APPLYING CUBING STRATEGY TO ENHANCE STUDENTS’ WRITING ABILITY OF RECOUNT TEXT

(A Classroom Action Research at The Eighth Grade Students of MTs Al-Awwabin Depok in Academic Year 2018/2019)

A Skripsi Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of S.Pd. (S-1) in English Education

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2019
APPROVAL SHEET

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A Skripsi

Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of Strata I (Bachelor of Art) in English Education

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ENDORSEMENT SHEET

The Examination Committee of The Faculty of Educational Sciences certifies that the “skripsi” (Scientific Paper) entitled “Applying Cubing Strategy to Enhance Students’ Writing Ability of Recount Text” (A Classroom Action Research at The Eight Grade Students of MTs Al-Awwabin Depok in Academic Year 2018/2019), written by Affah Nur Cholidah, students’ registration number 11150140000054 was examined by the committee on December, 26th 2019. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of S.Pd. (S-1) in the English Education.

Jakarta, December, 26th 2019

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Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

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ABSTRACT


Keywords: Cubing Strategy, Writing Ability, Recount Text

This research is the classroom action research (CAR) and the purpose of this research is to enhance students’ writing ability of recount text through cubing strategy. The subject of this research was the VIII B class of MTs Al-Awwabin Depok which consists of 17 students. The classroom action research based on Kemmis and Mc Taggart’s design that consists of four phases: planning, acting, observing, and reflecting. There are two kinds of data in this study: qualitative and quantitative data, the qualitative data is derived from the observation, interview. Meanwhile, the quantitative data is obtained from questionnaire, pre-test and post-test. This research conducted with three cycles used the cubing strategy and writing recount text as the teaching material. Based on the interpretation of the data, it can be said that there is an improvement on students’ writing recount text and the implementation of cubing strategy was successful. The criterion of the success is if 85% of the students could pass the KKM (Kriteria Ketuntasan Minimal) which is 70. The finding of the research showed that the result of students have reached the KKM of writing in cycle 1 is 41.17%, and in cycle 2 is 70.58%, then in the cycle 3 showed that 88.23% or 15 from 17 students have reached the KKM based on the result of the test after the implementation of cubing strategy. It is also in line with the positive responses of the students after the implementation of the cubing strategy based on the questionnaire and observation. Moreover, based on the interview with the English teacher related to the students’ responses, she said that the students more active and interested in learning writing with a cubing strategy.
ABSTRAK


Kata Kunci: Strategi Pembelajaran Cubing, Kemampuan Menulis, Teks Recount

Penelitian ini menggunakan desain tindakan kelas dengan tujuan untuk meningkatkan kemampuan menulis teks recount pada siswa melalui strategi pembelajaran cubing. Subjek dari penelitian ini adalah kelas VIII B MTs Al-Awwabin yang berjumlah 17 siswa. Model yang digunakan pada penelitian tindakan kelas ini menggunakan model penelitian dari Kemmis dan Mc Taggart yang terdiri dari 4 tahap, yaitu perencanaan, tahap pelaksanaan, tahap pengamatan, dan tahap refleksi. Ada dua jenis data pada penelitian ini, yaitu data kualitatif yang didapat melalui pengamatan, wawancara. Sementara itu, data kuantitatif didapat melalui kuisiner dan tes yaitu pre-test dan post-test. Penelitian ini dilakukan selama tiga siklus dengan menggunakan strategi pembelajaran cubing dan menulis teks recount sebagai materi dalam pembelajaran. Berdasarkan hasil data yang didapat, dapat disimpulkan bahwa ada peningkatan pada kemampuan menulis teks recount pada siswa setelah penggunaan cubing sebagai strategi pembelajaran. Sementara itu, kriteria kesuksesan pada penelitian ini apabila 85% siswa dapat melampaui KKM (Kriteria Ketuntasan Minimal) yaitu 70. Dari data yang didapat menunjukkan bahwa hasil writing siswa yang melampaui KKM pada siklus 1 adalah 41.17%, pada siklus 2 adalah 70.58%, dan pada siklus 3 hasil dari writing siswa mendapat 88.23% atau 15 dari 17 siswa telah melampaui nilai KKM berdasarkan hasil tes setelah penggunaan strategi cubing. Hal ini juga sejalan dengan respon positif siswa terhadap penggunaan strategi cubing yang didapat dari hasil kuisiner dan hasil pengamatan. Selain itu, hasil dari wawancara dengan guru Bahasa Inggris yang berkaitan dengan respon siswa juga menunjukkan bahwa siswa lebih aktif dan tertarik dalam pembelajaran menggunakan strategi cubing ini.
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In the name of Allah, the Beneficent, the Merciful

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Jakarta, 19 November 2019

The Researcher

Afifah Nur Cholidah
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CHAPTER I
INTRODUCTION

A. Background of the Study

Writing is one of the important skills in learning English. Writing skill is a kind of skill taught in junior and senior high school. Moreover, the writing skill need a complex thought, because as Katherine wrote, to write well and to communicate the ideas clearly with an interesting way is needed effort, takes time, grammatically correct and also the concentration.1 Besides, Jack and Willy stated that writing is the most difficult skill to master especially for English Foreign Learners, the difficulties such as establishing and arranging ideas or sentences into a complete text.2 Therefore, Zahoor et. al claimed that writing is a complicated skill because requires a lot of concentration to develop the writing and complete the stages until the end.3 So, from the statements above, writing becomes the complex skill that needed more attention.

In this globalization era, writing becomes one of skill must be mastered to face future life such as for education, business, for a job application and many more. Writing well can establish the ability to communicate with friends, coworkers, clients, and family by using the correct word on the writing.4 Unfortunately, there are learners especially the English Foreign Learners who find it difficult in mastering English writing.

So, the teacher needs to prepare their students for good skills in writing. But there are many difficulties for students to write in English, such as they are difficult to understand the English writing because English as a foreign language for students in Indonesia. There are also some problems with students when they want to begin

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writing a text. For example, they did not have any idea what to write and they did not know how to arrange their paragraphs properly. Furthermore, based on the result of the research obtained by Fikri, he founded that many students at the basic level lack understanding of the structure of the text in writing so, their writing is not coherent.¹

Based on the researcher’s observation and interview with the English teacher at the Eighth grade students of MTs Al-Awwabin Islamic Boarding School, there are several problems faced by students especially in writing a text such as their vocabulary still low, they confused in generating the ideas into a good arrangement of paragraph, and they usually forgot about the content of the generic structure in an English text. Not only students, the teacher also has a problem in learning and teaching process. The problem is the teacher is not accustoming the students in English writing so, the students look unfamiliar with English writing.

Considering those problems, the teachers have to give more attention to students before they begin to write, the students should be given time to think and plan what they want to write to stimulate their critical thinking and they can have an outline guided for their writing.

In this research, the researcher proposes the cubing strategy as the teaching strategy for writing especially in writing recount text. Because based on the syllabus of the 2013 revised curriculum in Indonesia, there are several texts taught in the Eighth-grade junior high school students and one of those texts is recount text. And students have to be able to arrange and write the recount text based on the basic competencies number 4.11.2.²

Cubing strategy acts as a guided plan for students in writing, they can write an outline about their text from six perspectives like a cube design. Moreover, this strategy could be effective as a prewriting stage of the writing process. As Jack and

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Willy wrote on their book titled Methodology in Language Teaching that in the writing process, there are four stages, planning, drafting, revising, and editing.³

So, by cubing strategy the researcher expected that students could be planning about what they want to write so they do not confuse about the plot from their text. In writing, the cubing strategy can be used as a pre-writing activity to stimulate students’ thinking about the topic.

Based on the statement above and the advantages of applying cubing strategy as a strategy in improving students’ writing ability, this research conducted under the title “Applying Cubing Strategy to Enhance Students’ Writing Ability of Recount Text.”

B. Identification of the Problem

Based on the background of the study above, the writer summarizes the problem as follows:

1. The students are confused to start their writing
2. The students are difficult in developing the sentence or paragraph
3. The students are difficult to write a text with the correct structure
4. The teacher is not accustomed the students with English writing

C. Limitation of the Problem

Based on the identification of the problems of this research, the problem is limited to the use of cubing strategy in improving students’ writing ability of recount text at the Eighth-grade students of MTs Al-Awwabin Depok in Academic year 2018/2019.

³ Jack and Willy, op. cit., p. 315.
D. Formulation of the Problem

Based on the problems are identified above, the problem of this study will be formulated as follows: “How was the cubing strategy applied in enhancing the students’ writing ability of recount text?”

E. The Objective of the Research

Based on the formulation of the problem above, the objective of this research is to enhance students’ writing ability at the Eighth-grade students of MTs Al-Awwabin Depok.

F. Significance of the Research

By conducting this research, the researcher hopes to contribute to the improvement of English language teaching in writing skill. The researcher hopes that this research is expected to provide more information and can give advantages for the reader.

1. For the teacher: to provide information about teaching strategy which may improve the way of their teaching. Then, the teachers can apply this strategy in teaching writing.
2. For students: to stimulate them in writing recount text by using cubing strategy. Moreover, this strategy is also expected to make students easier in organizing and exploring their ideas.
3. For the researcher: to provide some information and consideration to the further researcher who wants to conduct the same issues as this research.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter consists of some theories related to this research. The discussion focuses on the writing, recount text, and cubing strategy.

A. Writing
1. The Definition of writing

Generally, writing is the process of communication by putting the idea into a text, Steve stated that “writing is the communication of content for a purpose to an audience”. Therefore, the writers have to think three things to be successful in writing, there are content, purpose, and audience.¹ In addition, the successfulness in writing depends on how much the readers can understand what the writers mean. So, to be a good writer is not easy because a writer must pay attention to the principal purpose of writing and must consider the aspects of writing in his writing.

Meanwhile, Vicki and Monette stated that writing is a repetitive process, where students will revise the entire process in writing and will repeatedly doing the steps in writing. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. It is also stated that the readers' purpose and the existing opportunities define the results of all types of writing, and effective writing is writing that fulfills the author's intentions and the readers' needs.² It can be said that writing is a complex process and needs special attention to teach writing.

From those explanations above, the writer concludes that writing is a process to deliver the ideas into a text with some purposes. Writing becomes a complex skill because it needed a clear and good paragraph in order to be understood by the reader. Before writing, it is also important to generate ideas and develop them. The explanation or supporting ideas on the writing must be

connected to each other and focuses on one mind idea. In the writing process, it is needed to focus and pay attention to the language used, because it indicates the writing could be stated properly or not.

2. The Writing Ability

From the previous explanation of writing, the researcher could summarize that writing is the process of communication by giving the ideas into a text. Then, the definition of ability is the quality of being able to do something.¹

Moreover, according to Ji-yeon Yi, writing ability is defined as the ability to perform writing tasks for a given purpose.²

3. The Purposes of Writing

Writing becomes the most fundamental skill for the whole people in the world. In the context of education, writing is an essential thing for the students, because most exams, whether they are testing foreign language abilities or other skills, often rely on the students’ writing proficiency to measure their knowledge.³

In addition, there are three purposes of writing, these are to entertain, to inform, and to persuade.⁴

1. To entertain

Writing with a purpose to entertain is when writer used their imagination and creativity to deliver their thoughts that make the reader could feel happy, sad, or other emotions, like when someone read a novel or a true story.

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2. To inform

The readers often look for some information and important things when reading a text, it is become the purpose for the writer in their writing. The informative writings usually found in the newspaper, journals, articles, and reports.

3. To persuade

In this purpose of writing, usually the writers not only deliver their feeling but also their opinion and evidence to make the reader persuaded by their writing. It could be seen in advertisements or some essays.

4. The Process of Writing

Jack and Willy stated that in the process of writing, there are four steps must be done to produce good writing, those four stages are planning, drafting, revising, and editing.\(^5\)

a. Planning

Planning is also called the pre-writing process this stage will stimulate students' minds to start their writing and make a framework of ideas that will be described. In the planning stage, the writers have to try and decide what they are going to say by making detailed notes or a few jotted words.\(^6\)

b. Drafting

Drafting is a way to discover more ideas about the topic because new ideas will come if someone keeps writing their draft.\(^7\) At the drafting stages, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. In this stage, the writers could explore and developing their ideas that were gathered in the planning stage.

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\(^6\) Harmer, *op. cit.*, p.4.

