USING CLUSTERING TECHNIQUE TO IMPROVE STUDENTS’ WRITING OF RECOUNT TEXT
(A Classroom Action Research at SMPN 2 Tarumajaya, Bekasi)

A “Skripsi”
Presented to the Faculty of Tarbiyah and Teachers’ Training
in a Partial Fulfillment of the Requirements
for the Degree of S.Pd (Bachelor of Arts) in English Language Education

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The Examination Committee of the Faculty of Tarbiya and Teachers’ Training certifies that the ‘skripsi’ entitled “Using Clustering Technique to Improve Students’ Writing of Recount Text (Classroom Action Research at SMPN 2 Tarumajaya, Bekasi)”, written by Abd. Salam, student’s registration number 106014000361, was examined by the committee on 19th August, 2011 and was declared to have passed and have fulfilled one of the requirements for the degree of S.Pd in English Language Education in the Department of English Education.

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In the name of Allah, the Beneficent, the Merciful.
All praises be to Allah the Lord of the worlds.
Peace and blessing be upon our prophet Muhammad, his family, his descendents, and his followers.

This skripsi is presented to the English Department Faculty of Tarbiya and Teachers’ Training “Syarif Hidayatullah” State Islamic University Jakarta as a partial fulfillment of the requirement for the degree of strata-1 (S-1).

The writer would like to say his great gratitudes to his beloved father (Mukhtar Murikh) and his beloved mother (Mursanih), his beloved sisters and all people who give huge motivation and moral encourage to finish this paper.

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5. All teachers and staffs at SMPN 2 Tarumajaya.
6. All of his friends at Syarif Hidayatullah State Islamic University Jakarta.
7. Everyone who has given their help in writing this paper that could not be mentioned one by one.

May Allah, the Almighty bless them all, Amen.
Finally, The writer realizes that this paper is not perfect yet. However, it is really expected that this paper will give advantages for the writer, and also for other people in general. Therefore, criticism and suggestion will be useful for the writer in correcting the mistakes and the weakness of this paper.

Jakarta, June 2011

The writer
ABSTRACT

Abd. Salam. 106014000361. Using clustering technique to improve students’ writing of recount text (A Classroom Action Research at SMPN 2 Tarumajaya, Bekasi). Skripsi, Department of English Education Faculty of Tarbiyah and Teachers Training “Syarif Hidayatullah” State Islamic University Jakarta.

Advisor: Dr. H. M. Farkhan, M.Pd.

Key Words: Recount Text, Clustering Technique, SMPN 2 Tarumajaya.

The purpose of this research is to find out whether or not there is an improvement in learning recount text through clustering technique toward students’ writing skill.

The method which was used in this research was Classroom Action Research. It was conducted on March until April 2011 at SMPN 2 Tarumajaya and it involved thirty students at the second grade as the respondents. This research was also conducted in three cycles and each of them consisted planning, acting, observing, and reflecting.

The instruments that were used in this research were questionnaire, observation sheets, and writing test. The test including pre-test and post-test.

Based on the results of this research, the implementation of clustering technique in teaching recount text has shown an improvement. In the result of posttest 3, the writer gained 22 students or 73.3% who passed KKM. On the other hand, the students’ responses towards clustering technique were positive, the mean of pre questionnaire was 38.33 and the mean of post questionnaire was 88.00, the gained improvement was 49.67%. In short, students’ responses to learn were generally positive. Based on these findings, it could be concluded that the implementation of clustering technique could improve students’ writing ability of grade VIII-2 of SMPN 2 Tarumajaya Bekasi.
ABSTRAK


Pembimbing: Dr. H. M. Farkhan, M.Pd.

Key Words: Recount Text, Clustering Technique, SMPN 2 Tarumajaya.

Tujuan dari penelitian ini ialah untuk mengetahui ada atau tidaknya peningkatan dalam pembelajaran teks recount dengan menggunakan teknik cluster terhadap kemampuan menulis siswa.

Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas, penelitian dilaksanakan pada bulan Maret sampai bulan April 2011 di SMPN 2 Tarumajaya dan melibatkan 30 siswa sebagai responden. Penelitian ini juga dilaksanakan dalam tiga siklus, disetiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi.

Instrument yang digunakan dalam penelitian ini adalah questionnaire, lembar observasi dan tes tulis. Tes tulis termasuk pre tes dan post tes.

Berdasarkan hasil penelitian, penerapan teknik clustering untuk pengajaran teks recount telah menunjukkan peningkatan. Hasil posttest ke 3 penulis mendapatkan ada 22 siswa atau 73.3% yang memenuhi standar KKM. Di sisi lain respon siswa terhadap teknik cluster yaitu positif. Nilai rata-rata di pre questionnaire adalah 38.33 dan nilai rata-rata di post questionnaire adalah 88.00. Peningkatan yang didapat sebesar 49.67%. Singkatnya, respon siswa untuk belajar umumnya positif. Berdasarkan hasil temuan dapat disimpulkan bahwa penerapan teknik clustering memperbaiki kemampuan menulis siswa di kelas VIII di SMPN 2 Tarumajaya Bekasi.
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CHAPTER I
INTRODUCTION

This chapter consists of the background of study, the formulation of the problem, the objectives of the study, the scope and limitation of the study, the significance of the study and the definition of key term.

A. The Background of the Study

As we know, language is an integral part that can not be separated from human being, because of its function as communication. Communication is mainly divided into two, there are verbal and non-verbal. Verbal language consists of spoken and written language. On the other hand, non-verbal language is like gestures and body language. Human language has chanced form simple to complex from time to time. “communication between humans is an extremely complex and ever-changing phenomenon.”

Undoubtedly, language is needed to interact one to another.

Nowadays, the most language which used widely is English language. People surround the world who use English as lingua franca is bigger than another languages, such as; French, Latin, Spanish, Chinese or Arabic. English has become an international language. Jack C Richards and Theodore S. Rodgers said,

“Latin was most widely studied as foreign language five hundred years ago. However, English has become the most widely studied foreign language today.”\(^2\)

So that, if we want to communicate to another countries, nations, from any place in the world, we should master English which is lingua franca.

There are many reasons why people learn language. One of the reasons is Advancement, some people want to learn English because they think it offers a chance for advancement in their professional lives. They will get better jobs by mastering two languages than if they only know their mother tongue. “English has a special position since it has become the international language of communication.”\(^3\)

There are many aspects that can not be separated from English language, moreover; English domination takes technology, social-culture, economy, education, art, science, ideology, research, information, etc. By mastering English we can enhance and enrich many aspects. In many countries, English is used as a first language, a second language or a foreign language.

English is one of the important foreign languages in Indonesia that has purpose to absorb and to develop knowledge, technology, and to establish relationship with other nations. Thus, it is essential to learn English to help people’s need to get informations and knowledges in every aspect such as education, science, religion, social and technology.

Because of the reason our government puts English as a first foreign language. Minister of Education and culture decree No: 372/2003, stated that English becomes the first foreign language and the compulsory subject that should be thought in Indonesia school from junior high school up to university level.\(^4\) It means that students in our country in any level must study English.

Commonly, English is divided into two; written and oral. It also consists four skills that should be learned by students. They are listening, speaking,
reading and writing. Listening and reading are included as receptive skills, on the other hand speaking and writing are included as productive skills.

Among the skills, writing is the most difficult skill. “many people find it easy to speak but hard to write things down on paper.” Writing is a complex skill, Leo Masiello stated “writing is hard work, or one students explains, ‘for me, writing is like running or exercise. The reason that say this is because both of these activities take a lot of effort.” Writing is unlike another skills, it requires background knowledge, vocabulary, spelling, grammar, punctuation, coherence, etc. In learning writing, students face several problems in their writing such as; limited vocabularies, difficulty in organizing ideas, no ideas to write about, no motivation to write and lack of confidence in grammar. The effect can be seen in English writing score, it is regarded as a main problem in many schools. To overcome this problem, a technique which can improve students’ score in English writing is needed.

One of the techniques is clustering, it is kind of prewriting activity that enrich idea before students start writing. As Regina L. Smalley and Mark K. Ruetten said that “clustering is making a visual map of the ideas.” At the beginning writing activity, students have to find out the ideas what they want to write about. Dorothy Sedley said that “the most common complaint English Composition teachers hear from students is “I don’t have anything to write about”. Actually, you have plenty to write about. After all, you live in the same world that “real” writers live in, and that world provides the raw material for millions of books every year. What you really need is not “something to write about”, but some suggestions that will help you exploit the resources all around you.”

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5 Vivian Horn, *Composition Steps*, (Cambridge: Newbury House Publisher, 1977), P.5
Developing ideas for making a composition cause problems in writing class, if the teacher does not conduct pre-writing activity. Getting stuck of ideas and a block of writing can be problems in writing activity. As a result, writing process goes slowly and stops immediately.

Students at junior high school learn two kinds of writing. There are narrative text and recount text. Both of texts talk about past events, besides they have similarities and dissimilarities. Narrative text is a text that tells a story and entertains the reader, for example novel. While recount text is a text that retells past events, its purpose is to provide the reader with a description of what occurred and when it occured. For students at junior high school are emphasized in personal recount text.

*Personal recount text usually retells an experience in which the writer was personally involved. It lists and describes past experiences by retelling events. It presents the events chronologically (in order in which they happened). The purpose of a personal recount are to inform, entertain the audience (listener or reader), or both*.

Eventhough the basic differentiation between narrative and recount is the purpose, recount is more emphasize to entertain and to inform.

In addition, Based on the writer’s personal experiences while he took PPKT in SMP Darul Ma’arif, he found students’ problems in writing especially in developing idea. The students could not start their writing because they did not have any idea. Meanwhile, the writer had been learned a technique how to develop idea in fourth semester, the technique is clustering. So, he decided to apply it in order to solve students' problem in writing. The writer assumed that students in other school had the same problem in writing, but to convince there is a problem in writing or not. The writer observes the school before.

Based on the writer’s observation on SMPN 2 Tarumajaya, in teaching learning process the English teacher did not use the clustering technique in teaching writing especially recount text. Students did not understand clearly what recount text is, how to identify generic structure of recount text. Besides, the teacher also less preparation in teaching recount text. Moreover, SMPN 2

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Tarumajaya is not far from the writer’s house, so it is easier for him to do a research.

Because of the reasons that have been mentioned above, the writer takes a title of this “skripsi” “Using Clustering Technique to Improve Students’ Writing of Recount Text at Second Grade of SMPN 2 Tarumajaya”

B. The Formulation of the Problem

Based on background above, the writer plans to analyze the use of clustering technique to improve students’ writing of recount text at second grade students of SMPN 2 Tarumajaya. The writer formulates his problem in this research:

“does using clustering technique improve students’ writing of recount text?”

C. The Objectives of the Study

In line with the formulation of the problem stated above, the objectives of the study are to know whether or not the clustering technique improves students’ writing of recount text. Besides, this study is also to know how the clustering technique improves students’ writing of recount text.

