

**TEACHING RECOUNT WRITING SKILL BASED ON
MORAL VALUE OF DOMESTIC ENREKANG CULTURE**



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A THESIS

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ABSTRACT

Nusriani. *Teaching Recount Writing Skill Based on Moral Value of Domestic Enrekang Culture*. (Supervisor; Arqam and Magdahalena Tjalla).

Moral values are defined as guidelines that assist a person in deciding between right and wrong. In order to create honest, credible, and fair judgments and relationships in daily life. This study aims to analyze how to improve the recount writing skill students of SMP Negeri 7 Alla and explore the way of teaching recount writing skill based on the moral values of Domestic Enrekang culture at SMP Negeri 7 Alla.

This research was conducted teaching recount writing skill to the eighth grade student of SMP Negeri 7 Alla. This type of research is a Classroom Action Research (CAR) and the data is collected by test and observation. The researcher implementation procedure of CAR started with situation analysis, action planning, action implementation, reflection, and evaluation of the impact of the action.

The finding showed that the mean score every cycle has increased. In pre-cycle, the students gain mean score 56.6. it showed that the ability of students in writing recount was poor. In the cycle I, the student gain mean score 65.5. it showed that there was progress of student ability in cycle I. In cycle II, the student got mean score 73.2. It showed that Cycle II greater that Pre-cycle and cycle I. it also prove that students have high progress in recount writing.

Keywords : recount text , writing skill, moral value, Enrekang culture

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CHAPTER I

INTRODUCTION

A. Background

Recounts (or accounts as they are sometimes called) are the most common kind of texts we encounter and create. Recount text is a text that telling the reader about one story, action or activity. Their primary purpose is to retell events or a text which retells event or experiences in the past. They are the basic form of many story telling texts and in non-fiction texts they are used to create factual accounts of events (either current or historical).

The design and manufacture of teaching materials in order to help teachers and students in achieving optimal learning objectives is certainly not easy. The common perception inherent among educators in designing and composing teaching materials is difficult and stressful work (Efrina et al., 2020). The statement was very relevant when the researcher conducted interviews with two Indonesian teachers in SMP NEGERI 7 ALLA, namely Irmawati Eli, S.Pd and Amriani, S.Pd that the teaching materials used during the whole learning process are from the publisher.

The same thing is also expressed by Lubis (2015) and Syaputra (2016) that teaching materials that are conventional in nature without any further development based on the characteristics of the needs of students and their respective areas is still the main choice (Hafis et al., 2018). In fact, the quality of books circulating in the market is not fully in accordance with the needs of

students and only emphasizes the mission of delivering knowledge or facts alone (Nambiar et al., 2020). Therefore, there should be a kind of selection and development of teaching materials oriented to the needs of learners in accordance with their respective areas in order to provide assistance in achieving learning objectives. One of the materials taught in learning English in grade VIII SMP/MTS is the recount text.

The recount text is a text that retells an event or a past event. Recounts (or accounts as they are sometimes called) are the most common kind of texts we encounter and create. Their primary purpose is to retell events. They are the basic form of many story telling texts and non-fiction texts they are used to create factual accounts of events (either current or historical). The end result of the learning is expected that the student is able to produce the text of the story in accordance with the structure and rules in linguistics.

Based on the curriculum 2013, for the junior high school level, students are taught to be able to express meaning in a simple short monologue text in the form of a recount text to interact with the surrounding environment. Thus the basic competencies are; Expressing meaning in the form of short spoken text and expressing meaning and rhetorical steps in monologue text in the form of simple recount text using various languages accurately, fluently and acceptably to interact with the surrounding environment.

To achieve the objectives of the curriculum, proper use is an attempt to provide a method for enjoying learning that does not come from learning unless a sense of admiration arises. The method often used by teachers is the lecture

method, where the teacher only explains the meaning of the recount text and the benefits of the text to students. The teacher never asks students to make a recount text. However, after that, some of the results of the assessment of students were not in accordance with the learning objectives, it could be seen that there were difficulties such as, students or 50% of the 33 students had not been able to write recount texts. This can be seen from many students who are still not right in using tenses, using inappropriate vocabulary, and using punctuation incorrectly.

Moral is related to morals, character, and the teachings of decency. The goal of morality is the alignment of human actions with the rules concerning human actions (Salam, 2000:9). Moral values are important for human life, both as personal beings, creatures of God, and social beings. Morals are teachings about bad behavior. Human beings are naturally attached to moral values that reside in their conscience.

For a long time, schools have realized the importance of inculcating morals and ethics for their students even though the implementation has not run optimally. Through habituation of good behavior, schools seek to form moral and ethical awareness,

Moral in human life has a very important position. Moral values are indispensable for humans, both as individuals and as members of the school, family or community or nation. The civilization of a nation can be judged through the moral character of the community. Moral is the procedures in life, customs or habits used in the growth and development of individuals or social groups to reach

maturity. Morals can control the behavior of children who move adult (teenagers) so that he does not do things that are contrary to the views of society.

Local culture is part of the culture of a society that cannot be separated from the language of the community itself. Local culture is usually passed down from generation to generation through word of mouth. Local wisdom is knowledge that is found by certain local communities through a collection of experiences in trying and being integrated with an understanding of the culture and natural conditions of a place. Based on the understanding of local wisdom that has been described, it can be concluded that local wisdom is all forms of knowledge, belief, understanding, or insight as well as customs or ethics that demand human behavior in life.

Based on the description above, the researcher is interested in studying more deeply about the importance of integrating local culture in learning as an effort to create learning that not only equips students with knowledge but also instills a sense of love for local culture in their environment, the impact of learning local culture. As well as how the teacher steps in integrating local culture. Through this, it is hoped that it will be useful for teachers to participate in designing and implementing local culture-based learning in schools. Based on the description above, the writer is interested in analyzing how a teacher teaches a recount text based on the moral values of the local culture. Therefore, the authors are interested in conducting a research entitled “Teaching Recount Text Based On Moral Value Of Domestic Enrekang Culture (Case Study At SMP Negeri 7 Alla Kecamatan Alla Kabupaten Enrekang)”.

B. Problem Statements

In this study, the problem of this research is formulated as follows;

1. How to improve students' recount writing text based on the moral values of Domestic Enrekang culture at SMP Negeri 7 Alla?
2. How teacher of SMP Negeri 7 Alla improve students' recount writing text based on the moral values of Domestic Enrekang culture?

C. The objective of the Research

Based on the problems of the study, the objective of the study are :

1. To analyze how the recount writing skills of students of SMP Negeri 7 Alla Improved?
2. To explore the way of teaching recount writing skills based on the moral values of Domestic Enrekang culture to improve recount writing skills at SMP Negeri 7 Alla.

D. Significance of the Research

This research hopefully gives some benefits to the students, the English teacher, and the writer herself. In this study, the students were expected to be able to improve their achievement in recount writing text based on Enrekang Moral Value. For English teachers, this study is intended to assist teachers to get alternative ways in their teaching process, especially teaching Writing. Finally, the writer hopes that this study will enhance knowledge and obtain some experience in teaching and learning English and in doing educational research.

The result of the study hopefully will give a contribution to English teaching and learning, they are:

1. Theoretically

The study will enrich the technique of teaching and learning English.

2. Practically

- a. For the teacher

It will give a contribution to English teachers that teaching recount text through the use of moral values is more interesting. The technique may improve the students' skill in writing recount text.

- b. For the students

It helps the students to write recount text by writing moral value because the moral value is interesting and has more topics to share.

- c. For the researcher

It will get new knowledge and experience in teaching recount text using moral values, beside fulfill the requirement for the degree of Bachelor of Education.

E. Scope of the Research

This research was conducted in SMP Negeri 7 Alla, Masalle District, Enrekang Regency, especially for grade VIII. It gave new knowledge and experience in teaching recount writing skills based on the moral values of Domestic Enrekang culture, beside fulfill of the requirement to gain a Master of Education degree.

F. Operational Defenition of Terms

1. Writing

Writing is a creative process of expressing ideas or ideas that exist within the mind in written form with a specific purpose. Writing is a form of thinking which are set forth in words that are easier to understand and easier to understand. “Writing is functional communication, making learners possible to create imagined worlds of their own design” (Kern, Richard, 2000: 172).

Writing as one of four language skills is considered as a difficult skill because the researcher should make some aspects of writing such as content, organization, purpose, vocabulary, punctuation, and spelling in balance way. Writing is the activity or occupation of writing, for example, books, stories, or articles. We can take more time to think and choose words to express our idea, thought, and feeling. We still can make editing or revision if it is not so clear to express what intend to write.

2. Recount text

Literally, recount means “telling”. So recount text could be interpreted as “Text that tells”. A recount text is a text that tells the reader about one story, action, or activity. Its goal is to entertain or inform the reader.

According to Hyland Ken (2004: 29), the recount is a kind of genre that has a social function to retell events to inform or entertain.

The point is recounted Text is a text that contains the story of the author’s experience either a fun or sad experience, so using the past tense.

3. Moral value

Moral values are defined as guidelines that assist a person in deciding between right and wrong. To create honest, credible, and fair judgments and relationships in daily life, the awareness of one's morals along with self-awareness is crucial.

The development of moral values is a necessary process that should begin in childhood. Moral values in children can set them on the right path, helping them form a pleasant personality combined with a strong character. Besides the child's family, schools are critical in guiding, supporting, and holding their hands as they navigate the landscape of moral values.

From an early age, it is important to inculcate good moral values and an upright moral compass in every child or student, encouraging good behavior, and knowing how to tell right from wrong is something that owes to our children.

CHAPTER II

LITERATURE REVIEW

A. Previous of Related Findings

The first previous research is the thesis entitled *The Effectiveness of Using Chain Pictures in Teaching Writing A Recount Text* by Dyah Maya Sari (2008). She states that students usually get difficulty in doing writing because it requires their creativity in developing their feelings and ideas, and chain picture are very interesting media that can help students arrange the story.

In this study, she attempted to offer the chain picture to be used for teaching writing a recount text. She tried to compare between students who are taught to write a recount text by using chain pictures and those who are taught by using a conventional method. The result of this research shows using chain pictures was more effective than teaching writing using a conventional way.

The previous research is the thesis entitled *The Use of Diary Writing in the Teaching of Writing Recount Text* by Iin Ainatuz Zahiroh (2010). 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 research finished, she said that there is a significant difference in writing recount text scores between students taught by using the diary and those who taught by using non-diary writing. It is showing the mean of the experimental class is higher than the control class.

On the other hand, the test of the hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The hypothesis is

accepted. Based on the result, the researcher concluded that diary writing is effective to be used in the teaching of writing recount text. It helped the students to solve their problems in writing recount text and improve students' fluency in writing.

A research was conducted by Nurun Hidayati with the title *Bringing Moral Value into the Classroom Using Biographical Text* (Hidayati, 2016). This study aimed at providing real moral values brought from two influential heroes of Indonesia in the form of authentic texts. The method used in conducting this study was descriptive qualitative research. The data were gathered through Google search engine from an encyclopedia namely *Brittanica.com*. The data were analyzed through an interactive model from Miles and Huberman (1994).

A research was conducted by Ariyanti under the title *Moral Values in Education: Teaching English Classroom at Ma'had Tahfizul Qur'an Rahmatullah Samarinda* (Ariyanti, 2016). In this article, the researcher tries to investigate the moral values directly to educational world by having the guideline of components of educational moral values proposed by Veugelers. This research is a descriptive qualitative study where the researcher describes in a very detail information regarding with what moral values reflected in English classroom at Ma'had Tahfizul Qur'an Rahmatullah Samarinda. As a result, the researcher found that from five components of educational moral values, there are only one component which is Moral Politics which seldom appears during the teaching and learning process.

