THE EFFECTIVENESS OF CLUSTERING TECHNIQUE ON STUDENTS’ ABILITY IN WRITING RECOUNT TEXT
(An Experimental Study at the Second Grade of SMP Budi Mulia Ciledug)

A “Skripsi”
Presented to the Faculty of Tarbiya adn Teachers’ Training In Partial Fulfillment of Requirements for the Degree of S.Pd. (S-1)
In the Department of English Education

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Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munafaqah.

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“Skripsi”
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2015
ENDORSEMENT SHEET

The examination committee of the Faculty of Tarbiyah and Teachers Training certifies that the “Skripsi” entitled THE EFFECTIVENESS OF CLUSTERING TECHNIQUE ON STUDENTS’ ABILITY IN WRITING RECOUNT TEXT written by Febry Octavianni, student’s registration number: 1110014000005, was examined at examination session of the Faculty of Tarbiyah and Teachers Training on Monday, October 19th 2015. The skripsi has been accepted and declared to have fulfilled one of the requirements for academic title of ‘S.Pd.’ (S-1) in the English Education Department.

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ABSTRACT

FEBRY OCTAVIANI, THE EFFECTIVENESS OF CLUSTERING TECHNIQUE TO STUDENTS’ ABILITY IN WRITING RECOUNT TEXT
An Experimental Study at the Second Grade of SMP Budi Mulia Ciledug. “Skripsi” of English Education Department at the Faculty of Tarbiyah and Teachers’ Training of State Islamic University Syarif Hidayatullah Jakarta, 2015.

Key word: Writing, Recount Text, Clustering Technique.

This study was carried out to find out the effectiveness of clustering technique in writing recount text in the second grade of SMP Budi Mulia Ciledug academic year 2014/2015. Based on the aim above, the writer formulated the problem: “Is the clustering technique effective for students to improve their writing recount text?” To answer the formulation of the problem, the writer used quantitative through experimental research analyzed with t-test. The population of the research is the second grade students of SMP Budi Mulia Ciledug. It consists of grade 8-4 and 8-1. Sample of the research was 35 students from each class 8-1 students were experiment class, and 8-4 students were control class.

The result of the study showed that there was improvement of the students’ ability in writing recount text after applying clustering technique. Most of the students of experimental class gradually gained good scores at the end of study. The score of Minimum Mastery Criterion – Kriteria Ketuntasan Minimum (KKM) of English lesson was 70 (seventy). The students’ mean score of experiment class and control class in pre-test was 60 (sixty). But, in post-test the score of experiment class was 90 (ninety), while control class was 70 (seventy). The condition, Clustering technique can improve students’ writing especially in writing recount text.

FEBRY OCTAVIANI (PBI)
ABSTRAK

FEBRY OCTAVIANI, THE EFFECTIVENESS OF CLUSTERING TECHNIQUE IN WRITING RECOUNT TEXT An Experimental Study at the Second Grade of SMP Budi Mulia Ciledug. “Skripsi” of English Education Department at the Faculty of Tarbiyah and Teachers’ Training of State Islamic University Syarif Hidayatullah Jakarta, 2015.

Kata Kunci: Menulis, Teks Recount, Teknik Clustering.


FEBRY OCTAVIANI (PBI)
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In the name of Allah, the Beneficent, the Merciful

Praise be to Allah, Lord of the Worlds, Who has bestowed upon the writer in completing this "Skripsi" in which the title is The Effectiveness of Clustering Technique on Students' Ability in Writing Recount Text. Peace and blessing be upon the Prophet Muhammad SAW, his family, his companion, and his followers.

First of all, the writer would like to give thanks to her parents; her beloved mother (Mama Suratmi) and father (Bapak Tarlim) who always pray for her, give her motivation, and support her every day until now.

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Jakarta, October 24th 2015

The Writer
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CHAPTER 1
INTRODUCTION

A. Background of Study

Language is specifically human ability for acquiring and using complex system communication. It is primary an instrument of communication among human being in community. Language is needed express what people are feeling and to integrate into certain situation or particular social environment. Nowadays, many people are able to master not only their own native language, but also other foreign language. One of them which is well-known at this time is English.

English is an international language which has very significant role in communication among people in almost entire world. As lingua franca, people surely tend to master it for competition in this globalization era, so it is necessary to support several aspects of life such as business interaction, successful carrier, expanding network and academic function. Because of this importance, our government has made it as one of compulsory subjects that must be taught from junior high school high level until high level.

In English subject, student will learn the four basic skills of language: those are listening, speaking, reading, and writing. Based on the curriculum 2004, the arrangement of language skills is started from reading, listening, speaking, and writing.

Writing is considered as the last skill which will be learned after previous three: it is based on the assumption that language mastery starts from oral to written skill. Students practice to produce their language actively in speaking before they are going to deliver their language into a piece of writing. Therefore, writing is regarded as the complicated one.

Writing is a process of transferring ideas which contains meaning through every single word. Students as writers are expected to be able to show their viewpoints about something by putting into a piece of writing. Then, they make sure that readers understand some points from what they have written.
Writing is also influenced by the particular event or circumstance that prompted it that is called as context of writing. Writing an essay in class, for example may be different from an essay out of class.\textsuperscript{1}

When students write a piece of writing, they cannot ignore some grammatical rules and punctuation. They need to integrate their existing knowledge involving several competences which requires comprehensive understanding about vocabulary, grammar, and punctuation.

Writing is not an activity that can be successfully obtained in a single process. Apart from kinds of text type in writing, students do and follow several processes in two until five times of drafting in order to make their writing better.

In Junior high school level, writing is grouped based on genre since implementation of Curriculum-Based Competence 2004. Jeremy Harmer defines that genre is a type of writing which the students would instantly recognize for what it was.\textsuperscript{2} There are eleven kinds of genres, which are learned by the students: one of them is recount.

Recount text is a text which retells events or experiences in the past. Recount is a kind of English texts in which students have to learn because of its importance. As readers, students can be expanded their experiences to place they never know much about through recount text. They can memorize their experience from several sides, such as location, situation, and feeling. As writers, students can share what they have known about person, place or things by explaining detail by detail in their writings. Moreover, they can give some information to their readers who do not know much about it.

As a matter of fact, students deal with some problems in writing recount text. They are still having limited vocabularies. Students are having problem in organizing ideas what they are going to explain. They are also confused to transform ideas from their minds into a piece of recount writing. So, they need many times just to think what they are going to write. Beside that, they are also

having poor in grammatical. Therefore, English teacher should find solutions from those several problems.

To solve problems, English teachers familiarize them to make an outline what they are going to write by adopting some technique of writing such as using various pictures, brainstorming, story map, clustering or mind mapping. By applying one of some technique, teachers give students time to note some important points that they want to write, so they can write and make paragraph smoothly. Furthermore, teachers should give them opportunities to write without being afraid of making mistakes.

This situation encourages the writer to raise those problems for this *skripsi*. The writer purposes clustering technique as an alternative technique in teaching writing of recount text. Clustering is method that could limit a subject. To clustering, the subject is written in the middle of a blank sheet of paper and drawing a circle around it. Then lines are drawn away from the subject. At the end of each line, an idea that comes to the mind is written and drawn a circle around it. Drawing lines, writing ideas, and drawing circles are continued. Later, by clustering ideas that are connected, it is developed a topic.

The writer wants to know whether the clustering technique is effective in students writing in recount text.

The writer takes title of this “Skripsi”, “The Effectiveness of Clustering Technique on Students’ Ability in Writing Recount Text”.

B. Identification of the Problem

Based on the background above, following are the identifications of the problems:

1. The students didn’t know how to develop their ideas
2. Students are still having limited vocabularies
3. Students still weak in writing, almost the students have a topic but the students confused for make a good sentence. (Students find difficulties to make a good sentences)
4. Students still have not known grammar in recount text and still forget for use verb2.

C. The Formulation of Problem

Based on the background above, the writer plans to analyze the use of clustering technique to improve students’ writing of recount text at second grade student of SMP Budi Mulia Ciledug. The writer formulates her problem in the research:

“Does clustering technique improve the students’ writing on recount text?”

D. The Objective of the Study

In line with the formulation of the problem stated above, the objective of the study is to know whether or not the clustering technique improves students’ writing of recount text.

E. The Scope and Limitation of the Study

In this “Skripsi” the writer focuses on teaching recount text at the second grade students of SMP Budi Mulia Ciledug at the second semester 2014/2015 academic years. In order to make description of this “Skripsi” deeper, the problem will be limited into: (a) the students’ improvement in learning recount text using clustering technique, (b) the implementation of clustering technique in teaching recount text.

F. The Significance of the Study

The results of this study hope can be useful:

1. For the students, the result of this study will give benefit to improve their ability in learning recount text.

2. For the teachers, the result of study will give an input for the teachers in teaching recount text, and as an alternative technique to enrich their teaching technique
3. For the researcher especially, who are interested in teaching recount text of Junior High School at second grade, hopefully all information can be useful for them to do their further research.
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter the writer gives explanation of the theoretical framework which covers the clustering technique, including the definition of clustering technique, the application of clustering technique, and then about writing including the definition, the writing process, and purposes writing. The last is about recount text including the definition of text, the definition of recount text, the kinds of recount text and the schematic structures of recount text and the language features of recount text. The last is about any idea relevant to previous study.

A. Writing

1. Definition of Writing

Writing is one of the ways to communicate your knowledge to the reader in the form of written. It is a media to express ideas, feeling and thought. It is an effective way to overspread the writer’s ideas to readers. Writing is one of skills that require the ability to express one’s ideas in written form in a second language.

Writing can be seen as a media to express idea, feeling, and thought; it is also as useful publication media. It is very effective to spread out ideas, thoughts, politics, and culture through books, magazine, journals, and newspaper. People can said that writing is the most difficult skill that needs a lot of background of knowledge such as grammar, vocabulary, punctuation, and spelling. It is line with what Jack Richards stated that writing is the most difficult skill for L2 leaner to master.¹ The problems also caused by the difficulties in generating ideas or in stating the idea in a good paragraphs or sentences.

According to Miller, many people persuade themselves that they can never learn to write, because they believe that writing is a talent they have

since they born. People who take this decision are people who lack of motivation. If someone believes that he will succeed in writing, he will succeed it, but if he believes not, he will fail. It will certainly take time and effort to write successfully, but it will give benefits for us.

Writing is a very complicated process of discovering and shaping meaning. It can be said that writing can’t be complicated in a time. It needs a lot of background information. Consequently, there is only little who can write well.