\(^7\) Katherine M. Ploeger, *Simplified Paragraph Skills*, (USA: NTC Pub Group, 2000), p.7
c. Revising

Revising is one of the most important phases of the writing process. When revising, the writer focuses on different aspects of the text in writing. In the revising stage, it is time for the writer or students to review about what they write. The writers reexamine what was written to see how effectively they have communicated their meanings or ideas to the reader.

d. Editing

In the editing stage, the students are engaged in tidying up their text to prepare the final draft for evaluation by the teacher. The editing stage can be done by proofreading with their peer’s work for grammar, spelling, punctuation, diction, sentence structure and accuracy.

5. Teaching Writing

The teachers have to consider several aspects or tasks in teaching writing to make the teaching writing well. According to Harmer, there are several tasks for the teachers in teaching writing:

a. Demonstrating

The teachers have to be able to make the students interest in writing by demonstrating some issues that could stimulate them to give their attention in writing.

b. Motivating and provoking

When writing, usually the students got stuck and this becomes a task for the teacher to provoke and motivate them in generating the ideas.

c. Supporting

The teachers have to support their students in writing. They also have to give direction and help the students when the students need help in writing class.

\[8\] Ibid., p.9.

\[9\] Jack and Willy, op. cit., p. 318.

\[10\] Harmer, op. cit., pp. 41—42.
d. Responding

When responding to the students’ writing, the teacher should give them feedback by telling them what needs to be improved or suggestion to revise their writing draft.

B. Recount Text

1. Definition of Recount Text

According to Mark and Kathy recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what occurred and when it occurred.\(^\text{11}\)

In addition, Peter and Megan stated that recount text is a sequential text that does little more than sequencing a series of events. It can be considered as the simplest type of narrative genre.\(^\text{12}\)

From those explanation by the expert, it can be conclude that recount text is the text which tell the experience of someone in the past, it needed to be write by telling who the participant on that experience, what happened, where the experience took place and with a sequence of event about that experience.

2. Types of Recount Text

According to Barwick, there are some types of cubing strategy as follows:

a. Personal recount: It retells the experience of the writer and the writer acts as the first person on their recount text.

b. Factual recount: It is like a series of events sequentially. A factual recount can be presented as a historical recount, report, or science experiment.

c. Procedural recount: A procedural recount written after the completion of a procedure. It is usually found in television, information book, and films.

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d. Critical recount: Its content is like a comment and evaluate of an issue with the negative or positive aspects. A critical recount may not be a sequenced story and usually written with the writer as the first or third person.\textsuperscript{13}

3. **Generic structure of Recount text**

According to Anderson’s theory, a recount text has three main parts or generic structure, they are:

a. **Orientation:** Is the opening of the text or the introduction of the topic of the text. It gives background information about who, what, where, and when.

b. **Event:** It is usually called as a series of paragraphs which retell the events in the order of sequence when they happened.

c. **Reorientation:** Its functions as the closing statement. It is a paragraph which contains a personal comment of the writer.\textsuperscript{14}

4. **Language Features of Recount text**

According to Mark and Kathy Anderson, the language features of recount text are:

- Descriptive words
- Proper nouns
- Past tense
- Adverb and adverbial phrase.\textsuperscript{15}

Furthermore, according to Barwick, the language features of recount text are:

- Proper nouns and pronouns to identify animals, people, or things.
- More complex noun to elaborate the description


\textsuperscript{14} Mark and Kathy, *op.cit.*, p.53.

• Word families
• Action verbs
• Descriptive words
• Adverb and adverbial phrases
• Technical and abstract language
• Past tense to tell past events
• Conjunctions and time connectives
• Significant events are included, and irrelevant details are excluded
• Quoted and reported speech
• Evaluative language is used in factual and personal recounts
• Structured sentence
• The passive voice is used at times to allow the writer to leave out the person doing the action.\(^\text{16}\)

5. The Example of Recount Text

My Holiday

Last holiday I went to my grandma’s home. Her home is quite awesome, so far away from the city and close to the vegetables farm area. My grandma and grandpa are farmers. I spent two days there and I did so many interesting things in the farm, helping my grandpa planted vegetables.

At the first day, I learned to plant spinach. I want to learn to plant because I love to eat vegetables. What I did was moving out the young spinach from the seeding area to the plantation area. I thought it was easy, but in fact, it was tiring. I had to move those one by one under the sun. I did that for several hours before launch and continued until afternoon.

In the night, I did not want anything except sleeping. I was really tired but it was fun. I could not wake up in the morning until my grandma knocked at my

\(^{16}\) John Barwick, \textit{op.cit.}, p. 6.
door. He laughed at me because what I did was not hard if compared with the real farmer.

Then, before we went to the farm again, my grandma had prepared for breakfast. After eating, I followed my grandpa to the next field. We would do daily treatment for the one-month age spinach. We had to give them enough water and checked if there were any caterpillars and grasshoppers.

At the third day, I had to back home. I was sad to leave my grandma and grandpa. But that’s fine because the next holiday I would go there and see them again.

C. Cubing Strategy

1. Definition of Cubing Strategy

   In the book titled “How to Teach Writing” by Joyce, cubing is a technique in writing defined by Gregory and Elizabeth Cowan. Cubing is useful to assist students in exploring a topic from various perspectives.\(^{17}\)

   Then, according to Rise and Charles, cubing is useful for quickly exploring topics in writing and investigate it from six different perspectives.\(^{18}\) It means that, in applying cubing strategy students can develop their ideas about the topic.

   In conclusion, cubing strategy is one of the strategies that give the opportunity for the students to improve their writing. Cubing strategy become the activity in the planning or pre-writing stage, by this strategy the students are provided to do writing based on their knowledge of the certain topic. The students could prepare their ideas and make their writing more structured by using this strategy.

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2. The Concepts of Cubing Strategy

According to Ismail, the six concepts in Cubing as follows:

a. Describe it: Examine the topic or subject what the writers or people desired

b. Compare it: Finding the similarity and differences between the topic or the objects to some others.

c. Associate it: Finding the correlation between topic or object with others, i.e. what does it reminds you about? what correlatives can be established with what and whom?

d. Analyze it: Explain about how the topic can be done or happen

e. Apply it: Explain about how to use and do with the topic

f. Argue for it or against it: Giving justification for positive or negative stance on a topic.\(^9\)

Furthermore, based on Rise and Charles, the six perspective of cubing is as follows:

a. Describing: Describe the subject of the story. i.e. What does the subject look like? i.e. Its color, its size, its shape, and its name.

b. Comparing: Compare the subject with others. i.e. What is the subject similar to? Different from?

c. Associating: Give the correlation between the subject and the writer. i.e. What does the subject make the writer think of? What connections of the subject with the writer’s experience?

d. Analyzing: Give the detail parts of the subject. i.e. What are the functions of the subject or significance of its parts? How are its parts related?

e. Applying: What can the writer do with the subject? What uses does it have?

f. Arguing: Give the argument for the subject. i.e. What arguments can the writer make for the subject? Against it?\(^{20}\)

Based on the explanation above, the researcher concluded that the cubing strategy has six different perspective, it is called cubing because a cube


\(^{20}\) Axelrod and Cooper, op. cit., p. 568.
has six side. The six perspectives can be a basis before writing. The six perspectives could be guided for students on their writing according to the topic or kind of text that they want to write. Cubing can be use for any kind of English text with the same concept of cubing that is describing, comparing, associating, analyzing, applying, and arguing. But the content of each perspective adjusted with the kind of the text that will be taught.

3. Guidelines for Using Cubing Strategy

According to Rise, there are some guidelines to help students in using the Cubing strategy. The guidelines are follows:

a. Selecting a topic, it can be a place, thing, event, or other topic.
b. Limiting the time for about 3 or 5 minutes to write on each perspective.
c. Keep writing until the students completing in explaining the topic on all perspectives.
d. Give opportunity for the students to write whatever they know about the topic.
e. Instruct the students to recheck what was written.

4. The Advantages and Disadvantages of Cubing Strategy

Based on the theory of cubing strategy above, cubing strategy has many advantages for the students especially at the planning stage of writing, because cubing strategy acts as a guided plan so, one of the advantages of cubing strategy is could be guide the students to make a well-organized text.

Furthermore, the advantages of cubing strategy are, cubing strategy could help the writer or the students to observe the object from a variety of perspective. The cubing strategy is helpful for the writer or students needing structure. Then,

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21 Ibid., pp. 568—569.
22 Joyce Armstrong and Edward E. Wilson, op. cit., p. 79.
according to Ismail, cubing can help the students for their intended writing goals and can let them to explore their writing.\textsuperscript{23}

Meanwhile the disadvantages of cubing strategy is the cubing strategy is a more complex brainstorming so, it requires more time to complete all of the sides of cubing.

\textbf{D. Previous Studies}

There has been a research which cubing strategy as one of its variables and proved that cubing strategy can be used in improving students’ writing ability. First, the research conducted by Bambang Y. C. The title of the research was “Helping EFL Learners to Develop Ideas in Writing Using the Cubing Technique”. He applied the Cubing technique to the undergraduate level in the English Department of State University of Malang and focused on paragraph and essay writing. Meanwhile, this research focused on recount text.\textsuperscript{24}

The second previous study was conducted by Nefdina L. S. with a title “Teaching Writing Descriptive text by Using Cubing Strategy at Junior High School”, this paper aims to describe how to teach descriptive text by using cubing strategy for the purpose to make students more creative in learning and writing descriptive text. This study was conducted at the second years students of junior high school and the text used is descriptive text.\textsuperscript{25}

The next study was investigated by Jhonni Iskandar with the title of the research Teaching Descriptive text by Using Cubing Strategy to the Eighth Grade Students of SMPN 22 Palembang. The objective of this research is to find out whether there is a significant difference between the Eighth-grade students’ descriptive writing achievement between those who are taught by using Cubing strategy. This study used quasi-experimental design and the sample was taken by

\textsuperscript{23} Ismail Baroudy, \textit{op. cit.}, p.4.

\textsuperscript{24} Bambang Y. C, Helping EFL Learners to Develop Ideas in Writing Using the Cubing Technique, \textit{Cahaya Lingua}, Vol. 01, 2012, p. 43.

using purposive sampling with 62 students. Meanwhile this research is used the classroom action research.26

E. Thinking Framework

Writing is one of the complex skills that should be mastered by students. The skill of writing itself is about how the messages are delivered in a written form, and it is important to generate ideas and develop it in an interesting way in order to make our reader understand what the messages are. Thus, in order to get others understanding, students must convey their ideas in a good concept and arrangement.

And there are several steps that should be done in order to make good writing such as pre-writing or planning, drafting, revising, and editing. Within these writing process, the planning stage or pre-writing as an important step to begin writing and this stage also important to the students in generating their ideas, designing their paragraph in order to make good writing.

The planning stage can be done by several strategy or technique to brainstorm the students’ ideas. From those explanation above, it is expected that the cubing strategy can be appropriate for helping students at the pre-writing stage. The researcher hopes that the result of this research can give a significant effect on students’ writing recount text and can be applied in order to improve students’ writing.

F. Research Hypothesis

Regarding to the thinking framework above, the researcher would like to propose the research hypothesis of this study as follow: if the cubing strategy well implemented, it can enhance students’ writing ability of recount text at the Eighth-grade students of MTs Al-Awwabin Depok. However, if the cubing strategy is not well implemented, it cannot enhance students’ writing ability of recount text at the Eighth-grade students of MTs Al-Awwabin Depok.

CHAPTER III
RESEARCH METHODOLOGY

This chapter discussed the aim of the research, the place and time of the research, the subject of the research, the researcher’s role of this research, the method and design of the research, the research instrument, data collecting procedure, technique of data analysis, trustworthiness, and technique of drawing conclusion.

A. The Aim of The Research

The aim of this research is to improve the students’ writing ability of recount text for the Eighth-grade students at Al-Awwabin Islamic School.

B. Place and Time of The Research

1. Place of the research

This research was conducted at Al-Awwabin Islamic School. The school is located at Raya Sawangan Street No. 21 Pancoran Mas Depok West Java.

2. Time of the research

The research was carried out for almost 2 months. The action research was started on 6th April 2019, this research consisted of three cycles and each cycle consist of 4 meetings. The schedule is as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>March</th>
<th>April</th>
<th>Mei</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arranging Instruments</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Pre-Observation</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Pre-Questionnaire</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Pre-test</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Cycle 1</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>Post-test 1</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Cycle 2</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>8</td>
<td>Post-test 2</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>9</td>
<td>Cycle 3</td>
<td></td>
<td></td>
<td>X X</td>
</tr>
</tbody>
</table>
C. Subject of The Research

The subject of the research is VIII B class Junior High School students of Al-Awwabin Islamic School academic year 2018/2019. And the VIII B class consist of 17 students.

