmation
	    • Asking the students about teaching learning process
	    • Giving the feedback to the students
		65'

3.	Closing activities
	  d. Concluding the material and teaching learning process
	  e. Giving motivations
	  f. Greeting
		10'

H. MEDIA AND SOURCES

Media   : Whiteboard, board marker, and worksheet.

Sources   : *http://www.belajarbahasainggris.us./2014/12=1*

- Wardiman, Artono, English in focus for grade VIII Junior High Class (SMP/MTS), Jakarta: Pusat Perkebunan Department Pendidikan Nasional.
- Priyana, Joko dkk. 2008,ScaffoldingEnglish of junior high school students, Jakarta: Pusat Perbukuan. Departemen Pendidikan Nasional.

I. EVALUATION

A. Technique   : Written Test

B. Instrument Form : Essay

Know by :

The Participal	**The Teacher**	**The Researcher**
Syahrial Has, S.Ag	Zulfariana Sari, S.Pd	Rahmi Rizkya

APPENDIX II   **: PRE-TEST**

Instruction   : Write your name and class in answer sheet
available

Test   : Write a recount text about your experience

KEY ANSWER

PRE-TEST

Holiday to The Beach

On Saturday, I and my family went to Pasir Putih beach. I stayed in grandmother house at Pematang Siantar. It has tea garden lots and beautiful.

On Sunday, I and my family saw the beautifuk of tea garden. I took the pictures with my family. Then we swimming in the beach. Then, we rising out bound with my family. In the afternoon I and my family went home.

Have a trip the beach with my family is a really fun and happy.

APPENDIX III : POST – TEST I

Instruction : Write your name and class in answer sheet
available

Test : Write a recount text about your experience using lightening learning climate strategy.

Iam so glad today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum call me again. That snooze made me late.

I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put in my bag the night before. I usually check my bag in the morning. I did not do this morning because I was late and I had do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day ! I hope that I have much better one tomorrow.

1. What the purpose of the text?
    a. To explain about something
    b. To inform about the writers activities
    c. To entertain the readers about the funny story
    d. To discuss about how to overcome the problem
    e. To retell about the writer's terrible day

2. The generic structure of the last paragraph is called…
    a. Reason
    b. Re-orientation
    c. Events
    d. Orientation
    e. Complication

3. What made everything went wrong?
    a. He got up later in the morning
    b. His came to school on time
    c. His bag was left at home
    d. He got punishment from his teacher
    e. His father was late to ride him

4. Which the following statement is NOT TRUE according to the text?
    a. The writer didn't sleep a wink at that night
    b. He didn't hand in his homework
    c. He had breakfast before leaving for school
    d. He feel down the stairs
    e. His father rode him to school

POST TEST I

1. What the purpose of the text?
   a. To explain about something
   b. To inform about the writers activities
   c. To entertain the readers about the funny story
   d. To discuss about how to overcome the problem
   e. To retell about the writer's terrible day

   (The answer is E)

2. The generic structure of the last paragraph is called…
   a. Reason
   b. Re-orientation
   c. Events
   d. Orientation
   e. Complication

   (The answer is B)

3. What made everything went wrong?
   a. He got up later in the morning
   b. His came to school on time
   c. His bag was left at home
   d. He got punishment from his teacher
   e. His father was late to ride him

   (The answer is A)

4. Which the following statement is NOT TRUE according to the text?
   a. The writer didn't sleep a wink at that night
   b. He didn't hand in his homework
   c. He had breakfast before leaving for school
   d. He feel down the stairs
   e. His father rode him to school

   (The answer is C)

APPENDIX IV   : POST – TEST II

Instruction   : Write your name and Class in answer sheet
available
Test   : Write a recount text about your experience using
                               Lightening the Learning Climate Strategy.

On Wednesday, my student and I went to Yogyakarta. We stayed at Dirgahayu hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu Temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. at 5 p.m we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

1. The text above mainly discusses about…
   a. The writer's trip to Yogyakarta
   b. The writer's first visit to Prambanan
   c. The writer's impression about the guide
   d. The writer's experience at Yogya Kraton
   e. The writer's impression about Borobudur

2. The text is written in the form of a/an…
   a. Recount
   b. Narrative
   c. Report
   d. Anecdote
   e. Spoof

3. The purpose of the text is to…….
   a. Tell past events
   b. Entertain readers
   c. Describe the smugglers
   d. Report an event to the police
   e. Inform readers about event of the day