From the definitions presented above, it can be concluded that writing is a medium of communication. It gives significant roles in people’s life; people can be happy, sad, and interested in because of writing. Sometimes, writing can be choices in expressing ideas for people who are rare to speak.

2. The Proceed of Writing

According to some expects, writing is the most difficult skill to be practiced. To write effectively, the writer has to consider the rhetorical situation that is occasion, purpose, topic, audience and the writer’s voice. The occasion means the situation that prompts the writing. The purposes of writing are (to) inform, (to) persuade, (to) express, and (to) entertain. The audience is the writing. The writer’s voice is what the writer writes in the paper. It will influence the reaction of the reader.

Writing is the important academic success which becomes a requirement for many professions. The writing process a classroom activity incorporates the four basic writing stages; prewriting, drafting (writing), revising (drafting) and editing.²

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The Figure 2.1 Below Shows the Steps in Writing Process.

![Diagram of writing process]

Figure 1 the Writing Process

As depicted in figure 1, the stages are neither sequential nor orderly. In fact, many writers employ a recursive; non linear approach writing of a draft may be interrupted by more prewriting and revision may lead to formulation, with a great deal of recycling to earlier stages.

a. Planning (Pre-Writing)

Many activities people do, the first thing to do is planning, include writing. Before starting to write, writers have to plan or begin to write by choosing a subject to write about something. Sometimes, the choices will be fairly narrow, sometimes seemingly infinite; but in case it will be important to give something thought to your possibilities. This may mean making a list of potential subject, or experimenting with the short.

Prewriting means discovering ideas. This is the practical way when the writers gets the opportunity to discovery ideas and write them down. Also, the writer can make a journal to record the observations, impression and the incidents when he or she conducts to research.

b. Drafting

Drafting is the point at which you begin to put your ideas in some kind order and to envision a potential shape for the work you

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5 Richard, op. cit., p. 316.
will produce: a beginning, middle, and an end. Before they begin drafting, some writers make an outline to remind them of how they wish to order their ideas. Making an extensive formal outline is difficult because much of what will say will be discovered during the act of writing and not before hand. At the drafting stage the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.⁶

This second stage of writing process is the time to explore the ideas. The writers have to write without any interruption. They should not consider the revision of editing because these steps can come later.

When the writers find related ideas, they can begin to group them in some logical way. It can be organized from the general to specific, simple to complex, easy to difficult, concrete to abstract or in other logical ways.

c. Revising

Revision is not just only in finishes when a draft is completed, but at every stage of writing. The professionals’ writers’ secret is revision, revision and revision. How many a writers revises and edits depends on the rhetorical situation and the deadlines. A good way to start revision is to assume the role of an editor.

d. Editing

The last step in writing is editing. Editing means checking a paper for mistakes in grammar, punctuation, usage and spelling since in the revising stage more focused on supporting ideas which is with the content of the paper. In this stage, students are engaged in tidying up their text as they prepare the final draft for evaluation by the teacher.⁷

⁶ Ibid., p. 317.
⁷ Richard, op. cit., p. 318.
They edit their own paper on their peer’s work of grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotation, example, and the like.

A simple checklist might be issued to students to alert them to some of the common surface errors found in students' writing.

For instance:

- Have you used your verbs in the correct tense?
- Are the verb forms correct?
- Have you checked for subject-verb agreement?
- Have you used the correct preposition?
- Have you left out the articles where they are required?
- Have you used all your pronouns correctly?
- Is your choice of adjectives and adverbs appropriate?
- Have you written in complete sentence?\(^8\)

There are five procedures for effective editing, as follows:

1. Read Every Word

   After your second silent reading, read aloud to spot omission, errors and undue repetition. Listen carefully to the sound of words. Make sure that they are accurate and appropriate.

2. Make the Draft

   Use bracket to set off wordiness. If you notice an error in spelling or grammar, circle it. Place a check mark by any word or sentence you want to return or device your own system of marking.

3. Revise Sentence and Improve Wording

\(^8\) Ibid., p.319.
Write changes on your hard copy. In the margins, list possible synonyms for dubious words. To select the best words, look up meanings.

4. Add change on-screen

After you finish marking you hard copy, make each change on-screen.

5. Print out a copy

If you printed draft is quite messy, make a clean copy. Repeat the editing process as needed.⁹

A good writing is a coherent constructed relationship among sentences. A coherent paragraph always signed by the repetition of key words, key ideas, sentences pattern, transition and consider of ideas and readers.

3. The Purpose of Writing

When people write something, they must have a purpose or something that they want to share in their writing. Sometimes, they write according to motivate.

The most important thing in writing is the purpose of the writers. There are some purposes of writing, as follow:

a. Writing to Understand Experience

In writing to understand experience, writer does not settle for simply recording what has happened to him/her. Instead, he/she draw upon that record to examine the significance of what happened. Because it is writing about their own lives, so it uses first person. But, although they are writing about themselves, they are also writing to share their experience with readers. Writing to understand experiences thus achieve at lease two goals; writers come to a better understanding of themselves, and readers come to a better understands experience

different from their own.\textsuperscript{10} Writing to understand experience rely on thought and reflection more that on emotion and confession

b. Writing to report Information

When writing to report information, the purpose is to educate the readers about a topic of which someone has some knowledge.\textsuperscript{11} Informative writing comes from published sources. It is usually given in university courses.

c. Writing to explain information

When we explain, we need to analyze and classify information, examine causes and consequences, and define concept by distinguishing them for other, similar ones.\textsuperscript{12} Explanation is an essential skill for making sense of the world around us.

d. Writing to evaluate something

Writing to evaluate requires writer to determine the nature or quality of what he/she is judge the use of internet in educational field. Evaluation also means determining importance, benefit or worth,

e. Writing to analyze image

Like writing to evaluate, writing to analyze image requires the ability to discern the differences between the effective and ineffective of an image and to explain why the writer made this judgment.\textsuperscript{13} Writing to evaluate something helps the readers to increase their understanding of the subject.

f. Writing to analyze text

Writing to analyze text is not really different from writing analyze the image. Writing to analyze the text is aimed to analyze the certain text.\textsuperscript{14}

\textsuperscript{12} Robert Keith Miller, \textit{loc. cit.}, p. 173.
\textsuperscript{13} \textit{Ibid.}, p. 241.
\textsuperscript{14} Robert Keith Miller, \textit{op. cit}, p. 303.
g. Writing to persuade others

In writing to persuade others, the writers try to inform the readers about a topic, express their opinion on the topic, and persuade the readers to accept the position at lease take it seriously. In persuasive writing, comparison and contrast is often used to develop a topic. Besides, the writer also gives argumentation unpersuasive. An argument usually based on issues, and it should be reasoned.

h. Writing to inspire other

Writing to inspire other is aimed to make the readers cheer up or move to the case of something. It’s mostly about the motivation that is needed by the readers.

i. Writing to amuse others

This writing gives opportunities for the writers to give the pleasure for the readers.

j. Writing to experiment to form

This writing is about invention something which is then, it is documented through writing.

As the purpose of writing presented above, it is clear that all of writing show the different purpose.

4. The Form any Types of writing

Generally, there are four forms writing. They are narration, description, exposition, and argumentation. It is supported by the George E. Wishon and Julia M. Burks. They explain form of writing in their book, in the following:

- **Narration**

  Narration is the form of writing used to relate the story of acts or events. Narration place occurrences in time and tells what happened according to natural time sequence.

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• Description
Description reproduced the way things look, smell, taste, fell, or sound. It is used to create a visual image of people, place, even of units of time-days, times of days or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their of character or personality.

• Exposition
Exposition is used in giving information, making explanation and enterprising meanings.

• Argumentation
Argumentation is used in persuading and convincing. It is used make a case or to prove or disapprove a statement or preposition.17

According to Marjorie Farmer, there are four types of writing which can be done by students. They are follows:

• Expressive Writing
Autobiographies, essays of opinion, diaries, letter and memoirs are only a few of the many forms of expressive writing. In fact, any writing is expressive if it centers on the writer’s personal concerns, wishes, feelings, memories, or reactions.

• Informative writing
Newspaper and magazine articles, laboratory report, textbook, biographies and critical essays are different forms of informative writing. Actually, any writing can be called informative if its principal purpose is to explain, to describe, or to define—in short to inform.

• Persuasive writing
Editorials, letters appealing for contribution, advertisement, and campaign speeches are all attempts to persuade. Any writing that is

aimed at convincing its readers to adopt a certain is persuasive writing.

- Imaginative Writing
  Short stories, novels, play and poem are form imaginative writing. Imaginative is the product of the writer’s artful use of language to create images, characters, and incident that move and entertain the reader.\(^\text{18}\)

### B. Recount Text

1. The Definition of Text

   When some words are put together, a piece of text is created. Especially, when we communicate with others, we construct a text. A text always has a meaning. Text can be categorized as literary and factual. Each text type has a common way of using language. Literary text include aboriginal dreaming stories, movie script, limericks, fairy tales, novel, song lyric, mimes and soap operas. They are constructed to appeal to our emotion and imagination.\(^\text{19}\)

   Literary text can make us laugh or cry, think about our lives or consider about beliefs. There are three main text types in this category: Narrative, Poetry, and Dramatic media text such as movie, videos, television show, and CD can also be told in this category. Factual text included recount, explanation, advertisement, announcement, internet website, current affair show, debates, report, and instructions.\(^\text{20}\) They present information or ideas and aim to show, tell or persuade the audience. The main text types in these categories are recount, response, explanations, discussion, information, report, exposition, and procedure. Literary and factual have different social function, schematic structure and linguistic features. Text and stories have existed in cultures around the world for centuries. One type of text that has influenced many lives in this existence affective.

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All text has a different purpose. The basic theories of the genres of the text are Narration, News Story, Explanation, Exemplum, Recount, Exposition, Anecdote, and Spoof are story genres. All texts also have different grammatical features.

2. The Definition of Recount Text

One kind of the text that the students of Junior High School learned is recount text. Recount text is the one of text types which retells past events for the purpose of informing or entertaining. While according to Anderson, a recount is a piece, a recount is a piece of text that retells past events, usually in the other in which they happened.\(^{21}\) Thus, special features of recount text could be found in its sequence of events which retell past events chronologically. The purpose of recount text is a recount reconstructs past events in the time order in which they occurred. It involves telling what happened and interpreting or evaluating the experience in some way.\(^{22}\)

In other words, recount text is types of the text which retell past events chronologically in order to give information or entertainment. Recount text includes eyewitness account, newspaper reports, conversation, television reviews and speeches.