D. Researcher’s Role in The Research

The researcher’s role in this research not only as the researcher but also as the teacher, a lesson planner, analyzer, collected the data, making a pre-test and post-test in each cycle, reports the findings, and carried out the action based on the lesson plan has been made.

E. Research Method and Design

1. Research Method

   The method of this research is qualitative research and conducted a Classroom Action Research (CAR). Classroom Action Research is a research conducted by educators in their class through self-reflection.\(^1\) In addition, based on Elliot perspective classroom action research aims to improve the quality rather than to produce knowledge.\(^2\)

   Based on the explanation above, the researcher could summarize that classroom action research is a research that can be done by the practitioners of education in order to know the problem of learning situation and to improve the aspects in learning.

2. Research Design

   The Classroom Action Research design used in this research is Kemmis and Mc Taggart’s design. In Kemmis and Mc Taggart’s design the classroom action

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research consist of four actions in each cycle, there are planning, acting, observing, and reflecting\textsuperscript{3}. After accomplishing the first cycle, it will probably occur some new problem or unfinished problem yet, therefore, it is necessary to conduct the second or third cycle with the same concept as the first cycle.

3. Procedures of CAR

This classroom action research used the Kemmis and Mc Taggart’s design so, the researcher carried out the whole action in each cycle as follows:

a. Planning

In the planning process the researcher made a planning based on the finding on the preliminary study. The activities in the planning phase are designing the lesson plan, preparing the cubing strategy, preparing the material and media, determining the criteria of success, and preparing the post-test in order to know the improvement in every cycle.

Lesson planning designed by the current syllabus used and consist of the guidelines activities that will follow by the students in the classroom, the material and media used, and the procedures of assessment.

Then, preparing the cubing strategy, the writer used the cube design that consist of six boxes, and every box must be contain with the ideas by answering every guidelines question in every box. Then, the students have to write some main ideas for their recount text’s framework, after that, they will make a full recount text from the framework of the ideas they have made on the cube design.

Next is the preparation of material and media, the writer used recount text as a material based on the current syllabus used. The material of the recount text taken from the English Book for VIII grade students by Kemendikbud, the LKS (Lembar Kerja Siswa) for VIII grade students, and other material internet sourced. The media used by the writer is a paper that consist of cube design for students, and the example of recount text.

The last step is the researcher and the English teacher discussing the criteria of success. The criteria of success called if the 85% of students in the class have the equal or higher score of the Minimum Mastery Criterion or KKM which is 70. If the result does not reach 85% of students who get the KKM score or above, it is called not successful or there is need a repetition to improve students’ learning outcomes.

b. Acting

In the acting phase, the researcher conducted all of what had been planned in the real situation or classroom. The researcher implemented a lesson plan that has been designed and taught the recount text through cubing strategy. The researcher also keeps observed the students during teaching and learning process. And the action phase took three meetings in each cycle.

In the first cycle, the researcher discussed about the recount text with the theme “Holiday” and introducing the cubing strategy and explained how to use it. In the second cycle the writer discussed about the recount text with the theme “Unforgettable experience” and reviewed the cubing strategy. And the last cycle, the researcher teaches a recount text with the theme “A fun experience in my childhood”.

c. Observing

At the observing phase, the researcher observed the students’ activities during the teaching and learning process such as students’ responses, students’ performance, students’ progress, as well as advantages and disadvantages in implementing the action in each meeting. The researcher used an observation sheet to record all the teaching and learning activities that have been carried out. And the researcher collected the data obtained from post-test to find out the students’ improvement of writing recount text in each cycle.

d. Reflecting

In the reflecting phase, the researcher reflected the data that has been obtained from the previous phase and to find out whether the implemented action is success or not. At this stage consists of several activities, such as assessing the data that has been obtained and analyze it. From the results of data analysis, the
researcher reviewed the result of students writing recount text using cubing strategy, discussed it with the English teacher and determined what must be improved for successful learning process in the second cycle.

F. Research Instrument

Research instrument is needed in order to gather the data from the subject. This research consisted of two types of instruments, there are test and non-test. Test consist of pre-test and post-test, meanwhile the non-test consisted of interview guidelines, questionnaire and observation sheet. Research instruments as follows:

1. Test

The test was given by the researcher to the students in order to measure their writing ability in writing recount text. The test was given before and after the implementation of cubing strategy. The pre-test was conducted before the implementation of cubing strategy in order to know the early writing ability of the respondents by using written test. Then, post-test was conducted after the implementation of cubing strategy in cycle 1, 2, and 3 in order to know how the cubing strategy can improve the students’ writing ability of recount text.

The test of this research used the written test because the researcher wants to know the students’ ability in writing recount text. The recount text’s topic is different in every cycle and the regulation of the written test is based on the generic structure and language feature of the recount text.

2. Observation sheet

In this research, the researcher directly observed the VIII B class students of Al-Awwabin Islamic school used the observation sheet in order to get the data and record their behavior, responses, and activity during the teaching learning process. In gathering the data, the researcher used the observation sheets. The observation sheet consists of several aspect of students’ responses and class condition.

3. Questionnaire

Questionnaire is a data collection technique that contains several questions that will be answered by the respondents. In this research, the researcher gave the questionnaire before and after the classroom action research in order to gather the
data about students’ responses towards the implementation of cubing strategy in writing recount text.

4. Interview guideline

The interview conducted to determine the teacher’s perception about the ability and condition of students’ learning process before and after the application of cubing strategy. First the researcher conducted the interview with the English teacher before the implementation of cubing strategy to know the students' abilities and weaknesses in writing recount text. Second, the researcher conducted the interview with the English teacher after the implementation of cubing strategy to find out the students’ improvement in writing and teacher’s responses of teaching writing with cubing strategy.

G. Data Collecting Procedures

Technique of collecting the data in this research was done by the observation, test, questionnaire, and interview. Before the Classroom Action Research, the researcher needs to know the students’ writing ability and the class condition by the interview with the English teacher. Then, to know the students’ responses before and after the implementation of the Cubing Strategy, the researcher gave the questionnaire before and after the Classroom Action Research. During the teaching and learning process, the researcher doing the observation to know the improvement of students’ understanding and students’ activity in the classroom. And the last is test, before the implementation of the Cubing Strategy, the researcher conducted the pre-test to know the early writing ability of the students after that the researcher conducted the post-test after applying the Cubing Strategy in each cycle to determine the improvements of students’ writing ability of recount text.

H. Technique of Data Analysis

To analyze the data related to the students’ writing test, the researcher used analytical scoring rubric adapted from Jacobs et.al at the book titled Assessing Writing by Weigle. In analytical scoring rubric of writing test consist of five
components, there are: Content, Organization, Grammar, Vocabulary, and Mechanic⁴.

**Table 3.2**

**Analytical Scoring Rubric Adapted from Jacobs et.al**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content (C)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Topic</td>
<td>4</td>
<td>The topic is complete and clear, and the details are relating to the topic</td>
</tr>
<tr>
<td>-Details</td>
<td>3</td>
<td>The topic is complete and clear, but the details are almost relating to the topic</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>The topic is complete and clear, but the details are not relating to the topic</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The topic is not clear, and the details are not relating to the topic</td>
</tr>
<tr>
<td><strong>Organization (O)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Orientation</td>
<td>4</td>
<td>Most of the sentence are related to the main idea</td>
</tr>
<tr>
<td>-Events</td>
<td>3</td>
<td>Some sentences related to the main idea</td>
</tr>
<tr>
<td>-Reorientation</td>
<td>2</td>
<td>Few sentences are related to the main idea</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The sentences are unrelated to each other</td>
</tr>
<tr>
<td><strong>Grammar (G)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Use simple past</td>
<td>4</td>
<td>Very few grammatical inaccuracies</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Few grammatical inaccuracies but not effected on meaning</td>
</tr>
<tr>
<td><strong>Tense</strong></td>
<td>2</td>
<td>Numerous grammatical inaccuracies</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Frequent grammatical inaccuracies</td>
</tr>
<tr>
<td><strong>Vocabulary (V)</strong></td>
<td>4</td>
<td>Effective choice of words and word forms</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Few misuse vocabularies, word forms, but not change the meaning</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Limited range confusing words and word forms</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Very poor knowledge of words, word forms, and not understandable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanics (M)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Spelling</td>
<td>4</td>
<td>It uses correct spelling, punctuation, and capitalization</td>
</tr>
<tr>
<td>- Punctuation</td>
<td>3</td>
<td>It has occasional errors of spelling, punctuation, and capitalization</td>
</tr>
<tr>
<td>- Capitalization</td>
<td>2</td>
<td>It has frequent errors of spelling, punctuation, and capitalization</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>It is dominated by errors of spelling, punctuation, and capitalization</td>
</tr>
</tbody>
</table>

- To know the mean of students’ score of writing test in one cycle, the researcher used the simple statistic as follows\(^5\):

\[
M_x = \frac{\sum x}{N}
\]

- To get the class percentage which passes the minimum mastery criteria or *Kriteria Ketuntasan Minimal (KKM)* 70, the researcher uses this formula\(^6\):

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

- To know the improvement of students’ writing score from cycle 1 to cycle 2 and 3, the researcher uses this formula\(^7\):

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\(^6\) Ibid., p. 43.

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

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

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

- \( P \): Percentage of students’ improvement
- \( y \): Pre-test result
- \( y_1 \): Post-test 1
- \( y_2 \): Post-test 2
- \( y_3 \): Post-test 3

Meanwhile, the data gathering through observation and interview is analyzed by presenting the description of the result of observation and interview. Questionnaire is analyzed in the form of percentage and presented by the description of the result of questionnaire.

I. Trustworthiness

The accuracy of the findings in qualitative research is important so, after collecting and analyzing the data, the researcher needs to make sure that the findings and interpretation are accurate. The researcher used the procedures as follow:

1. Triangulation

According to Norman quoted by Mudjia Rahardjo, Triangulation is used as a combination of various methods to examine things that are interrelated from different perspectives.\(^8\) In this study, the researcher gathering the data from

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different methods and sources in order to get the different perspective and make the information is valid. The researcher gathering the data by interview, observation, questionnaire, and test and the researcher doing the triangulation by comparing the result of one source with the result of other sources.

2. Peer debriefing

The researcher consulted the findings with her academic advisor to check the validity and reliability of the findings. With her academic advisor, the researcher got many advise and feedback for the findings of this research, so the researcher know how the findings should be and can make a consideration in concluding the research findings. The researcher also checks her findings with the English teacher, the researcher discussing the findings with English teacher and got many feedbacks in analyzing the data found.

J. Technique of Drawing Conclusion

In drawing the conclusion, the researcher needs to calculate and interpret the data. Furthermore, the conclusion can be drawn by several considering points:

1. If the students can achieve the minimum criterion of success or *Kriteria Ketuntasan Minimal (KKM)* of the English subject in this school is 70.
2. If there are 85% of students in the determined class have passed the passing grade. To calculate, the researcher used this formula:

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

- **P** : Classical percentage
- **F** : The total number of students’ mastery learning
- **N** : The total number of students
CHAPTER IV
FINDING AND INTERPRETATION

In this chapter, the researcher presents the finding of the research, it discussed how The Cubing strategy could improve the students’ writing of recount text in VIII B class and the interpretation of the data.

A. Research Findings

1. Finding of the Preliminary study

Before implementing the classroom action research, there are three kinds of instrument used in collecting the data before the implementation of the action. Those are: Result of pre-observation, result of pre-questionnaire, result of pre-interview, and result of pre-test. The explanation as follows:

a. Result of pre-observation

Pre-observation was conducted to observe the teaching and learning process of the VIII B students at Al-Awwabin Islamic School, the researcher was conducted on the Saturday, March 23rd 2019. The VIII B class consisted of 17 students. The observation started at 9.30 A.M and finished at 10.30 A.M.

The researcher sees many active students in the VIII B class, but some are quiet. In English lessons, many students who lack of vocabulary mastery so, during the lesson students often ask the teacher a lot, but some students who are competent in English. The excellence of students in this class is the students are active and often ask questions, but those who have good abilities in English are few.

