



Developing Environment – Based Materials to Teach Writing Recount Texts

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Abstract: The tenth graders of State Senior High School 2 Semarang had problems to write their experiences. Unfortunately the existing materials were not appropriate to facilitate the learners to write recount texts. Hence, this study would like to develop environment – based materials to teach writing recount texts. It was inspired by the previous studies held by Gürsoy (2010) and Hauschild (2012). The materials were expected to improve learners' writing competence of recount texts by applying topics which learners found in their daily lives, that is, environmental education. This study employed Research and Development design adapted from Borg and Gall (2003) The study found that applying the environment – based materials to teach writing recount texts gained positive effects. Moreover, the test of effectiveness reported significant improvement. The average score of pre-test was 48.94 and of post-test was 81.61. Therefore, English teachers are suggested to employ the materials. It is also necessary to conduct further studies to gain more positive effects toward teaching and learning process and to improve the learners' writing competence.

Keywords: teaching writing; recount text; environment – based materials; contextual teaching and learning

INTRODUCTION

Learning English as a foreign language in senior high school is not merely about the process of language acquiring, but also how to relate the language use with the learners' daily lives. This consideration comes from what Hein (1999: 4 -5) cited in Fauziati (2009: 69) mentions that learning is contextual. Learners do not learn isolated facts and theories which are separated from their lives. They learn in relationship to what else they know, what they believe, and their fears. It can be inferred that to make the learning meaningful, it should involve interaction of learners and their environment which they find in their daily lives.

Hauschild, Poltavtchenko, and Stoller (2012: 3) report that many teachers understand the importance of protecting Earth

but others might be skeptical about introducing environmental awareness into the classroom because of its political issues and controversies. Based on my observation, some English teachers felt they were not well prepared to teach with Curriculum 2013 because they learnt the curriculum with limited time. Moreover, they were only facilitated with the core competences, basic competences and syllabi, but the English textbooks promised by Indonesian government were not provided. Short preparation and limited facilities make it uneasy for teachers to facilitate their students with proper materials.

Some studies have shown the integration of environmental education into language classrooms. Rivers (1976: 96), as cited in Jacobs and Cates (1999: 47-48), has

found that language teachers are the most fortunate of teachers because all subjects are theirs. Whatever the learners want to communicate about, what they want to read about is their subject matter. Indeed, the communicative approach emphasizes that language are best learned by using them to communicate meaning, rather than by focusing on explicit learning of grammar and vocabulary. In another study by Gürsoy (2010: 237), it revealed that in foreign language teaching there are certain approaches and techniques that make it possible to provide environmental education. Such integration has multiple benefits for the learners, such as to learn the foreign language meaningfully and purposefully, and to gain environmental awareness.

This study aims to develop environment – based materials to teach writing recount text. The designing materials were related to the environmental education and it is aimed to improve learners' environmental awareness because the materials are related closely to the learners' daily lives.

Teaching English as a foreign language needs various efforts to connect the use of the language with learners' daily lives. One of them is by developing materials which is integrated with environmental education to teach writing recount texts. Some reasons which come along with this issue were as follows: 1) Learners learnt English as a foreign language with little opportunities to relate its use in their daily lives; 2) Learners had low environmental awareness; 3) The tenth graders of State Senior High School 2 Semarang have not received the Curriculum 2013 textbooks.

In this study, the writer limited the discussion by stating the following problems: 1) What are the existing materials currently used to teach writing recount texts for the tenth graders? 2) What kinds of materials are suitable for the tenth graders of senior high school to write recount texts? 3) How can the environment-based materials be developed to teach writing recount texts to the tenth graders

of senior high school? 4) How effective is the environment-based materials to teach writing recount texts to the tenth graders of senior high school?

In particular, this study has several objectives. First, it describes the existing materials to teach writing recount texts for the tenth graders. Next, it describes the needs of tenth graders of senior high school to write recount texts. Then, it explains the development of the environment – based materials to write recount texts for the tenth graders of senior high school. Finally, it explains how effective the environment – based materials to teach writing recount texts for the tenth graders of senior high school.