3. The Kind of Recount Text

According to John Barwick, recount text is classified into three, they are personal recount, factual recount, and imaginative recount.\(^{23}\)

a. Personal Recount

Personal recount is which the retelling of an activity that the writer or speaker has experienced this may simply be an oral story, a letter or a diary entry

b. Factual Recount

Factual recount is records the details of something that has happened. This can take the form of a historical recount, a science experiment, a traffic report or sport report.

c. Imaginative Recount

Imaginative recount is a takes on an imaginary role and creates imaginary details but places them in a realistic contexts, for a example *A day in the life of an ant; My life as a Roman Emperor.*

From those three kinds of recount texts, generally they have the same characteristic that is to retell past even chronologically.

4. The Schematic Structure of Recount Text

An affective recount text has several significant characteristics which a writer may use as standard to guide his writing. The schematic structure of recount text consists of: orientation, series of events, and orientation.\(^{24}\)

a. Orientation

The orientation forms the first paragraph of the written recount. This can consist of one sentence but will often consist of at least two to three sentences. The orientation sets the scene and supplies the necessary introduction or background information that is needed to fully understanding the retelling. It establishes the time, setting and who or what is participating. It is important to include the *when, who, what* and *when*, and sometimes *why*, to help the audience know what it is we want to retell.

b. Series of Events

In this part of the recount students need to focus on supplying details about the *who, what, where and when*. Generally the recount text is sequenced in time ordered. Students should not start of explaining what happened at the beginning of the day, then skip to the evening and back to the morning again. During the drafting or planning students should list all the events and number them in a time sequence.

c. Reorientation

This is an optional stage and is often used to complete the writing by rounding off the series events. It refers back to some of the information in the orientation paragraph.

5. The Language Features of Recount Text

There are some language features of recount text, as follows:

a. Nouns and pronouns are used to identify the people, animals or things.
b. Nouns groups build up descriptions
c. Action verbs are used when discussing events
d. Connecting words are used to sequences events
e. Combine clause by using conjunctions
f. Uses adverb and adverbial phrases to indicate place and time
g. Adjectives are used to describe nouns
h. Use reported speech
i. Evaluative language is used in factual and personal recounts

The following table shows the example of language features of recount text

<table>
<thead>
<tr>
<th>No</th>
<th>Linguistic Features</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nouns and Pronouns</td>
<td>Mrs. Gelbart, the Milkman, Our mouse, he, I, she, they, We, etc</td>
</tr>
<tr>
<td>2</td>
<td>Noun Group Description</td>
<td>The outstanding, long-distance swimmer, Susie Maroney</td>
</tr>
<tr>
<td>3</td>
<td>Action Verbs</td>
<td>She jumped....</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He walked....</td>
</tr>
<tr>
<td>4</td>
<td>Connecting Words</td>
<td>First....</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Then....</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finally....</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Combine Clause with Conjunction</strong></th>
<th><strong>Adverb and Adverbial Phrases</strong></th>
<th><strong>Adjectives</strong></th>
<th><strong>Reported Speech</strong></th>
<th><strong>Evaluating Used Factual and Personal Recount</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>When.... Then.... And.... But....</td>
<td>Yesterday.... After lunch.... To the beach.... At my house....</td>
<td>The winding track lead to the tumbledown house</td>
<td>Mrs. Scarer said that the accident was causing the traffic jam</td>
<td>Captain Arthur Philip was a fair and just man. The trip was a wonderful experience</td>
</tr>
</tbody>
</table>

6. The Example of Recount Text

**My Holiday Was Fantastic**

Last summer I god a fantastic holiday. I visited some great places. There are some places is beautiful for we visited.

I went to an airport and was going to fly to Cleveland. I was spending there two days. I liked to see some Cleveland Cavaliers basketball matches. Then I want to Hollywood. Hollywood is a famous district in Los Angles, California, United States. T had become world famous as the Warner Bros. RKO and California had studios in Hollywood. I didn’t want to leave but I had to.

After that, I went to New York City. I visited the statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very

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Matra Smart, *Bahasa Inggris Untuk SMP/MTs Semester 2*, (Jakarta: CV. Media Adi Karya), p. 29.
amazing. The place made me feel at home but I have to come back Indonesian.

C. The Clustering Technique

1. Definition of Clustering

Melanie Dawson and Joe Essid said that clustering technique is a type of prewriting that allows you to explore many ideas as soon as they occur to you.\(^{28}\) Like brainstorming or free associating, clustering allows you to begin without clear ideas.

Regina L. Smalley stated that clustering is making visual map of the ideas.\(^ {29}\) It will make the student more creative in making new association.

According to Richard Bullock, clustering is way of generating and connecting ideas visually.\(^ {30}\) It’s useful for seeing how various ideas relate to one another and for developing subtopics.

In addition, John Langan said that clustering also known as diagramming or mapping, or another strategy that can be used to generate material for a paper. This method is helpful for people to think in a visually way. In clustering, you use lines, boxes, arrows and circle to show relationship among the ideas and derails that occur to you.\(^ {31}\)

George Brain and Claire May stated that clustering is another effective method you could use to narrow a subject.\(^ {32}\) It means that clustering is one way to be used when we are in doubtful how to express our ideas well.

Clustering is a good way to turn a board subject into a limited and more manageable topic for a short essay. It also called mapping, webbing, lopping and diagramming.


Clustering also means an invention which reveals possible relations among fact and ideas. Unlike listing (the next mapping strategy), clustering requires a brief period of initial planning. The writer must first come up with a tentative division of the topic into subparts or main ideas. While listing, the writer needs more time to recall what the writer already know about a topic and suggest what more the writer may need to find out.

Based on the definition above, the writer summarizes that clustering is making a visual map or new association that allows thinking creatively and begin without clear ideas. Clustering will help the students how to associate the ideas how to write down the ideas that is exist in their minds, and how to develop ideas into a good paragraph only unity.

Clustering can be useful for any kind of writing. Writer uses in the early stages of planning an easy in order to find subtopics in a topic to organize information. They may try and discard several clusters before finding one that is promising. Writer also uses clustering to plan brief section of an essay as they are drafting.

2. The Applications of Clustering Technique in Writing

To cluster, write the subject in the middle of a blank sheet of paper and draw a circle around it. The draw lines away from the subject. At the end of each line, write an idea that comes to your mind and draw a circle around it. Continue to draw lines, write ideas, and draw circled.

Later, by clustering ideas that are connected, you may be able to develop a topic.33

Clustering works as follow:

a. In a word or phrases, write your topic in the center of piece of paper circle it.

b. Also in a wood or phrases, write down the main parts or central ideas of your topic. Circle these, and connect them to the topic in the center.

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c. The next step is to generate facts, details, examples, or idea related in any way to these main parts of the topic. Cluster these around the main parts.

This is the example how to cluster a topic. If you were writing a paper about the value of a college education, you might choose the word “Expectations” and write that word in the middle of your sheet paper. Circle “Expectations”, than write words all around it words that you associate with”Expectations”, words that at first may seem to be random. Write quickly, circling each word, grouping words around your the central word. Connect your new words to previous one with lines; when you fell you have exhausted a particular avenue of associations, go back to your central words and begin again.34

For example, you write down “Expectations” in the center of your paper. From this word, you may think “Job Skills”, “Intellectual Growth”, and “Social Aspects” of college. From social aspect of college, you may think about “Career Networking”. It will lead you to the jobs that you and the jobs that you don’t want. For example: “what about comedian?” or “what about the brilliant career as a Lion Tamer?” for the jobs that you don’t want, you may ask to yourself about “What if I write down Buddy’s?” “Would I become an Accountant?”
In orientation, the transpiration was written in red color because to show that this idea are not important. Orientation only answer the question who, what, where, and when, not the other detail because in only introduce the writer to the topic given generally.

In event, what I fell also written in red color because it should be written in the orientation. It’s about the writer opinion about the place that he/she visit.

In reorientation, arrive at home also written in red color because it’s not important. The writer only talk about her/his adventure at Leang cave, not talk

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35 Matra Smart, Bahasa Inggris untuk SMP/Mts kelas VIII semester 2, (Jakarta: CV. Media Adi Karya), p. 29
about the activity he/she does at home. Moreover, the content of reorientation is
the conclusion and the writer’s opinion, not the other thing.\textsuperscript{36}

From the definition above, we can conclude that the most important function
of clustering technique is to omit unnecessary or unimportant ideas in prewriting
stage. So the writer can generate the ideas in appropriate form.

Clustering does not take the place of a linear, traditional outline; but, as the
example shows, it allows you to explore ideas before committing them to
particular order.

D. The Relevant Study

There are three relevant studies with the writer takes about recount text and
clustering technique. They are \textit{using clustering technique to improve student’
Writing of recount text. Improving students’ Ability of Descriptive Text through
Clustering Technique}.

The first relevant study is about \textit{using Clustering Technique to Improve
Students’ Writing of Recount Text}. The objectives of the study are to know
whether or not the clustering technique improves students’ writing of recount text.
The subject of this study was students of SMPN 2 Tarumajaya, Bekasi at the
second grade. This grade contains 30 members of students. Based on the writer’s
observation in teaching learning process, the writer found some problems in the
classroom activity primarily on writing recount text. The problems were the
students didn’t understand clearly what recount text was, how to identify generic
structure of recount text, and the teacher had also less preparation in teaching
recount text. This research was conducted in three cycles. To collect data, the
writer used questionnaire to the students, observation to every cycle, and tests,
based on the result this research, the implementation of clustering technique in
teaching recount text had shown an improve. In the result of posttest 3, the writer
gained 22 students or 73.3\% who passed minimum score (KKM). In addition the
mean of post questionnaire was 88.00, therefore the improvement was 49.67\%.

\textsuperscript{36}\textit{Ibid.}, p. 30.
clustering technique could improve students’ writing ability of grade VIII-2 of SMPN 2 Tarumajaya Bekasi.