The teacher who teach English also explain well, but often provide notes of material in Bahasa, the reason was because many students do not understand English, but that makes students not familiar with writing English.

b. Result of pre-interview

The interview in the preliminary study was conducted to know the general condition and the difficulties faced by students in the English class from the English teacher’s perspective. It was held on Saturday, 23rd March 2019. The interview started at 11.00 A.M and finished at 11.30 A.M located in teachers’ room.
The researcher asked ten questions to the English teacher that consist of several aspects like the general condition of students in the teaching and learning process, the difficulty faced by the students when learning English especially writing, and the strategy or method used by the teacher in teaching and learning process.

The first aspect of the interview is the general condition of VIII B students in learning English especially in writing and their achievements. The teacher said that the VIII B students are enthusiastic in learning English, but they still have some difficulties especially in writing a text, the problem is because they still confused what should they write and could not make a sentence with the right structure. Moreover, some students have not fulfilled the criterion of minimum competencies which is 70, but there are some students have fulfilled the minimum score.

The next aspect of the interview is about the difficulties faced by the students especially in writing a text. The teacher said that many students could not arrange a sentence with grammatically correct and still confused to arrange a paragraph to become a good storyline, it caused them always asked when the teaching and learning process. Furthermore, the students’ vocabulary and grammar still low, so that when compiling sentences in the form of recount text still have many obstacles.

The last aspect of the interview is about the strategy implemented by the teacher when teaching English especially writing recount text. The teacher said, usually she used a game about a vocabulary that usually used on the recount text to make an interesting learning. At last, the researcher proposed to implement The Cubing strategy in teaching writing recount text.

c. Result of pre-questionnaire

Pre-questionnaire was conducted in order to know the students’ responses towards the process of English teaching and learning before implementing the classroom action research. The pre-questionnaire was delivered to the VIII B students at Saturday, April 6th 2019.
Table 4.1
Students’ Result of Pre-questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ answer</th>
<th>Result of Students’ Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1</td>
<td>Students like to learn English</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Students feel satisfied with their English score</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Students can write an English text easily</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Students can develop their ideas easily in writing English text</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Students can arrange the sentence in a text easily</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Students feel that the writing skill is an easy skill in English</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Students can solve the problem in writing English text</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>Students understand the writing lesson that was taught by the teacher in the class</td>
<td>6</td>
</tr>
</tbody>
</table>

The description of pre-questionnaire as follows:

1. Students’ response towards the English lesson.

   The result showed that 47% of the students like to learn English lesson. 53% of the students felt sometimes like to learn English. And 0% of the students did not like the English lesson. It can be concluded that VIII B students sometimes like to learn the English lesson.

2. Students’ response towards their English score.

   The result showed that 59% of the students felt satisfied with their English score. 24% of the students felt quite satisfied with their English score. And 18% of
the students felt did not satisfied with their English score. It can be concluded that most of the students felt satisfied with their English score.

3. **Students’ response towards the difficulty in English writing.**

The data showed that 12% of the students can write an English text. 82% of the students felt quite able to write an English text. And 6% of the students felt not be able to write an English text. It can be concluded that most of the students felt quite able to write an English text.

4. **Students’ ability in developing their ideas in writing English text.**

The result showed that 24% can develop their ideas easily in writing English text. 71% of the students quite able to develop their ideas easily. And 6% of the students can not to develop their ideas easily. It can be concluded that most of the students felt quite able to develop their ideas easily in writing English text.

5. **Students’ response towards their ability in arranging the sentence in a text.**

The data showed that 24% of the students felt can arrange their sentence easily. 71% of the students felt sometimes they could arrange their sentence easily. And 6% of the students felt difficult in arranging their sentence in a text. It can be concluded that most of students felt sometimes they could arrange a sentence in a text.

6. **Students’ response towards the writing skill become an easy skill in English.**

The result showed that 6% of the students felt the writing skill is an easy skill in English. 41% of the students felt sometimes the writing skill is an easy skill in English. And 53% of the students felt that writing is not an easy skill in English. It can be concluded that most of the students felt that the writing skill is not an easy skill in English.

7. **Students’ response towards their ability in solving the problem in writing.**

The result showed that 41% of the students felt can solve their problem in writing. 53% of the students felt sometimes they can solve their problem in writing. And 6% of the students felt difficult to solve their problem in writing. It can be concluded that most of the students felt sometimes they can solve their problem in writing an English text.
8. Students’ response towards the writing lesson that was taught by their teacher.

The data showed that 35% of the students felt understand when their English teacher taught the writing. 65% of the students felt sometimes can understand the writing lesson that was taught by their teacher. And 0% of the students felt did not understand the writing lesson. It can be concluded that most of the student felt fair in understanding the writing lesson that was taught by their English teacher.

d. Result of pre-test

The pre-test was held on 6th April 2019 with VIII B students which consist of 17 students. The test requires the students to write a recount text based on their own experience and with a given theme. Then, the students have given 30 minutes to complete their writing. The result of the pre-test on VIII B students will be calculated with 2 steps, there are calculate the mean of students’ writing score, and percentage of students passed the KKM.

Firstly, the researcher calculated the mean of the score as follows:

\[
M_x = \frac{\sum x}{N}
\]

\[
M_x = \frac{985}{17} = 57.94
\]

After that, the researcher calculated the class percentage of students passed the minimum mastery criteria or Kriteria Ketuntasan Minimal (KKM) which was 70 in 85% from 17 students. The calculation as follows:

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

\[
P = \frac{3}{17} \times 100\%
\]

\[
P = 17.6\%
\]
As seen in the Figure 4.1 above it can be concluded that the mean of the students’ writing score is 57.94, the minimum score was 45, the maximum score was 80, and the class percentage which passed the minimum mastery criteria was 17.6% or there were only three students from VIII B class which passed the minimum mastery criteria which was 70.

From that analyzing it could be seen that VIII B students’ writing ability is very low. Thus, it needed a solution to improve their writing, so the writer used the cubing strategy to help students in their writing.

2. Cycle 1

a. Planning

In the planning stage, the researcher made a lesson plan based on the English syllabus of the Eighth grade of junior high school students. The lesson plan included the basic competencies have to be reached by the students, the instruments, and the strategy would be implemented by the researcher is cubing strategy. Furthermore, the researcher chose the recount text as the material that would be learned by the students.
Then, the researcher also made an equipment to apply the cubing strategy, worksheets, observation sheets, and post-test 1 to gather the numeric data and to know the improvement of students’ writing recount text from pre-liminary study to post-test 1.

b. Acting

The action phase in cycle 1 was held on Tuesday, April 9th, Thursday April 11th, and Saturday, April 13th 2019. The researcher implemented the teaching and learning process based on the lesson plan that have been made. On the first meeting, the researcher explained the whole about recount text, such its function, generic structure, and language feature, after that the researcher let the students to identify a recount text on their English book and doing an exercise on the workbook. Then the researcher asked one student to read an example of recount text about holiday and stimulate them to ask anything about recount text.

On the second meeting, the researcher reviewed the recount text, and introduced the students what is cubing strategy and how to apply it in writing recount text, furthermore she also gave an example of writing recount text with cubing strategy and break down the six perspective of cubing strategy to make the students clearly understand how to use it. After that the researcher let the students to make an outline about their own recount text with cubing strategy, she also guided them in writing the outline. This task will make the students learn to gather the ideas for writing and train the students to write creatively.

Afterwards, on the last meeting, the researcher let the students to continue and complete their recount text based on the outline that have been made with the cubing strategy. In this meeting, she also explained some material related to the writing recount text such as the verbs and linking words that usually used on the recount text. After completing their task, some students are asked by the researcher to present their recount text in front of the class. Then, the researcher gave a feedback for their work.

c. Observing

The observing phase was conducted in order to observe the students’ activities during the teaching and learning process such as students’ responses,
performance, and their learning progress. In the first meeting, the researcher felt that the students of VIII B are mostly active and enthusiast in learning, they are also curious about the material and they do not seem reluctance if the teacher gave the task. But the minus of this class is most of them are poor in the English vocabulary and did not know how to begin their writing, so, they always ask and takes time to search the meaning of the word. There are also some students who felt shy and not enthusiast in learning process so, the researcher involved them in discussion.

In the second meeting, the researcher began to explain the cubing strategy and how it is works. The students in this class seem cooperative and pay attention when the teacher explain the material, they wrote their story outline with pleasure and want to ask more explanation about the material. But, in the second meeting there are some students who misunderstood and there are some students who a little bit slow in completing their outline, there is also one student who sleepy during the learning process. Time was very limited so at this meeting the researcher only explained and told them to write an outline on each side of the cube and practice in developing their writing into a text will be held at the next meeting.

In the third meeting, the cooperativeness always seen in this class, the students still active and want to write although they are difficult to find the right word to complete their sentence. There are also some students who sleepy and chatting with their friends when the learning process but they still doing their responsibility to finish their task. The minus in the third meeting is there were some students who were confused and did not attend yesterday’s meeting, so the teacher must re-explain to the student who was absent.

d. Reflecting

In this phase the researcher analyzed the data that has been obtained from the previous phase which was result of post-test 1 and compare it with pre-test. The researcher also discussed with the English teacher about the progress of students’ writing. From the first cycle it could be seen there is a progress of students’ writing of recount text, some students got the good result and they can make a recount text from the outline that has been made on the cube design. But there are some students who still misunderstood in arranging the outline into the perfect storyline.
After completing the action in the first cycle, the researcher held the post-test 1 with the aim to know the improvement of students writing before and after the implementation of cubing strategy in the first cycle. The post-test held on April 16th, 2019. Based on the result of the post-test 1 there were seven students who passed the minimum mastery of criterion (KKM) and the mean score of post-test 1 is 67.35 meanwhile the mean score of pre-test was 57.94 it is mean the improvement of the mean score from pre-test to post-test only 9.41 point. And the percentage of successful students who passed the KKM is illustrated in Figure 4.2

Figure 4.2 shows the percentage of successful students who passed the KKM is 41.17% or there are only seven students who got the score above the KKM. Meanwhile, the percentage of students’ score below the KKM is 58.83%. It can be showed there is an improvement of successful students in writing from pre-test to post-test got 23.54%.

The percentage of students passed the KKM showed that the classroom action research has not successful yet because have not reached the criteria of action success which was 85%. Therefore, it can be concluded that it is necessary to do the cycle 2 because the improvement of students' writing recount text in the first cycle has not significant yet. The researcher also formulated the new lesson plan...
for the cycle 2 and give a more effort to improve the teaching writing process with the cubing strategy.

3. Cycle 2

a. Planning

In the planning phase of the second cycle, the researcher revised the lesson plan in order to improve the teaching and learning process but still related to the cubing strategy. However, there are some modification on the lesson plan, the researcher designed a group discussion in order to make the students more active and can express their ideas and more interesting for the students to work with their friends, the theme also different from cycle 1 but still used the recount text as a main material for writing.

The researcher also added some material related to the writing recount text in order to make the students more understand in arranging their paragraph into the text. Moreover, the researcher also prepared the post-test 2 and observation sheet to measure the students’ improvement on this cycle and instructed the students to bring the dictionary in every meeting.

b. Acting

The acting phase was held with three meetings on Thursday, April 18th 2019, Saturday, April 20th 2019, and Tuesday, April 23, 2019. On the first meeting, the researcher reviewed the previous material especially the use of cubing strategy and the added material was past tense that usually used on the recount text. The students also divided into three groups and each group must arrange the recount text, defined the generic structure and present it in front of the class, this activity aimed to make students more understand about recount text’s structure.

The second meeting, the researcher taught how to write recount text and reviewed how to use cube design to make a recount text with more detail explanation. To know the students’ understanding, the researcher gave a task to make an outline of recount text on the cube design that has been prepared and pointed some students to read their outline story in front of the class, then the researcher gave them a feedback, so, all of the students could make a correction to their outline after got a feedback from the researcher.
Then, on the last meeting, the researcher let the students to complete their outline into a good recount text. While the students wrote their text, the researcher guide them by always reviewing the material that has been taught on the previous meetings. After the students complete their task, the researcher asked some of them to present it and gave a feedback for their work. Moreover, the researcher also gave them some added vocabularies to enrich their writing with a variety of vocabularies.

c. Observing

The observing phase on the cycle 2 is done to know the students’ responses on the teaching and learning strategies. And on the first meeting of cycle 2 on the VIII B class many students seemed more enthusiast when worked on their group, they all want and eager to share and give their effort for their group. The improvement that seemed on this class is when the researcher asked them to present their group work and tested them to analyze the recount text structure, they were fast in answer it and know the correct structure and language feature of the recount text. But there are some students who is sleepy during the activity.