4. What are the big temples in Prambanan?
    a. Angkor wat, Syiwa and Sudra temples
    b. Paria and Brahmana temples
    c. Brahmana, Syiwa and Wisnu temples
    d. Wisnu, Syiwa and Brahmana temples
    e. Borobudur, Syiwa and Brahmana temples

5. When did they go home?
    a. On Saturday morning
    b. On Friday evening
    c. On Thursday evening
    d. On Friday afternoon
    e. On Saturday evening

6. Why did they only visit Brahmana and Syiwa temples?
    a. Because there was no Wisnu temple
    b. Because Wisnu temple was amazing
    c. Because Wisnu temple was too small
    d. Because Wisnu temple was being repaired
    e. Because Wisnu temple was being destroyed

KEY ANSWER

POST TEST II

1. The text above mainly discusses about…
   a. The writer's trip to Yogyakarta
   b. The writer's first visit to Prambanan
   c. The writer's impression about the guide
   d. The writer's experience at Yogya Kraton
   e. The writer's impression about Borobudur

   (The answer is A)

2. The text is written in the form of a/an…
   a. Recount
   b. Narrative
   c. Report
   d. Anecdote
   e. Spoof

   (The answer is A)

3. The purpose of the text is to…….
   a. Tell past events
   b. Entertain readers
   c. Describe the smugglers
   d. Report an event to the police
   e. Inform readers about event of the day
   (The answer is A)

4. What are the big temples in Prambanan?
   a. Angkor wat, Syiwa and Sudra temples
   b. Paria and Brahmana temples
   c. Brahmana, Syiwa and Wisnu temples
   d. Wisnu, Syiwa and Brahmana temples
   e. Borobudur, Syiwa and Brahmana temples
   (The answer is C)

5. When did they go home?
   a. On Saturday morning
   b. On Friday evening
   c. On Thursday evening
   d. On Friday afternoon
   e. On Saturday evening
   (The answer is B)

6. When did they only visit Brahmana and Syiwa temples?
   a. Because there was no Wisnu temple
   b. Because Wisnu temple was amazing
   c. Because Wisnu temple was too small
   d. Because Wisnu temple was being repaired
   e. Because Wisnu temple was being destroyed
      (The answer is D)

APPENDIX V   : STUDENTS' WRITING SCORES

Students' Writing Scores during Six Meeting

No.	Names of students	Meeting I	Meeting IV	Meeting VI
			Cycle I	Cycle II
1.	Agustus	45	55	65
2.	Andi Alamsyah	40	60	70
3.	Chairul Wahyudi	39	54	60
4.	Dikabayu Prayudha	48	60	70
5.	Dian Sasmita	62	68	73
6.	Doddy Sulaiman	62	66	75
7.	Divia Handayani	60	70	80
8.	Fitri Siregar	55	60	70
9.	Fahlevi	50	55	68
10	Indah Permata Sari	55	56	68
11.	Jannatunna'im	45	50	60
12.	Khairul Saleh Marpaung	40	52	65
13.	Khairani Putri	61	67	78
14.	Khailila Putri	62	70	85
15.	M. Putra Yoga	57	60	82
16.	Muhammad Azril	41	55	77
17.	Mahardika Utama	69	75	90
18.	Muhammad Ridho	55	62	72
19.	Nur'Aini	45	55	80
20.	Putri Jasmine	54	60	80
21.	Raudhotusyafni	68	77	90
22.	Susantri	58	60	65

No.	Name			
23.	Siti Annisa Nst	60	69	75
24.	Tiurma Ulfa	52	58	70
25.	Tri Susilo	55	62	72
26.	Waluyo	49	55	60
27.	Yulia Arafah	52	58	69
28.	Zikri Amnur	60	69	75
	TOTAL	$\sum x = 1499$	$\sum x = 1718$	$\sum x = 2044$
	MEAN	x = 53,53	x = 61,35	x = 73

APPENDIX VI   : DIARY NOTES

First Meeting (August, 14th 2015)

This day was the first meeting, the researcher introduced herself to the students and the purposes of her coming. In this meeting, the researcher did brainstorming to the students about writing, especially writing recount text. Then the researcher gave them a writing test to know how their ability in writing. During the evaluation test, there was found that they were difficult to write. They were busy in asking one another because most of them did not know how to write. It could be see from their face and expression. They looked confused and bored. They were difficult to express the idea so that some of them very little in writing. There were only a few students enjoy in writing. The condition of classroom was not conducive because they made noise by asking one another.