The second relevant study is about Improving student’ Ability in writing Descriptive Text Using Clustering Technique. The objectives of the study are to know whether the clustering technique can improve students’ ability in writing descriptive text and also to know how the clustering technique can improve students’ ability in writing descriptive text. The subject of this study was eight year of MTs. Darul Ma’arif class which consists of 30 students in the 2010/2011 academic year. Based on writer’s experience when he did the observation in MTs. Darul Ma’arif Cipete, he found some problems, such as classroom activity is still passive, the students do not understand clearly about descriptive text, how to identify descriptive text, and how to describe persons, places and things in English writing. Besides, the teacher uses grammar translation method in teaching learning which made students felt bored. This study used two cycles because in the last of the research, using clustering technique in teaching descriptive writing can improve their writing ability. The students’ response showed that they were very interested in learning writing subject, because they found it easier to write using clustering technique. Moreover, the students’ achievement in the pretest and posttest showed an improvement. The student meaning preliminary study was 49.5%. In the first cycle the mean score was 64.8%. Meanwhile the mean score in the second cycle was 74.3%. It mean that there were 15.2 points or 30 % of mean improvements from the students’ score in preliminary study to the first cycle and there were 24.7 points or 49.8% of mean score improvement from the students’ score preliminary study to the second cycle. From this result, the researcher concluded that teaching descriptive writing using clustering technique at eight grade of MTs. Darul Ma’arif Jakarta can improve their writing ability.

The third relevant study is about Developing Students’ Writing Ability of Descriptive Text Thought Clustering Technique. The subject of this research was students at VII-4 of SMPN 38 Bekasi, the number of the students was 47 students which consisted of 23 boys and 24 girls. The object of this research was to know and describe whether clustering technique is effective to improve students’
writing skill. This research is also to collect the students’ perception and impression about process writing by using clustering technique, and to collect progress result of students’ participation in learning writing or descriptive text. Based on writer’s observation that there were some problem occurred in the classroom activity. The problem were no ideas to write about it, difficulty in organizing ideas, limited language of vocabulary, no motivation to write, and lack of confident grammar. These problems came up when the students’ began to write descriptive text, in which the students’ had to find out the ideas to write about. Unfortunately, getting stuck of ideas was often faced by students as the results; the writing activity went slowly and stops immediately. Next, before conducting action research, the researcher conducted an observation, and from that observation is known that criterion of minimum score (KKM) is 70. Based on the research, it was found that the clustering technique can improve students’ writing skill descriptive text. The finding showed that among 47 students there were only 13 student or 27.66% who passed the criterion of minimum completeness in pretest, and mean of pretest id 54.66. In the end of cycle three the result of the posttest showed that there were 47 students or 100% who passed criterion of minimum competence with mean of posttest about 87.12. In addition students' responses to learn were generally positive. Based on these findings, it can be concluded that the application of clustering technique can improve students’ writing ability of descriptive text at VIII-4 class of SMPN 38 Bekasi.

E. Hypothesis of study

The statistics hypothesis states:

1. Alternative Hypothesis (Ho); there is significance difference between the students’ achievement in writing of Recount Text using clustering technique and using guided question at SMP Budi Mulia Ciledug.

2. Null Hypothesia (Ho): there is no significance difference between the students’ achievement in writing of recount text using clustering technique and using guided question at SMP Budi Mulia Ciledug.
CHAPTER III
RESEARCH METHODOLOGY

This chapter present the description of the research method used in this study. It consist of research design, place and time of the research, population and sample, research instrument, data and source of data, technique of collecting data and technique of analysis.

A. The Place and Time of the Study

This study was held at the second grade students of SMP Budi Mulia Ciledug, which is located in Tangerang. This study was conducted from February 12th, 2015 up to February 21st, 2015.

B. The Method of the Research

The method of this research was an experimental research. Experimental research is involves a study of the effect of the systematic manipulation of one variable on another variable. The writer taught different classes the writer employed the interactive learning, while in control class the writer employed the conventional teaching (without using interactive learning.

C. The Population and Sample of the Research

1). Research Population

The population of the research was second grade student of SMP Budi Mulia Ciledug. The second grade students of this school were divided into four classes with 35 students in each class. So, the population of this study was 140 students of four classes.

\[\text{PRETEST} \rightarrow \text{TREATMENT} \rightarrow \text{POSTTEST}\]

Figure 3.1: Process of Experimental Class

\[\text{PRETEST} \rightarrow \text{NO TREATMENT} \rightarrow \text{POST TEST}\]

Figure 3.2: Process of Control Class

2). Research Sample

In taking a sample for this study, the writer used purposive sampling technique because the process of selecting sample for this study involved a consideration based on the teacher at the select of the sample which should be similar before treatment. After conducting a pre-test to the four classes, the writer found that VIII-1 and VIII-4 have similar quality. So, the writer chooses VIII-1 as an experimental class and VIII-4 as a control class for this study. However, when delivering pre-test and post-test to the classes, there were some students who did not come. Therefore, the writer could get only 20 students for each class as a simple.

D. The Instrument and Technique of Data Collection

The instrument of this study is a test which was delivered in a pre-test and post-test.

a. Pre-test

Before treatment, the writer gave a pre-test to the students to check the extent of students’ similarity, especially their competency in writing recount text. In this test; students were asked to write a recount paragraph about holiday, experience, unforgettable moment, etc.

b. Post-test

After the treatment, the writer gave a post-test to the students to see students’ growing score. The instrument of this test was like in a pretest but it was given after treatment.

Further, to facilitate students to write a recount text made a limitation for students’ writing. The limitation is students should write a recount text consisting of minimal one paragraph (around 100 words). The aim of making such limitation is to facilitate the writer to assess students’ writing. Moreover, the writer also made the following indicators to determine criteria that the writer wants to assess.

Indicator

a. Formal and content

The students ought to write recount text with clear, good, and relevant idea.

b. Organization and coherence
The students ought to write recount text with well-formed organization which consists of orientation, event, and reorientation.

c. Sentence construction and vocabulary

The student ought to write recount text with correct sentence structure and appropriate vocabulary.
The Analytical Score Rubric of Writing Recount:²

<table>
<thead>
<tr>
<th>NO.</th>
<th>Criteria</th>
<th>Rating Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>1.</td>
<td>Content</td>
<td>The event are clearly stated, personal comment on events and easy to understand.</td>
</tr>
<tr>
<td>2.</td>
<td>Structure</td>
<td>Orientation gives all essential info; All necessary background provided; Account in chronological/or other order; Reorientation “round off sequence”</td>
</tr>
<tr>
<td>3.</td>
<td>Mechanic</td>
<td>A few errors of spelling, capitalization and punctuation</td>
</tr>
<tr>
<td>4.</td>
<td>Grammar</td>
<td>There is almost no error in the use sentence</td>
</tr>
<tr>
<td>5.</td>
<td>Vocabulary</td>
<td>Excellent choice of vocabulary or many vocabulary variations</td>
</tr>
</tbody>
</table>

E. The Technique of data Analysis

After getting the data, the writer analyzed the data by using statistical calculation of t-test formula with the degree of significance 5%. This calculation was used to compare the mean score between the experimental and control group. The result of this calculation determined the truth or false the null hypothesis and showed the effectiveness of interactive learning technique in the teaching recount text writing. The formula calculation is as follow:

1) Available I that symbolized by X and the gained scores of control class are variable II that symbolized by Y.

2) Determining the mean of variable X (Experimental Class) with formula:

\[ M_x = \frac{\sum X}{N_x} \]

3) Determining the mean of variable Y (Control Class) with formula:

\[ M_y = \frac{\sum Y}{N_y} \]

4) Determining standard of deviation of variable X with formula:

\[ SD_x = \sqrt{\frac{\sum X^2}{N_x}} \]

5) Determining standard of deviation of variable Y with formula:

\[ SD_y = \sqrt{\frac{\sum Y^2}{N_y}} \]

6) Determining standard error of mean variable X, with formula:

\[ SE_{M_x} = \frac{SD_x}{\sqrt{N-1}} \]

7) Determining standard error of mean variable Y, with formula:

\[ SE_{M_y} = \frac{SD_y}{\sqrt{N-1}} \]

8) Determining standard error of different mean of variable X and mean variable Y, with formula:

\[ SE_{M_x-M_y} = \sqrt{SE_{M_x}^2 + SE_{M_y}^2} \]
9) Determining with formula:

\[ t_0 = \frac{M_X - M_Y}{SE_{M_X - M_Y}} \]

10) Determining t-table in significant level 5% with degree of freedom, with formula: \(^3\)

\[ df = N_1 + N_2 - 2 \]

F. The Statistical Hypothesis

1. Alternative hypothesis (Ha): teaching recount text writing using interactive learning is effective to the second grade students of SMP Budi Mulia Ciledug.

2. Null hypothesis (Ho): teaching recount text writing using interactive learning is not effective to the second grade students of SMP Budi Mulia.

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CHAPTER IV
RESEARCH FINDING

A. The Description of the Data

From the students' pre-test and post-test, the writer got a whole description about students' writing skill in recount text before and after treatment. In addition, the writer also got a description of students' gained scores both in the experimental and control groups. To summarize of the whole description that can be gotten from students' pre-test and post-test, the writer made the following tables.

Below is table 4.1. In this table, the writer summarized the scores of students’ pre-test and post-test in the experimental class as well as their gained scores.

<table>
<thead>
<tr>
<th>Students' Number</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>62</td>
<td>75</td>
<td>13</td>
</tr>
<tr>
<td>2.</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>55</td>
<td>70</td>
<td>15</td>
</tr>
<tr>
<td>4.</td>
<td>62</td>
<td>75</td>
<td>13</td>
</tr>
<tr>
<td>5.</td>
<td>40</td>
<td>68</td>
<td>28</td>
</tr>
<tr>
<td>6.</td>
<td>40</td>
<td>62</td>
<td>22</td>
</tr>
<tr>
<td>7.</td>
<td>68</td>
<td>73</td>
<td>5</td>
</tr>
<tr>
<td>8.</td>
<td>70</td>
<td>87</td>
<td>17</td>
</tr>
<tr>
<td>9.</td>
<td>71</td>
<td>76</td>
<td>5</td>
</tr>
<tr>
<td>10.</td>
<td>55</td>
<td>65</td>
<td>10</td>
</tr>
<tr>
<td>11.</td>
<td>50</td>
<td>66</td>
<td>16</td>
</tr>
<tr>
<td>12.</td>
<td>66</td>
<td>70</td>
<td>4</td>
</tr>
<tr>
<td>13.</td>
<td>60</td>
<td>73</td>
<td>13</td>
</tr>
<tr>
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<td>70</td>
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<td>16.</td>
<td>65</td>
<td>75</td>
<td>10</td>
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</tr>
<tr>
<td>17.</td>
<td>50</td>
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<tr>
<td>18.</td>
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<td>80</td>
<td>20</td>
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<tr>
<td>19.</td>
<td>53</td>
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<tr>
<td>20.</td>
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<tr>
<td>21.</td>
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<tr>
<td>22.</td>
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<td>75</td>
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<td>23.</td>
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<td>25.</td>
<td>58</td>
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<tr>
<td>26.</td>
<td>50</td>
<td>65</td>
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<tr>
<td>27.</td>
<td>60</td>
<td>73</td>
<td>13</td>
</tr>
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<td>28.</td>
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<td>75</td>
<td>15</td>
</tr>
<tr>
<td>29.</td>
<td>70</td>
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<td>18</td>
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<td>30.</td>
<td>72</td>
<td>75</td>
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<td>31.</td>
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<td>75</td>
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<td>90</td>
<td>95</td>
<td>5</td>
</tr>
<tr>
<td>Σ</td>
<td>2125</td>
<td>2535</td>
<td>410</td>
</tr>
<tr>
<td>M=60,71</td>
<td>M=72,42</td>
<td>M=11,71</td>
<td></td>
</tr>
</tbody>
</table>

From the above table, it can be seen that the average score of students’ pretests in the experimental class is 60.71 and the average score of their post-tests is 72.42. From the pre-test and post-test scores, the writer then got the average of students' gained scores that is 11.71.