B. Literature Review

1. Writing Skill

a. Definition of Writing

“Writing is functional communication, making learners possible to create imagined worlds of their own design.”(Richard Ken, 2000: 172). Writing as one of four language skills is considered as a difficult skill because the researcher should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way. Writing is the activity or occupation of writing, for example books, stories, or articles. We can take more times to think and choose words in order to express our idea, thought, and feeling. We still can make editing or revision if it is not so clear to express what intends to write. Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. The after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one step actions; it is a process that has several steps.

Writing is a discovery process that involves discovering ideas, how to organize them and what that you want to put over to your order, so a lot of what a researcher does as a researcher does not actually appear on the page. It is a means of communication. Whenever the researcher want to write, he has to knowing the audience or reader, it will help in reaching the the goal of communicating clearly and effectively (Ochima, Alice and Ann Hogue, 1997: 2). Communication in writing tends to involve a thinking process because writing requires the process of

selecting and organizing ideas into coherent and logical whole, so in this case writing is undeniably based in thought. Finnochiaro Mary (1974: 86) says that writing has been characterized as written thinking. It means that writing is a way to produce language that comes from our thought. In the writing process, the researcher tries to developing their ideas and feelings to produce into a good sentence, in order to inform the other.

b. Types of Writing

The type of writing system which exists in the native language is an important factor in determining to easy of speech with which students learn to write (Finocchiaro, Mary, 1974:85). There are two types of writing:

- 1) Practical Writing This type deals with the fact and functional writing. It is purposed to special goal that we can find it in letters, papers, summaries, outlines, essays, etc.
- 2) Creative or Imaginary Writing This type usually exists in literature. Such as novel, romance, poem, short story, science fiction, etc.

Brown categorized four types of writing performance, those are:

- 1) Imitative

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing.

2) Intensive (controlled)

Intensive writing is producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the long of sentence. Meaning and context are some importance in determining correctness and appropriateness but most assessment tasks are more concerned with a focus on form and are rather strictly controlled by the test design.

3) Responsive

Assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines.

4) Extensive

It implies successful management of all the processes and strategies of writing for all purposes, up to the long of an essay a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on the grammatical form is limited to occasional editing or proofreading of a draft.

In this research, the researcher mixed up intensive and extensive writing. In intensive writing, the students produced language to display their

competence in grammar, vocabulary or sentence formation. While in extensive writing, the students could do a large quantity of informal writing on a wide range of topics and in various styles and they did so for pleasure. The students had to write one paragraph only about recount text related to the topic given. They might write everything related to the topic freely and by using the correct grammar based on what they had learnt.

c. Aspect of Writing

Hughes stated there are five important aspects to be assessed in writing. Those are content, organization, vocabulary, grammar and mechanics.

1) Content

Content is the ability to use the knowledge and understandable subject and information, development thesis, interrelationship of many details relevance of materials and topic.

2) Organization

Organization is the ability of the writer to arrange the ideas in a logical sequence and cohesion, to make a unified contribution to the whole paragraph. The writing must consist of an introduction, body, and conclusion.

3) Vocabulary

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. Thornbury stated that without vocabulary nothing can be conveyed, this proves how the importance of vocabulary learning.

4) Grammar

Grammar is partly the study of what forms or structures are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed.

5) Mechanic

Mechanic refers to punctuation and spelling. Such things are the nuts and bolts of the writing skill and they need to be focused on at certain stages of learning to write in English.

In this research, the researcher used all the elements of writing and adjusted with the material that the students had learnt. For instance grammar, not all the grammars were assessed but only the material of grammar that the students had learnt about. The researcher had mentioned it in the reference of students' assessment.

d. Purpose of Writing

According to O'Malley, J. Michael and Lorraine Valdez Pierce (1996: 137- 138), there are three purposes of writing based on the types of writing in English language learning, those are:

- 1) Informative It is represented by "informative writing," that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers.

- 2) Expressive or Narrative It is represented by “expressive writing” or “narrative writing is” that is purposed to share a personal or imaginative expression. Commonly it is composed by the researcher story or essay. Expressive or narrative often used to perform a pleasure discovery, story, poems, or short play.
- 3) Persuasive It is represented by “persuasive writing” that is purposed to persuade the readers to do something. It effort to influences others and initiate action or change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.

e. Writing Process

There are three steps in writing process, they are prewriting, writing, and revising. All of those steps are important to make our writing better and systematic.

1) Prewriting

Prewriting is the first step, it is preparation step before writing process. Prewriting gives warming up the brain to gathering the ideas to write about. There are several ways to warm up before we write (Blanchard, Karen and Christine Root, 2003: 41).

2) Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph (Blanchard, Karen and Christine Root, 2003 :43). As their research, the first draft on your paragraph, use the ideas we generated from prewriting as a guide. As we write, remember to:

- a) Begin with a topic sentence that states the main ideas, include several sentence that support the main idea.
- b) Stick the topic does not include information that does not directly support the main idea.
- c) Arrange the sentences so that the other ideas make sense.
- d) Use signal words to help the reader understand how the ideas in your paragraph are connected.

3) Revising

The last step is revising, it is the important step to do after we have produced a draft. We have to analyze the content of the draft may unclear, ambiguous or confusing. We have to ensure that our paragraph is unified and coherent and improve the grammatical accuracy. So, in this step we can enrich our writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic (Harmer, Jeremy, 2002: 5).

It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are:

- a) Add new ideas to support the topic.
- b) Cross out sentences that do not support the topic.
- c) Change the order of the sentences

f. Requirements of Good Writing

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey one's meaning. To write an interesting text and good paragraph, we

should know what a paragraph is. “A paragraph is a group of sentences which contain relevant information about one main or central idea” (Bram, Barli, 1995: 13).

A good paragraph normally focuses only on one idea that is expressed in the topic sentence. Topic sentence is important to express an idea. Function of the idea is to control the content of paragraph. Idea is the beginning of creative process. A paragraph basically consists of three parts; those are introduction, body, and conclusion.

In writing a good paragraph, we should concern to two things. They are:

1) Unity

The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence: all of the sentences stick together.

2) Coherence

Coherence also plays an important role in writing. It plays crucial role in making a paragraph read well. Every coherent paragraph contains smoothly-connected ideas. To achieve coherence, the researcher needs to use some transitions, such as however, although, finally, and nevertheless (Bram, Barli, 1995: 20-21).

According to Nurgiyantoro, Burhan (2001: 306) writing skill is complex and difficult to teach since in this case writing does not only mean putting down graphic form on a piece of paper. It involves at least five components. They are:

a) Content : The substance of writing, the ideas expressed

- b) Form : The organization of the content
- c) Grammar : The employment of grammatical form and syntactic patterns
- d) Vocabulary : The choice of structure and lexical items to give a particular tone or flavor to the writing. It is also called style.
- e) Mechanic : The use of graphic conventions of the language.

g. Writing Skill

Writing skills are specific abilities which help students or researchers put their thoughts into words in a meaningful form and to mentally interact with the message. It helps the learner gain independence, comprehensibility, fluency and creativity in writing.

Independence is the ability to function in a given area without depending upon another's help. Independence writing is the ability to write anything one can say or understand in his or her language without depending upon another's help. Comprehensibility means the ability to be understood; intelligible. Fluency is the ability to read, speak, or write easily, smoothly, and expressively. Fluency skills are the ability to see larger segment and phrases as wholes as an aid to reading and writing more quickly. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it.

h. Improving Students Writing Skill

Improvement in Oxford Learners Pocket Dictionary is the process of becoming or making something better (Oxford, 2008: 216) Students are person who is studying at a college or university, person studying at secondary school,

and any person interested in a particular subject. The improving students' writing skill can be done if there is a good preparation of using aids, it will be possible for the teacher to create a good language learning process in which the students' participation is dominant; as a result, the students' knowledge and skill can be improved. In this study, moral value is an aid that uses to improve students' writing skill in recount text.

There are some factors that can influence students' writing skill (Bram, Barli, 1995: 25-62).

- 1) Limited vocabulary
- 2) Difficulty in organizing to write about something
- 3) No motivation to write
- 4) Lack of confidence in grammar

Those are the problems that mostly faced by students in writing. As a teacher, it is important to help the students when they get problem. When teacher can play their role, the students will be helped in their writing. The improvement of students' ability in writing skill can be seen by look at the differences or raising the students' ability in those factors.

2. Teaching Writing Skill

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a "backup" for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.

The important given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with the other skill, in other curricula it is only used, if at all in its writing for learning role where students write predominantly to augment their learning of the grammar and vocabulary of the language (Harmer, Jeremy, 2004: 31).

Partly because of the nature of the writing process and also because of the need for accuracy in writing, the mental processes that a student goes through when writing differ significantly from the way they approach discussion or other kinds of spoken communication. This is just as true for single-sentence writing as it with single paragraph or extended text.

Writing is often not time bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

However, this quite separates from the issues of writing process and genre. Since here students are not writing to become better researchers, they are writing to help them learn better.

a. Implications for Learning and Teaching

A consideration of the writing process, and how speaking and writing are related to each other-especially in a world of changing communication media-is

not only of academic interest. It also has implications for the way we teach writing.

Many traditional approaches, for example, failed to incorporate the kind of insight into the writing process that we have been discussing. In some teaching, for example, students write a composition in the classroom which the teacher corrects and hand back the next day covered in red ink.

The students put the corrected pieces of work in their folders and rarely look at them again. For many years the teaching of writing focused on the written product rather than on the writing process. In other words, the students' attention was directed to the rather than the how of text construction. Product approaches expected the student to only analyze texts in term of what language they used and how they were constructed (Harmer, Jeremy, 2004: 11).

b. Strategy for Writing Teaching Process

There are a number of strategies we need to consider for concentrate on the process of writing, they are:

1) Get Students to plan writing

Before getting students to write we can encourage them to think about they are going to write by planning the content and sequence of what they will put down on paper (or type into the computer). There are various ways of doing this. Including, at one end of the scale, brainstorming (where the students in pairs or groups come up with as many ideas as they can through discussion) to more guided tasks. where the teacher or the course book includes a number of activities which leads students to plan for a forthcoming task. When students are planning

we can encourage them to think not just about the content of what they want to say but also about what the purpose of their writing is, and who the audience is they are writing for.

2) Encourage students to draft, reflect and revise writing

Students who are unused to process-writing lessons will need to be encouraged to reflect on what they have written, learning how to treat first draft as first attempt and not as finished product. We may want to train them in using and responding to correction symbols, we may offer them revision checklist to use when looking through what they have written with a view to make revision.

One way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. A pair or group of students working together on a piece of writing can respond to each other's ideas (both in terms of language and content), making suggestions for changes, and so contributing to the success of the finished product.

c. Respond to Students' Writing

In order for a process-writing approach to work well, some teachers may need to rethink the way in which they react to their students' work, in place of making correction to a finished version, they will need, at times, to respond to a work-in-progress. This may involve talking with individual students about a first, second, third, and fourth draft, while other members of the group are working on their own. Alternatively, teachers can read through a draft and then make written suggestions about how the text could be reordered. This is especially appropriate,

for example, when the class is working in a computer at a time from a central console.

Another possibility is for the teacher to write out their own version of how a section of text might look better. Such reformulation will be beneficial to the student who compares their version with their teachers.

It is not just teachers who can respond to the students writing. It is useful to have students look at work done by their colleagues and respond in their own way. Such peer response may provide welcome alternative to the teacher's feedback as well as offering a fresh perspective on the writing (Jeremy Harmer, 2004: 12).

3. Recount Text

a. Defenition of Recount text

Recounts (or accounts as they are sometimes called) are the most common kind of texts we encounter and create. Recount text is a text that telling the reader about one story, action or activity. According to Hyland cited from Ismiati's research, the recount is a text that tells about past experiences of the event. A reconstruct past events in the time order in which they occurred. It involves telling what happened and interpreting or evaluating the experience in some way. Anderson explains about recount text cited from Eni Yustina's research recount text is a text which lists and describe past experiences by retelling events in the order in which they happened (chronological order). The purpose of recount text is to retell events with the purpose of either informing or entertaining their audience

Their primary purpose is to retell events or a text which retells event or experiences in the past. They are the basic form of many story telling texts and in non-fiction texts they are used to create factual accounts of events (either current or historical).