Second Meeting (August, 15th 2015)

The researcher began to explain the material which had been prepared. They also were explained the importance of writing, what a useful activity it is. The ideas in our mind could be more useful to people. This meeting was specialized for giving more understand about recount text to the students. It was hope that the students got clear explanation about recount text.

Third Meeting (August, 19th 2015)

In this meeting, the teacher reviews the material in second meeting. This meeting was the first time for the researcher applied Lightening the Learning Climate Strategy. The lightening the Learning Climate Strategy to make the student interest and enjoy the lesson so they could accept the material well. The researcher gave more explanation about material to the students. Students were serious and paid attention to the researchers' explanation. Teaching learning process ran actively. When the researcher explain the technique, some of them looked so interesting. The teaching learning process in this meeting was better than the last.

Fourth Meeting (August,20th 2015)

In this fourth meeting, the researcher was the day for evaluation II. The students writing based on the topic considered by using Lightening the Learning Climate Strategy. The test was for measuring the students' ability in writing recount text having they learn it. The class was conducive during the test. The students looked enjoy the writing activity. They could express ideas well. However, some students still difficult to write sentence because they had lack of vocabulary so they asked one another.

Fifth Meeting (August, 21st 2015)

In this meeting, the students were taught about simple past tense, because based on their writing product in writing evaluation test II most of them made error in writing sentences. The students were explained more about Lightening the Learning Climate Strategy in order to more understanding how to express ideas. The teacher gave the example and the identifying in every sentence. The teacher divided every paragraph in generic structure. The teacher asked to the students to made sentence simple past tense.

Sixth Meeting (August, 22nd 2015)

The evaluation III was conducted in this meeting. Actually, their score already improved although it was not significantly. This evaluation was hoped in order the students could improve their ability. In this last meeting, teaching learning process was very conducive, live and active. Lightening the Learning Strategy has successfully worked in helping students' ability in writing recount text. It was effective and applicable. Most of them kept improving their ability and it can be seen from the score that they got. Some of them kept improving their score significantly and some insignificantly. However, there was a few students did not pass, but their did better than the first and second evaluation. The sixth meeting was the last meeting because the objective of the researcher or the study achieved.

APPENDIX VII   : OBSERVATION SHEET

Focus	Topic	Meeting					Average	Notes
		I	II	III	IV	V		
The writer (as the teacher)	1. The teacher attracts students attentioThe teacher explains teaching objectives	4	4	4	4	4	4	Very good
		4	4	4	4	4	4	Very good
	2. The teacher motivates students to show their best in writing recount text	3	3	4	4	4	3	Good
	3. The teacher prepared teaching material systematically	3	4	4	3	3	3	Good
	4. The teacher explains the lesson about recount text clearly	4	4	4	4	4	4	Very good
	5. The teacher gives all the students chance to ask about writing	3	4	4	4	4	3	Good
	recount text	3	4	4	4	4	3	Good
	6. The teacher responds to students' question	3	3	4	4	4	3	Good
	7. The teacher pays							

	attention to ask the thinks their topic	3	4	3	3	4	3	Good
	8. The teacher explain how to write their recount text by using lightening the learning climate strategy	3	3	4	3	4	3	Good
		3	3	3	3	3	3	Good
	9. The teacher gives feedback to the students							
	10. The teacher manages the time effectively and efficiently							
The students	1. The students pay attention to the teachers' explain	3	3	3	3	3	3	Good
	2. The students ask to the teacher there is something unclear	3	3	3	3	3	3	Good
	3. The students give good responds to the topic given	4	3	3	3	3	3	Good
	4. The students writing recount text actively and seriously	4	3	4	4	3	3	Good

	5. The students feel interested in teaching learning process	3	4	4	3	3	3	Good
	6. The students participate in discussion	3	4	4	4	4	4	Very good
	7. All the student do their writing test	3	4	4	3	4	4	Very good
Context	1. The classroom is save from crowded	3	3	3	3	3	3	Good
	2. The classroom is comfortable	4	4	4	4	4	4	Very good
	3. The classroom has teaching aids (marker, whiteboard, eraser, duster,etc.)	4	4	4	4	4	4	Very good

Interview Report with The Teacher In First Session

NO.	QUESTIONS	ANSWERS
1.	What do you think about this class?	This class is very nice, actually the students are interested in studying.
2.	Do you think, they like English?	Yes, they like
3.	How about their ability of the students in writing paragraph?	The ability of the students writing is still low. They feel difficult to write. The mood and interest of them is very low.
4.	How do you teach your students in writing ability especially in recount text ?	I taught them by explaining the material and give them exercise.
5.	What is your effort to improve their ability in writing recount text?	I do like usual and give them motivation to write well

Interview with The Teacher In The Last Session

No.	QUESTION	ANSWER
1.	What do you think about using Lightening the Learning Climate Strategy in improving the students' ability in writing recount text?	I think, this strategy is very good. The application of this techniques can raise the students' mood and interest to write well. The ability of students improves step by step. It can be a model for me to teach writing. The students can express their ideas and write well.