D. The Scope and Limitation of the Study

In this “skripsi” the writer focuses on teaching recount text at the second grade students of SMPN 2 Tarumajaya at the second semester 2010/2011 academic year. In order to make a description of this “skripsi” deeper, the problem will be limited in: (a) the students improvement in learning recount text using clustering technique, (b) the implementation of using clustering technique in teaching recount text.
E. The Significance of the Study

The result of this study hopelly can be useful for:

1. Students, this result of this study will give benefit to the students to improve their ability in learning recount text.
2. Teachers, this 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. Other Researchers, who are interested in teaching recount text at junior high school at second, hopelly all informations can be useful for other researchers to do further research.

F. The Definition of Key Term

The following definitions which are used in this study are given to avoid misunderstanding and in order to make same perceptions for the readers. So the terms are needed to be defined as follow:

1. **Recount text means** kind of genre text, containing about retell events for the purpose of informing or entertaining.\(^{10}\)
2. **Clustering technique** means the teacher’s way or strategy which actually gives the words that closely related to the theme provided.
3. **SMPN 2 Tarumajaya** refers to Junior high school which is located in north Bekasi, it is under the supervision of the National Education Department of Indonesia.

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\(^{10}\) Rudi Hartono, S.S., M.Pd, *Genres of Texts*, (English Department Faculty of Language and Art, Semarang State University, 2005), p.6
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter consists of the concept of writing, the purposes of writing, the forms and types of writing, the recount text, the technique, and the clustering technique.

A. The Concept of Writing

The need to communicate is one of the humankind basic needs and writing is one of the best communications, because it allows us to communicate with other. An expert stated “Writing is one of basic tools of civilization. Without it, the world as we know it could not exist.” Writing is like a tool that records experience, information, art, knowledge, historic events, etc. It indicates that writing is exist since human existence itself. We can get informations from old manuscripts which are written on the leather, stone, and leaf. All that things mean our ancestors from ancient age already know about writing. They used it in many purposes, such as; to make a note of important event, to inform, to persuade, and to argue.

Writing can be seen as a media to express ideas, feeling, and thoughts, it is also as a useful publication tool. It is very effective to spread out ideas, thoughts,

politics, culture through books, magazines, journals, and news papers. In addition, it can be said that writing is an effective tool to overspread idea massively to ask the readers understand what is written by the writer.

Writing is one of four skills in learning English, the skills are listening, speaking, reading, and writing. At the first time, human learns listening naturally, then speaking, reading, and the last is writing. This is the stages how human learns a language.

According to Mariane C. Murcia, writing is “the ability to express one’s ideas in written form in a second or foreign language.” another expert said “writing is widely used within foreign language courses as a convenient means for engaging with aspect of language other than writing itself. For example: learners note new vocabulary copy out the grammar rules to written test.” In other word, writing is an ability to communicate through written form, no matter in first language or second language as long as it expresses any idea.

Most of students regard that writing is difficult for foreign learners, Jack C. Richard said that “writing is the most difficult skills for second language learner to master of putting together string of grammatically correct sentences.” Most students face several problems in their writing such as; limited vocabularies, difficulty in organizing ideas, no ideas to write about, no motivation to write and lack of confidence in grammar. Nevertheless, it is a demand that should be fulfilled by students even they have many obstacles.

Another expert gave an explanation about writing: “learning to write a foreign language is learning to put down at a speed greater than that of drawing the conventional symbol of writing system that represent the utterances one has in mind.” Writing is presenting what we have in mind and try to put down the ideas on the paper.

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From definitions which have been mentioned above, the writer concludes that writing is a way to express ideas from the writer's knowledge in written form without forgetting the linguistic rules, so that the writing will be full of meaning.

**B. The Purposes of Writing**

Penny Ur said that “the purpose of writing in principle is the expression of ideas, the conveying messages to the reader”. It can be said that writing generally has the same purpose. Whatever the writing, all writing texts convey messages to the readers. Writers must have a purpose in their writing, because writing purpose is same important as motivation. If the writers know their purpose in writing, it is easier for the writers to finish their objectives. There are some purposes of writing, as follow:

1. **Writing to Understand Experience**

   When you write to understand experience, you do not settle for simply recording what has happened to you. Instead, you draw upon that record to examine the significance of what happened. The writers draw upon memories to help them understand who they are, how they became that way, what they like, or what they want. Because they are writing about their own lives, they all use the first person—as you are likely to do when you write about your own experience. But although they are writing about themselves, they are not writing for themselves alone. They are also writing to share their experience with readers. Writing to understand experiences thus achieve at least two two goals; writers come to a better understanding of themselves, and readers come to a better understands experience different from their own.

   In other word, writing to understand experience involves the writers’ personal experiences in order to comprehend themselves and also to dispart different experience to the readers.

2. **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. Usually, informative writing is not based on our personal

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6 Penny Ur, *A Course in Language Teaching*,..., p.163
experience, but rather on published sources. Informative writing is the type of writing you will do most frequently in university your university courses.8

Writing to report information is mostly used in college, its purpose is to share information to the readers. Moreover, it is not directly related to writers’ personal experience.

3. Writing to Explain Information

“Explanation is an essential skill for making sense of the world around us. When we explain, we need to analyze or classify information, examine causes and consequences, and define concepts by distinguishing them from other, similar ones.”9 Writing to explain information emphasizes in analyzing, and defining information.

4. Writing to Evaluate Something

“Evaluating means thinking critically so that you can make intelligent choice—and, when you make your evaluation public, influence others to accept your judgments. Evaluation requires that you determine the nature or the quality of what you are judging.”10 Writing to evaluate something needs critical thinking in evaluation something. So that, the writers can extend the evaluation and influence the readers.

5. Writing to Analyze Images

Images are visual representations of people, animals, objects, and concepts. When we write to analyze an image that includes written as well as visual text, take both into account. It is like writing to evaluate, writing to analyze images requires the ability to discern the differences between the effective and ineffective of an image and to explain why the writer made this judgment.11

6. Writing to Analyze Text

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9 Robert Keith Miller, Motivates for Writing; 5th ed..., p.173
10 Robert Keith Miller, Motivates for Writing; 5th ed..., p.241
11 Robert Keith Miller, Motivates for Writing; 5th ed..., p.301
“Writing to analyze text is not really different from writing to analyze the images. Writing to analyze the text is aim to analyze the certain text.”

7. Writing to Persuade Others

People write to persuade because they want to inform the readers about topic, express their opinions on the topic, and persuade the readers to accept the position or at least take it seriously. In persuasive writing, comparison and contrast is often used to develop a topic.

8. Writing to Inspire Others

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

9. Writing to Amuse Others

“Writing to amuse others gives the opportunities for the writers to give the pleasure for the readers.”

10. Writing to Experiment with Form

“Writing to experiment with form is different from the previous purposes. It is about invention something which is then, it is documented through writing.”

From the purposes of writing above, it means that every kind of writing has different purposes. Nevertheless, purposes of writing commonly are classified into: writing to inform, writing to explain, writing to persuade, and writing to amuse others. The purpose of writing definitely determines how the text will be.

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12 George Braine and Claire May, *Writing from Sources*..., p.381
13 Robert Keith Miller, *Motivates for Writing*; 5th ed., p.451
14 Robert Keith Miller, *Motivates for Writing*; 5th ed., p.569
15 Robert Keith Miller, *Motivates for Writing*; 5th ed., p.609
C. The Forms and Types of Writing

Generally, there are four forms of writing. They are narration, description, exposition, and argumentation. It is supported by George E. Wishon and Julia M Burks. They explain forms 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 places occurrences in time and tells what happened according to natural time sequence.

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

- **Exposition**
  Exposition is used in giving information, making explanations, and interpreting meanings.

- **Argumentation**
  Argumentation is used in persuading and convincing. It is used to make a case or to prove or disapprove a statement or proposition.  

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

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

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• Informative Writing
News paper and magazines articles, laboratory reports, text book, 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, advertisements, and campaign speeches are all attempts to persuade. Any writing that is aimed at convincing its readers to adopt a certain idea or to take a certain action is persuasive writing.

• Imaginative Writing
Short stories, novels, plays, and poems are forms of imaginative writing. Imaginative is the product of the writer’s artful use of language to create images, characters, and incidents that move and entertain the reader.¹⁷

D. The Recount Text

1. The Concept of Text

Mark Anderson and Kathy said that “people live in a world of words. When these words put together to communicate the meaning, a piece of text is created. When we speak or write to communicate a message, we are constructing a text, when we read, listen, or view a piece of text; we are interpreting its meaning.”¹⁸ Determining kind of text that will be written depends on context and purpose of writing, both of them determines what kind of words will be used. On the other hand, Pardiyono said that “text is any kind of language use context both spoken and written text.”¹⁹

¹⁸ Mark Anderson, Text Types in English 2, (South Yarra: MacMillan, 1997), p.1
Based on the definitions above, the writer concludes that text is a linguistic part which conveys a meaning, the form of text can be sound or written form as long as it conveys a meaning.

2. The Generic Structure: Parts of Personal Recount Text

A personal recount usually retells an experience in which the writer was personally involved. It lists and describes past experience by retelling events. It presents the events chronologically (in the order in which they happened). The purpose of a personal recount text are to inform, entertain the audience (listener or reader), or both.

“Recount text is one of kind of story genre, recount tells somebody about something, especially something that you have experienced.”

Rudi Hartono said that “Recount is one kind of genre text, containing about retell events for the purpose of informing or entertaining.”

The text consists of:

- **Title** (optional)
  It usually summarizes the next and informs specific participants.
  (e.g: I, my friends, my family)

- **Part 1: Setting or orientation**
  It provides the background information. It answers the questions: who? When? Where? Why? What experience?

- **Part 2: list of events**
  It presents events: what people do? It tells the event chronologically.
  It uses conjunctions or connectives like: first, next, then, finally and so on. They show the sequence of events.

- **Part 3: Reorientation**

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21 Rudi Hartono, S. S., M. Pd, *Genres of Texts*, (English Department Faculty of Language and Art, Semarang State University, 2005), p. 6
It presents the concluding comments. It expresses the author’s personal opinion regarding the events described.

Let’s look at the example below.

This morning my friends and I went to EOS studio. It’s not very far from our school, so we just rode our bicycles. First, we met Shanti and Riko outside the studio. Then, they took us into the studio and showed us around. After that, we had lunch at EOS canteen. The food was delicious. Before we went home, we took some photographs with Santi and Riko. It was tiring but we were very happy.

3. Language features: personal recount

Every type of text has different linguistic feature, the linguistic features of recount text are:

1. A personal recount uses past tense.
   It always uses past tense because all events in that text has already happened in the past and its contain only retell the event already occured.
   e.g: this morning my friends and I went to EOS studio.

2. A personal recount also uses connectors to put the events in order.
   e.g: first, we went to art studio.

3. A personal recount describes events. So there are many verbs or action words used.

4. Personal recount uses mainly 1st person pronoun (I or we)22.

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D. The Technique

According to Oxford Advance Learners’ Dictionary of Current English by A. S. Horby, it is defined that “technique is a method of doing something expertly.”

In order to avoid misunderstanding or confusing, firstly we differentiate three terms, they are: approach, method, and technique. These terms are used in teaching learning activity and many people confuse with the terms.