Recount text is one of the texts contained in the 2013 curriculum, especially on english language learning in SMA / SMK. The recount text contains every past events. Kosasih (2016:154) pointed out, "Recount text is a text containing past events or experiences. Furthermore, Kristono (2012:28), "Recount text is a type of text that retells the past experience chronologically in order to inform or entertain readers."

Recount text events of the past would have a purpose and objective. One cannot tell if what he discloses is of no use. Pardiyono (2017:63) argued, "Recount text is made with the purpose to provide information (to inform) about past activities." In line with that, Dirgeyasa (2016:2), "Simply recount is defined as a type of text composed in order to give impormation about the past activities. A recount retells past events in the order in which they happened."

Based on some opinions on the meaning of the recount text above, it can be concluded that recount text is a text containing information about past events. Past events are presented chronologically as a form of information delivery, either personal experience or historical recordin.

The meaning of recount text is a form of text that tells stories in the past either personal experiences, group experiences, or any specific events written in English. In Indonesian or the context of Indonesian writing, this type of recount

text can be equated with personal notes such as diary notes or observation notes that function more as a reminder. The structure of recount text starts from the orientation, then the event, and reorientation.

b. The structures of Recount Text

There are three structures that construct a recount text have their respective functions in formulating a text.

- 1) Orientation: The orientation form is the first paragraph of the written recount. This can consist of one sentence but will often consist of at least two or three sentences. The orientation sets the scene and supplies the necessary introduction or background information that is needed to fully understand the retelling. It establishes the time, setting and who or what is participating.
- 2) Sequence of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/or evaluative remarks, which are interspersed throughout the record of events.
- 3) Reorientation: This is an optional step and it often used to finish writing by rounding the series of events. It refers back to some information in the orientation paragraph.

c. Recount Text Features

The common grammatical features of recount text are:

- 1) Use of nouns and pronouns to identify people, animals, things involved
- 2) Use of action verbs to refer to events

- 3) Use of past tense to locate events in relation to speaker's or researcher's time
- 4) Use of conjunctions and time connectives to sequence of events
- 5) Use of adverb and adverbial phrase to indicate place and time
- 6) Use of adjective to describe nouns (Hyland, Ken, 2004: 135)

d. Various Recount Text

In general, there are 4 types of recount text, namely:

1) Personal Recount Text

Personal recount text is a type of recount text that tells the author's personal experiences such as vacation experiences, experiences at school or even unforgettable experiences that make us keep remembering the event.

Example:

Last Wednesday, I came late to my school because I did my school assignments till 02.00 am in the night. Because that I woke up late. I woke up at about 07.00 am and the class began at 07.30. Before taking a bath I took an ablution for praying first. I usually have breakfast before going to school but in that day I didn't do that.

I always go to school by motorcycle, but in that day I forgot where I put the motorcycle's key, so I had to wait a motorcycle taxi in a longer time. I arrived at school at 08.00 am. I ran to my class and I saw my teacher has been standing in front of the class to teach. I entered to my class and of course my teacher was angry with me because I came too late.

It was my bad experience and I hoped I wouldn't do again.

2) Imaginative Recount Text

Imaginative recount text is a type of recount text that tells the author's imagination about something and is written in the past tense. In the discussion below, we provide an example of imaginative recount text.

That morning, I was watering flowers in the garden beside the house. In the park, many butterflies flied. Seeing this, I wondered if I had a beautiful pair of wings. So that, I will look like a fairy on television, and be able to fly here and there as I wish without feeling afraid of falling down.

3) Factual Recount Text

Factual recount text is a type of recount text that discusses something that really happened (facts) in the past. Below, we give an example of a factual recount.

Example:

A Man Charged

A man has been sued in court for pushing an older woman down a bus on Upper Thomson Road. Ong Kok Hao, 25, is accused of injuring 76-year-old Hwang Li Lian Nee Lye on bus service number 167 around 3 p.m. on June 5th. Ong is alleged to have pushed the older woman onto her back, causing her to collapse onto the bus stairs. The incident was recorded and posted to YouTube in a two-minute video. Ong bursts into a fury at Madam Hwang for pressing the ring at the last minute along Upper Thomson Road, according to the video. During the resulting scream battle, Ong attempted to slap the woman before shoving her down the bus. Ong's lawyer, Eddie Koh,

will present his case to the court. The issue will be revisited by the police in December.

4) Historical Recount Text

Historical recount text is a type of recount text that discusses the history of both historical places and historical objects. One that belongs to this type of history is local history. According to Pranoto (2014:89), "Local history is a kind of history that spatially discusses events that are limited to a small area, from the village to the provincial level." Then, Priyadi (2015:6) defined local history, "A place or space that concerns a particular locality and is agreed upon by a history writer, or historian."

The space or place in question is about the dwelling of a tribe or a nation. The space can be cross-district, district, and province. Furthermore, the understanding of local history is explained again by Suswandari (2017:94), "in each region has various records of important events that have been called local history as a cultural heritage, whether geographical, economic, political or ethnic. Local history, is the study of history in geographically local context and it concentrates on the local community".

This local history is said to also have its own uniqueness, namely the authenticity and the character of events and figures that only live or resonate around the area only. Much of the local history is still "localized" or it only lives in certain areas and has not been able to compete in the national history stage. In fact, the events depicted in it and its characters have the same role as the big figure in other parts of Indonesia.

Furthermore, Kuntowijoyo (2003:145) emphasized that, "Local history refers to:

- (1) The dynamics of rural communities;
- (2) Education as a factor of dynamism and social interaction;
- (3) Inter-tribal interactions of the nation in plural society;
- (4) National revolution at the local level; and
- (5) Biographies of local figures."

Based on some opinions about the understanding of local history, it can be concluded that local history is an interaction (the story of the past) based on events or real events occurred in a particular area. The area that will be used as the source for the text re-designing material is the area of Enrekang Regency, which is historical events in the past whose existence is still alive today. Below, we give an example of Duri - Enrekang in Local Historical Text.

Example:

The establishment of the Duri federation only placed Baroko as a lily or part of the Alla kingdom, this condition continued until the Dutch Colonial controlled the Alla kingdom in early 1907. When the Dutch Colonial succeeded in occupying South Sulawesi in the mid XVII century, which was marked by the signing of the Bongaya agreement in 1667. So gradually the kingdoms in the area were conquered as well as the Baroko area which was successfully occupied by the Dutch Colonial in 1907 which was marked by the fall of Fort Alla. Mappasanda, (1991: 61).

The arrival of the Dutch Colonial troops in this area was not directly, welcomed, but met resistance from the people of the Duri federation kingdom. In the Baroko Kingdom, the resistance was led by Gantora Granny Lintik whose defense centers were located in Patongloan (Alla Fort) and Langi-langi (Kambialangi Fort). Patongloan occupied the command of the defense of the northern part of Baroko while Fort Kambiolangi occupied the defense of the southern and western parts of Baroko.

After going through a fierce battle between the people and the Dutch, finally the two forts were successfully controlled by the Dutch as stated by D. F. Braam Morris: When stellingalla and stelling are occupied by the enemy who is fighting back.

At the beginning of 1907 the aforementioned stellings were fortified and well occupied but in March 1907 they were taken over by our troops. After that the peace in this area is no longer disturbed. (D. F. Van Braam Morris, trans. H. A. M. Mappasanda, 1992: 50).

Since Alla Fort was occupied by the Dutch Colonial, the Massenrempulu area as a whole was included in the Afdeling Pare-pare area with the term Onderafdeling Enrekang. Onderafdeling Enrekang oversees five (5) Zulfbestur (kingdoms) namely Enrekang, Maiwa, Maluwa, Alla, and Buntu Batu. Baroko himself became part of Zulfbestur Alla.

4. Moral Value

Human beings are social animals. Our tendency is to co-exist and live with others in a harmonious way. Stability in our social relations is built around certain shared principles, belief systems and ways of life. These are known as values and are important for our growth and evolution. They ground us and challenge us as individuals as well as collect tives. By adopting the right values, we can create the kind of life that is most true to ourselves.

Our life's flow is directed by the decisions we make on a daily basis. However, these decisions are governed by our values. Since the values differ from one person to another, people make different decisions and have different life outcomes.

The purpose of a decision is to meet our personal or organizational needs.

The decisions we make are directly influenced by the values and beliefs we hold dear.

When a person takes an individual decision, they reflect on the things that mean something to them. When groups make a decision, it is based on a sense of shared values that bind the team together as a cohesive unit.

For instance, a person might decide to refuse to pay bribes to a government official to get favors from him. He might even risk not getting the task done or getting dragged into a long-term legal battle instead of compromising his anti-bribery stance. That's an example of the individual's moral values.

On the other hand, a business person might be okay with paying bribes as long as his work is completed on priority and he is able to make profits. That's an example of an individual's lack of moral values.

a. Definition Moral Values

What are Moral Values? Moral values are a type of value. But what is a "value"? This question can turn unnecessarily philosophical very quickly. The philosophical study of values has a name, actually it's called "axiology". It studies the metaphysical and epistemological status of values, broadly understood.

Value is something that is valuable, useful, beautiful, which works in the mind, which makes people aware of their worth and dignity. Values that are sourced from the mind, which functions to encourage, direct human attitudes and behavior. Value as a system, social and work. Value shows the quality or nature attached to an (object).

Moral comes from the Latin "mos" (plural: mores) which means habit, custom. The word "mos" (mores) in Latin has the same meaning as ethos in Greek. According to the Big Indonesian Dictionary, morals are generally accepted teachings about good and bad regarding actions, attitudes, obligations, morals, character and morals. So being moral means having good and bad considerations, having good morals.

K. Bertenes (2015:33) argues that morals are the values or norms that serve as a guide for a person or group in regulating their behavior. Meanwhile, Muhammad Takdir Divine (2012: 183) morals are teachings or advice, standards or a collection of rules both oral and written about how humans should live and

act in order to become good human beings. In addition, according to Burhan Nargiyantori (2015:33) morals in general submit to the generally accepted understanding of the teachings about good and bad which are generally accepted regarding actions, attitudes, moral obligations, character, morals.

Values could be said to be inherent beliefs that inspire our behaviors and actions. They indicate the kind of person we are and the kind of person we wish to become. They shape our view of the world.

But for our purposes, it's enough to say that values are things that people care about. Values are what *matter* to us. They are what *motivate our behavior*. They *ground our judgments* about what is good or bad, desirable or undesirable. Any form of activity that involves making judgments about what is better or worse, good or bad, high quality or low quality, right or wrong, successful or unsuccessful, desirable or undesirable ... all of these judgments involve values in one form or another.

There are values in sports, values in art, values in social and cultural practices, values in science, *values* in relationships, values in economic transactions, religious values ... our everyday experience is saturated with values and value judgments.

The way we care about moral values is different from the way we care about non-moral values. Moral values *are* connected to fundamental human emotions and experiences that motivate us in distinctive ways.

Our values *define* things that we consider to be good, desirable, or important. We act as per our values. Various types of values such as personal

values guide our perception of right and wrong. Values differ from person to person as we saw in the example above, one person's values might mean nothing to another.

Apart from personal values, you also have cultural and social values such as gender and race *equality*. Then, there are the professional values which define our work ethics. Values such as loyalty, courage, and honesty often carry currency in a professional environment.

Moral values are the behavioral practices, goals, and habits which are validated by the society we're part of. This set of values typically becomes embedded in our behavior through a long process of observation, education, conditioning, and social *guidelines*. Usually, these are universal in nature and may not vary much in different parts of the world.