Interview Report with The Students In First Session

No	QUESTIONS	ANSWERS
1.	Do you like writing?	Student 1: Yes, I like, Miss Students 2: No, I don't like
2.	What kind of writing do you like to write?	Student 1: I like write something about my experience Student 2: I like write about people experience or a history
3.	Do you like writing recount text? Why ?	Student 1: Yes, because just retell about my experience. Student 2: No, I don't like, because I still confused cause not have more vocabulary.

Interview report with the students in the last session

No.	QUESTIONS	ANSWERS
1.	What do you think about Lightening the Learning Climate Strategy?	Student 1: I think it's good strategy Student 2: Not bad, I enjoy it.
2.	If Lightening the Learning Climate Strategy is applied in your teaching learning process, is your writing ability in recount text improved?	Student 1: Yes, Sure. My ability in writing will be raise. Student 2: May be yes, Miss.
3.	Does the strategy of teaching learning process that teacher apply improve your ability in writing recount text?	Students: No, the teacher just explained about it and about structure.
4.	What efforts do you to improve your ability in writing recount text?	Students : Nothing…………..

APPENDIX IX   : STUDENTS WRITING PRODUCT

THE STUDENTS' ATTENDANCE LIST

NO.	Names of Students	August 14th 2015	August 15th 2015	August 19th 2015	August 20th 2015	August 21st 2015	Augu 22nd 2
1.	Agustus	✓	✓	✓	✓	✓	✓
2.	Andi Alamsyah	✓	✓	✓	✓	✓	✓
3.	Chairul Wahyudi	✓	✓	✓	✓	✓	✓
4.	Dikabayu Prayudha	✓	✓	✓	✓	✓	✓
5.	Dian Sasmita	✓	✓	✓	✓	✓	✓
6.	Doddy Sulaiman	✓	✓	✓	✓	✓	✓
7.	Divia Handayani	✓	✓	✓	✓	✓	✓
8.	Fitri Siregar	✓	✓	✓	✓	✓	✓
9.	Fahlevi	✓	✓	✓	✓	✓	✓
10.	Indah Permata Sari	✓	✓	✓	✓	✓	✓
11.	Jannatunna'im	✓	✓	✓	✓	✓	✓
12.	Khairul Saleh Marpaung	✓	✓	✓	✓	✓	
13.	Khairani Putri	✓	✓	✓	✓	✓	✓
14.	Khailila Putri	✓	✓	✓	✓	✓	✓
15.	M. Putra Yoga	✓	✓	✓	✓	✓	✓
16.	Muhammad Azril	✓	✓	✓	✓	✓	✓
17.	Mahardika Utama	✓	✓	✓	✓	✓	✓
18.	Muhammad Ridho	✓	✓	✓	✓	✓	✓
19.	Nur'Aini	✓	✓	✓	✓	✓	✓
20.	Putri Jasmine	✓	✓	✓	✓	✓	✓
21.	Raudhotusyafni	✓	✓	✓	✓	✓	✓
22.	Susantri	✓	✓	✓	✓	✓	✓
23.	Siti Annisa Nst	✓	✓	✓	✓	✓	✓
24.	Tiurma Ulfa	✓	✓	✓	✓	✓	✓
25.	Tri Susilo	✓	✓	✓	✓	✓	✓
26.	Waluyo	✓	✓	✓	✓	✓	✓
27.	Yulia Arafah	✓	✓	✓	✓	✓	✓
28.	Zikri Amnur	✓	✓	✓	✓	✓	✓

BIOGRAPHY

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Educational Background

1. Primary School, Air Hitam   :

   1999-2004

2. Junior Islamic High School

   (MTs Ponpes Modern Daar Al-Uluum Kisaran)   :

   2004-2008

3. Senior Islamic High School

   (MAS Ponpes Modern Daar Al-Uluum Kisaran)   :

   2008-2011

4. Student of English Department of Tarbiyah

    and Teacher Training Faculty State University

   for Islamic Studies Norh Sumatera   :

   2011-2015