For further detailed description, the writer added the following analysis to show the interval both of pretest and posttest in the experimental class and also the number of students which got a certain score in the same interval. This analysis will show the interval score which the most students got.
The following are the calculation of pre-test interval score in the experimental class and its frequency:

1. **Pre-test Statistic Data of Experimental Class**

   1) The number of class (N), ratio (R) and interval (I) as follow:

   \[
   C = 1 + 3.322 \log N \\
   = 1 + 3.322 \log 35 \\
   = 6.12 \sim 6
   \]

   \[
   R = H - L + 1 \\
   = 90 - 40 + 1 \\
   = 51
   \]

   *Ratio (R) is the highest mark (H) minus the lowest mark (L) plus 1*

   *Interval (I) is derived from ratio (R) divided number of class (N).*

   2) **Table frequency of Pre-test**

<table>
<thead>
<tr>
<th>Score</th>
<th>Pre-test Frequency (f_i)</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-40</td>
<td>2</td>
</tr>
<tr>
<td>41-50</td>
<td>4</td>
</tr>
<tr>
<td>51-60</td>
<td>16</td>
</tr>
<tr>
<td>61-70</td>
<td>10</td>
</tr>
<tr>
<td>71-80</td>
<td>2</td>
</tr>
<tr>
<td>81-90</td>
<td>0</td>
</tr>
<tr>
<td>91-100</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>

---

1 Dr. Budi Setyo, M.Pd. Statistika Untuk Analisis Data Penelitian, (Bandung: PT. Refika Adinata), p. 45.
### Table 4.3
The Score of Students' Test in Control Class

<table>
<thead>
<tr>
<th>Students' Number</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>60</td>
<td>72</td>
<td>12</td>
</tr>
<tr>
<td>2.</td>
<td>60</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>3.</td>
<td>57</td>
<td>65</td>
<td>8</td>
</tr>
<tr>
<td>4.</td>
<td>71</td>
<td>72</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>68</td>
<td>70</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>70</td>
<td>72</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>62</td>
<td>80</td>
<td>18</td>
</tr>
<tr>
<td>8.</td>
<td>80</td>
<td>85</td>
<td>5</td>
</tr>
<tr>
<td>9.</td>
<td>75</td>
<td>80</td>
<td>5</td>
</tr>
<tr>
<td>10.</td>
<td>68</td>
<td>70</td>
<td>2</td>
</tr>
<tr>
<td>11.</td>
<td>88</td>
<td>90</td>
<td>1</td>
</tr>
<tr>
<td>12.</td>
<td>68</td>
<td>72</td>
<td>4</td>
</tr>
<tr>
<td>13.</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>14.</td>
<td>65</td>
<td>78</td>
<td>13</td>
</tr>
<tr>
<td>15.</td>
<td>70</td>
<td>75</td>
<td>5</td>
</tr>
<tr>
<td>16.</td>
<td>63</td>
<td>65</td>
<td>2</td>
</tr>
<tr>
<td>17.</td>
<td>70</td>
<td>72</td>
<td>2</td>
</tr>
<tr>
<td>18.</td>
<td>70</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>19.</td>
<td>68</td>
<td>73</td>
<td>5</td>
</tr>
<tr>
<td>20.</td>
<td>65</td>
<td>70</td>
<td>5</td>
</tr>
<tr>
<td>21.</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>22.</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>23.</td>
<td>60</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>24.</td>
<td>50</td>
<td>55</td>
<td>5</td>
</tr>
</tbody>
</table>
The above table shows that the average scores of students’ post-test in control class are 64.85 and 70.94. Then, the average of students’ gained scores between pre-test and post-test is 6.05.

For further detailed description, the writer added the following analysis to show both pre-test and post-test interval data in the control class as well as the frequent number of students which got a certain score in the same interval.

The following are the calculation of pre-test interval data in the control class and its frequency:

**a. Pre-test Statistic Data of Control Class**

1) The number of class (N), ratio (R) and interval (I) as follow:

\[
C = 1 + 3.322 \log N
\]

\[
= 1 + 3.322 \log 35
\]

\[
= 6.12 \sim 6
\]

*Ratio (R) is the highest mark (M minus the lowest mark (L) plus 1*

\[
R = H - L + 1
\]

\[
= 90 - 42 + 1
\]

\[
= 49
\]
Interval (I) is derived from ratio (R) divided number of class (N)

\[ I = \frac{R}{N} \]

1 = \frac{49}{6} = 8.16 \sim 8

Table 4.4
Table frequency of Pre-test²

<table>
<thead>
<tr>
<th>Score</th>
<th>Pre-test Frequency (fi)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Control</td>
</tr>
<tr>
<td>31-40</td>
<td>0</td>
</tr>
<tr>
<td>41-50</td>
<td>2</td>
</tr>
<tr>
<td>51-60</td>
<td>16</td>
</tr>
<tr>
<td>61-70</td>
<td>12</td>
</tr>
<tr>
<td>71-80</td>
<td>2</td>
</tr>
<tr>
<td>81-90</td>
<td>1</td>
</tr>
<tr>
<td>91-100</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
</tr>
</tbody>
</table>

Table 4.5
The result of calculation of the test both experimental class and control class

<table>
<thead>
<tr>
<th>Students identification Number (N)</th>
<th>X</th>
<th>Y</th>
<th>x</th>
<th>y</th>
<th>x²</th>
<th>y²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13</td>
<td>12</td>
<td>1.29</td>
<td>6.09</td>
<td>1.66</td>
<td>37.08</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>15</td>
<td>-1.71</td>
<td>9.09</td>
<td>2.92</td>
<td>82.62</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>8</td>
<td>3.29</td>
<td>2.09</td>
<td>10.82</td>
<td>43.6</td>
</tr>
<tr>
<td>4</td>
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<td>1.29</td>
<td>-4.91</td>
<td>1.66</td>
<td>24.10</td>
</tr>
<tr>
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<td>10.29</td>
<td>-3.91</td>
<td>105.88</td>
<td>15.28</td>
</tr>
</tbody>
</table>

² Ibid., hal. 46.
<p>| | | | | | |</p>
<table>
<thead>
<tr>
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<th></th>
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<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
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<td>7</td>
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<tr>
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<td>2</td>
<td>-1.71</td>
<td>-3.91</td>
<td>2.92</td>
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<td>1</td>
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<td>-4.91</td>
<td>18.40</td>
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<td>1.66</td>
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<td>2.92</td>
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<td>10</td>
<td>2</td>
<td>-1.71</td>
<td>-3.91</td>
<td>2.92</td>
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<td>-0.91</td>
<td>0.50</td>
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<td>-3.91</td>
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<td>-0.91</td>
<td>13.76</td>
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<td>-11.71</td>
<td>-0.91</td>
<td>137.12</td>
</tr>
<tr>
<td>33</td>
<td>5</td>
<td>8</td>
<td>-6.71</td>
<td>2.09</td>
<td>45.02</td>
</tr>
<tr>
<td>34</td>
<td>5</td>
<td>12</td>
<td>-6.71</td>
<td>6.09</td>
<td>45.02</td>
</tr>
<tr>
<td>35</td>
<td>5</td>
<td>5</td>
<td>-6.71</td>
<td>-0.91</td>
<td>45.02</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Σ11.71</th>
<th>Σ6.05</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1.249</td>
<td>663.6</td>
</tr>
</tbody>
</table>
Note:
X = the students' gained score in experimental class
Y = the students' gained score in control class
x = X-MX
y = Y-MY

From the above table, it can be seen that the average of students' gained score in the experimental class is higher than those students in the control class. The students in the experimental class got average gained score 11.71 while those in the control class got 5.91 as their average gained score.

B. The Analysis of the Data

After describing the data that the writer got from students' pre-test and posttest, the writer then analyzed the data by using statistical calculation of t-test formula with degree of significance 5%. The following is the analysis:

a. Determining Mean 1 (M₁)

\[ M₁ = \frac{\sum X}{N₁} = \frac{410}{35} = 11.71 \]

b. Determining Mean 2 (M₂)

\[ M₂ = \frac{\sum y}{N₂} = \frac{212}{35} = 6.05 \]

c. Determining Standard of Deviation Score of Variable X (SD₁)

\[ SD₁ = \sqrt{\frac{\sum x^2}{N₁}} = \sqrt{\frac{1.249}{35}} \]
d. Determining Standard of Deviation Score of Variable Y (SD₂)

\[ SD_1 = \sqrt{\frac{\sum y^2}{N_2}} \]

\[ = \sqrt{\frac{\sum 663.6}{35}} \]

\[ = 4.35 \]

e. Determining Standard Error of Mean Variable X (SEₘ₁)

\[ SE_{M_1} = \frac{SD_1}{\sqrt{N_1 - 1}} \]

\[ = \frac{5.97}{\sqrt{34}} \]

\[ = 1.02 \]

f. Determining Standard Error of Mean Variable Y (SEₘ₂)

\[ SE_{M_2} = \frac{SD_2}{\sqrt{N_2 - 1}} \]

\[ = \frac{4.35}{\sqrt{34}} \]

\[ = 0.75 \]

g. Determining Standard Error of Difference of Mean of Variable X and Variable Y, the formula is:

\[ SE_{M_1 - M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \]

\[ = \sqrt{1.02^2 + 0.56^2} \]

\[ = \sqrt{1.04 + 0.56} \]

\[ = \sqrt{1.6} \]

\[ = 1.26 \]
h. Determining $t_o$ with formula:

\[
t_o = \frac{M_1 - M_2}{SE_{M1} - SE_{M2}} = \frac{11.71 - 6.05}{1.26} = \frac{5.66}{1.26} = 4.49
\]

i. Determining t-table in significance 5% with degree of freedom, with formula:

\[
df = (N1 + N2 - 2) = (35 + 35 - 2) = 68
\]