METHOD

The study of this research is using the research and development approach. It aimed to develop environment-based materials to teach writing recount texts for the tenth graders of senior high school. The writer used seven R & D stages adapted from Borg and Gall (2003: 570). They are research and information collecting, planning and developing preliminary form of product, validating product, revising product, trying out product, revising the product for the second time, and producing final product. In this study, the first stage dealt with starting to organize an observation of available book to teach writing recount texts and to have a survey on English teachers and learners of the tenth graders of State Senior High School 2 Semarang. This observation and survey intended to do needs analysis and determine what materials would be developed. Afterwards, the writer planned and developed the intended materials, that is, the environment – based materials to teach writing recount texts. Then, validating was done by an expert and a teacher to know the validity and practicality of materials. Moreover, revising the developed - materials was employed to revise the previous suggestions and corrections from the expert

and teacher. Next, trying the product out was the following step in this study. At last, the final materials were ready to be published.

RESULTS AND DISCUSSION

The findings shows the results and discussion of the analysis and description of the material topic specified of previous materials to teach writing recount texts, the competency needs of the tenth graders to write recount texts, development of the environment – based materials to teach writing recount texts for the tenth graders, and the effectiveness of the environment – based materials to teach writing recount texts for the tenth graders.

The Existing Materials to Teach Writing Recount Texts

The writer observed the previous materials to teach writing recount text by using observation checklist adapted from Bryd (2001) in Celce-Murcia (2001:425) and Richards (2003: 274). This observation was to state the content, vocabulary and structure, exercise, suitability to the curriculum, students and teacher. The first time, she observed the recount text materials published by a private publisher. The content was relatively good. The materials contained a variety of topics. They were accurate and up to date. However, the questioning stage did not develop creativity, curiosity, critical thinking which are expected in Curriculum 2013 as it is mentioned by Ministry of Education and Culture (2014: 37). The use of vocabulary was adjusted because there was no specific topic which resulted in no lexical chains. The structure was also adjusted because some sentences were categorized into run-on complex ones which should be simplified for the tenth graders. The exercises were monotonous since the methods were almost similar in several parts, for example, exercise 16 with the instruction of ‘Discuss with your friends about the types of recount’ and exercise 17 ‘Find from a magazine, a

newspaper or the Internet some examples of each type of recount.’ The book was quite suitable to the curriculum, but there was a difference between the basic competence and the exercise instruction in Questioning stage. The basic competence mentioned that the activities would compare the English recount texts to Indonesian ones. In fact the book showed various biographies of famous people. Moreover, the texts may relate to the daily life but there were no exercises which involved students’ real lives. The methods were monotonous and did not explore the cooperative learning maximally. And the last case was that the publisher provided students’ book, answer keys and lesson plan. However it did not provide teacher’s book which may assist teacher in teaching learning process.

Based on the previous product related to the present study, she also looked up various information and theories about recount text materials. Some crucial theories were such as; scientific approach, the requirement of materials for teaching recount texts, and suitable materials for teaching the tenth graders. Finally, theories, information, result of analysis and previous observation were analyzed to get the general description of environment – based materials to teach writing recount texts.

The Materials Needs of the Tenth Graders to Write Recount Texts

Needs analysis is used to find the necessities, lacks, and wants. Nation and Macalister (2010: 27) says that the necessities the demands of the target task. The writer refers to Basic Competencies in Education and Culture Minister Decree No. 81A. They are as follows:

- a. Analyze the social function of text structure, and language features of simple recount text about experiences, activities, and events according to the context of use.

- b. Comprehend the meaning of written recount text about the experiences, activities, events, and events.
- c. Organize written recount text about activities, events, referring the social function, text structure, and linguistic features correctly and contextually.

The needs analysis was taken from sample of learners' writing, test data on student performance, information from learners and teachers through questionnaires. Richards (2001: 59) states that since one resource of information is likely to be incomplete or partial, a triangular approach (i.e. collecting information from two or more sources) is advisable.

In this study the writer used questionnaires to get data and information in line with the needs analysis. Questionnaires were employed as the techniques to collect data due to the limited time of the subjects of the study. Teachers had limited break time between their classes and the learners only had two English sessions per week. Therefore, the writer used these techniques so that the English teachers could answer the questionnaires anytime they wished. Moreover, the learners could answer the needs analysis in not more than 15 minutes during their English class.