Afterwards, on the second meeting of the second cycle, the students still pleasure and want to try to write about their experience, but before to do the task, the researcher gave some ice breaking to refresh the class’ ambience. The researcher felt that the students look accustomed in writing but there are some students who still confused in arranging the sentence.

Then, on the last meeting of the cycle 2, The students more active in asking about vocabularies to complete and make a good recount text, they were also still enthusiast to complete their text although they were very often to write. After they were complete their recount text, the researcher gave them a feedback and let them ask anything about writing recount text with a cube design.

d. Reflecting

Based on the acting and observing in the cycle 2 it could be seen that there were many improvements on students’ writing. It could be proved by students’ attitude when the researcher gave them the task to make a recount text with cubing strategy, they seemed more accustomed in writing. But the minus is there are several students who still confused in arranging a sentence and it is took time for
them to search a vocabulary on their dictionary. Therefore, the students’ responses when teaching and learning process is always good, they can appreciate when the researcher gave them an explanation, they also active in asking about writing recount text with Cubing strategy.

After completing the cycle 2, the researcher conducted the post-test 2 on April 26th 2019. The result of the post-test 2 showed there were 12 students who passed the minimum mastery of criterion (KKM) and the mean score of post-test 2 is 83.23 meanwhile the mean score of pre-test is 57.94. It means the improvement of the mean score from pre-test to post-test 2 is 25.29 point. And the percentage of successful students who passed the KKM is illustrated in Figure 4.3

![Figure 4.3](image)

**The Percentage of Students Passing the KKM in Post-test 2**

Figure 4.3 shows the students who passed the KKM is 70.58% or there are 12 from 17 students who got the score above the KKM. Meanwhile, the percentage of students’ score below the KKM is 29.42%. It can be concluded there is an improvement of successful students in writing from pre-test to post-test 2 which got 52.98%.

The percentage of students passed the KKM showed that the classroom action research has not successful yet because have not reached the criteria of action success which was 85%.
Furthermore, the researcher discussed with the English teacher about the result of students’ writing on the post-test 2, and the researcher needs to do the next cycle because the students’ writing still needs to be improved on the cycle 3 also the percentage of students’ who passed the KKM still not reached the target which is 85%.

4. Cycle 3

a. Planning

In the planning phase of the third cycle, the researcher revised the lesson plan in order to improve the teaching and learning process but still related to the cubing strategy. However, there are some modification on the lesson plan, the researcher added some material related to the writing recount text such the time connectives and how to link the sentence with preposition. The researcher also designed a group discussion in order to make the students more active and can resolve the problem with their friends.

The theme in this cycle different from the previous cycle but still about telling the experience and more specific because the researcher felt that students are a little bit confused if given a broad theme as in the previous cycle. Moreover, the researcher also prepared the post-test 3 and observation sheet to measure the students’ improvement on this cycle and instructed the students to bring the dictionary in every meeting.

b. Acting

The acting phase was held with three meetings on Saturday, April 27th 2019, Tuesday, April 30th 2019, Thursday, Mei 2nd 2019. The first meeting of the second cycle, the researcher reviewed the previous material especially about making an outline with cubing strategy. Furthermore, the researcher also gave the added material about time connectives, then the students was given a task by the researcher to arrange the sentence by using time connectives with their own group.

The second meeting, the researcher taught the preposition to link the sentence in order to make the students understand how to make a good paragraph and make the coherence on their writing. Moreover, the researcher asked the
students to write a paragraph by using the preposition or linking words and discussed it together.

On the last meeting, the students practiced writing an outline on a cube design and complete it into the recount text. The researcher still guided them in writing and gave them a feedback in the end of the class.

c. Observing

The observing phase on the cycle 3 is done to know the students’ responses on the teaching and learning strategies. And on the first meeting of cycle 3, the VIII B students seemed more enthusiastic especially when they are working with their group. The students also cooperative when the researcher gave them a task and chose one group to present it in front of the class.

Then, on the second meeting of the third cycle, the researcher gave the new material about preposition and the students seemed passionate in learning it, they also active to ask the more explanation about the preposition or linking words. The students’ motivation seemed increasing because the interesting material and the researcher also gave some ice breaking to refresh the class’ ambience.

Afterwards, on the last meeting of the cycle 3, the students are given a task by the researcher to make an outline with the cubing strategy and complete it into the recount text. In this meeting, the researcher felt the students more accustomed in writing because by the previous cycle, the researcher always gave a task to practice their writing. Furthermore, when the students began their writing, they did not ask many questions related to make an outline with the cubing strategy because they have already known how to use it from the previous meetings.

d. Reflecting

Based on the previous phases in the cycle 3 it could be seen that there were many improvements towards the students’ writing ability at VIII B class after the implementation of cubing strategy. The improvements are proved by the students’ response and attitude when the teaching and learning process. Based on the acting phase in the third cycle the students seemed less confused in arranging a sentence after the researcher gave the students some added material.
Moreover, the students’ responses in this cycle is still good, they could receive a new material and still cooperative when doing a task. Their attitude when writing is looked more accustomed and actively engage when writing their outline with cubing strategy. Therefore, the students also follow the direction in making the outline on the cube design, so when they did the post-test 3 individually, they can easily to write an outline and complete it into a good recount text. The researcher discussed with the English teacher related to the improvements on students’ writing and the researcher felt satisfied with the writing result at the VIII B class.

Afterwards, based on the post-test 3 on Mei 4th 2019. The result showed there were 15 students who passed the minimum mastery of criterion (KKM) and the mean score of post-test 3 is 84.70 meanwhile the mean score of pre-test was 57.94. It means the improvement of the mean score from pre-test to post-test 3 is 26.76 point. And the percentage of successful students who passed the KKM is illustrated in Figure 4.4.

![Post-Test 3](image)

**Figure 4.4**

The Percentage of Students Passing the KKM in Post-test 3

Figure 4.4 shows the students who passed the KKM is 88.23% or there are 15 from 17 students who got the score above the KKM. Meanwhile, the percentage of students’ score below the KKM is 11.77%. It can be concluded there is an
improvement of successful students in writing from pre-test to post-test 3 which got 70.63%.

The percentage of students passed the KKM showed that the classroom action research was successful because the percentage of successful student have reached the criteria of action success which was 85%. Therefore, it could be concluded that the implementation of cubing strategy can improve the students’ writing ability, moreover the classroom action research is done and do not need to do more cycle.

5. Finding after implementing the CAR

There were three data obtained after implementing the classroom action research. Those were, the result of post-questionnaire, the result of post-interview, and the result of post-test.

a. Result of post-questionnaire

The post-questionnaire was delivered to the VIII B students at Saturday, Mei 4th 2019. The post-questionnaire was held in order to know the students’ response towards the implementation of the Cubing Strategy in writing recount text. The following table is the result of post-questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ answer</th>
<th>Yes</th>
<th>%</th>
<th>Some times</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students like to learn English writing</td>
<td>12</td>
<td>71%</td>
<td>5</td>
<td>29%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Students like in learning English with Cubing Strategy</td>
<td>12</td>
<td>71%</td>
<td>5</td>
<td>29%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>Cubing Strategy can help the students in writing recount text</td>
<td>15</td>
<td>88%</td>
<td>2</td>
<td>12%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>Cubing Strategy can help the students to generate their ideas before arranged it into the paragraph</td>
<td>14</td>
<td>82%</td>
<td>3</td>
<td>18%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>No</td>
<td>Students’ answer</td>
<td>Result of Students’ Answer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>%</td>
<td>Some times</td>
<td>%</td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>5</td>
<td>Students could arrange the sentences easily with the Cubing Strategy</td>
<td>13</td>
<td>76%</td>
<td>4</td>
<td>24%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>Students can solve the problem in writing English text with the Cubing Strategy</td>
<td>14</td>
<td>82%</td>
<td>3</td>
<td>18%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>7</td>
<td>Students understand the writing lesson with Cubing Strategy that was taught by the teacher in the class</td>
<td>13</td>
<td>76%</td>
<td>4</td>
<td>24%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>8</td>
<td>Students feel writing lesson that was taught by the teacher is fun</td>
<td>16</td>
<td>94%</td>
<td>1</td>
<td>6%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

| Result | 80% | 20% | 0% |

According to the table 4.2, the researcher would give the explanation about the result of post-questionnaire. The data showed that 71% or most of the VIII B students like in learning English writing after the cubing strategy was implemented. Furthermore, 88% of students considered that the cubing strategy could help them in writing recount text. The 76% students responded that they were could easily arrange a sentence with the cubing strategy because the cubing strategy have a specification in each side, so the students did not take time to determine the ideas.

In addition, 82% of the students respond that the cubing strategy could facilitate them in generating the ideas and can easily arrange it into the complete recount text. In the table 4.2 also showed that 76% of the VIII B students could understand the writing lesson that was taught by cubing strategy. From the explanation, it could be concluded that most of the VIII B students responded positively with the implementing of the cubing strategy in writing recount text.

b. Result of post-interview

After conducting the classroom action research, the researcher interviewed the English teacher related to the improvements of VIII B students after the implementation of the cubing strategy. The teacher said that the implementation of
the cubing strategy is good and has an effect in students’ writing because the cubing strategy is easy to implement on writing a text. The teacher also said that the VIII B students looks more enthusiast when learning writing with cubing strategy.

The teacher also gave a comment which was related to the implementation of the cubing strategy that was the vocabulary mastery still become an obstacle on students’ writing because the cubing strategy focused on generating the ideas before writing a text. Moreover, the cubing strategy is effective in improving the students’ writing and she want to implement it on her class.

c. Result of Post-Test

After completing the classroom action research, the researcher calculated the data gathered from the result of students’ writing score in each test on every cycle as follows:

<table>
<thead>
<tr>
<th>Students’ number</th>
<th>Pre-test</th>
<th>Post-test 1</th>
<th>Post-test 2</th>
<th>Post-test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50</td>
<td>55</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>55</td>
<td>75</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>4</td>
<td>55</td>
<td>60</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
<td>80</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>6</td>
<td>75</td>
<td>75</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>7</td>
<td>45</td>
<td>55</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>75</td>
<td>80</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>9</td>
<td>80</td>
<td>85</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>10</td>
<td>55</td>
<td>70</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>11</td>
<td>60</td>
<td>75</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>12</td>
<td>45</td>
<td>60</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>13</td>
<td>60</td>
<td>75</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>14</td>
<td>60</td>
<td>65</td>
<td>95</td>
<td>85</td>
</tr>
<tr>
<td>15</td>
<td>55</td>
<td>60</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>50</td>
<td>55</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>17</td>
<td>55</td>
<td>60</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Mean</td>
<td>57.94</td>
<td>67.35</td>
<td>83.23</td>
<td>84.70</td>
</tr>
</tbody>
</table>
In calculating the data on the table 4.3, the researcher used three steps, there are to know the mean of students’ score, to get the class percentage which passes the minimum mastery criteria or KKM (70), and to know the improvement of students’ writing score from pre-test to the cycle 1, cycle 2, and cycle 3.

- **The calculation of the students’ writing score on the pre-test as follows:**
  Firstly, the researcher calculated the mean of the score.

\[
M_x = \frac{\sum x}{N}
\]

\[
M_x = \frac{985}{17}
\]

\[
M_x = 57.94
\]

From the calculation above, it could be interpreted that the students’ writing score of recount text before the implementation of the cubing strategy was 57.94.

After that, the researcher calculated the class percentage of students passed the minimum mastery criteria or KKM which was 70. The calculation as follows:

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

\[
P = \frac{3}{17} \times 100\%
\]

\[
P = 17.6\%
\]

The result above shows the students who passed the minimum mastery criteria was 17.6% or only three students who got the score above 70.

- **The calculation of the students’ writing score on the post-test 1 as follows:**
  The first is the calculation of the mean score in post-test 1.

\[
M_x = \frac{\sum x}{N}
\]

\[
M_x = \frac{1145}{17}
\]

\[
M_x = 67.35
\]

Then, to know the improvement of students’ writing score from pre-test to post-test 1, the researcher calculated as follows:
\[ P = \frac{67.35 - 57.94}{57.94} \times 100\% \]
\[ P = 16.24\% \]

From the calculation above, the mean of students’ writing score in post-test 1 was 67.35. It means there are any improvement of students’ writing score from pre-test to post-test which improved 16.24%.