Edward Anthony in 1963 identified there are three levels of conceptualization and organization, which he termed approach, method, and technique. The arrangement is hierarchical. The organizational key is that technique carry out a method which is consistent with the nature of language teching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. While method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within an approach, there can be many methods. Technique must be consistent with a method, and therefore in harmony with an approach, there can be many methods.

Diane Larsen-freeman said that “technique is the behavioral manifestation of the principles.”

Based on the definitions above, it can be concluded that a technique is implementation which takes place in classroom. It is particular tricks, stratagem, or contrivance used to accomplish an immediate objective.

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E. The Clustering Technique

Melanie Dawson and Joe Essid said that “clustering is a type of prewriting that allows you to explore many ideas as soon as they occur to you.” Prewriting is one of activities that prepare to write the first draft. Clustering is one of prewriting activities that helps students to find a topic.

John Langan said that “clustering also known as diagramming or mapping, is another strategy that can be used to generate material for a paper. This method is helpful for people to think in a visual way. In clustering, you use lines, boxes, arrows, and circles to show relationships among the ideas and details that occurs to you.” Diagramming or mapping is same as clustering, it helps the students to generate the ideas before they start to write.

Gabrielle Lusser Rico defined that “clustering is a way of tricking the left-brain into silence and using the right-brain to come up with your own unique overview of a subject.” Because it uses the right-brain, so it will evolve our creativity and idea.

Regina L. Smalley and Mary K. Ruetten told that “clustering is making a visual map of the ideas.” It is so beneficial for students, especially the students who think visually.

Betty Mattix Dietch stated that “clustering is uncensored brainstorming combined with doodling. Clustering produces an overview of a subject, suggests specific topics, and yield related details.” It helps to enrich ideas in details and also differs broad topics and narrow topics.

Santi V. Buscemi explained that “clustering is a good way to turn a broad subject into a limited and more manageable topic for a short essay; it also called mapping, webbing, looping, or diagramming. It is another effective way to gather information for an

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26 Melanie Dawson and Joe Essid, “Pre-Writing” from http://google.com, p. 1
essay. Clustering uses free association. To cluster ideas, begin with a blank sheet paper. In the center, write and circle the word or phrase that expresses the broad subject you want to write about.  

Students are free to write ideas whether the ideas are related or not, then associating the ideas.

“clustering is an invention activity which reveals possible relations among facts and ideas. Unlike listing (the next mapping strategy), clustering requires a brief period of initial planning. You must first come up with a tentative division of the topic into subparts or main ideas.”

Based on the definition above, the writer concludes that clustering technique is a kind of prewriting activity which takes place in the classroom, it uses lines, boxes, arrows, and circles to show relationship among ideas, it helps students to find ideas and also enrich the ideas.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the description of the research method used in this study. It consists of the place and time of the study, the research design, the population and sample, the research instrument, the role of writer/researcher in research, the stage of action intervention, the data and source of data, the techniques of collecting data, and the techniques of data analysis.

A. The Place and Time of the Study

The researcher did research at SMPN 2 Tarumajaya. He conducted this research at the school from 21\sup{th} of March 2011 to 11\sup{th} of April 2011.

B. The Research Design

This research is aimed to know the implementation of using clustering technique in teaching recount text and the students’ achievement in learning recount text through clustering.

The design of this study is classroom action research (CAR) about using clustering technique to improve students’ writing of recount text. James H. McMillan and Sally Schumacher said that action research is the process of using
reasearch principels to provide information that educational professionals use to improve aspect of day-to-day practice.¹

Classroom action research has several cycles. In this research the researcher used three cycles which every cycle consists of four stages.

1. Planning
   The researcher and collaborator plan action based on the objective of research. Both researcher and collaborator prepare lesson planning and research instrument including written test and questionnaire.

2. Acting
   The second stage of this research is action, this is the implementation of planning which is made by the researcher and collaborator before. This stage is hoped could solve the students’ problems in writing recount text.

3. Observing
   In order to get valid data, researcher and collaborator do the observation together. Observation is intended to observe and to record all activities or indicator during research process.

4. Reflecting
   In this stage, received data from observation is collected and analyzed by researcher and collaborator. If there is found problems, it will move to the next cycle with the same concept as the first one; re-planning, re-acting and re-observing. The result will be used as reference for the next planning.

C. The Population and Sample

Jack R. Frankel and Norman E. Wallen said that a sample in a research study refers to any group on which information is obtained. The larger group to which one hopes to apply the results is called the population. In some instances,
the sample and population maybe identical. When it is possible, the researcher would prefer to study the entire population in which the condition is supported.²

Based on the idea above, the writer concludes that the population of this study is second grade students of SMPN 2 Tarumajaya which is choosen only one class, and the number of the students is 30 students.

D. The Research Instrument

The research instrument in this study consists of four instruments, they are; questionnaire, observation, documentation of teaching learning process, and evaluation to complete the data needed for this study.

The questionnaire is given to the students including some questions about the data about students’ responses of the implementation of using clustering technique in teaching recount text, because the writer want to know students’ responses about clustering whether the respons positive or negative. The writer carries out the questionnaire in two sessions, before and after the implementation of CAR.

The observation is used to observe the teaching learning process conducted by the English teacher in the classroom including English teacher’s activity in the classroom, the implementation of using clustering technique in teaching recount text, and the evaluation used by the English teacher.

The test is used to know how well the students have already mastered in learning recount text and also to know whether or not there is students’ improvement in learning recount text through clustering technique. The test is given four times; pre test, post test 1, post test 2 and post test 3.

In order to assess students’ writing, the writer used the formula which is adapted from scoring profile by Jacobs et al. ‘s.³

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### Table 3.1

**Scale for Assessing the Students’ Recount Text**

<table>
<thead>
<tr>
<th>No</th>
<th>Descriptions</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Right content, correct organization, true grammatical, accurate punctuation</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Right content, correct organization, true grammatical, inaccurate punctuation</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Right content, correct organization, false grammatical, inaccurate punctuation</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Right content, incorrect organization, false grammatical, inaccurate punctuation</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Wrong content, incorrect organization, false grammatical, inaccurate punctuation</td>
<td>1</td>
</tr>
</tbody>
</table>

**E. The Writer’s Role on the Study**

In this research, the writer/researcher is helped by a teacher. The teacher is an English teacher at second grade of junior high school, he acts as a collaborator. As Kunandar said that the collaborator is needed in order to avoid subjectivity in research. The role of writer and collaborator is equal, so both of them collaboratively and participatively work together. Collaborative means between writer who acts as a researcher and teacher who acts as a collaborator or observer have to synergy one to another. Participation means that each side must totally contribute with their own role or task, so that the objective of research can be achieved. Writer and collaborator participatively work together, it is started from arrangement planning stage, preparing any preparation before acting stage, implementation of planning in the first cycle, analytic discussion after action
stage, doing reflection with all activities that have been done, and then planning modification stage or rectification or completing for the next stage/cycle.\(^4\)

In short, writer’s role can more dominant than collaborator’s role. The important thing in collaborative action research is collaborator has to take a part, he must give contribution in the research as a proof that he roles as a partner of the writer. If the collaborator does not give any contribution, it can not be called collaborative action research. Deviding task depends on agreement that has been made by writer and collaborator before doing research.

F. The Stage of Action Intervention

The writer starts observation and continues with first cycle. The first cycle consists of planning, acting, observation, analyzing and reflecting. After analyzing and reflection in first cycle, the writer continues with second cycle. If the data is not still enough, he will continue to the third cycle.

The stage of classroom action intervention that has done can be described as follow:

<table>
<thead>
<tr>
<th>I. Planning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Making lesson planning (RPP)</td>
<td></td>
</tr>
<tr>
<td>b. Choosing a class for object study</td>
<td></td>
</tr>
<tr>
<td>c. Preparing a test for 1st cycle</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Acting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Giving the material</td>
<td></td>
</tr>
<tr>
<td>b. Teaching recount text</td>
<td></td>
</tr>
<tr>
<td>c. Giving a test for 1st cycle</td>
<td></td>
</tr>
<tr>
<td>d. Evaluating the test</td>
<td></td>
</tr>
<tr>
<td>e. Giving the questionnaire to the students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Observation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The researcher and collaborator observe students’ learning process</td>
<td></td>
</tr>
<tr>
<td>b. The researcher and collaborator observe students’ activities when learning process</td>
<td></td>
</tr>
<tr>
<td>c. Document students’ activities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Reflecting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Deciding strength and weakness from acting of first cycle and the result will be used as reference for the next cycle.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second Cycle</td>
</tr>
<tr>
<td>---</td>
<td>-------------</td>
</tr>
<tr>
<td>I.</td>
<td>Planning</td>
</tr>
<tr>
<td>a.</td>
<td>Making lesson planning (RPP)</td>
</tr>
<tr>
<td>b.</td>
<td>Still in the same class where first cycle was conducted</td>
</tr>
<tr>
<td>c.</td>
<td>Preparing a test for 2nd cycle</td>
</tr>
<tr>
<td>II.</td>
<td>Acting</td>
</tr>
<tr>
<td>a.</td>
<td>Giving the material</td>
</tr>
<tr>
<td>b.</td>
<td>Teaching recount text with clustering</td>
</tr>
<tr>
<td>c.</td>
<td>Giving a test for 2nd cycle</td>
</tr>
<tr>
<td>d.</td>
<td>Evaluating the test</td>
</tr>
<tr>
<td>III.</td>
<td>Observation</td>
</tr>
<tr>
<td>a.</td>
<td>The researcher and collaborator observe students’ learning process</td>
</tr>
<tr>
<td>b.</td>
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<td>c.</td>
<td>Document students’ activities</td>
</tr>
<tr>
<td>IV.</td>
<td>Reflecting</td>
</tr>
<tr>
<td></td>
<td>Deciding strength and weakness from acting of second cycle, the result will be used as reference for the next cycle.</td>
</tr>
</tbody>
</table>
### I. Planning
- a. Making lesson planning (RPP)
- b. Still in the same class where second cycle was conducted
- c. Preparing a test for 3\textsuperscript{rd} cycle

### II. Acting
- a. Giving the material
- b. Teaching recount text with clustering
- c. Giving a test for 3\textsuperscript{rd} cycle
- d. Evaluating the test
- e. Giving the questionnaire to the students

### III. Observation
- a. The researcher and collaborator observe students’ learning process
- b. The researcher and collaborator observe students’ activities when learning process
- c. Document students’ activities

### IV. Reflecting
Deciding strength and weakness from acting of third cycle
G. The Data and Source of Data

The data of this study is divided into three types; they are (1) the data about the implementation of using clustering technique in teaching recount text, (2) the data of the improvement of using clustering technique in teaching recount text, (3) the data about students’ responses towards the implementation of clustering in teaching recount text.