Through this writing, the researcher will explore the moral on cooperation, courage; dependability; empathy; equality; forgiveness; generosity; and hard work value of Enrekang domestic culture taught in Recount Texts.

b. The Purpose and Function of Moral

In general, the purpose and function of morals is to realize the dignity of the human personality through the experience of values and norms. The goals and moral functions are as follows:

- 1) To ensure the realization of one's personal and human dignity.
- 2) To motivate people to behave and act with kindness and virtue based on awareness of obligations that are based on morals.

- 3) To maintain harmonious social relations between humans, because morals are the basis for trust in others.
- 4) Making people happier spiritually and physically Because it fulfills a moral function so that there is no sense of regret, inner conflict, and feelings of sin or disappointment.
- 5) Moral and provide future insight to humans, both social sanctions and consequences in life so that humans will be full of consideration before acting.
- 6) Morals in humans can also provide a basis for patience in persisting in every instinctive impulse and desire/lust that threatens personal dignity.

c. Types and Forms of Morals

Moral form in a person can be seen from the appearance and behavior as a whole. As for some kinds of morals are as follows:

1) Divine Morals

Divinity morals are all matters relating to religion/religious based on the teachings of a particular religion and its influence on a person.

The moral form of divinity, for example, is carrying out the religious teachings that are adhered to as well as possible. For example; respecting fellow human beings, respecting other religions, and living in harmony with those of different religions.

2) Moral ideology and philosophy

Moral ideology and philosophy are all things related to the spirit of nationalism, loyalty to the ideals of the nation and state.

The moral form of ideology and philosophy, for example, upholds the basis of the Indonesian state, namely Pancasila. For example; reject foreign ideologies that want to change the basis of the Indonesian state.

3) Moral Ethics and Morals

Erika's morals and decency are all matters relating to ethics and decency that are upheld by a society, nation, and state culturally and traditionally.

The form of moral ethics and decency, for example respecting other people who have different opinions, both in word and deed. For example; greet others when meeting or passing each other.

d. Moral Discipline and Law

Moral Discipline and Law are all matters relating to the code of professional ethics and law applicable in society and the state. The form of moral discipline and law, for example carrying out activities in accordance with applicable rules. For example; always use the required equipment and obey traffic signs when driving on the highway

e. Moral Criteria

According to Lickona in Nila Vitasari (2014: 10) dividing moral values into two categories, namely universal and non-universal. The universal moral values referred to include treating people well, respecting others, and upholding human values. While moral values are universal as well as obligations that apply to certain religions and do not apply generally to everyone in the world. Someone assumes that their religious obligations are important demands, but not for other people who have different beliefs.

Nila Vitasari (2014: 11-12) It has been mentioned that morals can be divided into two types, namely universal and non-universal morals. These two types of morals are interrelated and cannot be separated from each other. Every human being who is moral in himself must have both types of morals. Based on the opinion of experts, a moral human person can be observed from his attitude and behavior. Someone who is morally educated, tends to show behavior that is in line with the moral itself. These behaviors include: being responsible, caring for others and their social environment, friendly, open-minded, worshipping God, etc.

f. Moral Values Taught in School

Lickona (2013: 74-76) argues that respect and responsibility are two basic moral values that must be taught to students in schools. In addition to these two basic values, there are also other values such as honesty, justice, tolerance, wisdom, self-discipline, helping others, caring for others, cooperation, courage and democratic attitude.

Based on the opinions of experts, conclusions can be drawn regarding moral values that should be introduced to students at school. These moral values include: honesty, responsibility, discipline, caring, cooperation and democracy. All of these values of course have a positive influence on children's behavior if taught properly and correctly. It takes cooperation from both the school and the family in the process of inculcating moral values to children.

According to Rezky (2015: 3-4) In moral values, there are two important values that cannot be separated, namely respect and responsibility. Respect and responsibility are two basic moral values that must be taught in schools. Other

forms of values that should be taught in schools are politeness, honesty, tolerance, and help. These special values are a form of respect and responsibility or as a medium of support for being respectful and responsible.

From an attitude of respect and responsibility, there are several attitudes that must be taught in schools. The first attitude is politeness. Politeness is another form of respect towards other people. Politeness is a basic attitude that must be instilled in schools. Students are required to behave politely towards school principals, teachers, staff, or school employees, and peers.

The second attitude is honesty. In that sense, honesty is a form of value. In relation to humans, not cheating, not cheating or not stealing is one way to respect others. In its implementation in schools, honesty can be seen from the behavior of students in doing the tasks given by the teacher at school.

The third attitude is tolerance. Tolerance is an attitude that has equality and common goals in a society that has different thoughts, races, and beliefs, for example, tolerance between religious communities and between various ethnic groups in schools.

The fourth attitude is to help. The attitude of helping aims to provide guidance in doing good. From some of these attitudes, students are expected to be able to implement them in the school environment and in the community.

By inculcating an attitude of respect and responsibility along with several related things that are carried out at school, it can affect student behavior to be better directed and educated while in the school environment and outside of

school, so that students become moral individuals and reduce cases of moral crises that are increasingly happening lately.

g. The teacher's role in culcating morals in schools

Nila Vitasari (2014:19-20) One way that teachers can do to raise students' concern about moral values is to show that the teacher really cares. The teacher can show it with an attitude of reaction to the deviation of moral values that occurs. When teachers take seriously the moral violations committed by their students, this will also make students take these violations seriously. Talking directly and clearly to students about an issue, for example about cheating will help them understand what honesty is and why honesty is important. Lickona (2013: 123), argues that moral values will not be important values for young people if they are also not considered important by adults.

According to Rezky (2015: 9) Teachers inculcate moral values by giving examples to students of teacher attitudes and behavior and creating learning that not only aims students can understand the material that has been conveyed by the teacher, but the teacher also aims to educate students by instilling moral values. This is in line with the theory put forward by Thomas Lickona (2013:112) which states that, teachers can have the power to instill values and character in children at least by means, namely:

h. Core Values

What are core values if not a set of things and beliefs which a person considers to be central to their identity? There are often overlaps between a person's core values and moral values. For instance, loyalty and commitment could be both core and moral values.

Often, the core values can go beyond these universally accepted values and include fiercely individualistic or newer-age thoughts, beliefs or concepts.

To quote an example, commitment to environmental sustainability is a core value that is increasingly dictating the personal and professional beliefs of people and organizations.

Core values are often noticed and rewarded in the professional sphere. For example, someone who is naturally hardworking values discipline is likely to do well at work and advance in their careers.

Values are the guiding principles of our behavior. Our values determine what we consider to be right, wrong, fair, unfair, good or evil.

A person's values are indicative of their character. Similarly, at an organizational level, values reflect the ethics and principles of the business. Therefore, it is important to learn the influence as well as the impact of our values on our decision-making process. Harappa Education has created a highly effective course titled Making Decisions which incorporates useful lessons on a number of decision-making techniques.

This course familiarizes learners with the answer to what is the meaning of value. It also teaches how to identify obstacles that stand in the way of good decision-making, such as biases, peer pressure, and uncertainty.

The course includes a section on the Prism Framework, a mental model to help one avoid the negative consequences of cognitive biases. You can sign up for this online course to gain an in-depth understanding of the impact of your personal values and beliefs on your decisions.

5. Enrekang Local Culture

Indonesia is rich in culture, and each region has its own cultural characteristics alone. Culture is a way of life that develops, and is shared by groups of people, and inherited from generation to generation. This culture is made up of many complex elements, including religious and political systems, customs, tools, language, buildings, clothing, and works of art.

Preserving that culture is the job of all of us. As a cultured country, where there is a diversity of cultures in Indonesia, we should keep that culture so that it is not claimed by other countries as its culture. Every culture in this country must be our responsibility to be preserved. One of the areas rich in culture is Enrekang Regency, South Sulawesi Province.

Enrekang regency is one of the regency in the province of South Sulawesi, Indonesia. The capital of this district is located in the city of Enrekang. This district has an area of 1,786.01 km² and a population of ± 190,579 people. In terms of socio-cultural, the people of Enrekang Regency have their own uniqueness.

This is because the culture of Enrekang (Massenrempulu ') is among the cultures of Bugis, Mandar and Tana Toraja.

Apart from having the Duri dialect, the Masserempulu language group has three dialects, namely Endekan dialect, Maiwa dialect, and Pattinjo dialect. While, some of the people in Enrekang area still use Bahasa Duri in their interactions. The politeness of Enrekang dialect is a more important aspect in the communication both in formal and informal among the Enrekang communities in the daily interaction. (Sulawesi et al., 2021)

Enrekang language is spoken by residents in Enrekang District, Cendana and some residents in Anggeraja District. Maiwa language is spoken by residents in Maiwa District and Bungin District, while Duri language is spoken by residents in Alla 'District, Baraka, Malua, Buntu Batu, Masalle, Baroko, Curio and some residents in Anggeraja District.

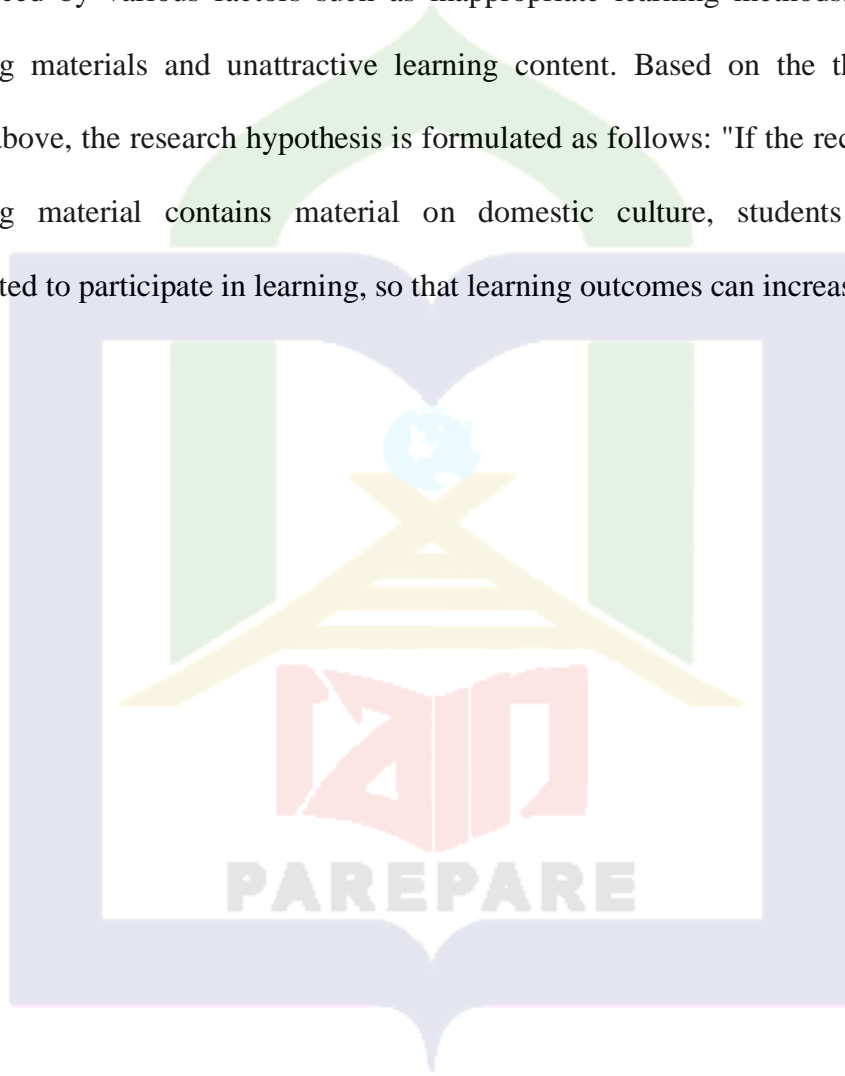
6. Teaching Recount Text Based on Enrekang Moral Values

Teaching Recount Text Based on Moral Values of Enrekang local culture as a form of action to convey direction to learners in classroom situations related to recount text material based on moral values of Enrekang local culture, in order to change their behavior through planned phases, whether it is personal, imaginative, factual, or historical recount text.