The writer distributed the questionnaires in the beginning of March 2014. The questionnaires were given first to 5 English teachers and then to 36 tenth graders of State Senior High School 2 Semarang.

The writers asked the teachers and learners to answer the questionnaires since they are the ones involved in the development of the environment – based materials to teach writing recount texts. At first, the writer asked the English teachers of State Senior High School 2 Semarang to answer the open questions about Curriculum 2013, the importance of environmental education, and the integration of the environmental education in English class. Second, the questionnaires for the learners were about their

understanding and expectation on learning writing recount texts and the importance of environmental education.

The questionnaires for the English teachers gained the following result:

- 1) English teachers had not got the essential of Curriculum 2013 yet. Some of them even did not comprehend the use of scientific approach in English class based on Curriculum 2013.
 - 2) Due to the late distribution of Students' and Teacher's books, teachers learn the syllabi of Curriculum 2013, discussed the materials with their colleagues, browsed the materials on internet and then compiled them to design students' handout.
- In this case, the writer concluded that the English teachers did various ways to improve their teaching materials but they did not involve the students to find out their needs.
- 3) Most teachers used material lecturing method to begin their lessons.
 - 4) The teachers considered that the topic of their materials based on their own consideration in which relates to the learners' daily lives.
 - 5) Based on the teachers' opinion, learners mostly had problems with linguistic features of recount text.
 - 6) Teachers usually chose the topic for their materials and facilitated various methods to make the learners interested to learn the linguistic features.
 - 7) Teachers also use topics from the other subjects, may be called cross curricular topics, to teach writing recount texts.
 - 8) School and teachers encourages learners to participate actively in maintaining school environment by having community service on the first Friday of the month. However, they considered that there should be more efforts to improve their awareness.

- 9) Concerning the environment, teachers thought that they might implement the environmental education direct or indirectly in their classes.
- 10) The teachers also saw the possibilities to integrate the environmental topics to teach writing recount texts.

The questionnaires for the learners showed their understanding and expectation on writing recount texts and their opinion on the importance of environmental education. The first findings were related to the learners' understanding on recount texts. The learners thought that they comprehended the recount text and its purpose. Moreover, most of the learners understood the generic structure and language features of recount text. The learners who had not achieved the competencies wrote that they faced difficulties to decide the tense to write recount texts.

The next findings were the way learners saw their environment and the importance of environmental education. The result is as follows:

- 1) Most learners realized that the environment around their school and home was abandoned.
- 2) They knew about environmental education and people's ignorance was related to their knowledge of environmental education.
- 3) They realized the school, teachers and themselves played important roles to maintain environment.
- 4) They realized that environmental education should be developed at school by applying cross curriculum, for example teaching English was integrated with environmental education.

From the findings above, the writer assumed that it is important to develop the recount text materials as interesting as possible. Even though the learners had already learnt how to write recount texts in Junior High School, they still had some

difficulties, for example, the tense used in recount text. Furthermore, learners realized that they played important roles in maintaining environment and expected the environmental education integration in English class.

Development of the Environment – Based Materials to Teach Writing Recount Texts

This material developing employed some stages namely planning, developing, validating, doing first revision, trying out, doing second revision, and producing the final product. The writer would like to explain the stages as follows:

Planning the Environment – Based Materials to Teach Writing Recount Texts

B Referring to Ministry Decree no. 81a, the writer understood the core and basic competencies of the tenth graders. After knowing the core competence and basic competence, she also analyzed the available syllabus to develop her lesson plan. It developed the core and basic competencies into detailed main materials, learning activities, assessment, allotted time, and learning source. Next, she developed the aspects in the available syllabus into a lesson plan.

The writer prepared the lesson plan to inform detail aspects taken from the syllabus. The lesson plans consists of some points. They are core competence; basic competence; indicator; objective; materials; learning methods; media, tools and source; learning activities; evaluation.

She developed the basic competence 3.9 into the indicators which refer to the observing, questioning and exploring stages, basic competence 4.13b into the indicator which refers to exploring stage, and basic competence 4.14b into the indicators which refer to associating and communicating

stages. The indicators showed the objectives of the lesson.