1. Kind of Data
   a. Quantitative data
      1. Questionnaire, the questionnaire is classified only for one kind; it is the questionnaire for the students. The questionnaire for the students is functioned to find out the data of students’ responses towards the implementation of clustering technique in teaching recount text.
      2. Written Test, the test is used to find out the improvement of using clustering technique in teaching recount text. The test is applied at the end of teaching learning process in every cycle.
   b. Qualitative data
      1. Observation, this observation is the main technique in collecting the data of teaching materials, teaching technique and the evaluations are used in the teaching and learning process in the classroom. This observation was conducted from 21\textsuperscript{th} of March to 11\textsuperscript{th} of April 2011. In this case, the collaborator acted as an observer who observed the teaching-learning process without being involved in the process.
      2. Documentation, this documentation is also used to complete the data such as the implementation of clustering technique in teaching recount text. It is carried out by copying the teacher’s documentations of techniques are applied in teaching and learning activities.
2. Source of data

The sources of data in this research are the teacher, the students and the writer. Teacher gives information and suggestion to the writer about the result of his observation during learning process, such as; giving the lesson, class organizing, and teaching method which was used by researcher in every cycle. The source of data which is collected from students is students activity, score of cycle final test, and questionnaire result.

H. The Techniques of Collecting Data

Techniques of collecting data are done by using questionnaire to the students, and tests in every cycle, doing observation during teaching learning process. The result of observation is discussed by the writer and teacher (observer). So, both writer and teacher could plan the next action for the next cycle.

I. The Technique of Data Analysis

The analysis qualitative data is used to measure data from observation, while the analysis quantitative data is used to measure data from questionnaire and tests.

In analyzing numerical data, the writer finds out the average of students’ writing score per action within one cycle. It uses the formula:\(^5\)

\[
\bar{X} = \frac{\sum x}{n}
\]

\(\bar{X}\) : Mean

\(x\) : Individual

---

n : Number of students

Then, to know the class percentage which pass KKM 70, the writer uses the formula:

\[
P = \frac{F}{N} \times 100\%
\]

P : The class percentage  
F : Total percentage  
N : Number of students

Finally, after mean of students’ score per action is gained, the writer analyzes whether there is or no improvement scores on writing from pre-test up to post test score in cycle 1, cycle 2, and cycle 3. The writer uses this formula:

\[
P = \frac{y_1 - y}{y} \times 100\%
\]

P : percentage of students’ improvement  
Y : pre-test result  
y1 : post-test 1

\[
P = \frac{y_2 - y}{y} \times 100\%
\]

P : percentage of students’ improvement  
Y : pre-test result  
y2 : post-test 2

\[
P = \frac{y_3 - y}{y} \times 100\%
\]

P : percentage of students’ improvement  
Y : pre-test result  
y3 : post-test 3

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6 Anas Sudijono, *Pengantar Statistika Pendidikan...*, p.43  
Meanwhile, in analyzing data to get the percentage of questionnaire result, the writer uses the formula:

\[ \% = \frac{n}{N} \times 100 \]

n : number of students
N : number of students in the class
A. Research Findings

1. The Analysis of Data

   a. Before the Implementation of CAR

      • The Result of Pre-Test

      The pre-test had done before the CAR. It was conducted on Tuesday, March 22nd 2011. It started at 09.00 am. The pre test used to measure the students’ writing skill of recount text. The students were asked to make a recount text.

      Based on the result of the pre-test, the data showed that the mean of pre-test was 56.60. There were only 4 students who derived the score above the criterion of minimum completeness (KKM) meanwhile the other 26 students were below that criterion. The lowest achievement gained score 45. From that analyzing, it could be seen that almost of the students’ writing skill of recount text was very low.
b. The Implementation of CAR

- **Cycle 1**

  1. **Planning**

     In this phase, the writer made a planning for the action based on the problems faced by students toward writing skill of recount text. In this case, the writer prepared the instrument of research for teacher and students. The writer also prepared the post-test 1 for students to know whether any improvement in students’ writing achievement from pre-test to the post-test 1. The writer also prepared learning resources and developed learning scenario.

  2. **Acting**

     The action of the cycle 1 was done on March 28th 2011. The writer implemented the teaching learning process based on the lesson plan which had been made. Here, teacher tried to motivate the students which pointed to the basic competence. Then, the writer explained the objectives of learning to the students. After that, the writer explained to the students about recount text and how to make recount text by using clustering technique. Then, the writer let the students ask if they did not understand. Next, the writer gave an example of clustering technique, then students tried to make recount text together. After that moment, the writer gave the post-test 1 to the students. The writer provided several topics to the students or let the students choose their own topics. Then, the writer asked the students to make a recount text.

  3. **Observing**

     In this phase, the collaborator observed the writer and the students’ activity when the teaching and learning process. This cycle was only one meeting. While the writer was explaining, there were some students who did not pay attention to the lesson. There were many students who envolved to write recount text. After the explanation, there were only few students who
gave questions regarding the lesson. In this meeting, there were several students had not finished yet their test.

The average of students’ achievement in this cycle is 63.06, and there were just 33.3% students were passed the KKM or there were just 10 students who passed the KKM. So, there were 20 students or 66.7% students did not pass the KKM.

In this cycle, there were many students still had not finish their test on time and there were some students who told that they had difficulties in using clustering technique to learn recount text. It showed that there were some students who were not ready to learn writing using clustering technique. So, in the next cycle the writer needed to motivate the students.

4. Reflecting

Based on the result of observation toward teaching learning process in this cycle, the writer and the teacher discussed the conclusion of applying the action for instance:

- There were some students had not finished yet their test, it may be caused the students had not been ready to learn recount text by clustering technique.

- There were some students still did not understand how to make recount text text by using clustering technique. It may be caused that they still did not know how to use clustering technique to make recount text.

From the reflecting phase above, there must be more efforts to develop students’ writing skill of recount text by using clustering technique. It needed to be improved again in the next cycle. The writer needed to motivate the students and to explain again about how to make a recount text by using clustering technique.
*Cycle 2*

1. **Planning**

   In this phase, the writer made a planning for the action based on the problems faced by students in the previous cycle. In this case, the writer prepared the instrument of research for teacher and students. The writer also prepared the post-test 2 for students to know whether any improvement in students’ writing achievement from the post-test1 to the post-test2. The writer also prepared learning resources and developed learning scenario.

2. **Acting**

   The action of the cycle 2 was done on March 31\textsuperscript{th} and April 1\textsuperscript{st} 2011. The writer implemented the teaching learning process based on the lesson plan had been made. Here, teacher tried to motivate more to the students to improve their motivation. Then, the writer explained the objectives of learning to the students. After that, the writer explained to the students how to cluster their idea and make it into sentences, and also explained the most-occurs error from the previous meeting. Then, the writer let the students ask if they did not understand. After that, the writer gave the post-test 2 to the students. The writer provided several topics and let the students find their own topic. Then, the writer asked the students to make a recount text.

3. **Observing**

   In this phase, the writer asked the collaborator to observe the teaching and learning activity. In cycle 2, there were some students who gave question regarding the lesson, and more than half of class finished the test on time.

   The average of students’ writing achievement on this cycle is 67.8 and there were 14 students passed the KKM or 46.6% students. On the other hand, there were 53.4% students did not pass the KKM or 16 students. The improvement in this cycle was quite low, so the writer would continue to the next cycle.
4. Reflecting

Based on the result of observation and questionnaire toward teaching learning process in this cycle, the writer and the teacher discussed the conclusion of applying the action for instance:

- There some students still had difficulties in learning recount text by using clustering technique.
- There were 53.4% students did not pass the KKM.
- There were some students who still did not pay attention to the teacher explanation.

From the reflecting above, the writer needed to motivate the students more and asked the students to pay attention the explanation. For the next cycle, the writer tried to motivate and explain more clearly.

- Cycle 3
  1. Planning

In this cycle-3, the writer prepared lesson plans, the learning resources and the post-test 3 to get the students’ achievement data. Then, the writer made the learning scenario to control the teaching and learning activity.

2. Acting

The action of the cycle 3 was done on April 4th 2011. The writer implemented the teaching learning process based on the lesson plan which had been made. Here, teacher tried to motivate more to the students to improve their motivation. Then, the writer explained the objectives of learning to the students. After that, the writer explained how to use clustering technique in writing recount text. Then, the writer let the students ask if they did not understand. After that moment, the writer gave the post-test 3 to the students. The writer provided several topics or let they find their own topics. Then, the writer asked the students to make a recount text based on the topics.
3. Observing

In this phase, the collaborator helped the writer to observe the teaching and learning activity. In this cycle, there were more than half of students finishing their test on time. In this cycle, there were more than half students understand the material.

The average of students’ writing achievement on this cycle is 72.4 and there were 22 students passed the KKM or 73.3% students. On the other hand, there were 26.7% students did not pass the KKM or 8 students. The improvement in this cycle was quite high.

From the result of this cycle, the writer stopped this research and would not continue to the next cycle.

4. Reflecting

The reflection was carried out after gaining the score result of writing test. The writer and the teacher felt satisfied in as much their efforts to improve the students’ writing skill of recount text had been realized. The students could understand how to make recount text, and could explore their idea easily. It was proven by their improving scores from the pre-test to the post-test.

After achieving the target research of where minimally 73% students who passed the KKM, the writer and the teacher decided to stop the CAR because it had already succeed. Hence, the writer and the teacher did not have to revise the plan.

According to the result of the evaluating between the writer and the collaborator, it could be assumed that the implementation of CAR in using clustering technique to improve students writing of recount text was appropriate with the planning that had been discussed by the writer and the collaborator previously. In this case, every action was planned as good as possible so that the writing activities could be accomplished well.
c. The Result of Post Test

Table 4.1
The Students’ Writing Score of Pre-test, Post-test 1, Post-test 2, and Post-test 3

<table>
<thead>
<tr>
<th>STUDENTS’ NUMBER</th>
<th>PRETEST</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; CYCLE POSTTEST</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; CYCLE POSTTEST</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; CYCLE POSTTEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>57</td>
<td>70*</td>
<td>70*</td>
<td>72*</td>
</tr>
<tr>
<td>2</td>
<td>49</td>
<td>57</td>
<td>65</td>
<td>72*</td>
</tr>
<tr>
<td>3</td>
<td>47</td>
<td>52</td>
<td>64</td>
<td>70*</td>
</tr>
<tr>
<td>4</td>
<td>51</td>
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<td>55</td>
<td>64</td>
</tr>
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<td>5</td>
<td>45</td>
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<td>60</td>
<td>67</td>
</tr>
<tr>
<td>6</td>
<td>69</td>
<td>75*</td>
<td>74*</td>
<td>75*</td>
</tr>
<tr>
<td>7</td>
<td>62</td>
<td>69</td>
<td>70*</td>
<td>76*</td>
</tr>
<tr>
<td>8</td>
<td>50</td>
<td>65</td>
<td>73*</td>
<td>74*</td>
</tr>
<tr>
<td>9</td>
<td>55</td>
<td>62</td>
<td>67</td>
<td>73*</td>
</tr>
<tr>
<td>10</td>
<td>47</td>
<td>55</td>
<td>68</td>
<td>70*</td>
</tr>
<tr>
<td>11</td>
<td>45</td>
<td>50</td>
<td>63</td>
<td>75*</td>
</tr>
<tr>
<td>12</td>
<td>45</td>
<td>52</td>
<td>67</td>
<td>72*</td>
</tr>
<tr>
<td>13</td>
<td>50</td>
<td>56</td>
<td>65</td>
<td>68</td>
</tr>
<tr>
<td>14</td>
<td>75*</td>
<td>72*</td>
<td>72*</td>
<td>80*</td>
</tr>
<tr>
<td>15</td>
<td>52</td>
<td>56</td>
<td>61</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>55</td>
<td>65</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>54</td>
<td>60</td>
<td>70*</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>52</td>
<td>68</td>
<td>74*</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>65</td>
<td>76*</td>
<td>78*</td>
<td>65</td>
</tr>
</tbody>
</table>

In order to calculate the data, the writer compared students’ scores of pretest, posttest 1, posttest 2 and posttest 3.