Teaching moral values to the students is very important and to teach moral values to the students, strategies or methods are needed to make the teaching process success. Moral values have an impact on the in the class and at school. (Sari, 2013).

C. Hypothesis

One of the factors that influence the success of learning is student motivation in participating in learning. The low motivation of students can be influenced by various factors such as inappropriate learning methods, difficult learning materials and unattractive learning content. Based on the theoretical study above, the research hypothesis is formulated as follows: "If the recount text learning material contains material on domestic culture, students will be motivated to participate in learning, so that learning outcomes can increase".



CHAPTER III

RESEARCH METHODOLOGY

This chapter a set of procedures the researcher used in doing the research. It consists of research method, research design, Place and time, papulation and sample, Instrument of Collecting Data, procedure of the research, research setting, instruments and its analysis, data collection and data analysis techniques.

A. Method

The design of this research was classroom action and research. Classroom Action Research is research conducted by teachers in their own classrooms through self-reflection, with the aim of improving their performance as teachers, so that student learning outcomes are increased (Ani Widayati, 2008). Burns states that action research is a reflective process that aims to solve particular teaching/learning that has been identified. Action research is also defined by Kemmis and McTaggart that classroom action research typically involves the use of qualitative, interpretive modes of inquiry and data collection by teachers (often with help from academic partners) with a view to teachers making judgments about how to improve their own practices.

The researcher stated that action research is a research that is completed by collecting and analyzing the data in order to solve the problem of teaching and learning. This action research aimed to describe the process of the improvement of the students' ability in writing.

The essence of CAR lies in taking action in natural situations to solve practical problems in learning. CAR departs from practical problems faced by

teachers/prospective teachers in the classroom. The implementation procedure can be started with situation analysis, action planning, action implementation, reflection, and evaluation of the impact of the action. This procedure can be repeated until the results are obtained in accordance with the expected quality.

CAR has different characteristics from other studies. The characteristics of CAR (Dia & Wardhana, 2022) are as follows:

1. The problems studied are in the form of daily learning practice problems in the classroom faced by teachers/prospective teachers.
2. Certain actions are needed to solve the problem in order to improve/improve the quality of learning in the classroom.
3. There are differences in conditions before and after the CAR is carried out, and.
4. The teacher himself acts as a researcher.

B. Research Design

The researcher used Kemmis and McTaggart statement that Classroom Action Research (CAR) has four steps that are planning, action, observation, and reflection.

In this CAR, the researcher uses a classroom action research procedure that cycle and spiral. The research will be carried out in two cycles each cycle consists of 4 actions. The CAR design that the researcher uses is the CAR design Kemmis and Mc. Taggart.

The PTK that the researcher uses is the Kemmis and Mc. Taggart design.

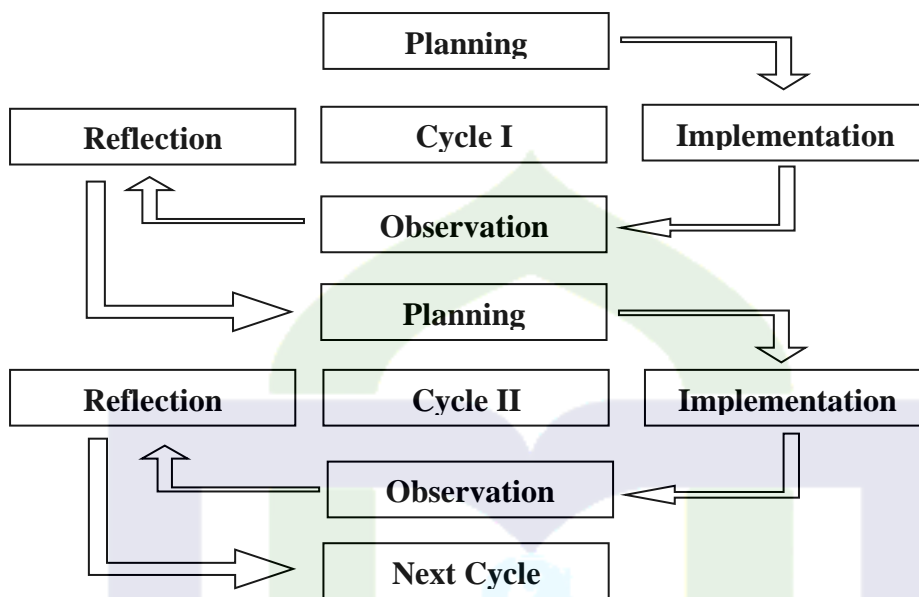


Figure: 1. Research Design

1. Planning

Planning means make a plan for the action that will be conducted in order to improve learning practice, in detail and clear manner. There are several activities which is prepared before the action of this research is given to the research subject, they are:

- a. Interviewing the teacher, asking about the problem faced by students on writing skill.
- b. Identifying the students' problem with writing skill (content, grammar, vocabulary, organization, mechanic).
- c. Finding the appropriate strategy to solve the problem collaboration with the teacher.

- d. Constructing the lesson plan based on the standard and basic competence of curriculum 2013 about recount text.
- e. On the lesson plan, the steps of corrective feedback strategy are mentioned.
- f. The researcher taught twice and once for the test. g. Constructing the writing test to assess the students' writing.

2. Action

Action means performing the planning. Generally, this action is in the form of learning using a certain method according to the planning, which according to the researcher' assumption has benefits. The researcher applied and implemented the lesson plans she had made. The steps are:

- a. In the first meeting, the researcher explained the material which was about recount text, the definition, the function, generic structure, and language feature.
- b. The researcher gave the example of recount text to the students.
- c. The researcher asked the students to write recount text about their past experience at least consists of 80 sentences around 80 words in 30 minutes. Then, submit it to the researcher.
- d. The researcher corrected it by giving corrective feedback and some explanation or notes on the students' work. It could be seen in the appendix 2 about lesson plan.
- e. In the second meeting, the researcher explained the students' error which mostly students get the error on it.

- f. Then the students should revise it and the students might ask everything about their error.

3. Observation

Observation means efforts to obtain input or data concerning the results of the action taken. During the implementation of the plan the researcher took note of anything happened in the classroom. It was used to collect the data from classroom activity despite collecting the data only from the students. Collecting data in the classroom activity was important because it would consider the students who need more treatment by the researcher.

The researcher also had to take a note the students' responses about the question and the activity of the students. The researcher also gave the writing test for the students. Then, taking the score and observed or identified it whether there is an improvement or not.

4. Reflection

Reflection means analyzing and interpreting the results of Classroom Action Research have performed, might also perform subsequent action planning to improve its lack. ⁴⁶ In this stage, the researcher analyzed the result of students' writing test score based on the formula about the average score and the percentage of the class which passed the minimum level criterion (KKM) in part of the data analysis and based on the criteria of success in the chapter 3. If the result is successful, the researcher can finish it. If the result is fail, the researcher should revise the plan and continue to the next cycle.

C. Place and Time

1. Place

This research was conducted in SMP Negeri 7 Alla Kecamatan Alla Kabupaten Enrekang which is located. This classroom action research cannot be done alone, therefore researchers need to coordinate with other parties who still have relationship with the problem under study. This research is collaborative, which involves researchers and the other teachers as a collaborator.

2. Time

This classroom action research was conducted from march to july 2022, covering all research activities from problem finding to reporting. The research implementation is adjusted to the calendar 2021/2022 school year education and English lesson schedule.

D. Population and Sample

1. Population

Population is the whole subject/object of the research that has quality and particulate characteristic. In addition he states that sample is part of the characteristic of population that represents of its population. Population is defined as overall object of research target (Kasiram, 2010:257). The population of this research is the eighth grade students of SMP Negeri 7 Alla. It consists consists of 60 students. So, the total population were 60 students.

2. Sample

According to Gay in Yount (2006:7-1) Sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected. In this research, used purposive sampling technique. According to Arikunto, purposive sampling technique is sampling technique which is done because limited time and finding.6 Lodico dkk stated that, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to use depends on the purpose of the study. Based on the result of interviewed, So, the samples of this research were 22 students. The eighth-grade student distribution table is shown below:

Table 3.1 The Number of Students at the First Semester of the Eighth Grade

No	Class	Gender		Total
		Male	Female	
1	VIII B	10	12	22

SMP Negeri 7 Alla in the academic year of 2022/2023.

E. Instrument of Collecting Data

Below are some research instruments that will be used by researchers in collecting data.

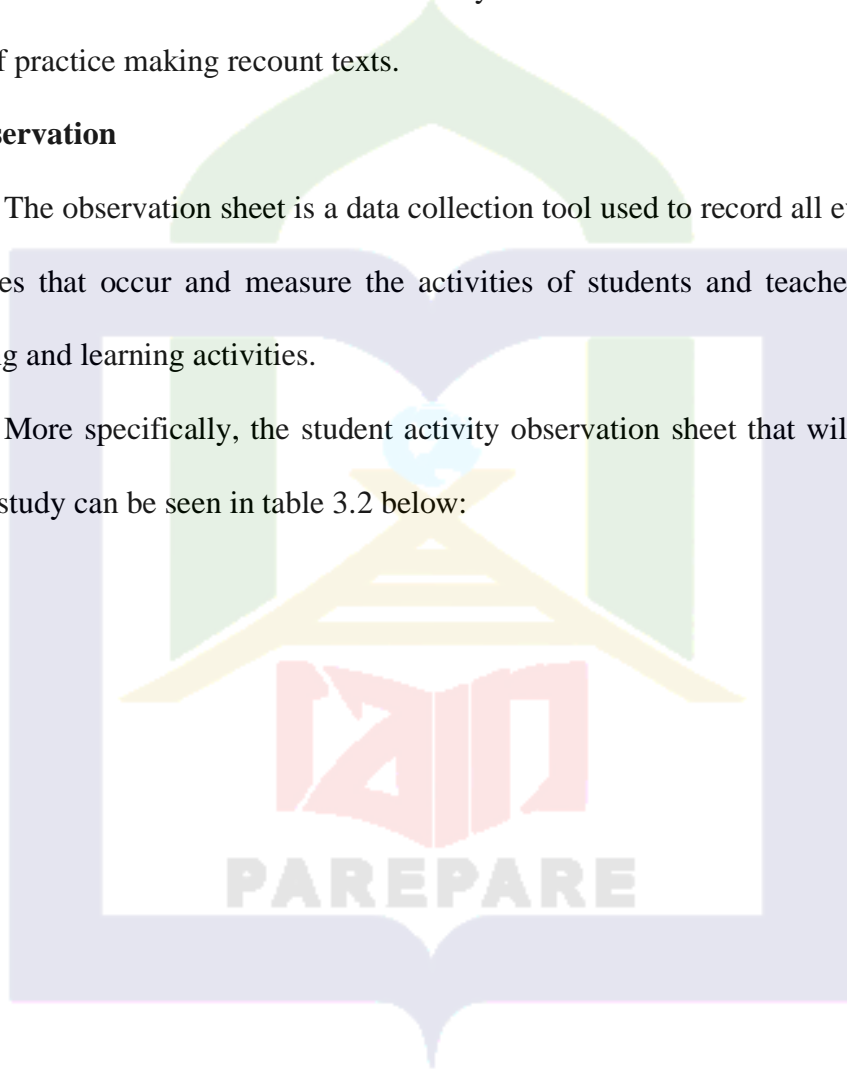
1. Writing Test

Written test is a systematic procedure made in the form of standardized written tasks and given to individuals or groups to be done, answered or responded to. The written test in this study included student worksheets in the form of practice making recount texts.

2. Observation

The observation sheet is a data collection tool used to record all events and activities that occur and measure the activities of students and teachers during teaching and learning activities.