The next step is to calculate the students’ who passed the minimum mastery criteria as follows:

\[ P = \frac{F}{N} \times 100\% \]
\[ P = \frac{7}{17} \times 100\% \]
\[ P = 41.17\% \]

The data above shows the students’ who passed the KKM was 41.17% or there are seven students who got the score above 70 and the other ten students got the score 70 and under. It can be concluded that there is an improvement of students who passed the KKM from pre-test to post-test 1 which improved 23.57% (41.17%-17.6%)

- **The calculation of the students’ writing score on the post-test 2 as follows:**

  The first step is the researcher calculated the mean of the students’ writing score.

  \[ M_x = \frac{\sum x}{N} \]
  \[ M_x = \frac{1415}{17} \]
  \[ M_x = 83.23 \]

  Then, the researcher calculated the students’ improvement score from pre-test to post-test 2

  \[ P = \frac{83.23 - 57.94}{57.94} \times 100\% \]
  \[ P = 43.64\% \]

  The data above shows the mean of students’ writing score on post-test 2 was 83.23. And it showed the improvement on students’ writing score from pre-test to post-test 2 was 43.64%.
The next step is to analyze the students who passed the KKM on post-test 2 as follows:

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

\[ P = \frac{13}{17} \times 100\% \]

\[ P = 76.47\% \]

The calculation above shows the students’ who passed the KKM on post-test 2 was 76.47% or there are 13 students who got the score above 70 and the other four students got the score 70 and under. It can be concluded that there is an improvement of students who passed the KKM from pre-test to post-test 2, the improvement was improved 58.87% (76.47%−17.6%).

- **The calculation of the students’ writing score on the post-test 3 as follows:**

The first step is the researcher calculated the mean of the students’ writing score.

\[ M_x = \frac{\sum x}{N} \]

\[ M_x = \frac{1440}{17} \]

\[ M_x = 84.70 \]

Then, the researcher calculated the students’ improvement score from pre-test to post-test 3

\[ P = \frac{84.70−57.94}{57.94} \times 100\% \]

\[ P = 46.18\% \]

The calculation above shows the mean of students’ writing score on post-test 3 was 84.70. And it showed the improvement on students’ writing score from pre-test to post-test 3 was 46.18%.

The next step is to analyze the students who passed the KKM on post-test 3 as follows:

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

\[ P = \frac{15}{17} \times 100\% \]
P = 88.23%

The calculation above shows the students’ who passed the KKM on post-test 3 was 88.23% or there are 15 from 17 students who got the score above 70. It can be concluded that there is an improvement of students who passed the KKM from pre-test to post-test 3 was 70.63% (88.23% - 17.6%).

B. Interpretation

As the results of the research findings described above, the interpretation of the data gathered from pre-test, post-test 1, post-test 2 and post-test 3 as follows:

In the pre-test, the students’ mean score of writing test was 57.94, it was the mean score before the implementation of classroom action research using the cubing strategy. And the students who passed the KKM (70) was only 17.6%, in other words there were only three students who got the score above 70 in the preliminary study.

Therefore, the students’ mean score in the post-test 1 was 67.35, in this cycle the researcher was implemented the cubing strategy in teaching writing recount text, and it seems the improvement on students’ writing score from pre-test to post-test 1, the improvement was 16.24%. Then, it was also the improvement on students who passed the KKM, in the cycle 1 the students who passed the KKM was 41.17% or seven students who got the score above the KKM. It can be interpreted there was an improvement on students’ writing recount text after applying the cubing strategy although the improvement has not reached the target which 85% of the students have to exceed the KKM, so, the researcher need to continue to the next cycle to get the best result.

In the second cycle, the students’ mean score in the post-test 2 was 83.23, and the improvement of students writing score from pre-test to post-test 2 was 43.64%. Moreover, the students passed the KKM in post-test 2 was 76.47% or there are 13 from 17 students who passed the KKM which 70. It could be seen that the students writing score improved after applying the cubing strategy although the improvement has not reached the target which 85% of the students. So, the researcher needs to continue to the cycle 3 to get the best result.
In the third cycle, the students’ mean score in the post-test 3 was 84.70, and the improvement of students writing score from pre-test to post-test 3 was 46.18%. Moreover, the students passed the KKM in post-test 3 was 88.23% or there are 15 from 17 students who passed the KKM which 70. It could be seen that the students writing score improved after applying the cubing strategy, it is also proved by the students’ responses on the questionnaire that 80% of students responded positively on the implementation of cubing strategy. From the result on the cycle 3, it could be interpreted that the implementation of the cubing strategy to enhance students writing ability was success, it could be proved by the 88.23% of the students could passed the KKM and have reached the target (85%). Therefore, this cycle did not have to be continued to the next cycle.

The researcher also observed the students related to their impression of the implementation of the cubing strategy. The students told that the cubing strategy was help them to generate the ideas before writing a text, moreover it was facilitated them to make a coherent story and in accordance with the generic structure of recount text.

But there are also the weakness of cubing strategy, after implementing the cubing strategy, the researcher felt it is more complex structure of brainstorming and it is also the new things for students, so, when applying the cubing strategy it is takes time to explain how to use it and many students who misunderstood when writing with cubing.
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter contains the conclusion of the result after the implementation of classroom action research using the cubing strategy and the suggestion.

A. Conclusion

The cubing strategy was applied to the VIII B students to enhance their writing ability of recount text, then after implemented the whole steps of the classroom action research, there is a significant improvement on the result of students’ writing. Based on the result of students’ writing recount text described on the previous chapter, the researcher could draw some conclusion as follows:

The students could improve their writing recount text through cubing strategy. The students could generate their ideas easily through the cubing strategy. The students’ writing score of recount text improved after the implementation of the cubing strategy, it was proved by the result of students passed the KKM, the data showed 88.23% students’ score could pass the KKM which have reached the criterion of success (85%). Furthermore, the students’ motivation in writing improve and they are more accustomed in writing.

B. Suggestion

Based on the conclusion above, the research could deliver some suggestion as follows:

For the students, they have to enrich their vocabulary by some exercises so, the writing could be effective and the students could explore their creativity to make a storyline on their recount text.

It is suggested to the teacher to apply the cubing strategy because the cubing strategy could help the students in writing a text on writing courses and it would be easier for them to make a sequence of a story according to the text. The teacher also could apply the cubing strategy to other English texts.

To the further researcher, which has the same interested and problem in conducting the research. Hopefully, this research could be a reference in completing the further research.
REFERENCES


### Appendix 1
**Questionnaire for Students (Before CAR)**

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:
- Pertanyaan-pertanyaan berikut ini terkait tentang pembelajaran *writing* menulis dalam pelajaran Bahasa Inggris. Mohon diisi dengan sebenar-benarnya.
- Isi data diri anda dengan benar
- Jawaban tidak akan mempengaruhi nilai Bahasa Inggris anda

<table>
<thead>
<tr>
<th>No</th>
<th>Pertanyaan</th>
<th>Ya</th>
<th>Kadang-kadang</th>
<th>Tidak</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apakah kamu menyukai pelajaran Bahasa Inggris?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Apakah kamu puas dengan nilai Bahasa Inggris kamu saat ini?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Apakah kamu dapat dengan mudah menulis suatu text?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Apakah kamu dapat dengan mudah mengembangkan ide-ide kamu dalam menulis suatu teks?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Apakah kamu dapat dengan mudah <em>menyusun kalimat</em> sentence kamu dalam suatu teks?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Apakah menulis/writing merupakan salah satu keterampilan Bahasa Inggris yang kamu anggap mudah?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Apakah kesulitan yang kamu hadapi dalam menulis/writing dapat diatasi?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Apakah kamu memahami materi menulis/writing dengan pengajaran guru saat ini?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Nama : [Name]
Kelas : [Class]
Hari/Tanggal : [Date]

Berilah tanda √ pada jawaban yang anda pilih
PEDOMAN KUISIONER UNTUK SISWA

Petunjuk:
- Pertanyaan-pertanyaan berikut ini terkait tentang pembelajaran writing menulis dalam pelajaran Bahasa Inggris. Mohon diisi dengan sebenar-benarnya.
- Isi data diri anda dengan benar
- Jawaban yang anda pilih tidak mempengaruhi nilai Bahasa Inggris anda

<table>
<thead>
<tr>
<th>No</th>
<th>Pertanyaan</th>
<th>Ya</th>
<th>Kadang-Kadang</th>
<th>Tidak</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apakah anda senang terhadap pelajaran menulis/writing dalam Bahasa Inggris?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Apakah kamu menyukai pembelajaran Bahasa Inggris menggunakan cubbing strategy?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Apakah dengan menggunakan cubbing strategy membantu kamu dalam menulis/writing?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Apakah menulis/writing menggunakan cubbing strategy membantu kamu dalam menentukan ide-ide sebelum menyusun paragraf?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Apakah kamu dapat dengan mudah menyusun kalimat/sentence menggunakan cubbing strategy?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Apakah kesulitan kamu dalam menulis/writing dapat diatasi menggunakan cubbing strategy?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Apakah kamu memahami materi menulis/writing dengan pengajaran guru menggunakan cubbing strategy?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Apakah cara guru dalam mengajar writing menggunakan cubbing strategy menyenangkan?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3
Interview Guideline for English Teacher (In the Preliminary Study)

1. Bagaimana tanggapan ibu tentang kondisi siswa dalam pembelajaran Bahasa Inggris di kelas?
2. Menurut ibu kemampuan/skill Bahasa Inggris apa yang paling sulit dikuasai oleh siswa?
3. Bagaimana tanggapan dan respon siswa ketika belajar Bahasa Inggris terutama dalam writing a text?
4. Apa saja jenis teks Bahasa Inggris yang harus dikuasai siswa pada semester ini?
5. Berapa standard nilai KKM untuk pelajaran Bahasa Inggris? Dan bagaimana hasil nilai siswa di kelas ibu?
6. Dalam writing recount text, apa saja masalah yang biasa terjadi pada siswa?
7. Menurut ibu apa penyebab dari masalah yang dihadapi siswa dalam writing?
8. Apakah ibu sudah mempunyai cara untuk mengatasi kesulitan siswa dalam writing?
9. Untuk saat ini apakah ibu sudah mengaplikasikan teknik mengajar yang bisa memudahkan siswa dalam writing?
10. Menurut ibu, apakah pembelajaran menggunakan cubing strategy ini dapat meningkatkan kemampuan menulis pada siswa?
Appendix 4
The result of interview (In the Preliminary Study)

HASIL WAWANCARA

Pewawancara : Afifah Nur Cholidah
Pihak yang diwawancarai : Chaeronih, S.Pd.
Jabatan : Guru B. Inggris
Hari/Tanggal : 23 Maret 2019
Waktu : 10.00-10.30
Tempat : Ruang guru

1. Bagaimana tanggapan ibu tentang kondisi siswa dalam pembelajaran Bahasa Inggris di kelas?
   Dalam pembelajaran Bahasa Inggris di kelas saya, sebenarnya murid-murid sangat antusias dalam belajar, namun mereka kurang memahami arti dari suatu bahasa/vocabulary sehingga menjadi kendala bagi mereka dalam belajar Bahasa Inggris.

2. Menurut ibu kemampuan/skill Bahasa Inggris apa yang paling sulit dikuasai oleh siswa?
   Hampir semua skill dari reading, writing, listening, dan speaking, karena mereka belum memahami arti, namun ada beberapa siswa yang lebih unggul dari teman sekelasnya dan mampu menguasai skill dalam Bahasa Inggris.

3. Bagaimana tanggapan dan respon siswa ketika belajar Bahasa Inggris terutama dalam writing a text?
   Mereka sangat antusias, apalagi belajar tentang contoh teks dalam bentuk recount karena menceritakan pengalaman pribadi mereka. Namun apabila mereka ditugaskan untuk menulis suatu teks, itu lumayan susah dikarenakan mereka masih bingung untuk menyusun suatu kalimat dan menyusun paragraf agar menjadi teks yang sempurna.

4. Apa saja jenis teks Bahasa Inggris yang harus dikuasai siswa pada semester ini?
   Teks Narrative, descriptive, dan recount.

5. Berapa standard nilai KKM untuk pelajaran Bahasa Inggris? Dan bagaimana hasil nilai siswa di kelas ibu?
   KKM Bahasa Inggris di sekolah kami 70. Dan untuk hasil nilai anak-anak, ada beberapa diantara mereka yang masih dibawah KKM karena basic Bahasa Inggris yang mereka miliki sangat kurang.
6. Dalam writing recount text, apa saja masalah yang biasa terjadi pada siswa?
   Masalah pada siswa dalam writing itu seperti dalam menyusun kalimat berdasarkan grammatical yang benar mereka masih banyak yang salah, membuat paragraph dengan alur cerita yang baik pun mereka masih banyak yang bingung, sehingga mereka sering sekali bertanya.