The objectives of the lesson were divided based on the stages. This step was expected to assist teacher to know the objectives of each stage.

The materials proposed by the writer covered the social function of recount text, linguistic features of recount text such as Past Simple and sequential conjunctions, and environment topic.

The writer used several learning methods to keep the learners interested by some group games, discovery learning to learn Past Simple, cooperative learning such as jigsaw reading, and individual works for some exercises.

The use of various media, tools and source also played important roles in the teaching and learning process. Therefore, the writer included audio recordings, LCD, students' videos and etc to support the materials.

There were four meetings to teach Recount text writing. All meetings were used for the five stages based on scientific approach. The learning activities were written in five column tables. They were time, activities, and comment. Time was to indicate the time allotment, the activities contained detail activities done by teacher and learners step by step. And the comment column was used to write the teacher's comment on every step of the activities. The first meeting was for observing and questioning stages. The second meeting was for exploring stage. The third meeting was for the associating stage. The last meeting was for the communicating stage. The evaluation part contained evaluation type, instrument and scoring system.

To enrich the teaching methods and material topic, the writer referred to the books containing games, teaching methods, cooperative learning, and environmental education. She also read some textbooks which give inspiration to develop the environment – based materials to teach

writing recount text. The book containing a lot of grammar games was *Games for Language Learning*. The writer adopted a game to learn Past Simple. To find various cooperative learning methods, the writer referred to *Kagan Cooperative Learning*. The writer also read *Opportunities Student's and Teacher's Books* to enrich teaching methods and evaluation. Furthermore, she adapted some texts related to environment from *Environmental Education Activities for Primary Schools: Suggestions for Making and Using Low-Cost Equipment* which provides inspiring texts.

The writer recorded the audio by Media Listening. After that, she browsed on internet to find a video which was used in observing stage. The topic of this video was composting. I took it from www.videojug.com. Besides the video, the website also provided the script of the video so it would be easier for the learners to watch the video as well as to analyze the texts.

The writer also needed internet to find pictures related to the topic of environment. These pictures were really important for the learners to understand the meaning of the vocabularies as well as to see the real condition of the things. Moreover, she also asked an illustrator to illustrate some recount texts. She saw the importance of illustrations to attract learners' attention to read the texts.

Developing Environment – Based Materials to Teach Writing Recount Texts

After planning and preparing all the materials needed to develop an environment – based materials to teach writing recount texts, the writer developed the materials based on the lesson plan. The product consisted of Student's and Teacher's Book. Student's book contained the explanation and exercises of environment – based materials to learn writing recount text. On the other hand, the Teacher's book was the combination of the student's book and lesson plan. Every time a teacher opened the teacher's book, she would find the lesson plan was placed on the left

side and the student's book on the right side of the page. This was expected to help the teacher to read the student's book and the instruction in the lesson plan at the same time. Therefore, she did not have to bring student's and teacher's books because the teacher's book itself contained student's book.

Validating Environment - Based Materials to Teach Writing Recount Texts

To validate the product, the writer asked for the validation statements from an expert and a teacher who used the product in her class. The expert is an English lecturer in State University of Semarang. She is one of the experts in curriculum development. Furthermore, the teacher is an English teacher in State Senior High School 2 Semarang.

The writer first consulted the product to the expert on March 21st, 2014. The expert analyzed the product for three days and gave some suggestions for the product revision. On check list, the average rank for the content, vocabulary and structure, exercise, suitability to the curriculum, students and teacher was good.

The following suggestions were given by the expert:

- 1) The writer should revise the lesson plan. Since the basic competence did not divide the spoken and written recount texts, the basic competence was needed to be broken down into two parts.
- 2) The writer should revise the verbs in indicators and objectives in the lesson plan. At first she used the verbs which could not be evaluated. The expert suggested using operational verbs proposed by Blooms in his taxonomy.
- 3) On the student's book, the first activity was asking the learners to match the pictures and their names to introduce lexical chains of the topic. However, this activity did not get along with the scientific approach.