More specifically, the student activity observation sheet that will be used in this study can be seen in table 3.2 below:



OBSERVATION SHEET OF THE STUDENT ACTIVITY

CYCLE I

Date :
Subject : English
Material : Recount Text
Class/Semester :
Time :

No.	Item	Yes	No	Note
1	Students are active in conditioning class to receive lessons			
2	Students listen to the objectives to be achieved from the learning to be carried out.			
3	Students pay attention to the topics written by the teacher on the whiteboard.			
4	Students listen carefully to the teacher's explanation of the learning material			
5	Students make heterogeneous groups based on rank.			
6	Students discuss with group friends about recount text material			
7	Students are excited to make recount text			
8	Students receive guidance from the teacher			
9	Students present their work in front of the class.			
10	Students listen and take notes teacher's conclusion			

3. Field Note

The researcher utilized field note to identify the students' attitude when teaching and learning process was conducted. It aimed to remember and record the behaviors, activities, events on the process of teaching and learning.

Field notes are written notes about what is heard, seen, experienced and thought in the context of collecting data and reflecting on the data in research. Field notes as a form of observation used to record qualitative data, such as behavior or activities, special cases, or to describe a process.

FIELD NOTE

Date :
 Subject : English
 Material : Recount Text
 Class/Semester :
 Time :

Description
Reflection
Analysis
Recommendation

4. Documentation

Documentation is a data collection tool by collecting and analyzing documents, both written documents, pictures and electronically. Documentation is used to obtain maximum information, which can provide an overview of the condition of the subject or object under study correctly.

F. Procedure of Collecting Data

Data collection processed of collecting information that related to inquiry, information that be believed will respond to the research question. The data were not the answer to the research question; they were the raw material out of which responses to the question will probably emerge. For collection the data, the researcher used two instruments, they were observation and test.

1. Observation

Observation was use to monitor the students' activities during the teaching learning process. Researcher observes the situation in class during lesson, response and attitude of students when they are give explanation, doing task, and to know their difficulties. In conducting this classroom action research, the researcher decides to use observation form. The observation appraised the activities during the teaching and learning process. How teacher carry out the material what teacher will arrange the classroom and also the students' response. It can also be used to appraise the students' motivation during teaching learning process, to see their difficulties, their problem, and their understanding to the

material which given. To be more objective, the researcher consider of asking the collaborator to help him to observe the classroom.

In this study, an observation checklist is used to observe the subject of the study in some aspect. The aspect that will be observed are students' attendance, students' actively in asking question to the teacher, students' actively in answering question, students' actively in doing assignment from teacher, students' attention during the lesson, and students' cooperative attitude during the lesson.

2. Test

Test is an important part every teaching and learning experience. Test is a set of questions that is used to measure the skill knowledge, intelligence and talent of an individual of a group. "Test is a tool or procedure that uses to know or measure thing, by using a method or rules had been given." (Arikunto, Suharsimi, 2002: 53) According to Tuckman, test is a device for sampling behavior or performance related to the skills, competencies, attitudes, or other characteristics of people (Tuckman, Bruce W, 1975: 207).

The researcher for collecting data uses written test is very useful to know the students achievement in understanding material which given by the teacher. In this research, the researcher gets data by giving first test, and evaluation test. A first test is given before the students get some activities of writing recount text in moral value. Evaluation test is used during the cycle to measure the student's understanding. A second test is given after students get some activities of writing recount text in letter form. It is used to measure the students' achievement after being taught.

In order to know the improvement of students' achievement, the researcher analyzes the different between mean of first test and two evaluations of test scores.

G. Technique of Data Analysis

The aim of this study is to analyze how teaching recount writing skill student of SMP 7 Alla increase and to explore the way teaching recount text based on the moral value domestic Enrekang culture. There are pre test and post test, these tests are used to measure the students' progress in mastering writing skill. The steps of data analysis are:

1. Analyzing Observation

The observation in this research conducted three times, before the treatment (pre cycle), during the cycle I, and cycle II. The researcher used the observation checklist in observing class condition and monitored the learning process. In the end, the data will be analyzed by describing the result of percentage from the check list.

2. Analyzing the Test

The data gained is numeric and analyzed by using statistical computation. This data is use to know the average of students' mark and students' mastery learning in order to know their achievement.

After conducting the test, the researcher gave score to the writing test papers of the students. The researcher uses test to measure the writing ability covering content, organization, vocabulary, language use, and mechanics. In giving score of writing test, the researcher processes the result of the students'

tests followed the scale scoring categories of oral proficiency test developed Arthur Hughes (2005: 104).

Component	Classification	Score	Criteria
1. Content	Excellent - Very Good	30 – 27	Knowledgeable, substantive, through development of thesis, relevant to assigned topic.
	Good– Average	26 – 22	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
	Fair – Poor	21 – 17	Limited knowledge of subject, little substance, inadequate development of topic.
	Very poor	16 – 13	Does not show knowledge of subject, little substance pertinent.
2. Organization	Excellent- Very Good	20 – 18	Fluent expression, ideas clearly stated/supported, well organized, logical sequencing, cohesive.
	Good– Average	17 – 14	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	Fair – Poor	13 – 10	Ideas confused or disconnected, lacks logical sequencing and development.
	Very poor	9 – 7	Does not communicate, no organization.
3. Vocabulary	Excellent- Very Good	20 – 18	Sophisticated range an effective word/idiom choice and usage, appropriate register.
	Good– Average	17 – 14	Adequate range- occasional errors of word/ idiom form, choice, usage but meaning

			not obscured.
	Fair – Poor	13 – 10	Limited range, frequent errors of word idiom form, choice, usage, meaning confused.
	Very Poor	9 – 7	Essentially translation, little knowledge of English vocabulary, idiom, word form or not enough.
4. Structure	Excellent - Very Good	25 – 22	Effective, complex, constructions, few errors of agreement, tense, word order/function, articles, pronoun, preposition.
	Good– Average	21 – 18	Effective but simple, minor problems in complex construction , several errors of agreement, tense word order / function , articles, pronouns, preposition, but meaning seldom obscure.
	Fair – Poor	17 – 13	Major problems in simple complex construction , frequent errors of negation, agreement , tense, word order/function , articles, pronouns, preposition, and or fragment, run ons, deletions, meaning confused or obscured.
	Very Poor	10 – 5	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough.

5. Mechanicsm	Excellent- Very Good	5	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization.
	Good- Average	4	Occasional errors of spelling, punctuation, capitalization, paragraphing, meaning not obscured.
	Fair – Poor	3	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor-handwriting, meaning not obscured.
	Very Poor	2	No-master convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

(Jacob in Hughes, 2008)

Researcher gave score for each component of writing as follows:

1. Content : the lowest score is 13 and the highest score is 30
2. Organization : the lowest score is 7 and the highest score is 20
3. Vocabulary : the lowest score is 7 and the highest score is 20
4. Structure : the lowest score is 5 and the highest score is 25
5. Mechanism : the lowest score is 2 and the highest score is 5

After getting the mean of each elements of writing, the researcher formulated the result to get the total mean score as follow:

$$\text{Mean of Students' Score} = \frac{\text{Total Score}}{\text{Number of students}}$$

After getting the total mean score, the researcher categories it into the following criterions:

No	Percentages	Categories
1	81% - 100%	Excellent
2	61% - 80%	Good
3	41% - 60%	Fair
4	21% - 40%	Less
5	0% - 20%	Poor

Based on data above, it is used to determine where mistake that students almost do. This scoring occurs from pre-cycle up to second cycle.

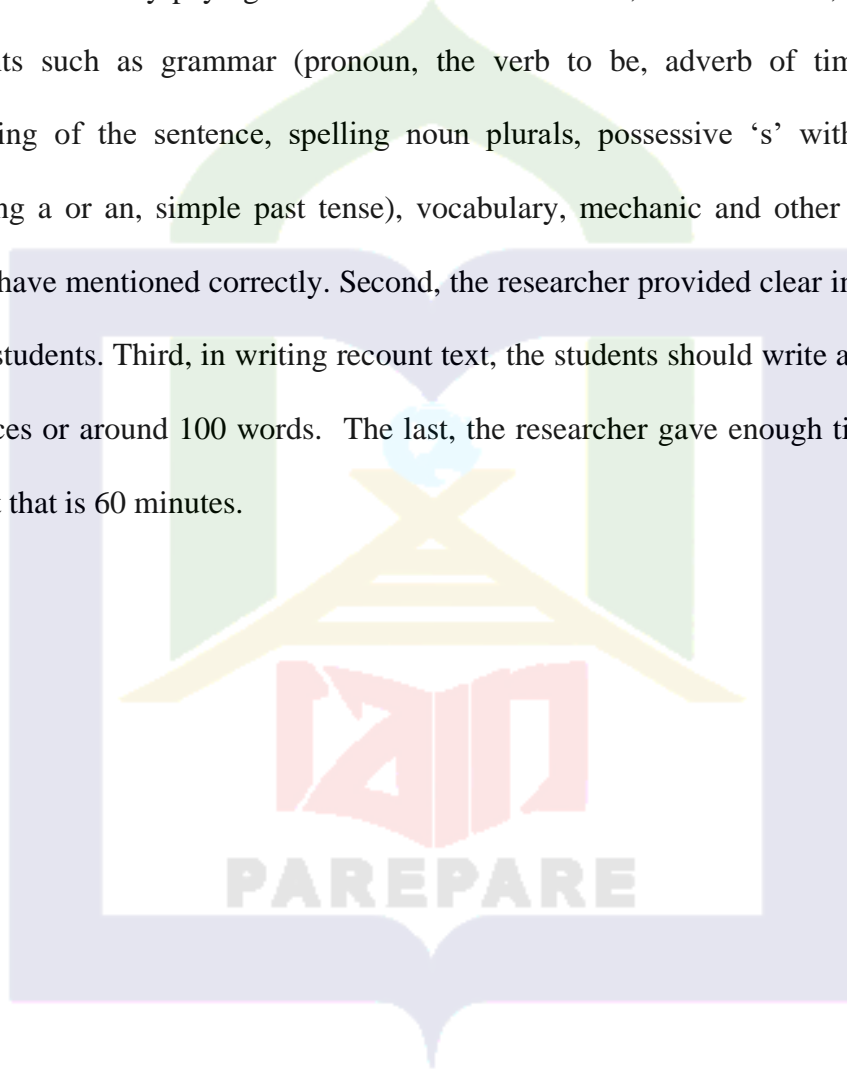
H. The Validity of the Data

The validity of a test is the extent to which it measures what it is supposed to measure and nothing else. Based on Heaton's book, every test whether it is a short, informal classroom test or a public examination, should be as valid as the constructor can make it. In this research, the researcher applies content validity. Content validity is a kind of validity depends on a careful analysis of the language being tested and of the particular course objectives.

Before constructing the test, the researcher wrote a specification for the test. Specification for the test included information on what content that test writer was concern, type and length of the text, topic, timing, and scoring procedures.

There were several points that the researcher applied to make the test valid. First, the test was designed based on the curriculum. In writing test based

on basic competence, students were targeted to be able to distinguish social functions, text structure and linguistic elements some of recount texts verbally and in writing. Students were able to arrange short and simple recount texts related to historical events by paying attention to social functions, text structures, linguistic elements such as grammar (pronoun, the verb to be, adverb of time at the beginning of the sentence, spelling noun plurals, possessive 's' with people, choosing a or an, simple past tense), vocabulary, mechanic and other the hints which have mentioned correctly. Second, the researcher provided clear instruction to the students. Third, in writing recount text, the students should write at least 10 sentences or around 100 words. The last, the researcher gave enough time to do the test that is 60 minutes.



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents result of the study, description and analysis and findings and discussion.