The writer gained t-table

\[
= S.L 5\% = 2.00
\]

j. The comparison between t-score with t-table:

\[
t\text{-score} = t_o > t_t = 4.49 > 2.00
\]

C. The Tests of Hypothesis

Further, as resulted on the above analysis, the t-observation score i.e. 4.49 is higher than t-table score i.e. 2.00. It means that the Null hypothesis ($H_0$) is rejected and the Alternative hypothesis ($H_a$) is accepted. The followings are the Null and Alternative hypothesis of this study:

a. Alternative hypothesis ($H_a$): teaching recount text writing using clustering technique is effective to the second grade students of SMP Budi Mulia Ciledug.

b. Null hypothesis ($H_0$): teaching recount text writing using clustering technique is not effective to the second grade students of SMP Budi Mulia Ciledug.
In other word, this study accepts hypothesis which states the teaching of recount text writing using clustering technique is effective to the second grade students of *SMP Budi Mulia Ciledug.*
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the result of the Analysis of the research showed the value of “t₀” is higher than the value of “t₁” at significant 5% = 2.00. Based on the calculating the score to = 4.49, it can be interpreted that there was significance influence between using clustering technique and without clustering technique in teaching recount text towards students writing achievement. Comparison in experiment is pre-test 60,71 and post-test 72.42, whereas control pre-test 64,85 and post-test 70,94.

It can be conclude that using clustering technique towards students’ ability in teaching recount text is more effective than teaching recount text without using clustering technique. It can be seen from the degree of difference or the score of t-observation was higher than the score t-table. And the result of pre-test and post-test showed the significant different.

B. Suggestion

Based on the conclusion above, the writer would like to give some suggestion go to:

1. Teacher

   The teacher should deliver material with a creative and interactive technique especially in teaching writing in order to improve students’ achievement. The teacher should help the students while they get difficulties or problem in writing. Thus, clustering technique can be implemented in writing activity. Clustering technique for further research can be used for descriptive text and narrative text.

2. Students

   The students should have good motivation in learning especially writing. They should do what their teacher instructed, and to make sure in their mind that writing is easy to do.

3. School

   School prepared some teaching aids supporting the teaching and learning activities.
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Farmer, Marjorie, Composition and Grammar II, (New York: laid Law Brother Publisher, 1985)
PRE-TEST

Lesson : English
Skill : Writing
Time : 60 Minute

Name : 
Class :

PRE-WRITING AND WRITING ACTIVITIES

Instructions:
- Choose one topic based on this statement: **Travelling or Holiday, Unforgettable moment, Experience moment in your life.**
- Make a title in your topic.
- Make a your story in Recount text
- Consist of 3 paragraphs
POST-TEST

Lesson: English
Skill: Writing
Time: 60 Minute

Name:
Class:

PRE-WRITING AND WRITING ACTIVITIES

Instructions:
- Choose one topic based on this statement: Travelling or Holiday, Unforgettable moment, Experience moment in your life.
- Make a title in your topic.
- Make a your story in Recount text
- Consist of 3 paragraphs

Clustering technique
APPENDICES
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(Pre-test of Experimental and Control Class)

Sekolah : SMP Budi Mulia
Mata Pelajaran : Bahasa Inggris
Kelas : VIII/Genap
Materi Pokok : Recount Text
Alokasi Waktu : 2 – 4 Jam Pelajaran

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar

3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.14 Menangkap makna teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.
4.14 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaanya yang benar dan sesuai konteks.

**Indikator**

3.12.1 Menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau.
3.12.2 Menyatakan dan menanyakan tindakan / kejadian yang dilakukan / terjadi diwaktu lampau.
3.14.1 Menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.
3.14.2 Makna yang terdapat dalam teks recount tertulis.
3.14.3 Menangkap tentang kegiatan/peristiwa, kejadian.

**B. Materi Pembelajaran**

**Definition of Recount Teks**

- Recount text is a type of spoken or written that the deals with past experiences.

**Communicative Purpose**

- To retell some eventes that happen in the past.

**Text organization (Generic Structure)**

- **Orientation** tells who was involved, what happened, where the events took place and when it happened.
- **Events** tells what happened and in what happened.
- **Reorientation** consists of optional closure of events/ending.

**Example:**

**My First Experience to Ride Motorcycle**

One day, when I was ten years old, my father bought an old motorcycle. That was “Honda 75”. I thinks it was small light object and easy to ride ot. I persuade my father to teach me to ride “Honda 75”. Firstly, my father ferused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me. He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle, “Yes I can”.

One day later, when I was alone at home, I intended to try my riding ability. So, my self tried bravely. All ran fluently in the beginning, but when I was going back to my home.
and must be passed through a narrow slippery street, I got nervous. I lost my control and I felt to the ditch.

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just give me some advices and since that accident, I got my father to ride motorcycle.

Definition of Clustering technique
- Clustering is making visual map of the ideas.

C. Langkah-langkah Kegiatan pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | 1. Guru memberikan salam  
2. Guru mengajak berdoa terlenih dahulu sebelum belajar  
3. Guru menayakan kabar siswa  
4. Guru mengabsen kehadiran siswa  
5. Guru memberikan Ice Breaking games dengan memberikan kosakata yang hilang agar siswa rileks dan fokus dalam belajar  
6. Guru menyampaikan tujuan pembelajaran | 10 menit |
| Inti | 1. Observasing  
a. Siswa menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.  
b. Siswa membaca dan mendengarkan teks- teks tersebut untuk memahami isi pesannya.  
c. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur | 70 menit |
teks termasuk gagasan utama dan informasi rinci) dari setiap teks tersebut.

2. **Questioning**
   a. Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.

3. **Experimenting**
   a. Guru memberikan recount text yang berbeda
   b. Guru menyuruh siswa menemukan kalimat yang menggunakan simple past tense yang ada pada bacaan.
   c. Guru menjelaskan rumus simple past tense.

4. **Associating**
   a. Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks recount tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas.
   b. Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan.

5. **Communicating**
   a. Siswa membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa dirumah, kelas, sekolah, dan sekitarnya dalam bahasa inggris, dengan struktur teks dan unsur kebahasaan yang
sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb)

b. Siswa berupaya berbicara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapih.
c. Siswa membicarakan permasalah yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menulisnya dalam jurnal belajar sederhana dalam bahasa Indonesia.

<table>
<thead>
<tr>
<th>Penutup</th>
<th>1. Guru bersama-sama dengan peserta didik membuat rangkuman/kesimpulan pembelajaran 10 menit</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2. Guru melakukan penilaian data/refleksi terhadap kegiatan yang sudah dilaksanakan</td>
</tr>
<tr>
<td></td>
<td>3. Guru meberikan umpan balik terhadap proses dan hasil pembelajaran</td>
</tr>
</tbody>
</table>

D. Penilaian

1. Teknik dan Instrumen Penilaian dan Pedoman Penskoran

   Instrumen penilaian sikap
   Pertemuan 1 dan 2
<table>
<thead>
<tr>
<th>No.</th>
<th>Indikator</th>
<th>Bertanggung jawab</th>
<th>Jujur</th>
<th>Disiplin</th>
<th>Percaya diri</th>
<th>Kerjasama</th>
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**Ket:** 4 : sangat baik 3 : baik 2 : cukup 1 : kurang

**Instrumen Penilaian writing**

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Scoring Rubric : Setiap aspek penilaian maksimal nilai 4
Instrument penilaian Speaking

<table>
<thead>
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Scoring Rubric : Setiap aspek penilaian maksimal nilai adalah 4

nilai = jumlah skor dibagi 4

E. Media, Bahan dan Sumber Belajar

1. Media : Gambar, teks, white board, marker
2. Sumber : Buku siswa, LKS dan internet,


Mengetahui,

Guru Pamong, Peneliti,

Sri Hartati, S.Pd. Febry Octaviani

NIP. 1110014000005

Tangerang, 13 Februari 2015
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(Treatment 1)

Sekolah : SMP Budi Mulia
Mata Pelajaran : Bahasa Inggris
Kelas : VIII/Genap
Materi Pokok : Recount Text
Alokasi Waktu : 2 – 4 Jam Pelajaran

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar

3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.14 Menangkap makna teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.
4.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaanyang benar dan sesuai konteks.

**Indikator**

3.12.1 Menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau

3.12.2 Menyatakan dan menanyakan tindakan / kejadian yang dilakukan /terjadi diwaktu lampau.

4.14.1 Menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.

4.14.2 Makna yang terdapat dalam teks recount tertulis


**B. Materi Pembelajaran**
C. Langkah-langkah Kegiatan pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
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</table>
| Pendahuluan | 1. Guru memberikan salam  
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5. Guru memberikan Ice Breaking games dengan memberikan kosakata yang hilang agar siswa rileks dan fokus dalam belajar  
6. Guru menyampaikan tujuan pembelajaran | 10 menit |

| Inti | 1. Observasing  
   a. Siswa menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.  
   b. Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.  
   c. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks termasuk gagasan utama dan informasi rinci) dari setiap teks tersebut.  
2. Questioning  
   a. Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasan dari setiap teks tersebut.  
3. Experimenting  
   a. Guru memberikan recount text yang | 70 menit |
berbeda
b. Guru menyeru siswa menemukan kalimat yang menggunakan simple past tense yang ada pada bacaan.
c. Guru menjelaskan rumus simple past tense.
4. Associating
a. Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks recount tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas.
b. Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan.
5. Communicating
a. Siswa membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa dirumah, kelas, sekolah, dan sekitarnya dalam bahasa inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb)
b. Siswa berupaya berbicara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapih.
c. Siswa membicarakan permasalah yang dialami dalam membuat teks tentang
kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

Penutup

1. Guru bersama-sama dengan peserta didik membuat rangkuman/kesimpulan pembelajaran
2. Guru melakukan penilaian data/refleksi terhadap kegiatan yang sudah dilaksanakan
3. Guru meberikan umpan balik terhadap proses dan hasil pembelajaran

10 menit

D. Penilaian

1. Teknik dan Instrumen Penilaian dan Pedoman Penskoran

Instrumen penilaian sikap
Pertemuan 1 dan 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Indikator</th>
<th>Bertanggung jawab</th>
<th>Jujur</th>
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### Instrumen Penilaian writing

<table>
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<tr>
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</table>

Scoring Rubric: Setiap aspek penilaian maksimal nilai 4
Instrument penilaian Speaking

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
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<th>Jumlah Skor</th>
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Scoring Rubric: Setiap aspek penilaian maksimal nilai adalah 4

 nilai = jumlah skor dibagi 4

E. Media, Bahan dan Sumber Belajar

1. Media: Gambar, teks, white board, marker
2. Sumber: Buku siswa, LKS dan internet,

Mengetahui,
Guru Pamong, Peneliti,
Sri Hartati, S.Pd. Febry Octaviani
NIP. NIP.