Having revised the product suggested by the expert, the writer consulted it for the second time on March 23rd, 2014. The expert analyzed the product for several days and the checklist rank was on the average of excellent with no suggestion.

The writer gave the validation checklist and the product to the English teacher on March 21st, 2014. She analyzed the product and returned the checklist with the good average rank and some suggestions.

These were the teacher's suggestions on the students' book:

- 1) The writer should correct some misspelled words.
- 2) Some activities were needed to be reorganized to keep the students in a positive learning atmosphere.
- 3) Student and teacher's books were needed an attractive cover.

Doing First Revision of Environment - Based Materials to Teach Writing Recount Texts

After getting the validation form returned by the expert and teacher, the writer revised her product.

Based on expert and teacher's validation, the following revision was done by the writer:

- 1) The writer focused on the written texts. She, therefore, wrote the basic competence of skills in 4.13b and 4.14b.
- 2) The writer used operational verbs proposed by Blooms in his taxonomy in indicators and objectives. Those verbs indicated the students' achievement which could be evaluated, for example, the verb 'understand' should be changed into 'mention'.
- 4) Correcting some misspelled words in the student's book.
- 5) On observing stage, the writer presented three recount texts to be observed by the

learners. After that, the writer led the learner to match the pictures of items related to composting and then find other items in the second and third recount texts. The questioning stage also had some revision. The learners did not only find the main ideas of each paragraph, but they also discussed the essence of the three recount texts. On exploring stage, the learners were expected to have discovery learning on the Present Simple Tense. As it was suggested by the teacher, the writer reorganized three exercises to keep the students in a conducive learning atmosphere. The exploring stage was ended by the game. The associating stage invited the learners to practice the sequential conjunctions and punctuation. This stage prepared the learners to write a recount text in communicating stage.

- 6) The writer made an attractive cover for student and teacher's books.

Having revised the product suggested by the expert and teacher, the writer consulted it for the second time on March 28rd, 2014. The expert and teacher analyzed the product for several days and the checklist rank was on the average of excellent with no suggestion.

Trying out Environment – Based Materials to Teach Writing Recount Texts

The writer asked her colleague to try out the writer's product in her class. It was expected to gain objective result. Moreover, the teacher might validate the product accurately based on practicing it in her class.

The learners had the try out in four meetings to learn how to write recount text with environment – based materials. The Pre-test began the try out on April 3rd, 2014. After the learners had done the pre-test, they had the observing and questioning stage. On April 10th, 2014 the learners had exploring stage. And then on April 17th, 2014 the learners had associating stage. Finally on

April 24th, 2014 the learners had communicating stage and post-test.

Doing Second Revision Environment – Based Materials to teach Writing Recount Texts

Based on the teacher's notes during the try out, the font size of the instructions should be bigger than the exercise or explanation. She informed that the learners found difficulty to find the instructions. For this reason, the writer realized that she needed to improve the face validity of the student's book. She made the font size of the instructions bigger to avoid students' misleading.

The writer also added some pictures to illustrate the texts. These pictures were expected to lead the learners comprehend the texts.

Producing the Final Product of Environment - Based Materials to Teach Writing Recount Texts

In the last part of developing material, the writer did editing and revising in order to generate the final product.

The final environment – based materials to teach writing recount texts were written and finalized entitled 'Do Something for Us and Our Earth'. There were a student's book, teacher's book, audio recording, and video in the materials. The student's book which notified the writer plans consisted of five stages of scientific approach, i.e. observing, questioning, exploring, associating, and communicating. To build learners' knowledge before they write recount texts, the writer led them to read various recount texts and to do exercise related to linguistic features. After they are facilitated by knowledge, they write recount texts.

The teacher's book wrapped up all the content of student's book plus lesson plan which guided teacher step by step, including

answer keys, scripts of the audio and video recordings, games, and optional activities.

The developed materials consisted of 1 colored cover, 12 content pages containing explanation as well as exercises, 1 evaluation page. All of the pages in the book were printed in A4 papers. They were 21 cm width, 29.7 cm length, and 80 gsm weight.

The Effectiveness of the Environment – Based Materials to Teach Writing Recount Texts

In line with the result of material development, there were no significant obstacles. As the first stage, a survey was done by needs analysis questionnaires.