A. Result Of The Study

This research was conducted by using a classroom action research. The research consist of pre-cycle, cycle I and cycle II. Before conducted the cycle I, the researcher did the preliminary research (pre-cycle) to measure the students' ability in writing recount text before they were given treatment. The researcher observed the situation of the classroom before conducting the study. Researcher also shared with Mr. Endy as the English teacher of eighth grade students of SMP Negeri 7 Alla. The teacher explained that the students of tenth grade still poor on ability in writing especially in writing recount text, because the motivation of students to learn English was poor. After observing the class situation, the researcher prepared the instrument that would be used in teaching learning process. The researcher prepared the material, the example of moral value and arranged the lesson plan. Besides that the researcher also prepared the checklist for observing the students' activity.

B. Description and Analysis

This classroom action research was conducted into two cycles besides the pre-cycle. Each cycle consists of four steps; they were planning, acting, observing, and reflecting. The implementations of each cycle were as follow:

1. The Pre-Cycle

Pre-cycle meeting was conducted at the beginning of the research. The purpose of this meeting was to find out the students' ability in writing recount text. The theme of this cycle was Nasional hero from Enrekang. In this cycle, Teacher explained to the students about how to make recount text writing by gave them some examples of recount text. Then, teacher gave a piece of paper to the students and asked them to make a paragraph about Nasional hero from Enrekang.

The result of test can be seen in the following table:

4.1. Test score in pre-cycle

No	Students	Scores
1	X1	59
2	X2	60
3	X3	56
4	X4	59
5	X5	66
6	X6	63
7	X7	58
8	X8	66
9	X9	60
10	X10	67
11	X11	59
12	X12	59

13	X13	57
14	X14	71
15	X15	58
16	X16	67
17	X17	69
18	X18	60
19	X19	56
20	X20	64
21	X21	57
22	X22	67
TOTAL		1358

2. The Cycle I

This classroom action research was done into two cycles. Each cycle consists of four steps: they are planning, acting, observing, and reflecting.

a. Planning

In the planning step, the researcher prepared the teaching learning design, such as, arranging lesson plan based on the teaching material.

b. Acting

In this step, teacher would conduct activities based on the schedule that was arranged in planning stage. As acting, teacher began the class by giving some explanations that related to the material in order to bring them to enter to the theme would be given. The theme for this cycle is “Asal mula massenrempulu”.

After that the researcher gave a piece of paper to the students. The researcher asked students to make a paragraph of recount text based on the theme.

c. Observing

The purpose of this activity was to evaluate the results, collect the data and monitor the teaching learning process. The score of observation were as follow:

Table 4.2 Score of observation cycle I

No	Indicators	None(0%)	A few (<20%)	Half (20-49%)	Many (50-69%)	Majority (>70%)	score
1	Students participate toward teachers' explanation				√		4
2	Students activity in make a note from teacher explanation			√			3
3	Students asks questions to the teacher to clarify understanding		√				2
4	The students are enthusiastic in responding			√			3

	teacher's question						
5	The students answer teacher's questions			√			3
6	The students are enthusiastic doing and complete the written test				√		4

$$\begin{aligned} \text{Score} &= \text{Total Score} / \text{Max. Score} \times 100\% \\ &= 19/30 \times 100\% \\ &= 63.3\% \end{aligned}$$

According to the result of the observation above it can be concluded that more students joined the class more enthusiast than previous meeting.

d. Reflecting

After whole activity had finished, the researcher assessed the students' writing result. The result of the writing test in cycle I was as follow:

Table 4.3. Test score in cycle I

No	Students	Score
1	X1	63
2	X2	64
3	X3	57

4	X4	61
5	X5	63
6	X6	63
7	X7	65
8	X8	61
9	X9	72
10	X10	67
11	X11	64
12	X12	62
13	X13	64
14	X14	81
15	X15	68
16	X16	62
17	X17	83
18	X18	69
19	X19	55
20	X20	64
21	X21	67
22	X22	67
TOTAL		1.442

3. The Cycle II

The Cycle II was done based on the result of cycle I. If the result from observation tells that the quality was still low, so it was needed another action in order the next cycle made some improvement of the quality. The steps that were done by the researcher in the cycle II were:

a. Planning

In the planning, researcher arranging lesson plan based on the teaching material, improving the teaching strategy, preparing the teaching aid, and preparing the sheet of observation.

b. Acting

In this step was done the teaching scenario that had been planned by the researcher. The theme in this cycle was holiday. The teaching learning process of this cycle was: Teacher explained about the material, although it had been explained on the day before, teacher gave brainstorming by asking students about their experience when they were getting holiday, teacher asked students to wrote their last holiday in letter form, teacher gives some helps to students if they get difficulty.

c. Observing

As the previous meeting, in this stage the researcher also observed the learning process. The score of observation were as follow:

Table 4.4. Score of observation cycle II

No	Indicators	None(0%)	A few (<20%)	Half (20-49%)	Many (50-69%)	Majority (>70%)	score
1	Students participate toward teachers' explanation				√		4
2	Students activity in make a note from teacher explanation			√			3
3	Students asks questions to the teacher to clarify understanding				√		4
4	The students are enthusiastic in responding teacher's question			√			3
5	The students answer teacher's questions			√			3
6	The students are enthusiastic						

	doing and complete the written test					√	5
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$$\text{Score} = \text{Total Score} / \text{Max. Score} \times 100\%$$

$$= 22/30 \times 100\%$$

$$= 73.3 \%$$

Based on the result above, the majority of the students joined actively response with the teacher explanation, it can be seen while the teacher was presenting the lesson they were paying attention enthusiastically.

d. Reflecting

In this cycle, the researcher motivated the students before writing the paragraph based on the theme given. The students' activity in learning process was enough maximum they were more interesting and enthusiastic in the learning process. In this cycle many students asked to the researcher about the meaning of difficult words. After whole activity had finished, the researcher assessed students' writing result as in second cycle. From the result, researcher could calculate the mean of the score students' writing result. The result of the evaluation test in cycle II was as follow:

Table 4.5. Test score in cycle II

No	Students	Score
1	X1	72
2	X2	75

3	X3	68
4	X4	70
5	X5	81
6	X6	69
7	X7	75
8	X8	70
9	X9	83
10	X10	72
11	X11	69
12	X12	69
13	X13	70
14	X14	86
15	X15	75
16	X16	67
17	X17	84
18	X18	81
19	X19	64
20	X20	71
21	X21	72
22	X22	69
TOTAL		1.612

C. Findings and Discussion

In this sub-chapter, the researcher would like to discuss the findings of the research. As mentioned in the previous chapter that in this research, the researcher wanted to know the effectiveness of teaching writing recount text based on the moral value of domestic Enrekang culture. Its purpose was to know whether there was improvement of students' skill in writing recount text or no taught student using moral value domestic Enrekang culture approach. Writing moral value activity is the activity in which the students write a moral value about their own personal experience (Stockwell: 1981). It is in line with recount text where it also tells about personal experience.

In these findings, the researcher presented the result of research and the analysis of the data collected which were conducted through pre-test and two times of treatment. Pre-test was considered as the preliminary reflection. Two times of treatment were the teaching and learning processes and the assessment tests which were considered as implementation. The descriptions of the result of all tests were as follows:

1. The Analysis of Pre-Cycle

In this activity, the teacher was doing teaching practice as usual. The teacher explained about recount text including; the definition, generic structure, and lexicogrammatical features. Then, the teacher gave an explanation to the students about how to make recount text writing by gave them some examples of recount text. The teacher gave a piece of paper and the students were asked to make a paragraph about their experience when joined in the Nasional hero from

Enrekang. In this case, the teacher asked students to remember their nasional history about Indonesian hero from Enrekang and applied it into sentences and paragraph of recount text.

Based on the observation in this activity, most of the students had difficulties in writing recount text. After implementing the test, the researcher assessed the result of the students' writing. From the result, the researcher could calculate the mean of the score of students' writing result using the following formula:

$$\text{The Average of Students' Score} = \frac{\text{total of students' score}}{\text{Number of student}}$$

$$\text{The Average of Students' Score} = \frac{1358}{22}$$

$$\text{The Average of Students' Score} = 56.6$$

From the result of students' writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different categories. The result was below:

Table 4.6 category of students' score and percentages

No	Interfal	Frequency	percentage	Category
1	81 – 100	-	-	Excellent
2	61 – 80	9	41 %	Good
3	41 – 60	13	59%	Fair
4	21 – 40	-	-	Less
5	0 – 20	-	-	Poor
		22	100%	

From the result of the table above, there were 9 (41%) students got good mark, 13 (59%) students got fair mark. The average of students' score of preliminary test was 56.6. Based on the achievement above, the average of students' score in pre-cycle was still poor and not satisfactory yet.

The researcher was aware that most the students still had difficulties to write a recount text. Most of them could not arrange words well. They had difficulty to write appropriate words in the text. After giving the test, the researcher intended to use moral value in the next activity to make students interest and enjoy the learning process.

2. The Analysis of Cycle I

The second cycle was about teaching and learning process and the assessment. In the learning process of this cycle, moral value was used as a media to teach students writing recount text. Then the researcher gave the evaluation test for first cycle. After whole activities had finished, the researcher assessed the students' writing result. From the result, researcher calculated the mean of the score students' writing result using the following formula:

$$\text{The Average of Students' Score} = \frac{\text{total of students' score}}{\text{Number of student}}$$

$$\text{The Average of Students' Score} = \frac{1442}{22}$$

$$\text{The Average of Students' Score} = 65.5$$

From the result of students' writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different categories. The result was below:

Table 4.7. category of students' score and percentages

No	Interfal	Frequency	Percentage	Category
1	81 – 100	2	9.1%	Excellent
2	61 – 80	18	81.8 %	Good
3	41 – 60	2	9.1%	Fair
4	21 – 40	-	-	Less
5	0 – 20	-	-	Poor
		22	100%	

Based on the test that has been done, the average of students in treatment (Cycle I) was 65.5. It increased from pre-test and it could be concluded that first cycle was successful enough. In first cycle, the researcher analyzed that some students still had difficult in writing recount text. Based on the problem above, the teacher conducted cycle 2 in order to improve the students' writing recount text. The researcher decided to conduct the next cycle and give better explanation, good example of moral value and theme to the students. In first cycle, the researcher analyzed that some students still had difficult in writing recount text. Based on the problem above, the teacher conducted cycle 2 in order to improve the students writing recount text. The researcher decided to conduct the next cycle

and give better explanation, good example of moral value and theme to the students.