To get the mean of the pretest score, the writer calculated the data by using this formula:
After calculating the pretest result, it showed that the mean score of the class was 56.60. Then, in order to know the percentage of students who passed the KKM score, the writer used this formula:

\[ \frac{F}{N} \times 100\% \]

\[ \frac{4}{30} \times 100\% = 13.3\% \]

From the calculation above, there were 4 students who passed the KKM, after dividing with the number of students in the class and altering that into percentage, it could be acquired about 13.3% students whom passed KKM.

After calculating the pretest result, the writer calculated students’ first posttest score. In order to know the improvement from the pretest and second posttest result. To get the mean of the posttest 1 score, the writer calculated the data by using this formula:

\[ \frac{\sum x}{n} \]

\[ \frac{1892}{30} \]

\[ X = 63.06 \]
\( \bar{X} = 63.06 \)

After calculating the pretest 1 score, it showed that the mean score of posttest 1 is 63.06 and gained any improvement 11.4\% (63.06 - 56.60) to know that improvement into percentage, the writer calculated with this formula:

\[
P = \frac{y_1 - y}{y} \times 100\%
\]

\[
P = \frac{63.06 - 56.60}{56.60} \times 100\%
\]

\[
P = 11.4\%
\]

In the first cycle of posttest 1, there were 10 students who passed the KKM. If it was calculated into class percentage, it was gained 33.3\% through this formula:

\[
F \quad P = \frac{F}{N} \times 100\%
\]

\[
P = \frac{10}{30} \times 100\%
\]

\[
P = 33.3\%
\]

From the data above, it could be seen that there was students’ improvement between pretest and posttest 1 with the percentage 11.4\%. The improvement was low enough, so the writer continued the action to the next cycle.

After carrying on the action to the second cycle, the writer performed the posttest 2 of second cycle. Afterwards, he utilized the data from posttest 2 by using the same formula as the previous.

The writer calculated the data to get the mean score with this formula:
\[
X = \frac{\sum x}{n}
\]

\[
X = \frac{2034}{30}
\]

\[
X = 67.8
\]

In posttest 2 the writer got the mean score 67.8, so the writer made a percentage calculation:

\[
P = \frac{\gamma^2 - \gamma}{\gamma} \times 100\%
\]

\[
P = \frac{67.8 - 56.6}{56.6} \times 100\%
\]

\[
P = 19.7\%
\]

The result of data posttest 2 showed that the posttest 2 had 19.5% improvement from the pretest. In the second cycle of posttest 2, there were 14 students who passed the KKM. If it was calculated into percentage, it was 46.6% through this formula:

\[
P = \frac{F}{N} \times 100\%
\]

\[
P = \frac{14}{30} \times 100\%
\]

\[
P = 46.6\%
\]

After finishing the action of second cycle, the writer moved on the next cycle. He performed the third cycle and did the posttest 3. Afterwards, he utilized the data from posttest 3 by using the same formula as the previous.
The writer calculated the data to get the mean score with the formula:

\[
X = \frac{\sum x}{n}
\]

\[
\bar{X} = \frac{2.172}{30}
\]

\[
\bar{X} = 72.4
\]

The mean score of posttest 3 was 72.4, the writer made a percentage calculation:

\[
P = \frac{x - y}{y} \times 100\%
\]

\[
P = \frac{72.4 - 56.60}{56.60} \times 100\%
\]

\[
P = 27.9\%
\]

The result of data posttest 3 showed that the posttest 3 had 27.9% improvement from the pretest. In the third cycle of posttest 3, there were 22 students who passed the KKM. If it was calculated into percentage, it was 22 through this formula:

\[
P = \frac{F}{N} \times 100\%
\]

\[
P = \frac{22}{30} \times 100\%
\]

\[
P = 73.3\%
\]

At the end of third cycle, the result of the posttest showed that there was improvement gained 60% (73.3 – 13.3) from pretest to posttest 3. Meanwhile, there were 22 students who passed the KKM with the
percentage or 73.3%. Therefore, the result of posttest 3 showed that it met the criteria of the action research of CAR in which minimum 70% students passed the KKM could be achieved.

d. The Students’ Responses to the Implementation of Clustering Technique

1. The Result of Pre Questionnaire

To obtain the data about the students’ responses to the implementation of clustering technique, the writer gave students questionnaires which consist some questions after applying clustering technique. The writer gave two questionnaire, before the implementation of clustering technique and after implementation of clustering technique.

The questionnaire was delivered to 30 students. The result can be seen on the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>The students’ answer</th>
<th>The result of students’ answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1</td>
<td>The students liked teaching learning process of writing</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>The students felt suitable with teaching learning process of writing</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>The students did not find difficulties in teaching learning process of writing</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>4</td>
<td>The students were motivated in teaching learning process</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>The students were active in teaching learning process of writing</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>The students were not bored with teaching learning process</td>
<td>14</td>
</tr>
<tr>
<td>7</td>
<td>Teaching learning process could help students to generate their ideas in writing</td>
<td>14</td>
</tr>
<tr>
<td>8</td>
<td>Teaching learning process was helpful in solving students’ difficulties in writing</td>
<td>12</td>
</tr>
<tr>
<td>9</td>
<td>The students clearly understood writing of recount text</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>There was no uncomprehensible parts about recount text after teaching learning process</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>38.33</td>
</tr>
</tbody>
</table>

From the result of questionnaire above, the students gave responses in teaching learning process.

1. Students’ response toward teaching learning process, it gained that there were 11 students (36.6%) who liked the teaching learning
process. In short, the teaching learning process was not quite interesting for students. Meanwhile, 19 students or 63.3% who did not like the teaching learning process.

2. 10 students or (33.3%) who felt the teaching learning process was suitable for them. It was indicated that just a little number of students agreed to study with the teaching learning process. Nevertheless, the rest who felt the learning was not suitable for them.

3. 13 students or (43.3%) who found difficulties after learning writing recount text. It can be said that more than 50% did find any difficulty. But on the other hand, many students still could find difficulties in learning writing.

4. 12 students or (40%) who were motivated after teaching learning process of writing. It showed that the learning was not successful in stimulating the students.

5. 15 students or (50%) who were active in teaching learning process. Half of students stated that they were active in learning writing, but another half of 15 students or 50% who were passive in learning writing.

6. 14 students or (46.6%) who were not bored with teaching learning process of writing. It was indicated that the learning was not quite comfortable for them.

7. 14 students or (46.6%) who regarded that teaching learning process of writing could help them in generating ideas. It means that a number of students thought the used clustering technique could not help them in generating ideas.

8. 12 students or (40%) who thought the teaching learning process was helpful to solve their problems in writing.

9. 8 students or (26.6%) who clearly understood writing of recount text. It means that the technique used was not appropriate for the students.

10. 6 students or (20%) who were not confuse with recount text or there is no incomprehensible parts of recount text after teaching learning
process. It was only few students who understood clearly about recount text.

Regarding to the result of pre questionnaire above, it could be concluded that there was still needed improvement about the students’ positive response after the implementation of clustering technique.

**Table 4.3**
The Result of Post Questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>The students’ answer</th>
<th>The result of students’ answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1</td>
<td>The students liked teaching learning process of writing by using clustering technique</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Clustering technique was suitable for teaching recount text</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>The students did not find difficulties in teaching learning process of writing by using clustering technique</td>
<td>21</td>
</tr>
<tr>
<td>4</td>
<td>The students were motivated in teaching learning process after implementation of clustering technique</td>
<td>26</td>
</tr>
<tr>
<td>5</td>
<td>The students were active in teaching learning process of writing by using clustering technique</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>technique</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>6</td>
<td>The students were not bored with clustering technique</td>
<td>26</td>
</tr>
<tr>
<td>7</td>
<td>Clustering technique could help students to generate their ideas in writing</td>
<td>29</td>
</tr>
<tr>
<td>8</td>
<td>Clustering was helpful in solving students’ difficulties in writing</td>
<td>27</td>
</tr>
<tr>
<td>9</td>
<td>The students clearly understood writing recount text after using clustering technique</td>
<td>28</td>
</tr>
<tr>
<td>10</td>
<td>There were no uncomprehensible parts about recount text after learning writing through clustering technique</td>
<td>21</td>
</tr>
</tbody>
</table>

|   | Mean                                                                      |   |   |
|---|                                                                          | 88.00| 0.90 |

From the result of post questionnaire above, the students gave responses in teaching writing of recount text through clustering technique.

1. Students’ respons toward teaching recount text with clustering technique, it gained that there were 30 students (100%) who liked the clustering technique.
2. 30 students or (100%) who felt the clustering technique was suitable for them. It can be said that all the students agreed to use clustering in learning recount text.

3. 21 students or (70%) who found difficulties after learning writing of recount text through clustering technique. In other word, most of students did not find any difficulties with clustering.

4. 26 students or (86.6%) who were motivated after teaching learning process of writing. It means that clustering was quite enjoyable, so that their motivation increased in learning writing.

5. 26 students or (86.6%) who were active in teaching learning process of writing by using clustering technique.

6. 26 students or (86.6%) who were not bored with clustering technique.

7. 29 students or (96.6%) who regarded that clustering technique could help them in generating ideas.

8. 27 students or (90%) who were helped in solving their problems in writing through clustering technique.

9. 28 students or (93.3%) who clearly understood writing of recount text.

10. 21 students or (70%) who were not confuse with recount text or there is no incomprehensible parts of recount text after learning through clustering technique.

### Table 4.4

<table>
<thead>
<tr>
<th></th>
<th>Pre Questionnaire</th>
<th>Post Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>38.33</td>
<td>88.00</td>
</tr>
<tr>
<td>Improvement</td>
<td></td>
<td>49.67%</td>
</tr>
</tbody>
</table>

From the table above, the writer compared pre questionnaire and post questionnaire. It means that the writer got different results before and
after implementation of clustering technique. Both two means of pre questionnaires and post questionnaires showed that the mean of pre questionnaire was 38.33 and the mean of post questionnaire was 88.00. Meanwhile, the gained improvement was 49.67%. It can be concluded that students’ responses toward clustering technique in teaching recount text was positive. In short, the using of clustering technique in learning recount text was liked by students.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The purpose of this research is to find out whether or not there is an improvement in learning recount text through clustering technique toward students’ writing skill. Based on the research carried out in second grade at SMPN 2 Tarumajaya Bekasi academic year 2010/2011, the writer made a conclusion.