7. Menurut ibu apa penyebab dari masalah yang dihadapi siswa dalam writing?
   Penyebabnya adalah lemahnya vocabulary yang mereka miliki dan grammar yang mereka miliki masih rendah sehingga ketika menyusun kalimat dalam bentuk recount banyak mengalami kendala.

8. Apakah ibu sudah mempunyai cara untuk mengatasi kesulitan siswa dalam writing?
   Saat ini saya mencoba menggunakan games dalam bentuk vocabulary yang berhubungan dengan recount text (pengalaman mereka) seperti diadakan tebak tebakan setiap vocab yang sudah diajarkan.

9. Untuk saat ini apakah ibu sudah mengaplikasikan teknik mengajar yang bisa memudahkan siswa dalam writing?
   Sudah, namun tidak 100 persen anak2 menguasai materi tersebut.

10. Menurut ibu, apakah pembelajaran menggunakan cubing strategy ini dapat meningkatkan kemampuan menulis pada siswa?
    Ya, karena yang saya lihat dengan metode tersebut anak dapat dengan mudah membuat paragraph recount teks dan memudahkan mereka untuk membuat cerita yang tersusun.
Appendix 5
Interview Guideline for English Teacher (After Classroom Action Research)

1. Apa pendapat ibu setelah melihat pembelajaran writing menggunakan cubing strategy ini?
2. Bagaimana kemampuan siswa dalam writing setelah diterapkan cubbing strategy?
3. Bagaimana tanggapan ibu tentang respon dan partisipasi siswa dalam kegiatan pembelajaran menggunakan cubbing strategy?
4. Menurut ibu, kendala apa yang terlihat dalam kegiatan pembelajaran menggunakan cubbing strategy?
5. Apakah ibu termotivasi untuk menerapkan cubing strategy setelah melihat penggunaan strategi ini dalam pembelajaran Bahasa Inggris?
HASIL WAWANCARA

Pewawancara : Afifah Nur Cholidah
Pihak yang diwawancarai : Chaeronih, S.Pd.
Jabatan : Guru B. Inggris
Hari/Tanggal : 4 Mei 2019
Waktu : 13.00-13.30
Tempat : Ruang guru

1. Apa pendapat ibu setelah melihat pembelajaran writing menggunakan cubing strategy ini?
   Menurut saya, pembelajaran writing menggunakan Cubing strategy ini berpengaruh dalam writing siswa, karena dengan menggunakan metode ini, siswa lebih mudah memahami cara menyusun paragraph agar menjadi suatu teks yang utuh dan sesuai struktur teks tersebut.

2. Bagaimana kemampuan siswa dalam writing setelah diterapkan cubbing strategy?
   Sejauh ini saya melihat writing siswa di kelas VIII B ini cukup meningkat ya dari sebelum-sebelumnya.

3. Bagaimana tanggapan ibu tentang respon dan partisipasi siswa dalam kegiatan pembelajaran menggunakan cubbing strategy?
   Menurut saya, tanggapan siswa sangat baik dan cukup antusias dalam menggunakan metode Cubing ini, karena ini sesuatu hal yang baru bagi mereka dan cukup menarik ketika diterapkan dalam pembelajaran writing.

4. Menurut ibu, kendala apa yang terlihat dalam kegiatan pembelajaran menggunakan cubbing strategy?
   Saya rasa, kendala yang dihadapi siswa di kelas VIII B ini masih sama dari sebelumnya yaitu vocabulary anak-anak yang masih kurang dan grammar yang mereka belum kuasai.

5. Apakah ibu termotivasi untuk menerapkan cubing strategy setelah melihat penggunaan strategi ini dalam pembelajaran Bahasa Inggris?
   Ya, ini sesuatu metode yang baik, menarik, efektif dan mudah dipahami anak, saya akan mencoba menerapkan cubing strategy ini dalam pembelajaran writing.
## Appendix 7
### Pre-Test, Post-test Cycle 1, 2, and 3

<table>
<thead>
<tr>
<th><strong>Pre-Test</strong></th>
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<tbody>
<tr>
<td><strong>Petunjuk:</strong></td>
<td></td>
</tr>
<tr>
<td>- Isi data diri anda dengan benar</td>
<td></td>
</tr>
<tr>
<td>- Tulislah sebuah teks recount tentang “Holiday”</td>
<td></td>
</tr>
<tr>
<td>- Waktu anda untuk menulis 30 menit</td>
<td></td>
</tr>
<tr>
<td>- Hasil nilai dari teks ini tidak mempengaruhi nilai akhir Bahasa Inggris anda</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Post-Test Cycle 1</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Petunjuk:</strong></td>
<td></td>
</tr>
<tr>
<td>- Isi data diri anda dengan benar</td>
<td></td>
</tr>
<tr>
<td>- Tulislah sebuah teks recount tentang “Holiday” dari outline yang sudah anda buat pada cube design (<em>perhatikan struktur dan unsur kebahasaan pada recount teks</em>)</td>
<td></td>
</tr>
<tr>
<td>- Waktu anda untuk menulis 30 menit</td>
<td></td>
</tr>
<tr>
<td>- Minimal 3 paragraf</td>
<td></td>
</tr>
<tr>
<td>- Hasil nilai dari teks ini tidak mempengaruhi nilai akhir Bahasa Inggris anda</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Post-Test Cycle 2</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Petunjuk:</strong></td>
<td></td>
</tr>
<tr>
<td>- Isi data diri anda dengan benar</td>
<td></td>
</tr>
<tr>
<td>- Buatlah recount text tentang “Unforgettable Experience” dari outline yang sudah anda buat pada cube design (<em>perhatikan struktur dan unsur kebahasaan pada recount teks</em>)</td>
<td></td>
</tr>
<tr>
<td>- Waktu anda untuk menulis 30 menit</td>
<td></td>
</tr>
<tr>
<td>- Minimal 3 paragraf</td>
<td></td>
</tr>
<tr>
<td>- Hasil nilai dari teks ini tidak mempengaruhi nilai akhir Bahasa Inggris anda</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Post-Test Cycle 3</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Petunjuk:</strong></td>
<td></td>
</tr>
<tr>
<td>- Isi data diri anda dengan benar</td>
<td></td>
</tr>
<tr>
<td>- Buatlah recount text dengan tema “A Fun Experience in my Childhood” dari outline yang sudah anda buat pada cube design (<em>perhatikan struktur dan unsur kebahasaan pada recount teks</em>)</td>
<td></td>
</tr>
<tr>
<td>- Waktu anda untuk menulis 30 menit</td>
<td></td>
</tr>
<tr>
<td>- Minimal 3 paragraf</td>
<td></td>
</tr>
<tr>
<td>- Hasil nilai dari teks ini tidak mempengaruhi nilai akhir Bahasa Inggris anda</td>
<td></td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MTs Al-Awwabin
Mata Pelajaran : Bahasa Inggris
Materi/Skill : Recount text/Writing
Tema/Topic : Personal Recount
Kelas/Semester : VIII/2
Cycle : 1
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti
1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadannya.
3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunannya.
4. Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur
5. kebahasaan, secara benar dan sesuai konteks

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

<table>
<thead>
<tr>
<th>KI</th>
<th>Kompetensi Dasar (KD)</th>
<th>Indikator Pencapaian Kompetensi (IPK)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantara komunikasi internasional</td>
<td>1.1.1 Mengungkapkan rasa syukur setiap saat mendapatkan kesempatan belajar bahasa Inggris.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1.2 Melaksanakan setiap kegiatan, pada pembelajaran bahasa Inggris dengan serius</td>
</tr>
<tr>
<td>2.1</td>
<td>Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</td>
<td>2.1.1</td>
</tr>
<tr>
<td>2.1.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.11</td>
<td>membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</td>
<td>3.11.1</td>
</tr>
<tr>
<td>3.11.2</td>
<td>Mengidentifikasi generic structure dari recount text</td>
<td></td>
</tr>
<tr>
<td>3.11.3</td>
<td>Mengidentifikasi unsur kebahasaan simple past tense</td>
<td></td>
</tr>
<tr>
<td>3.11.4</td>
<td>Menyebutkan adverbial phrase untuk mengungkapkan waktu, tempat dan cara: yesterday, last year, a week ago, in Malang</td>
<td></td>
</tr>
<tr>
<td>3.11.5</td>
<td>Menunjukkan conjunction dan time connectives: Then, after that, first, finally.</td>
<td></td>
</tr>
<tr>
<td>4.11</td>
<td>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)</td>
<td>4.11.1</td>
</tr>
<tr>
<td>4.11.1.1</td>
<td>Merancang kalimat sederhana tentang pengalaman dalam bentuk simple past tense</td>
<td></td>
</tr>
<tr>
<td>4.11.1.2</td>
<td>Membuat teks recount sederhana terkait pengalaman pribadi atau peristiwa di waktu lampau</td>
<td></td>
</tr>
<tr>
<td>4.11.2</td>
<td>Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi</td>
<td>4.11.2.1</td>
</tr>
<tr>
<td>4.11.2.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Menggunakan struktur teks dan unsur kebahasaan \textit{simple past tense}
2. Menggunakan kata keterangan waktu yang sering digunakan pada teks recount
3. Menggunakan kata penghubung waktu sesuai dengan konteks dalam teks recount
4. Menyesuaikan unsur kebahasaan dan struktur teks recount sederhana
5. Membuat teks deskriptif sederhana
6. Menceritakan kembali teks deskriptif yang telah dibuat

D. Materi pembelajaran

Teks tulis sederhana tentang recount text

1. Fungsi sosial
   
   \textit{Recount text} berfungsi untuk menceritakan kembali kejadian-kejadian atau pengalaman di masa lalu.

2. Struktur teks

| Identification | Pengenalan berupa informasi mengenai siapa, di mana, kapan peristiwa atau kejadian itu terjadi di masa lalu. |
| Events        | Menceritakan peristiwa yang terjadi secara berurutan |
| Reorientation | Rangkuman dari peristiwa atau kejadian yang diceritakan dan opini penulis |

3. Unsur kebahasaan
   
   - Penggunaan \textit{simple past tense}: \textit{I went to the beach}
   - Penggunaan adverb dan adverbial phrase untuk mengungkapkan waktu, tempat dan cara.: \textit{last month, in Malang, lately, dll}
   - Penggunaan conjunction dan time connectives untuk mengurutkan peristiwa atau kejadian: \textit{and, or, after that, then dll}
4. Topik
Membuat Recount text sederhana tentang “Holiday”

Contoh Recount text:

**A Trip to the Zoo**

Yesterday my family and I went to the zoo to see the elephant and other animals. [Orientation]

When we arrived at the zoo, we went to the shop to buy some food to give to the animals. After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before lunch we went for a ride on the elephant. It was a thrill to ride it. My dad nearly fell off when he let go of the rope. During lunch we fed some birds in the park. In the afternoon we saw the animals being fed. [Events]

When we returned to home, we were tired but happy because we had so much fun. [Reorientation]

E. Metode Pembelajaran
- Pendekatan : Scientific Approach
- Model pembelajaran : Task Based Learning
- Metode dan Strategi pembelajaran :
  - PPP (Presentation, Practice, Produce)
  - Cubbing Strategy

F. Media, alat, dan sumber
- Media : Teks dan Powerpoint
- Alat : Laptop, Projector, dan LCD
- Sumber pembelajaran :
  - Buku Bahasa Inggris kelas VIII semester II kurikulum 2013 Kemendikbud
  - Contoh teks tertulis
  - Sumber dari internet
G. Kegiatan pembelajaran