Tangerang, 16 Februari 2015
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(Treatment 2)

Sekolah : SMP Budi Mulia
Mata Pelajaran : Bahasa Inggris
Kelas : VIII/Genap
Materi Pokok : Recount Text
Alokasi Waktu : 2 – 4 Jam Pelajaran

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar

3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.14 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.
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**Indikator**

3.12.1 Menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi di waktu lampau.

3.12.2 Menyatakan dan menanyakan tindakan / kejadian yang dilakukan / terjadi di waktu lampau.

4.14.1 Menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.

4.14.2 Makna yang terdapat dalam teks recount tertulis.


**B. Materi Pembelajaran**

*Definition of Recount Teks*
C. Langkah-langkah Kegiatan pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
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</table>
| Pendahuluan| 1. Guru memberikan salam
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5. Guru memberikan Ice Breaking games dengan memberikan kosakata yang hilang agar siswa rileks dan fokus dalam belajar
6. Guru menyampaikan tujuan pembelajaran | 10 menit       |
| Inti       | 1. **Observasing**
   a. Siswa menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.
   b. Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.
   c. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks termasuk gagasan utama dan informasi rinci) dari setiap teks tersebut.
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berbeda
b. Guru menuruh siswa menemukan kalimat yang menggunakan simple past tense yang ada pada bacaan.
c. Guru menjelaskan rumus simple past tense.

4. Associating
a. Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks *recount* tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas.
b. Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan.

5. Communicating
a. Siswa membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa dirumah, kelas, sekolah, dan sekitarnya dalam bahasa inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb)
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c. Siswa membicarakan permasalah yang dialami dalam membuat teks tentang
kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa indonesia.

**Penutup**

1. Guru bersama-sama dengan peserta didik membuat rangkuman/kesimpulan pembelajaran
2. Guru melakukan penilaian data/refleksi terhadap kegiatan yang sudah dilaksanakan
3. Guru meberikan umpan balik terhadap proses dan hasil pembelajaran

**D. Penilaian**

1. Teknik dan Instrumen Penilaian dan Pedoman Penskoran

   **Instrumen penilaian sikap**

   Pertemuan 1 dan 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Indikator</th>
<th>Bertanggung jawab</th>
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<th>Kerjasama</th>
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JURNAL

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**Instrumen Penilaian writing**

<table>
<thead>
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</tbody>
</table>

Scoring Rubric: Setiap aspek penilaian maksimal nilai 4

nilai = jumlah skor dibagi 4

**E. Media, Bahan dan Sumber Belajar**

1. Media: Gambar, teks, white board, marker
2. Sumber: Buku siswa, LKS dan internet,
   - [www.dailyenglish.com](http://www.dailyenglish.com)
   - [http://americanenglish.state.gov/files/ae/resource_files](http://americanenglish.state.gov/files/ae/resource_files)

Tangerang, 18 Februari 2015

Mengetahui,

Guru Pamong, Peneliti,

Sri Hartati, S.Pd. Febry Octaviani

NIP. 1110014000005
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(Treatment 2)

Sekolah : SMP Budi Mulia
Mata Pelajaran : Bahasa Inggris
Kelas : VIII/Genap
Materi Pokok : Recount Text
Alokasi Waktu : 2 – 4 Jam Pelajaran

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar

3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.14 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.
4.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

**Indikator**

3.12.1 Menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau.

3.12.2 Menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi diwaktu lampau.

4.14.1 Menangkap makna yang terdapat dalam teks *recount* yang disajikan secara lisan.

4.14.2 Makna yang terdapat dalam teks *recount* tertulis.


**B. Materi Pembelajaran**

*Definition of Recount Teks*
### C. Langkah-langkah Kegiatan pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>6. Guru menyampaikan tujuan pembelajaran</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td><strong>1. Observasing</strong>&lt;br&gt;a. Siswa menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. &lt;br&gt;b. Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. &lt;br&gt;c. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks termasuk gagasan utama dan informasi rinci) dari setiap teks tersebut.</td>
<td>70 menit</td>
</tr>
<tr>
<td></td>
<td><strong>2. Questioning</strong>&lt;br&gt;a. Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasan dari setiap teks tersebut.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>3. Experimenting</strong>&lt;br&gt;a. Guru memberikan recount text yang</td>
<td></td>
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<td></td>
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<td>---</td>
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</tr>
<tr>
<td></td>
<td>berbeda</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Guru menyuruh siswa menemukan kalimat yang menggunakan simple past tense yang ada pada bacaan.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Guru menjelaskan rumus simple past tense.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td><strong>Associating</strong></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks <em>recount</em> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks-temks yang mereka hasilkan.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td><strong>Communicating</strong></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Siswa membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa dirumah, kelas, sekolah, dan sekitarnya dalam bahasa inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb)</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Siswa berupaya berbicara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapih.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Siswa membicarakan permasalah yang dialami dalam membuat teks tentang</td>
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</tr>
</tbody>
</table>
## Penutup

1. Guru bersama-sama dengan peserta didik membuat rangkuman/kesimpulan pembelajaran
2. Guru melakukan penilaian data/refleksi terhadap kegiatan yang sudah dilaksanakan
3. Guru meberikan umpan balik terhadap proses dan hasil pembelajaran

### D. Penilaian

1. Teknik dan Instrumen Penilaian dan Pedoman Penskoran

<table>
<thead>
<tr>
<th>No.</th>
<th>Indikator</th>
<th>Bertanggung jawab</th>
<th>Jujur</th>
<th>Disiplin</th>
<th>Percaya diri</th>
<th>Kerjasama</th>
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</tr>
</tbody>
</table>

**Instrumen Penilaian writing**

<table>
<thead>
<tr>
<th>No.</th>
<th>Nama</th>
<th>Aspek Penilaian</th>
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</thead>
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<tr>
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<td>Mechanic</td>
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<td></td>
<td></td>
<td>Kosa kata</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jumlah</td>
</tr>
</tbody>
</table>

Scoring Rubric : Setiap aspek penilaian maksimal nilai 4

$$\text{nilai} = \frac{\text{jumlah skor}}{4}$$

**E. Media, Bahan dan Sumber Belajar**

1. Media : Gambar, teks, white board, marker
2. Sumber : Buku siswa, LKS dan internet,
   - [www.dailyenglish.com](http://www.dailyenglish.com)
   - [http://americanenglish.state.gov/files/ae/resource_files](http://americanenglish.state.gov/files/ae/resource_files)

Tangerang, 17 Februari 2015

Mengetahui,

Guru Pamong, Peneliti,

Sri Hartati, S.Pd. Febry Octaviani

NIP. 1110014000005
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(Post-test of Control Class)

Sekolah : SMP Budi Mulia
Mata Pelajaran : Bahasa Inggris
Kelas : VIII/Genap
Materi Pokok : Recount Text
Alokasi Waktu : 2 – 4 Jam Pelajaran

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar

3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.14 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.
4.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaanyang benar dan sesuai konteks.

**Indikator**

3.12.1 Menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau

3.12.2 Menyatakan dan menanyakan tindakan / kejadian yang dilakukan /terjadi diwaktu lampau.

4.14.1 Menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.

4.14.2 Makna yang terdapat dalam teks recount tertulis


**B. Materi Pembelajaran**

**Definition of Recount Teks**

- Recount text is a type of spoken or written that the deals with past experiences.

**Communicative Purpose**

- To retell some eventes that happen in the past.

**Text organization (Generic Structure)**

- **Orientation** tells who was involved, what happen, where the events took place and when it happen.

- **Events** tells what happen and in what happen.

- **Reorientation** consists of optional closure of events/ending.

**Example:**

**My First Experience to Ride Motorcycle**

One day, when I was ten years old, my father bought an old motorcycle. That was “Honda 75”. I thinks it was small light object and easy to ride ot. I persuade my father to teach me to ride “Honda 75”. Firstly, my father ferused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me. He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle, “Yes I can”.

One day later, when I was alone at home, I intended to try my riding ability. So, my self tried bravely. All ran fluently in the beginning, but when I was going back to my home
and must be passed through a narrow slippery street, I got nervous. I lost my control and I felt to the ditch,

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just give me some advices and since that accident, I got my father to ride motorcycle.

Definition of Clustering technique
- Clustering is making visual map of the ideas.

C. Media dan Sumber Pembelajaran
1. Media
   Gamabar, LCD Projector, Wacana Recount Text
2. Sumber Pembelajaran
   a) Buku LKS Bahasa Inggris Kurikulum 2013
   b) Sumber dari internet:
      - www.dailyenglish.com
      - www.learnenglish.britishcouncil.org
      - www.americanenglish.state.gov/files/resourcefiles

D. Langkah-langkah Kegiatan pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
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<td>6. Guru menyampaikan tujuan pembelajaran</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td>1. Observasing</td>
<td>70 menit</td>
</tr>
<tr>
<td></td>
<td>a. Guru memberikan/menyediakan gambar</td>
<td></td>
</tr>
</tbody>
</table>
tentang recount text
b. Guru menjelaskan tentang fungsi sosial, struktur teks, maupun format penulisan recount text

2. **Questioning**
a. Dengan arahan guru, siswa dapat bertanya tentang materi recount text

3. **Experimenting**
a. Guru memberikan recount text yang berbeda
b. Guru menyuruh siswa menemukan kalimat yang menggunakan simple past tense yang ada pada bacaan.
c. Guru menjelaskan rumus simple past tense.