The writer concluded that clustering technique could improve students’ writing of recount text, It referred to the following informations:

1. Related to the test result, there were some progressions of students’ score from pretest to the posttest of the third cycle. In the pretest, there were three or 13.3% students who passed the KKM and the mean score of pretest were 56.60. Then in the result of posttest in cycle 1, there were 10 or 33.3% students in the class who passed the KKM considering their mean score of the test gained 63.06 and the improvement was 11.4%. Next in the result of posttest 2 in the second cycle, there gained 14 or 46.6% students who passed the KKM in which their mean score of writing test derived 67.8 and it got any improvement 19.7%. Next in the result of posttest 3 in the third cycle, there gained 22 or 73.3% students who passed the KKM in which their mean score of writing test derived 72.4 and gained 27.9% of improvement.
2. The questionnaire results showed the students’ responses toward the implementation of clustering technique. Both two means of pre questionnaire and post questionnaire showed different results. The mean of pre questionnaire was 38.33 and the mean of post questionnaire was 88.00. Meanwhile, the gained improvement was 49.67%. It can be concluded that students’ responses toward clustering technique in teaching recount text was positive.

B. Suggestions

Based on the research results, the writer gives some suggestions as follows:

1. In teaching writing skill, the teachers are hopped more creative in teaching his students in order to maximize teaching learning process, and makes the students are not bored.

2. The teacher should be active to involve his students in teaching learning process.

3. Clustering technique can be applied in English teaching learning process, particularly the attempt of improving students’ writing of recount text. In this term, the students are demanded to conduct pre writing activity.
BIBLIOGRAPHY


Dawson, Melanie and Joe Essid. “Pre-Writing” from: http://virtualworldsedu.info/wweb/cluster.html


Appendix 1

PROFILE OF SMPN 2 TARUMAJAYA
KABUPATEN BEKASI

A. Background of SMPN 2 Tarumajaya, Kabupaten Bekasi

SMPN 2 Tarumajaya–Kabupaten Bekasi is one of educational institutions of national struggle which is sheltered by The Organization of Republic Indonesian Teacher (PGRI/ Persatuan Guru Republik Indonesia). SMPN 2 Tarumajaya-Kabupaten Bekasi is very consistent with the objective, that is to held quality education and affordable for the whole society.

SMPN 2 Tarumajaya – Kabupaten Bekasi is located at Jl. Pahlawan Setia, kec. Tarumajaya, Kab. Bekasi. This school was established in 2005/2006. Establishing on the land area 9.923 m², for the building are 1.150 m². The area of land which is used by SMPN 2 Tarumajaya is owned by TKD (Tanah Kas Desa) 203 which is given for education. This school is headed by Dra Ulfah. As a principal.

B. Vision, Mission, and Target of SMPN 2 Tarumajaya-
Kabupaten Bekasi

Here is the vision, mission and target of SMPN 2 Tarumajaya-
Kabupaten Bekasi.

1. Vision

“Excellent in achievement of sublime morals and cultured”

2. Mission

a. Increase teaching learning process effectively and efficiently.
b. Increase extra curriculum activity.
c. Increase religious activity.
d. Increase the concept of wisata mandala.

C. Facilities of SMPN 2 Tarumajaya-Kabupaten Bekasi

<table>
<thead>
<tr>
<th>Room</th>
<th>Number of Room</th>
<th>In Good Condition</th>
<th>In Bad Condition</th>
<th>Damage Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Laboratory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art and Crafts Room</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Laboratory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio Visual Laboratory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Laboratory</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Here is the list of room of SMPN 2 Tarumajaya-Kabupaten Bekasi:

<table>
<thead>
<tr>
<th>No</th>
<th>Room</th>
<th>Number</th>
<th>Size</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principle Room</td>
<td>1</td>
<td>32</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Vice Principle Room</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teacher</td>
<td>1</td>
<td>70</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Administration Room</td>
<td>1</td>
<td>35</td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Guest</td>
<td>1</td>
<td>12</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### List of Supporting Room in SMPN 2 Tarumajaya

<table>
<thead>
<tr>
<th>No</th>
<th>Kind of Room</th>
<th>Number</th>
<th>Size</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Storeroom</td>
<td>1</td>
<td>12</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Kitchen</td>
<td>1</td>
<td>6</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Reproduction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Toilet for Teacher</td>
<td>3</td>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Toilet for Student</td>
<td>4</td>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>Guidance and Counseling</td>
<td>1</td>
<td>6</td>
<td>Good</td>
</tr>
<tr>
<td>7</td>
<td>UKS</td>
<td>1</td>
<td>6</td>
<td>Good</td>
</tr>
<tr>
<td>8</td>
<td>PMR/Boy Scouts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Students’ Union Room</td>
<td>1</td>
<td>6</td>
<td>Good</td>
</tr>
<tr>
<td>10</td>
<td>Mosque</td>
<td>1</td>
<td>49</td>
<td>Good</td>
</tr>
<tr>
<td>11</td>
<td>Replacement</td>
<td>2</td>
<td>12</td>
<td>Good</td>
</tr>
<tr>
<td>12</td>
<td>Cooperation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Hall/Lobby</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Canteen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Pump Room/Water Tower</td>
<td>1</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>16</td>
<td>Vehicle Shed</td>
<td>1</td>
<td>60</td>
<td>Good</td>
</tr>
</tbody>
</table>

### D. The Number of Students of SMPN 2 Tarumajaya-Kabupaten Bekasi.

Here is the list of the number of students of SMPN 2 Tarumajaya-Kabupaten Bekasi.
### Students of SMPN 2 Tarumajaya-Kabupaten Bekasi 2010-2011

<table>
<thead>
<tr>
<th>Class</th>
<th>Male</th>
<th>Female</th>
<th>Σ</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII</td>
<td>120</td>
<td>125</td>
<td>245</td>
</tr>
<tr>
<td>VIII</td>
<td>113</td>
<td>127</td>
<td>240</td>
</tr>
<tr>
<td>IX</td>
<td>85</td>
<td>110</td>
<td>195</td>
</tr>
<tr>
<td>Σ</td>
<td>317</td>
<td>362</td>
<td>680</td>
</tr>
</tbody>
</table>

### E. Teacher and Staff of SMPN 2 Tarumajaya

Here is the list of teacher and staff of SMPN 2 Tarumajaya, Kabupaten Bekasi:

**Teachers of SMPN 2 Tarumajaya, Kabupaten Bekasi**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Place and Date of Birth</th>
<th>Teaching Subject</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dra. Ulfa</td>
<td>Bekasi, 06-10-1969</td>
<td>BP/BK</td>
<td>Principle</td>
</tr>
<tr>
<td>2</td>
<td>Sopriyandi, S.Pd</td>
<td>Bekasi, 27-06-1966</td>
<td>B. Indo</td>
<td>Teacher</td>
</tr>
<tr>
<td>3</td>
<td>Iin Suhaini, S.Pd</td>
<td>Bekasi, 04-10-1965</td>
<td>PPKn</td>
<td>Teacher</td>
</tr>
<tr>
<td>4</td>
<td>Endang Suprapti, S.Pd</td>
<td>Jakarta, 24-03-1977</td>
<td>PPKn</td>
<td>Teacher</td>
</tr>
<tr>
<td>5</td>
<td>H. A. Effendi, S.Ag</td>
<td>Bekasi, 09-08-1969</td>
<td>PAI/BTA</td>
<td>Teacher</td>
</tr>
<tr>
<td>6</td>
<td>Huldi, S.Ag</td>
<td>Bekasi, 20-11-1974</td>
<td>PAI/Seni</td>
<td>Teacher</td>
</tr>
<tr>
<td>7</td>
<td>Arip Sutoing, S.Pd</td>
<td>Bekasi, 25-08-1970</td>
<td>B. Indo</td>
<td>Teacher</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Birthplace</td>
<td>Date of Birth</td>
<td>Field of Study</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------</td>
<td>--------------</td>
<td>---------------</td>
<td>----------------</td>
</tr>
<tr>
<td>8</td>
<td>Namin, S.Pd</td>
<td>Bekasi</td>
<td>12-03-1975</td>
<td>IPS</td>
</tr>
<tr>
<td>9</td>
<td>Yuni Ekawati, S.Pd</td>
<td>Klaten</td>
<td>19-06-1971</td>
<td>B. Indo</td>
</tr>
<tr>
<td>10</td>
<td>Siti Maryamah, S.Pd</td>
<td>Bekasi</td>
<td>12-04-1977</td>
<td>IPS/Seni</td>
</tr>
<tr>
<td>11</td>
<td>Dwi Nanto, A.Md</td>
<td>Bekasi</td>
<td>15-11-1977</td>
<td>B. Inggris</td>
</tr>
<tr>
<td>12</td>
<td>Pahrial, S.Pd</td>
<td>Bekasi</td>
<td>10-03-1968</td>
<td>IPS/Seni</td>
</tr>
<tr>
<td>13</td>
<td>Asmin, S.Pd</td>
<td>Bekasi</td>
<td>05-04-1982</td>
<td>IPS/TK</td>
</tr>
<tr>
<td>14</td>
<td>Awik Prabantari, ST</td>
<td>Sragen</td>
<td>20-12-1981</td>
<td>IPA</td>
</tr>
<tr>
<td>15</td>
<td>Anita, SH</td>
<td>Bekasi</td>
<td>20-06-1979</td>
<td>B. Inggris</td>
</tr>
<tr>
<td>16</td>
<td>Fajarwati, S.Si</td>
<td>Bekasi</td>
<td>16-04-1984</td>
<td>MTK</td>
</tr>
<tr>
<td>17</td>
<td>Mevie Kusumawati, SE</td>
<td>Bandung</td>
<td>02-07-1972</td>
<td>B. Sunda</td>
</tr>
<tr>
<td>18</td>
<td>Astri Ning Dyah, S.Pd</td>
<td>Semarang</td>
<td>04-02-1980</td>
<td>Tikom</td>
</tr>
<tr>
<td>19</td>
<td>Nia Azkia, S.Pd</td>
<td>Bekasi</td>
<td>29-01-1986</td>
<td>MTK</td>
</tr>
<tr>
<td>20</td>
<td>Yani Nurbayani, S.Pd</td>
<td>Garut</td>
<td>08-04-1986</td>
<td>MTK</td>
</tr>
<tr>
<td>21</td>
<td>Umi Fitriyani, S.Si</td>
<td>Jakarta</td>
<td>19-08-1980</td>
<td>IPA</td>
</tr>
<tr>
<td>22</td>
<td>Adi Mawardi</td>
<td>Bekasi</td>
<td>19-12-1982</td>
<td>Penjaskes</td>
</tr>
<tr>
<td>23</td>
<td>Siti Fatimah</td>
<td>Garut</td>
<td>23-04-1977</td>
<td>B. Sunda</td>
</tr>
<tr>
<td>24</td>
<td>Asmanih, S.PdI</td>
<td>Jakarta</td>
<td>07-05-1983</td>
<td>Seni Budaya</td>
</tr>
<tr>
<td>25</td>
<td>Neneng Kholilah, S.Pd</td>
<td>Bekasi</td>
<td>05-03-1983</td>
<td>BP/BK</td>
</tr>
<tr>
<td>26</td>
<td>Masep, A.Md</td>
<td>Bekasi</td>
<td>18-08-1980</td>
<td>Tikom</td>
</tr>
<tr>
<td>27</td>
<td>Hendriyani P, S.Pd</td>
<td>Jakarta</td>
<td>23-10-1972</td>
<td>BP/BK/PLH</td>
</tr>
<tr>
<td>28</td>
<td>Eti Sugiarti</td>
<td>Cirebon</td>
<td>29-05-1971</td>
<td>IPA/Seni</td>
</tr>
<tr>
<td>29</td>
<td>Ade A. Mahzumi, S.Pd</td>
<td>Bekasi</td>
<td>24-05-1989</td>
<td>B. Inggris</td>
</tr>
</tbody>
</table>
## Appendix 2