3. The Analysis of Cycle II

In this cycle, the teacher reviewed the previous lesson and gave the moral value as an aid in teaching writing recount text. In this cycle, students could improve their vocabularies in writing sentences. Based on the observation, the majority of the students joined the class enthusiastically. All activities in the cycle II could run well. It can be seen from their responses. Same as with the previous meeting, the researcher gave the evaluation test. The theme of written test in this cycle was “The history of mount Nona”. From the result of students’ test, researcher calculated the mean of the score using the following formula:

$$\text{The Average of Students' Score} = \frac{\text{total of students' score}}{\text{Number of student}}$$

$$\text{The Average of Students' Score} = \frac{1612}{22}$$

$$\text{The Average of Students' Score} = 73.2$$

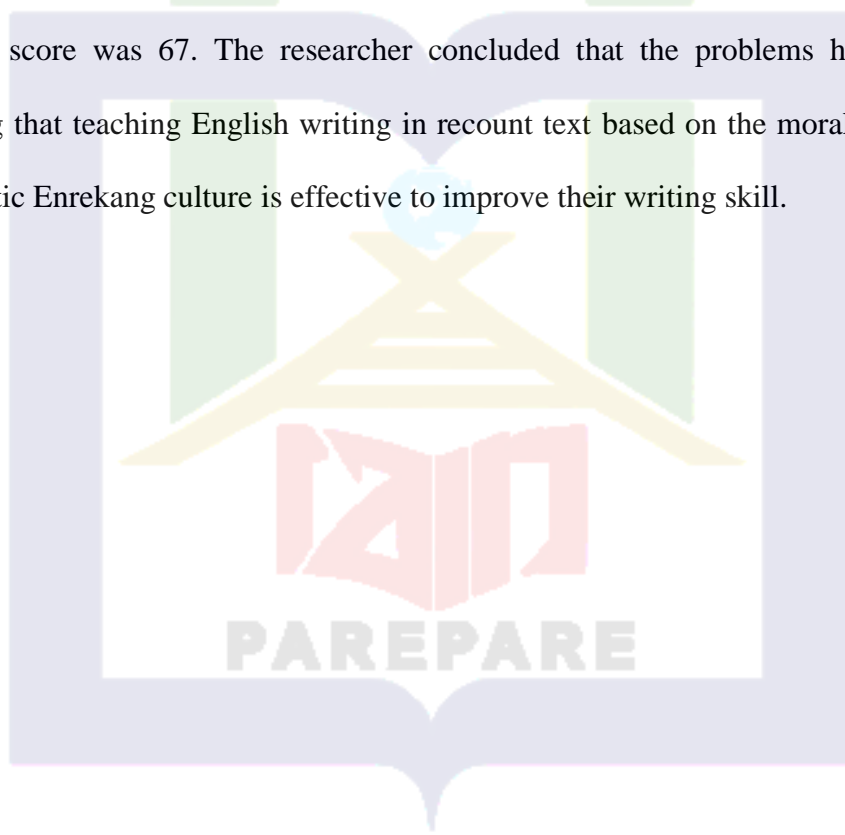
From the result of students’ writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different categories. The result was below:

Table 4.8. category of students’ score and percentages in cycle II

No	Interfal	Frequency	Percentage	Category
1	81 – 100	5	22.7%	Excellent
2	61 – 80	17	77.3 %	Good
3	41 – 60	-	-	Fair

4	21 – 40	-	-	Less
5	0 – 20	-	-	Poor
		22	100%	

Based on analysis of the result of this cycle, it shows that there were improvements from cycle I to cycle II. The result of this cycle was also considered as implementation. It was better than the previous one. The average of students' test result of this cycle was 73.2 with the highest score was 86 and the lowest score was 67. The researcher concluded that the problems have been solving that teaching English writing in recount text based on the moral value of domestic Enrekang culture is effective to improve their writing skill.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the discussions mentioned in the previous chapter, the researcher draws some conclusions as the result of the study in the eighth grader of SMP Negeri 7 Alla academic year of 2022 on the improving students' skill in writing recount text based on moral value of domestic Enrekang culture. There were the conclusions of this study:

1. The using of moral value as a media to improve students' skill in writing recount text was an alternative way. Moral value was the media that can make students more interest with the material of writing recount text. By using moral value, teacher can stimulate the students to write their experience in a letter form. One of the differences of moral value than the other letter is the contents or message more friendly and personal, so the students more enjoyed when they want to write their letter. Moral value is an excellent learning aid, the students have to remember their experiences and arrange it in the simple paragraph of recount text. The Using a moral value was interest and motivated students to learn English writing easily. Furthermore the moral value was in good design and good theme. So, the students more motivated and enjoyed in the learning process.
2. In the pre test, all of the students have been doing the test, and the average result was 56.6. In this activity, the researcher still used conventional method, did not use moral value as teaching media. In teaching learning

process, only half students are active and enthusiastic to the lesson. A half of students did not give response maximally, especially the students who sat down in backside. In the cycle I, the average result was 65.5, the researcher began use moral value to teach writing recount text. In teaching learning process, there were many students joined the class enthusiastically. They paid attention to the lesson, although some students still confused with the researcher direction. In the cycle II, the average of students score result was 73.2. It is mean that there were improvements from pre-cycle, cycle I, and cycle II. It showed that there was significant improvement in students' achievement. Furthermore, the using of moral value as a learning aid is helpful in the process of teaching and learning writing recount text.

The using of moral value in teaching and learning English was interesting for the students, it could be seen in the result of observation and the result of the test. The researcher used moral value as learning aid because it can motivated students to learned English writing more fun and easily. However, there were some problems in using moral value to improve students' writing skill, for example some of students were still confused because some of them is never wrote paragraph of recount text in moral value form. So the English teachers had to give some explanation about moral value.

B. Suggestion

From the conclusion above, there were some suggestions that are proposed by the researcher:

1. For teacher
 - a. Teacher may consider the use of moral value in the teaching of recount writing text, because it can motivate students to write their experience to share to the other.
 - b. Teacher should prepare the equipment well. It means that before using moral value as a medium in the teaching of recount writing, it will be better for teacher to prepare some example of moral value. The example of moral value is important because can help student in writing.
 - c. Teacher should plan the time well. They should be careful in allocating the duration in the explanation about writing recount text and moral value, and the duration the students writing their experience in moral value form.
 - d. Using moral value as a learning aid in teaching and learning process is very important, especially in writing recount text. It would be successful if the theme based on the students' interest.
 - e. Using moral value as a learning aid is a good way for the students in improving their ability in writing. Using moral value as a learning aid helps the teacher and gives much times to the students be active in writing.

2. For students

The Students should study more and respond in learning process, students should be more interested in English study, and the last the students should improve their ability in English.



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PAREPARE

APPENDICES

APPENDIX 1 LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP I)

School	:	SMP 7 Alla
Subjec	:	Bahasa Inggris
Class / Semester	:	VIII/B
Standard Competence	:	Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk recount text untuk berinteraksi dengan lingkungan sekitar.
Basic Competence	:	Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount.
Indikator	:	Menulis paragraph explanation text 70 – 100 kata berdasarkan subjek yang diberikan.
Jenis Teks	:	Teks Recount
Aspek / Skill	:	Menulis
Alokasi Waktu	:	2 x 40 menit
Topik	:	The history of massenrempulu
Teaching procedure	:	

Pre-Activity

The researcher introduces the writing description include: definition, step and what thing could be enclosed in our writing. And then, instructed the students to make writing composition about “The history of massenrempulu”.

Main Activities

1. The researcher gives greeting for the students.
2. The researcher checks list the name of students in class.
3. The researcher gives a motivation to each student before teaching the material.
4. The researcher introduces moral value in helping to write descriptive composition.
5. The researcher gives a topic to students to compose.
6. The researcher gives example about the material orally.
7. The researcher gives chance to each student to ask for unclearly material.
8. The researcher instructs the students to compose the topic based on the moral value.

Close Activity

1. The teacher asks the students to collect their writing task.
2. The teacher explains and corrects the students' probable mistake in reconstructing text.
3. The teacher informs the students what they will do next and still give motivation in learning writing.

Resource and equipment:

Successful writing.

LCD projector

Assessment:

The Assessment is done by using the students' writing composition.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP II)

School	:	SMP 7 Alla
Subject	:	Bahasa Inggris
Class / Semester	:	VIII/B
Standard Competence	:	Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk recount text untuk berinteraksi dengan lingkungan sekitar.
Basic Competence	:	Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount text
Indikator	:	Menulis paragraph deskriptive 70 – 100 kata berdasarkan topic yang diberikan menggunakan.
Jenis Teks	:	Teks recount
Aspek / Skill	:	Menulis
Alokasi Waktu	:	2 x 40 menit
Topik	:	Mount Nona

Teaching procedure :

Pre-Activity

In the second meeting, the researcher invites the moral value of markets and then asked the students to compose those moral value based on the instruction which will be given.

Main Activities

The researcher gives greeting for the students.

1. The researcher gives greeting for the students.
2. The researcher checks list the name of students in class.

3. The researcher gives a motivation to each student before teaching the material.
4. The researcher introduces moral value in helping to write descriptive composition.
5. The researcher gives a topic to students to compose.
6. The researcher gives example about the material orally.
7. The researcher gives chance to each student to ask for unclear material.
8. The researcher instructs the students to compose the topic given.

Close Activity

1. The teacher asks the students to collect their writing task.
2. The teacher explains and corrects the students' probable mistake in reconstructing text.
3. The teacher informs the students what they will do next and still give motivation in learning writing.

Resource and equipment:

Successful writing

LCD projector

Assessment:

The Assessment is done by using the students' writing composition.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP III)

School	:	SMP 7 Alla
Subjec	:	Bahasa Inggris
Class / Semester	:	VIII/B
Standard Competence	:	Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk recount untuk berinteraksi dengan lingkungan sekitar.
Basic Competence	:	Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount
Indikator	:	Menulis paragraph deskriptive 70 – 100 kata berdasarkan moral value yang diberikan.
Jenis Teks	:	Teks recount
Aspek / Skill	:	Menulis
Alokasi Waktu	:	2 x 40 menit
Topik	:	Abu Bakar Lambogo the National Hero of Indonesia

Teaching procedure :

Pre-Activity

In the third meeting, the researcher raises the topic about educational Buildings in Parepare. The students are given moral value and they have to compose those subjects.

Main Activities

1. The researcher gives greeting for the students.
2. The researcher checks list the name of students in class.

3. The researcher gives a motivation to each student before teaching the material.
4. The researcher introduces moral value in helping to write descriptive composition.
5. The researcher gives a topic to students to compose.
6. The researcher gives example about the material orally.
7. The researcher gives chance to each student to ask for unclear material.
8. The researcher instructs the students to compose the topic based on the moral value.

Close Activity

1. The teacher asks the students to collect their writing task.
2. The teacher explains and corrects the students' probable mistake in reconstructing text.
3. The teacher informs the students what they will do next and still give motivation in learning writing.

Resource and equipment:

Successful writing

LCD projector

Assessment:

The Assessment is done by using the students' writing composition.

APPENDIX 2**OBSERVATION SHEET OF THE STUDENT ACTIVITY**

Date :
 Subject : English
 Material : Recount Text
 Class/Semester :
 Time :

No.	Item	Yes	No	Note
1	Students are active in conditioning class to receive lessons			
2	Students listen to the objectives to be achieved from the learning to be carried out.			
3	Students pay attention to the topics written by the teacher on the whiteboard.			
4	Students listen carefully to the teacher's explanation of the learning material			
5	Students make heterogeneous groups based on rank.			
6	Students discuss with group friends about recount text material			
7	Students are excited to make recount text			
8	Students receive guidance from the teacher			
9	Students present their work in front of the class.			
10	Students listen and take notes teacher's conclusion			

APPENDIX 3

FIELD NOTE

Date :
Subject : English
Material : Recount Text
Class/Semester :
Time :

Description
.....
.....
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.....
.....
Reflection
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.....
Analysis
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.....
Recommendation
.....
.....

APPENDIX 4





BIODATA PENULIS



A. IDENTITAS PENULIS

Nama Lengkap : Nusriani
Tempat/Tgl Lahir : Enrekang, 27 Agustus 1969
Pekerjaan/jabatan : Guru Upt SMP Negeri 7 Alla
Alamat Rumah : Kalosi
Kel. Kalosi
Kec. Alla
Kab. Enrekang
Telepon/Hp : 085299408348
Email : nusrianibasir69@gmail.com

B. IDENTITAS KELUARGA

Suami : Basir
Anak : 1. Muhammad Ashar
2. Ahmad Mustakim
3. Zky Fauzan Nasrullah
Ayah : Muhammad Nur
Ibu : Seniwaty
Mertua Laki-laki : Namtang
Mertua Perempuan : Minna

C. RIWAYAT PENDIDIKAN

SD Negeri No 18 Kalosi : Tahun 1982
SMP Negeri Kalosi : Tahun 1985
SMA Negeri Cakke : Tahun 1988
IAIN Alauddin Makassar: Tahun 1994

D. RIWAYAT PEKERJAAN

Sebagai Guru Bhs. Inggris di Upt SMP Negeri 7 Alla Kecamatan Masalle Kabupaten Enrekang, Mulai Tahun 2005 sampai sekarang.