Developing Material, as the second stage, was combined by some activities. The activity was started by adapting some texts from existing material/ text books and from

internet. Then, the recount texts were modified based on the topic and practice of scientific approach. Due to the practicality, the texts were adjusted so that they meet the student's level of difficulty.

The next process was the expert and teacher's validation on the developed draft product (the core competence – basic competence, syllabus, lesson plan, a student book, a teacher's book) as the result in developing the material. By referring to the validation forms of the expert and teacher, the writer did a revision.

After the first revision, it was time to try out the developed product. The try out consisted of the material, there were pre-test, teaching and learning, and evaluation or post-test activities. In pre-test activity, learners were given an instruction to write their experiences. The following table showed the results of their pre-test:

Table 1

Pre-Test Results

Organization	Content	Grammar	Punctuation, spelling and mechanics	Style and quality of expressions	Total average
9.92	10.08	9.31	9.47	10.17	48.94

From the table above, it can be inferred that:

1) From the organization aspect of the writing, the score 9.92 was categorized from fair to adequate with the following specification:

- a. The introduction or conclusion was not really good or in standard quality.
- b. There were problems with the order of ideas in body.
- c. The generalization was not fully supported by the evidence.
- d. Problems of organization interfered the readers.

2) From the content aspect, the score 10.08 was categorized from fair to adequate with the following specification:

- a. Development of ideas was not complete or essay was somewhat off the topic.
- b. Paragraphs were not divided exactly right.

3) From the grammar aspect, the score 9.31 was categorized from fair to adequate with the following specification:

- a. Ideas were getting through to the readers, but grammar problems were easy to understand and had a negative effect on communication.

- b. There were run-on sentences or fragments.
- 4) From the aspect of punctuation, spelling and mechanics, score 9.47 was categorized from fair to adequate. Its specification were as follows:
- 5) The text used general writing conventions but had errors.
 - a. Spelling problems distracted reader.
 - b. Punctuation errors interfered with ideas.
- 6) From the aspect of style and quality of expressions, score 10.17 was categorizes from fair to adequate in which:
 - a. Some vocabularies were misused.

- b. Lack awareness of register; the text might be too wordy.

The writing competence average of the learners was 48.94. This score belonged to the rank of fair to adequate.

In teaching activity, the learners joined the English class actively. The actively participated in individual, pair, or group work. This showed that the topic of the materials also played important role in teaching writing Recount texts.

After the tryout, the learners had a post-test. The following table showed the results of their pre-test:

Table 2
Post-Test Results

Organization	Content	Grammar	Punctuation, spelling and mechanics	Style and quality of expressions	Total average
16.42	17.19	14.83	16.25	16.92	81.61

- 1) From the organization aspect of the writing, the score 16.42 was categorized from adequate to good with the following specification:
 - a. The text had adequate title, introduction, and conclusion.
 - b. Body of essay was acceptable, but some evidence was lacking.
 - c. Some ideas were not fully developed.
 - d. Sequence was logical but transitional some expressions was absent or misused.
- 2) From the content aspect, the score 17.19 was categorized from good to excellent with the following specification:
 - a. Essay addressed the assigned topic.
 - b. The ideas were concrete and thoroughly developed.
- 3) From the grammar aspect, the score 14.83 was categorized from adequate to good with the following specification:
 - a. The text had advanced proficiency in English grammar.
 - b. Some grammar errors didn't influence communication, although the reader was aware of them.
 - c. There were no fragments or run-on sentences.
- 4) From the aspect of punctuation, spelling and mechanics, score 16.25 was categorized from adequate to good. Its specification were as follows:
 - a. There were some problems with writing conventions or punctuation.
- c. There was no extraneous material; essay reflects thought.

- b. There were occasional spelling errors.
- c. Left margin was correct.
- d. Paper was neat and legible.
- e. From the aspect of style and quality of expressions, score 16.92 was categorizes from adequate to good in which:
 - a. The text attempted variety.
 - b. There was good vocabulary.
 - c. The text was not wordy.
 - d. The register was OK.
 - e. The style was fairly concise.