### Field Note

**Cycle 1**

<table>
<thead>
<tr>
<th>Notice: Write the important things</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The participation was low.</td>
</tr>
<tr>
<td>- The students did not finish the assignment on time.</td>
</tr>
<tr>
<td>- Most of students were passive.</td>
</tr>
<tr>
<td>- The post-test result showed 33.3% students who got score above 70.</td>
</tr>
<tr>
<td>- The teacher could not control all students, there were some students who did not pay attention to the lesson.</td>
</tr>
</tbody>
</table>

**Field Note**

**Cycle 2**

<table>
<thead>
<tr>
<th>Notice: Write the important things</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The participation was better in this cycle.</td>
</tr>
<tr>
<td>- Most of the students finished the assignment on time, even some students still did not finish the assignment.</td>
</tr>
<tr>
<td>- The result of the post-test showed 46.6% students who got score above 70.</td>
</tr>
<tr>
<td>- Students’ understanding was getting better.</td>
</tr>
</tbody>
</table>
Field Note

Cycle 3

Notice: Write the important things

- The result of the posttest showed 73.3% students who got score above 70.
- Students’ participation was better than previous cycle.
- Based on post questionnaire, students liked the technique in teaching-learning process.
## Appendix 3

### Sheet of Pre-Observation of Teaching Learning Process

**Place**: SMPN 2 Tarumajaya  
**Day/Date**: Monday, March 21 2011

<table>
<thead>
<tr>
<th>No</th>
<th>Observed Objects</th>
<th>Observation</th>
</tr>
</thead>
</table>
| 1. | Teacher                                 | - The teacher checked the attendance list.  
|    |                                         | - The teacher explained the objective of lesson.  
|    |                                         | - The teacher explained the lesson.  
|    |                                         | - The teacher was more dominant than the students.  
|    |                                         | - The teacher could manage the class.  
|    |                                         | - He asked the students to do some exercises based on LKS.                |
| 2. | Students                                | - The students listened to the explanation.  
|    |                                         | - The students did exercise based on LKS.  
|    |                                         | - Some students cheated, and few students walked around the class.  
|    |                                         | - Few male students did not pay attention to teacher explanation.         |
| 3. | Interaction between the teacher and the students | - Some students asked to the teacher about the lesson, and the teacher answered the question.  
|    |                                         | - The interaction between teacher and students went communicatively, the students were not afraid and shy to ask. |
| 4. | Evaluation                              | - The teacher took the students’ score from LKS.                        |
## Appendix 4

### ANGKET UNTUK SISWA

Angket ini bertujuan untuk mendapatkan informasi mengenai penelitian skripsi saya, dan siswa-siswi dimohon kesediaan untuk menjawab beberapa pertanyaan dibawah ini.

**Petunjuk:** jawablah pertanyaan-pertanyaan di kertas ini dengan cara mengisi isian atau memberi tanda check list pada jawaban yang dipilih sesuai dengan keadaan sebenarnya.

<table>
<thead>
<tr>
<th>No</th>
<th>Pertanyaan</th>
<th>Ya</th>
<th>Tidak</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apakah kamu menyukai metode pembelajaran ini?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Apakah penggunaan metode pembelajaran ini sesuai untuk menyampaikan materi tentang recount text?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Apakah kamu merasakan kesulitan belajar dengan metode pembelajaran ini?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Apakah metode ini membuat kamu bersemangat?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Apakah kamu aktif mengikuti belajar dengan metode pembelajaran ini?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Apakah kamu merasa jenuh belajar dengan metode ini?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Apakah kamu dapat menambah ide dalam menulis jika menggunakan metode pembelajaran ini?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Apakah kamu merasa mudah dalam menulis jika menggunakan metode ini?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Apakah kamu memahami materi dengan baik setelah menggunakan metode pembelajaran ini?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Apakah masih terdapat materi yang belum dipahami setelah menggunakan metode pembelajaran ini?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 5

CYCLE I
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMP
Mata pelajaran : Bahasa Inggris
Kelas/semester : VIII (delapan)/ 2
Jenis teks : Narrative/Recount text (pertemuan ke 1)
Tema : My weekend
Aspek/skill : menulis
Alokasi waktu : 2x40 menit

Standar Kompetensi
Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan dan sekitar.

Kompetensi Dasar
Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative.

Indikator
Menulis teks pendek sederhana dalam kalimat berbentuk present dan past.

Tujuan Pembelajaran
Setelah akhir pembelajaran siswa dapat:

- Siswa mengetahui struktur kalimat berbentuk present dan past.
- Siswa dapat merubah kalimat berbentuk present menjadi berbentuk past.
- Siswa dapat mengidentifikasi generic structure dari recount text.
Materi Pembelajaran

- Teks essai berbentuk narrative/recount
  
  o Last summer holiday, my family and I spent one night at the countryside. We stayed in a small house. It had a big garden with lots of colorful flowers and a swimming pool. First, we made a fire in front of the house. Then, we sat around the fire and sang lots of songs together. After that, we came into the house and had a dinner. Next, we sat in the living room and watched a movie. Finally, everybody fell asleep there. We woke up very late in the morning and had breakfast. In the afternoon we went home. We were all very happy.

- Kosa kata terkait tema.
  
  o Misalnya:
    - Verb: spent, stayed, had, made, sat, sang, came, watched, fell, woke up, went, etc.
    - Adjective: was, were.

- Generic structure of a recount text:
  
  o The text consists of:
    - Title (optional), It’s usually summarizes the text and informs specific participants. (e.g.: I, my friend, my family)
    - Part I: setting of orientation, it provides the background information. It answers the questions: who? when? where? why? what experience?
    - Part II: list of events, it presents events: what people do? It tells the event chronologically. It uses conjunctions or connectives like: first, next, then, finally, and so on. They show the sequence of events.
    - Part III: reorientation, it presents the concluding comments. It expresses the author’s personal opinion regarding the events described.

Metode/teknik : Three-phase technique

Langkah-Langkah Kegiatan

1. kegiatan pendahuluan
a. memberi salam dan tegur sapa
b. menanyakan sejauh mana siswa mengetahui materi yang akan dipelajari

2. kegiatan inti
   a. menjelaskan generic structure of recount text
   b. menjelaskan teks recount yang ada
   c. mengkaitkan materi yang dijelaskan dengan teks recount
   d. meminta siswa merubah kalimat deklaratif berbentuk present menjadi kalimat berbentuk lampau/past
   e. meminta siswa membuat kalimat dari kata kerja yang diberikan sesuai dengan kalimat teks recount

3. kegiatan penutup
   a. menanyakan kesulitan siswa
   b. menyimpulkan materi

Sumber Belajar
- lembar kerja siswa
- English on Sky 2

Penilaian

| teknik | : tes tulis |
|---------------------|
| bentuk | : tes tulis, |

Write down seven things that you did last Sunday. You may use the verbs.

<table>
<thead>
<tr>
<th>Get up</th>
<th>have breakfast</th>
<th>take a bath</th>
<th>watch</th>
<th>play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go</td>
<td>meet</td>
<td>see</td>
<td>sleep</td>
<td>listen</td>
</tr>
<tr>
<td>Visit</td>
<td>buy</td>
<td>clean</td>
<td>help</td>
<td>do</td>
</tr>
</tbody>
</table>

Example: I got up at six o’clock

Mengetahui: Bekasi, 28 Maret 2011
Guru Mata Pelajaran : Ade A. Mahzumi, S.Pd
Kepala Sekolah : Dra. Ulfa
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMP
Mata pelajaran : Bahasa Inggris
Kelas/semester : VIII (delapan)/ 2
Jenis teks : Narrative/Recount text (pertemuan ke 2)
Tema : My weekend
Aspek/skill : menulis
Alokasi waktu : 2x40 menit

Standar Kompetensi
Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan dan sekitar.

Kompetensi Dasar
Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative.

Indikator
- Mengidentifikasi fungsi dari teks recount
- Mengidentifikasi generic structure dari teks recount
- Membuat teks recount sesuai dengan tema yang ditentukan menggunakan Clustering Technique

Tujuan Pembelajaran
Setelah akhir pembelajaran siswa dapat:
• Siswa mampu memahami fungsi teks recount
• Siswa mampu mengidentifikasi generic structure dari teks recount
• Siswa mampu membuat teks recount

**Materi Pembelajaran**

• A recount text usually retells an experience in which the writer was personally involved. It lists and describes past experiences by retelling events.
• Generic structure of a recount text:
  o The text consists of:
    ▪ **Title** (optional), It’s usually summarizes the text and informs specific participants. (e.g.: I, my friend, my family)
    ▪ **Part II: list of events**, it presents events: what people do? It tells the event chronologically. It uses conjunctions or connectives like: first, next, then, finally, and so on. They show the sequence of events.
    ▪ **Part III: reorientation**, it presents the concluding comments. It expresses the author’s personal opinion regarding the events described

**Metode Pembelajaran/Teknik : Two Phase Technique**

• Ceramah: Menjelaskan fungsi dan generic structure dari teks recount
• Demonstrasi: Membuat kelompok siswa dan mempraktikkan menulis teks recount menggunakan Clustering technique.
• Penugasan dan latihan
Langkah-langkah Kegiatan:

**Siklus I:**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Langkah-langkah</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motivasi</strong></td>
<td>• Salam dan tegur&lt;br&gt; • Guru menanyakan siswa tentang kegiatan menarik yang pernah siswa lakukan&lt;br&gt; • Motivasi dan pengenalan materi</td>
<td>• 10 menit</td>
</tr>
<tr>
<td><strong>Presentasi</strong></td>
<td>• Guru menjelaskan <em>recount text</em>.&lt;br&gt; • Guru membuat kelompok siswa secara berpasangan (<em>Work in pairs</em>)&lt;br&gt; • Guru memberikan kesempatan pada tiap-tiap kelompok mendiskusikan langkah-langkah dalam membuat <em>recount text</em></td>
<td>• 30 menit</td>
</tr>
<tr>
<td><strong>Latihan</strong></td>
<td>• Taip-tiap kelompok membuat <em>recount text</em> sesuai tema yang dipilih</td>
<td>• 30 menit</td>
</tr>
<tr>
<td><strong>Evaluasi</strong></td>
<td>• Membahas hasil kerja siswa&lt;br&gt; • Menayakan kesulitan belajar siswa&lt;br&gt; • Menyimpulkan materi</td>
<td>• 10 menit</td>
</tr>
</tbody>
</table>

**Sumber Belajar**

- Lembar kerja siswa
- English on Sky 2
Penilaian

teknik : praktek
bentuk : Membuat teks recount menggunakan Clustering technique

Make one paragraph of recount that consists of five sentences about particular events!