4. **Associating**
a. Siswa diminta untuk membuat teks recount text tanpa penjelasan dari guru
b. Masing-masing siswa memilih topik yang disediakan oleh guru

5. **Communicating**
a. Disela-sela siswa membuat paragraf teks recount, guru menanyakan mengapa siswa memilih topik tersebut

| Penutup | 1. Guru bersama-sama dengan peserta didik membuat rangkuman/kesimpulan pembelajaran 10 menit |
|---------|----------------------------------------------------------------------------------|---|
|         | 2. Guru melakukan penilaian data/refleksi terhadap kegiatan yang sudah dilaksanakan |
|         | 3. Guru meberikan umpan balik terhadap proses dan hasil pembelajaran |
E. Penilaian

Bentuk instrumen dan jenis/teknik penilaian:

a. Bentuk instrumen berupa tes:
   1) Tes tertulis membuat paragraf recount text (Lampiran 1)

Lampiran 1

Instruksi tes membuat recount teks

Instructions:

- Choose one topic based on this statement: Travelling or Holiday, Unforgettable moment, Experience moment in your life.
- Make a title in your topic
- Make your story in Recount Text
- Consists 3 paragraph

Mengetahui,
Guru Pamong,
Sri Hartati, S.Pd.
NIP. 1110014000005

Peneliti,
Febry Octaviani
NIP. 1110014000005

Tangerang, 16 Februari 2015
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(Pos-test Control Class)

<table>
<thead>
<tr>
<th>Sekolah</th>
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<tbody>
<tr>
<td>Mata Pelajaran</td>
<td>Bahasa Inggris</td>
</tr>
<tr>
<td>Kelas</td>
<td>VIII/Genap</td>
</tr>
<tr>
<td>Materi Pokok</td>
<td>Recount Text</td>
</tr>
<tr>
<td>Alokasi Waktu</td>
<td>2 – 4 Jam Pelajaran</td>
</tr>
</tbody>
</table>

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

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**Indikator**

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4.14.1 Menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.
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**B. Materi Pembelajaran**

**Lampiran 1**

Instruksi tes membuat recount teks

Instructions:

- Choose one topic based on this statement: Travelling or Holiday, Unforgettable moment, Experience moment in your life.
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</table>
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3. Guru menayangkan kabar siswa  
4. Guru mengabsen kehadiran siswa  
5. Guru memberikan Ice Breaking games dengan memberikan kosakata yang hilang agar siswa rileks dan fokus dalam belajar  
6. Guru menyampaikan tujuan pembelajaran | 10 menit       |
| Inti       | 1. Observasing  
a. Siswa menayakan dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.  
b. Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.  
c. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks termasuk gagasan utama dan informasi rinci) dari setiap teks tersebut.  
2. Questioning  
a. Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasan dari setiap teks tersebut.  
3. Experimenting | 70 menit       |
a. Guru memberikan recount text yang berbeda
b. Guru menyuruh siswa menemukan kalimat yang menggunakan simple past tense yang ada pada bacaan.
c. Guru menjelaskan rumus simple past tense.

4. Associating
a. Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks **recount** tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas.
b. Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan.

5. Communicating
a. Siswa membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa dirumah, kelas, sekolah, dan sekitarnya dalam bahasa inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb)
b. Siswa berupaya berbicara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapih.
c. Siswa membicarakan permasalahan yang
dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menulisannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

**Penutup**

1. Guru bersama-sama dengan peserta didik membuat rangkuman kesimpulan pembelajaran
2. Guru melakukan penilaian data/refleksi terhadap kegiatan yang sudah dilaksanakan
3. Guru meberikan umpan balik terhadap proses dan hasil pembelajaran

**D. Penilaian**

1. Teknik dan Instrumen Penilaian dan Pedoman Penskoran

   **Instrumen penilaian sikap**

   Pertemuan 1 dan 2

<table>
<thead>
<tr>
<th>No.</th>
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<td></td>
</tr>
</tbody>
</table>


· **JURNAL**

| No | Nama dan kelas | Hari dan | Kejadian |
|----|----------------|----------|----------|----------|


Instrumen Penilaian writing

<table>
<thead>
<tr>
<th>No.</th>
<th>Nama</th>
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</tbody>
</table>

Scoring Rubric: Setiap aspek penilaian maksimal nilai 4

nilai = jumlah skor dibagi 4

E. Media, Bahan dan Sumber Belajar

1. Media : Gambar, teks, white board, marker
2. Sumber : Buku siswa, LKS dan internet,

Mengetahui,

Guru Pamong,

Peneliti,

Sri Hartati, S.Pd.

Febry Octaviani

NIP.

1110014000005
Nama: Fayrin Annisa
Class: VIII-4

Diagram:

- Banda Aceh
  - Unforgettable moments
  - Educational trip
  - Happy
  - Interesting
  - Places
    - Souvenirs
    - Airplane
    - Cousins
    - Uncle
    - Aunt
    - Family
    - Baiturrahman mosque
    - Kapal Apung P.N.D. I
    - Kuburan mass
    - Tsunami museum
    - Lampuuk beach
Holiday with Limited Money

Last semester, me, my best friends, Rany, Meiya and Syan going to Bogor and Bandung. We going there with limited money. We use some transportations. First, we use train. We going at 6 o'clock morning and in there at 8 o'clock morning. We enjoy our vacations. In Bogor, me and my best friends visited IPB University, Kebun Raya Bogor. We travelling very happy. Then we were tired, so we looked for some food. We go to culinar stall. We ate some Bogor food. After that, we go straight to Bandung. We went shopping. We buy some clothes at factory outlet. The price is quite expensive for junior high school students. Even our trip is very simple and tired. I really really enjoy that trip.

Nama: Fajrin Annisa
Kelas: VIII-4

Content: 4
Structure: 2
Mechanic: 2
Grammar: 2
Vocabulary: 3

13

6549
My Extraordinary Vacation

Last week, I, my cousin and my aunty visited my dad’s hometown. It was at the top of Sumatera Island, Banda Aceh. This is the first time I went to the farthest place. I went there by Airplane. This is also my first flight using "Garuda Airlines". There were so many interesting places that should be visited. I went to Lampuuk beach, the most beautiful beach that I’ve ever seen. Next day, I visited tsunami museum, "Kuburan massal”, PLTD I ship and Baiturrahman mosque. I really enjoy my trip. It wouldn’t be unforgettable moment. Those trips also educated me to love the nature more. Before I went to home to Jakarta, I bought souvenirs for my family and friends. Even it was tired but I was very happy.

Name: Fajrin Annisa
Kelas: VIII-4

Content: 4
Structure: 3
Mechanic: 4
Grammar: 4
Vocabulary: 3
18

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PENGESAHAN PROPOSAL SKRIPSI

Nama : Febry Octaviani
NIM : 1110014000005
Jurusan / Prodi : Pendidikan Bahasa Inggris
Judul Proposal : The effectiveness of Clustering technique to Students’ Ability in Writing Recount Text

Proposal skripsi dengan judul tersebut diatas telah diuji pada tanggal .............. 2013
telah direvisi sesuai dengan saran penguji, dan telah dinyatakan LULUS

Mengetahui,
Penguji I,

Penguji II

Dosen pembimbing

1. Soenardi Kentowisastro, Dipl.Ed
2. Dadan Nugraha, M.Pd

(Zahari A.)
Surat Permohonan Izin Penelitian

Nomor: Un.01/F.1/KM.01.3/0051/2015
Lamp.: Outline/Proposal
Hal: Permohonan Izin Penelitian

Jakarta, 08 Januari 2015

Kepada Yth.

Kepala Sekolah SMP Budi Mulia Ciledug
di Tempat

Assalamu’alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,

Nama : FEBRY OCTAVIANI
NIM : 1110014000005
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Tahun Akademik : 2010/2011
Judul Skripsi : The Effectiveness of Clustering Technique to Students’ Ability in Writing Recount Text

adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

a.n. Dekan
Kajur Pendidikan Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F.1/KM.01.3/0053/2015
Lamp. : -
Hal : Bimbingan Skripsi

Kepada Yth.

Drs. Sunardi K, Dipl. Ed
Dadan Nugraha, M.Pd.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing UII (materi/teknis) penulisan skripsi mahasiswa:

Nama : Febry Octaviani
NIM : 1110014000005
Jurusan : Pendidikan Bahasa Inggris (PBI)
Semester : IX (Sembilan)
Judul Skripsi : The Effectiveness of Clustering Technique to Students’ Ability in Writing Recount Text


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

Surat ini telah disahkan oleh:

[Signature]
Drs. Syaiki, M.Pd
Kepala Pembimbing Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
Kepada Yth,
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN
Universitas Syarif Hidayatullah
Di TANGERANG

Dengan hormat,
Berdasarkan surat No.Un.01/F.1/KM.01.3/0051/2015 tertanggal 08 Januari 2015 perihal ijin penelitian.

Sehubungan dengan surat permohonan tersebut kami bersedia menerima mahasiswa Bapak / Ibu yang bernama

Nama : FEBRY OCTAVIANI
Jurusan : Pendidikan Bahasa Inggris
NIM : 1110014000005
Semester : IX (Sembilan)

Untuk melaksanakan penelitian penulisan skripsi dengan judul : "The Effectiveness of Clustering Technique to Students Ability in Writing Recount Text" yang dilaksanakan pada bulan Januari 2015.

Demikian surat ini kami sampaikan, atas perhatian Bapak/Ibu kami mengucapkan terimakasih.

Kepala Sekolah,

Dr. H. MOH. SURYADI S., S.E., M.M.
Yang bertandatangan di bawah ini Kepala SMP Budi Mulia Kota Tangerang menerangkan bahwa,

Nama : FEBRY OCTAVIANI  
Tempat / Tanggal Lahir : Tangerang, 17 Oktober 1992  
NIM : 1110014000005  
Perguruan Tinggi : UIN Syarif Hidayatullah  
Program Studi/Konsentrasi : Pendidikan Bahasa Inggris  
Jenjang : Strata Satu (S1)  
Semester/Tahun Akademik : IX / 2010-2011  
Alamat : Jl. Winong Rt.002/05 No.65 Sudimara Timur Ciledug, Tangerang  
No. Hp : 087771083565

telah mengadakan penelitian dengan judul skripsi "The Effectiveness of Clustering Technique to Students Ability in Writing Recount Text" di sekolah kami, pada tanggal 14-21 Januari 2015.

Demikian surat keterangan ini kami buat, agar dapat dipergunakan sebagaimana mestinya.

Tangerang, 27 Januari 2015  
Kepala Sekolah,  

Dr. H. MOH. SURYADI S., S.E., M.M.