The writing competence average of the learners was 81.61. This score belonged to the rank of good to excellent. Unfortunately, a student did not join the post-test. Therefore, the average of the post-test could not fully represent the average result.

The learners made progress in writing recount text. The average score of pre-test was 48.69 and the average score of post-test was 81.61. On the other hand the minimal competence score of English subject was 80. From the averages of the pre-test and post-test scores, the writer may conclude that the learners' writing competence was improved, even higher than the minimal competence score.

Lastly, the writer closed all of the steps with producing the final product of the study.

Based on the processes and result above, the environment – based materials are effective to teach writing recount texts for the tenth graders of State Senior High School 2 Semarang.

CONCLUSION

This first part deals with answering the questions of the problem statements. Firstly, the tenth grader of state Senior High School 2 Semarang in even semester of academic year 2013 - 2014 did not have textbooks from the government. Therefore, the teachers should

prepare the materials by themselves. There was a student's book available at the market but it was published after the class began. For this reason, the writer's school did not use it. Furthermore, the available book did not have specific topic for the materials to teach writing recount texts. On the other hand, the teachers and students saw the importance to introduce environmental education at school which may be integrated in English lesson. Moreover, students' questionnaire and sample of their writing task showed their lack of writing recount competence. That is why this study contributes to develop environment – based materials to teach writing recount texts.

Secondly, in developing environment – based materials to teach writing recount texts, there were some stages which were proposed by Borg and Gall (2003). The first stage dealt with starting to organize an observation of available book to teach writing recount texts and to have a survey on English teachers and learners of the tenth graders of State Senior High School 2 Semarang. This observation and survey intended to do need analysis and determine what media were developed. Afterwards, the writer planned and developed the intended product that is the environment – based materials to teach writing recount texts. Then, validating also was done by expert and teacher to know the practicality of product which had been developed. Moreover, revising the developed product was employed to correct the previous suggestions and corrections from the expert and teacher. Next, trying the product out was the following step in this study. At last, the final product was ready to be published. In this study, the writer modified some steps which are proposed by Borg and Gall (2003). In other words, this study only implemented seven stages for developing the environment – based materials to teach writing recount texts.

Thirdly, based on the result of observations, questionnaires, pre-test, post-test, the writer assumed that the environment – based materials to teach writing recount texts can be applied to improve the learners' competence in writing text, especially the

tenth grader of State Senior High School 2 Semarang. Moreover, the test of effectiveness in pre experimental design reported that there was significant improvement from the result of pre-test to post-test. It means that all the result of collected data agreed that the environment – based materials to teach writing recount texts can be implemented for improving the learners' competence in writing recount texts.

In this study, the writer limited the topics of environment education, subjects of the study, learning competence, and kinds of texts. There are many aspects in environmental education. However, the writer limited the topics on recycling paper, making can crusher, planting small trees, making bird houses, growing flowers, and creating provoking posters to improve learners' environmental awareness. Furthermore, the writer conducted the study on writing competence. In this case, she focused on recount texts for the tenth graders.

RECOMMENDATIONS

In line with some conclusions on the previous part, some recommendations are presented to be taken into consideration. It is essential for English teachers to provide materials with specific topics to improve the students' competence in writing recount texts, especially for the tenth graders. The consideration of choosing topics and developing materials should be fixed with their needs. Environment – based materials showed positive effect to teach writing recount texts during the try out in the classroom. The result of the study was found that the environment – based materials are practical to carry in the English lesson. The learners could learn writing recount texts. Furthermore, there was a side effect of this study; teacher indirectly learnt the environmental education which improved their knowledge about environment. For those reasons, English teachers are suggested to apply the materials to teach writing recount texts for their further teaching. It is also necessary to conduct further studies dealing with the environment – based materials for getting more positive effect

toward teaching and learning process and for improvement of the education quality, especially English lesson for the tenth graders of Senior High School level. Then, the use of specific topic materials in teaching and learning process should be varied and improved. For doing so, teachers should try to develop materials which are attractive and appropriate for learners so that practicality and effectiveness can be accomplished during teaching and learning process. Since this study was limited in specific topics of environmental education, the subjects of the study of the tenth graders, writing competence, and recount texts, it is expected that the future research may obtain broader and deeper findings.

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