1. Mengetahui: Bekasi, 28 Maret 2011
   Guru Mata Pelajaran : Ade A. Mahzumi, Sp.d
   Kepala Sekolah : Dra. Ulfa

Bekasi, 28 Maret 2011
Appendix 6

CYCLE II
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMP
Mata pelajaran : Bahasa Inggris
Kelas/semester : VIII (delapan)/ 2
Jenis teks : Narrative/Recount text (pertemuan ke 1)
Tema : My weekend
Aspek/skill : menulis
Alokasi waktu : 2x40 menit

Standar Kompetensi
Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan dan sekitar.

Kompetensi Dasar
Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative.

Indikator
- Mengidentifikasi fungsi dari teks recount
- Mengidentifikasi *generic structure* dari teks recount
- Membuat teks recount sesuai dengan tema yang ditentukan menggunakan *Clustering Technique*
Tujuan Pembelajaran

Setelah akhir pembelajaran siswa dapat:

- Siswa mampu memahami fungsi teks recount
- Siswa mampu mengidentifikasi generic structure dari teks recount
- Siswa mampu membuat teks recount

Materi Pembelajaran

- A recount text usually retells an experience in which the writer was personally involved. It lists and describes past experiences by retelling events.
- Generic structure of a recount text:
  - The text consists of:
    - **Title** (optional), It’s usually summarizes the text and inform specific participants. (e.g.: I, my friend, my family)
    - **Part II: list of events**, it presents events: what people do? It tells the event chronologically. It uses conjunctions or connectives like: first, next, then, finally, and so on. They show the sequence of events.
    - **Part III: reorientation**, it presents the concluding comments. It expresses the author’s personal opinion regarding the events described

Metode Pembelajaran/Teknik : *Two Phase Technique*

- Ceramah: Menjelaskan fungsi dan generic structure dari teks recount
- Demonstrasi : Membuat kelompok siswa dan mempraktikkan menulis teks recount menggunakan Clustering technique.
- Penugasan dan latihan
Langkah-langkah Kegiatan:

Siklus I:

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Langkah-langkah</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| **Motivasi** | • Salam dan tegur  
• Guru menanyakan siswa tentang kegiatan menarik yang pernah siswa lakukan  
• Motivasi dan pengetahuan materi | • 10 menit |
| **Presentasi** | • Guru menjelaskan *recount text*.  
• Guru membuat kelompok siswa secara berpasangan (*Work in pairs*)  
• Guru memberikan kesempatan pada tiap-tiap kelompok mendiskusikan langkah-langkah dalam membuat *recount text* | • 30 menit |
| **Latihan** | • Taip-tiap kelompok membuat *recount text* sesuai tema yang dipilih | • 30 menit |
| **Evaluasi** | • Membahas hasil kerja siswa  
• Menyanyakan kesulitan belajar siswa  
• Menyimpulkan materi | • 10 menit |

Sumber Belajar:
• lembar kerja siswa  
• English on Sky 2
Make one paragraph of recount that consists of five sentences about particular events!
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah: SMP
Mata pelajaran: Bahasa Inggris
Kelas/semester: VIII (delapan)/ 2
Jenis teks: Narrative/Recount text (pertemuan ke 2)
Tema: My weekend
Aspek/skill: menulis
Alokasi waktu: 2x40 menit

Standar Kompetensi
Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan dan sekitar.

Kompetensi Dasar
Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative.

Indikator
- Menentukan tema dalam menulis teks recount menggunakan Clustering Technique.
- Membuat teks recount sesuai dengan tema yang ditentukan menggunakan Clustering Technique.

Tujuan Pembelajaran
Setelah akhir pembelajaran siswa dapat:
This morning my friend and I went to EOS studio. It’s not far from our school, so we just rode our bycycles.

Part II: List of Events

- Met Santi&Riko
- Look around
- Events
- Lunch
- Took some photos
First, we met Shanti and Riko outside the studio. Then, they took us into the studio and showed us around. After that, we had lunch at EOS canteen. The food was delicious. Before we went home, we took some photographs with Santi and Riko.

Part III: Reorientation

It was tiring but we were very happy.

Metode Pembelajaran/Teknik: Two Phase Technique

- Ceramah: Menjelaskan fungsi dan generic structure dari teks recount
- Demonstrasi: Membuat kelompok siswa dan mempraktikkan menulis teks recount menggunakan Clustering technique.
- Penugasan dan latihan

Langkah-langkah Kegiatan:

Siklus II:
<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Langkah-langkah</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| **Motivasi** | • Salam dan tegur  
• Apersepsi  
• Motivasi dan pengenalan materi | • 10 menit |
| **Presentasi** | • Guru menjelaskan fungsi dan cara *Clustering Technique* dalam menulis *recount text*.  
• Guru membuat kelompok siswa secara berpasangan (*Work in pairs*)  
• Guru memberikan kesempatan pada tiap-tiap kelompok mendiskusikan langkah-langkah dalam membuat *recount text* | • 35 menit |
| **Latihan** | • Memberikan pri-tes kepada siswa mengenai teks recount  
• Tiap-tiap kelompok membuat *recount text* sesuai tema yang dipilih | • 35 menit |
| **Evaluasi** | • Membahas hasil kerja siswa  
• Menayakan kesulitan belajar siswa  
• Menyimpulkan materi | • 10 menit |

**Sumber Belajar**

- lembar kerja siswa
- English on Sky 2

**Penilaian**
teknik : praktek
bentuk : Membuat teks recount menggunakan Clustering technique

Make a recount that consists of five sentences about particular events!

3.

Mengetahui,        Bekasi, 1 April 2011
Guru Mata Pelajaran : Ade. A. Mahzumi, S.Pd
Kepala Sekolah      : Dra. Ulfa
Appendix 7

CYCLE III
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMP
Mata pelajaran : Bahasa Inggris
Kelas/semester : VIII (delapan)/ 2
Jenis teks : Narrative/Recount text (pertemuan ke 1)
Tema : My weekend
Aspek/skill : menulis
Alokasi waktu : 2x40 menit

Standar Kompetensi
Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan dan sekitar.

Kompetensi Dasar
Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative.

Indikator
- Mengidentifikasi fungsi dari teks recount
- Mengidentifikasi generic structure dari teks recount
- Membuat teks recount sesuai dengan tema yang ditentukan menggunakan Clustering Technique
Tujuan Pembelajaran

Setelah akhir pembelajaran siswa dapat:

- Siswa mampu memahami fungsi teks recount
- Siswa mampu mengidentifikasi generic structure dari teks recount
- Siswa mampu membuat teks recount

Materi Pembelajaran

- A recount text usually retells an experience in which the writer was personally involved. It lists and describes past experiences by retelling events.
- Generic structure of a recount text:
  - The text consists of:
    - Title (optional), It’s usually summarizes the text and informs specific participants. (e.g.: I, my friend, my family)
    - Part I: setting of orientation, it provides the background information. It answers the questions: who? when? where? why? what experience?
    - Part II: list of events, it presents events: what people do? It tells the event chronologically. It uses conjunctions or connectives like: first, next, then, finally, and so on. They show the sequence of events.
    - Part III: reorientation, it presents the concluding comments. It expresses the author’s personal opinion regarding the events described

Metode Pembelajaran/Teknik : Two Phase Technique

- Ceramah: Menjelaskan fungsi dan generic structure dari teks recount
- Demonstrasi : Membuat kelompok siswa dan mempraktikkan menulis teks recount menggunakan Clustering technique.
- Penugasan dan latihan

Langkah-langkah Kegiatan :
**Siklus I :**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Langkah-langkah</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| **Motivasi** | • Salam dan tegur  
• Guru menanyakan siswa tentang kegiatan menarik yang pernah siswa lakukan  
• Motivasi dan pengenalan materi | • 10 menit |
| **Presentasi** | • Guru menjelaskan *recount text.*  
• Guru membuat kelompok siswa secara berpasangan (*Work in pairs*)  
• Guru memberikan kesempatan pada tiap-tiap kelompok mendiskusikan langkah-langkah dalam membuat *recount text* | • 30 menit |
| **Latihan** | • Taip-tiap kelompok membuat *recount text* sesuai tema yang dipilih | • 30 menit |
| **Evaluasi** | • Membahas hasil kerja siswa  
• Menyayakan kesulitan belajar siswa  
• Menyimpulkan materi | • 10 menit |

**Sumber Belajar**
- lembar kerja siswa
- English on Sky 2

**Penilaian**

| teknik : praktek |
bentuk : Membuat teks recount menggunakan Clustering technique

Make one paragraph of recount that consists of five sentences about particular events!

4.

Mengetahui:        Bekasi, 4 April 2011
Guru Mata Pelajaran : Ade A. Mahzumi, Sp.d
Kepala Sekolah      : Dra. Ulfa
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMP
Mata pelajaran : Bahasa Inggris
Kelas/semester : VIII (delapan)/ 2
Jenis teks : Narrative/Recount text (pertemuan ke 2)
Tema : My weekend
Aspek/skill : menulis
Alokasi waktu : 2x40 menit

Standar Kompetensi
Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan dan sekitar.

Kompetensi Dasar
Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative.

Indikator
- Menentukan tema dalam menulis teks recount menggunakan Clustering Technique.
- Membuat teks recount sesuai dengan tema yang ditentukan menggunakan Clustering Technique.

Tujuan Pembelajaran
Setelah akhir pembelajaran siswa dapat:

- Siswa mampu menggunakan *Clustering Technique*
- Siswa mampu menegembangkan ide dan kerangka karangan
- Siswa mampu membuat teks recount

**Materi Pembelajaran**

**Part I: Setting or Orientation**

- **who**
- **when**
- **where**
- **title**
- **why**
- **What experience**

This morning my friend and I went to EOS studio. It’s not far from our school, so we just rode our bycyles.

**Part II: List of Events**

- Met Santi&Riko
- Look around
- Events
- Lunch
- Took some photos
First, we met Shanti and Riko outside the studio. Then, they took us into the studio and showed us around. After that, we had lunch at EOS canteen. The food was delicious. Before we went home, we took some photographs with Santi and Riko.

Part III: Reorientation

It was tiring but we were very happy.

Metode Pembelajaran/Teknik: *Two Phase Technique*

- Ceramah: Menjelaskan fungsi dan *generic structure* dari teks recount
- Demonstrasi: Membuat kelompok siswa dan mempraktikkan menulis teks recount menggunakan *Clustering technique*.
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• Guru memberikan kesempatan pada tiap-tiap kelompok mendiskusikan langkah-langkah dalam membuat *recount text* | • 35 menit |
| **Latihan** | • Memberikan pri-tes kepada siswa mengenai teks recount  
• Taip-tiap kelompok membuat *recount text* sesuai tema yang dipilih | • 35 menit |
| **Evaluasi** | • Membahas hasil kerja siswa  
• Menayakan kesulitan belajar siswa  
• Menyimpulkan materi | • 10 menit |

*Sumber Belajar*

- lembar kerja siswa
- English on Sky 2
Penilaian

teknik  : praktek
bentuk   : Membuat teks recount menggunakan *Clustering technique*

*Make a recount that consists of five sentences about particular events!*

5.

-Mengetahui,       Bekasi, 4 April 2011
Guru Mata Pelajaran : Ade. A. Mahzumi, S.Pd
Kepala Sekolah       : Dra. Ulfa