Pertemuan 1 (2 x 40 menit) Selasa, 9 April 2019

<table>
<thead>
<tr>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kegiatan awal</strong></td>
<td>10 menit</td>
</tr>
<tr>
<td>1. Guru masuk ke dalam kelas dan memberi salam kemudian <em>greeting</em> (<em>good morning</em>, <em>good afternoon</em>).</td>
<td></td>
</tr>
<tr>
<td>4. Guru melakukan <em>brainstorming</em></td>
<td></td>
</tr>
<tr>
<td>5. Guru meminta siswa untuk menebak materi apa yang akan dipelajari.</td>
<td></td>
</tr>
<tr>
<td><strong>Kegiatan inti</strong></td>
<td>60 menit</td>
</tr>
</tbody>
</table>
| 1. Guru menunjukkan contoh teks recount | Mengamati
| 2. Guru menjelaskan definisi, tujuan, generic structure, unsur kebahasaan, dan kosa kata dalam teks recount | Mengamati
| 3. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan teks recount yang tersedia | Menanya
| 4. Guru menstimulasi siswa untuk mengidentifikasi dan menganalisis text tersebut | Menalar
| 5. Perwakilan beberapa siswa menyebutkan structure dari teks recount yang ada pada teks tersebut | Mengasosiasikan
| 6. Guru memberikan beberapa pertanyaan mengenai teks recount | Mengkomunikasikan
<p>| 7. Guru dan siswa membahas tugas yang telah dikerjakan | |
| <strong>Kegiatan Akhir</strong>   | 10 menit |
| 1. Guru dan siswa menyimpulkan materi yang sudah dipelajari. | |
| 2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari. | |
| 3. Guru mengagendakan kegiatan yang akan dilakukan dipertemuan selanjutnya | |</p>
<table>
<thead>
<tr>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kegiatan awal</strong></td>
<td>10 menit</td>
</tr>
<tr>
<td>1. Guru masuk ke dalam kelas dan memberi salam kemudian <em>greeting (good morning, good afternoon)</em>.</td>
<td></td>
</tr>
<tr>
<td>4. Guru melakukan <em>brainstorming</em></td>
<td></td>
</tr>
<tr>
<td>5. Guru meminta siswa untuk menebak materi apa yang akan dipelajari.</td>
<td></td>
</tr>
<tr>
<td><strong>Kegiatan inti</strong></td>
<td>60 menit</td>
</tr>
<tr>
<td>1. Guru mereview kembali recount teks yang telah dijelaskan.</td>
<td>Mengamati</td>
</tr>
<tr>
<td>2. Guru mengenalkan tentang cara menulis teks recount menggunakan cubbing strategy</td>
<td>Mengamati</td>
</tr>
<tr>
<td>3. Guru menjelaskan dengan detail tiap sisi dari cube design yaitu describe it, compare it, associate it, analyze it, apply it, argue for it.</td>
<td>Menalar</td>
</tr>
<tr>
<td>4. Guru memerintahkan siswa untuk menulis beberapa kalimat untuk membuat outline recount teks pada cube design</td>
<td>Mengkomunikasikan</td>
</tr>
<tr>
<td>5. Guru mempersilahkan siswa untuk bertanya mengenai cubbing strategy</td>
<td></td>
</tr>
<tr>
<td>6. Guru membimbing siswa dalam menulis outline recount teks menggunakan cubbing strategy</td>
<td></td>
</tr>
<tr>
<td><strong>Kegiatan Akhir</strong></td>
<td>10 menit</td>
</tr>
<tr>
<td>1. Guru dan siswa menyimpulkan materi yang sudah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>3. Guru mengagendakan kegiatan yang akan dilakukan dipertemuan selanjutnya</td>
<td></td>
</tr>
<tr>
<td>Kegiatan awal</td>
<td>Waktu</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td>1. Guru masuk ke dalam kelas dan memberi salam kemudian <em>greeting</em> (good morning, good afternoon).</td>
<td>10 menit</td>
</tr>
<tr>
<td>4. Guru melakukan <em>brainstorming</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan inti</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru mereview kembali cara menggunakan cubbing strategy untuk membuat recount teks</td>
<td></td>
</tr>
<tr>
<td>2. Guru memerintahkan beberapa siswa untuk menunjukkan dan mempresentasikan hasil outline teks recount yang telah dibuat</td>
<td></td>
</tr>
<tr>
<td>3. Guru menunjukkan list verb 2 yang biasa dipakai dalam teks recount</td>
<td></td>
</tr>
<tr>
<td>4. Guru mempersilahkan siswa untuk bertanya tentang materi yang telah dijelaskan</td>
<td></td>
</tr>
<tr>
<td>5. Guru memerintahkan siswa untuk menulis teks recount dari outline yang telah mereka buat menggunakan time connectives dan verb yang telah dijelaskan</td>
<td></td>
</tr>
<tr>
<td>6. Guru membimbing siswa dalam menulis recount teks</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru dan siswa menyimpulkan materi yang sudah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>3. Guru mengagendakan kegiatan yang akan dilakukan dipertemuan selanjutnya</td>
<td></td>
</tr>
</tbody>
</table>
Pertemuan 4 (2 x 40 menit) Post-Test

<table>
<thead>
<tr>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan awal</td>
<td></td>
</tr>
</tbody>
</table>
| 1. Guru masuk ke dalam kelas dan memberi salam kemudian *greeting (good morning, good afternoon)*.  
4. Guru mengkondisikan dan mengatur posisi duduk siswa | 10 menit |
| Kegiatan inti      | 60 menit |
| 1. Guru membagikan soal Post-Test untuk setiap siswa  
2. Guru menjelaskan cara mengerjakan test tersebut  
3. Secara individual, siswa mengerjakan Post-Test 1 dengan tertib  
4. Siswa mengumpulkan test yang telah mereka kerjakan pada guru | |
| Kegiatan Akhir     | 10 menit |
| 1. Guru dan siswa menyimpulkan materi yang sudah dipelajari.  
2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari.  
3. Guru mengagendakan kegiatan yang akan dilakukan dipertemuan selanjutnya  

H. Penilaian

1. Teknik Penilaian
   a. Penilaian Kompetensi Pengetahuan  
      1) Tes Tertulis  
         - Uraian/esai  
   b. Penilaian Sikap  
      1) Pengamatan  
         - Observation sheet
### 2. Rubrik Penilaian Kemampuan Menulis (Writing)

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Score</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (C)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Topic</td>
<td>4</td>
<td>The topic is complete and clear, and the details are relating to the topic</td>
</tr>
<tr>
<td>- Details</td>
<td>3</td>
<td>The topic is complete and clear, but the details are almost relating to the topic</td>
</tr>
<tr>
<td>- Details</td>
<td>2</td>
<td>The topic is complete and clear, but the details are not relating to the topic</td>
</tr>
<tr>
<td>- Details</td>
<td>1</td>
<td>The topic is not clear, and the details are not relating to the topic</td>
</tr>
<tr>
<td>Organization (O)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Orientation</td>
<td>4</td>
<td>Most of the sentences are related to the main idea</td>
</tr>
<tr>
<td>- Events</td>
<td>3</td>
<td>Some sentences related to the main idea</td>
</tr>
<tr>
<td>- Reorientation</td>
<td>2</td>
<td>Few sentences are related to the main idea</td>
</tr>
<tr>
<td>- Reorientation</td>
<td>1</td>
<td>The sentences are unrelated to each other</td>
</tr>
<tr>
<td>Grammar (G)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use simple past tense</td>
<td>4</td>
<td>Very few grammatical inaccuracies</td>
</tr>
<tr>
<td>- Use simple past tense</td>
<td>3</td>
<td>Few grammatical inaccuracies but not affect the meaning</td>
</tr>
<tr>
<td>- Use simple past tense</td>
<td>2</td>
<td>Numerous grammatical inaccuracies</td>
</tr>
<tr>
<td>- Use simple past tense</td>
<td>1</td>
<td>Frequent grammatical inaccuracies</td>
</tr>
<tr>
<td>Vocabulary (V)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Effective choice of words and word forms</td>
<td>4</td>
<td>Effective choice of words and word forms</td>
</tr>
<tr>
<td>- Limited range confusing words and word forms</td>
<td>3</td>
<td>Few misuse vocabularies, word forms, but not change the meaning</td>
</tr>
<tr>
<td>- Very poor knowledge of words, word forms, and not understandable</td>
<td>2</td>
<td>Limited range confusing words and word forms</td>
</tr>
<tr>
<td>- Very poor knowledge of words, word forms, and not understandable</td>
<td>1</td>
<td>Very poor knowledge of words, word forms, and not understandable</td>
</tr>
<tr>
<td>Mechanics (M)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Spelling</td>
<td>4</td>
<td>It uses correct spelling, punctuation, and capitalization</td>
</tr>
<tr>
<td>- Punctuation</td>
<td>3</td>
<td>It has occasional errors of spelling, punctuation, and capitalization</td>
</tr>
<tr>
<td>- Capitalization</td>
<td>2</td>
<td>It has frequent errors of spelling, punctuation, and capitalization</td>
</tr>
<tr>
<td>- Capitalization</td>
<td>1</td>
<td>It is dominated by errors of spelling, punctuation, and capitalization</td>
</tr>
</tbody>
</table>
### 3. Rubrik Penilaian Sikap

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students are actively participated in learning process</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Students ask a question</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Students answer questions</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Students are actively involved in writing activities</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Students talk to another student</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Period of silence or confusion</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>The objective of the lesson was clear to the students</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Students understand the lesson that have been taught</td>
<td>4</td>
</tr>
</tbody>
</table>

**Key:**
1. Not at all
2. Slightly
3. Very
4. Completely

---

### I. Lampiran

1. **Petunjuk penggunaan Cubbing strategy**

   **GUIDELINES FOR CUBBING STRATEGY**

   - Describe: Menjelaskan tentang peristiwa yang akan kamu ceritakan *What, Whom, When*
   - Compare: Membandingkan kegiatan yang kamu lakukan dengan kegiatan lainnya *seperti keunikan/kelebihan/hal menarik dari kegiatan yang kamu lakukan*
   - Associate: Apa hubungannya dengan diri kamu sendiri, dan kenapa kamu ingin melakukan kegiatan tsb? *Contoh: I learnt to plant the spinach because I like to eat vegetables*
   - Analyze: Menjelaskan bagaimana kegiatan itu? *Bagaimana suasana/keadaan ketika kamu melakukan kegiatan itu?*
   - Apply: Menjelaskan apa saja kegiatan selanjutnya yang dilakukan pada saat itu
   - Argue for it: Menjelaskan perasaan kamu setelah melakukan kegiatan tsb *Apakah kamu senang? Sedih? ingin merasakannya lagi?*

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2. Contoh penggunaan cubbing strategy pada recount teks

Last holiday I went to my grandma’s home. Her home is quite awesome, so far away from the city and close to the vegetables farm area. **[Describe it]**

My grandma and grandpa are farmers. I spent two days there and I did so many interesting things in the farm, helping my grandpa planted vegetables. **[Compare it]**

At the first day, I learned to plant spinach. I want to learn to plant because I love to eat vegetables. **[Associate it]**

What I did was moving out the young spinach from the seeding area to the plantation area. I thought it was easy, but in fact, it was tiring. **[Analyze it]**

I had to move those one by one under the sun. I did that for several hours before lunch and continued until afternoon.

In the night, I didn’t want anything except sleeping. I was really tired but it was fun. I couldn’t wake up in the morning until my grandma knocked at my door. He laughed at me because what I did was not hard actually if compared with the real farmer.

Then, before we went to the farm again, my grandma had prepared for breakfast. After eating I follow my grandpa going to the next field. We would do daily treatment for the 1 month age spinach. We had to give them enough water and checked if there were any caterpillars and grasshoppers. **[Apply it]**

At the third day, I had to back home. I was sad to leave my grandma and grandpa. But, that’s fine because the next holiday I would go there and see them again. **[Argue for it]**
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MTs Al-Awwabin
Mata Pelajaran : Bahasa Inggris
Materi/Skill : Recount text/Writing
Tema/Topic : Personal Recount
Kelas/Semester : VIII/2
Cycle : 2
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti
1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadannya.
4. Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

<table>
<thead>
<tr>
<th>KI</th>
<th>Kompetensi Dasar (KD)</th>
<th>Indikator Pencapaian Kompetensi (IPK)</th>
</tr>
</thead>
</table>
| 1.1 | Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional | 1.1.1 Mengungkapkan rasa syukur setiap saat mendapatkan kesempatan belajar bahasa Inggris.  
1.1.2 Melaksanakan setiap kegiatan, pada pembelajaran bahasa Inggris dengan serius |
| 2.1 | Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. | 2.1.1 Menyelesaikan tugas bahasa Inggris tepat waktu dan jujur  
2.1.2 Menyelesaikan tugas yang menjadi bagian mereka dalam kerja kelompok. |
| 3.11 | membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya | 3.11.1 | Mengidentifikasi fungsi sosial dari recount text |
| | | 3.11.2 | Mengidentifikasi generic structure dari recount text |
| | | 3.11.3 | Mengidentifikasi unsur kebahasaan simple past tense |
| | | 3.11.4 | Menyebutkan adverbial phrase untuk mengungkapkan waktu, tempat dan cara: yesterday, last year, a week ago, in Malang |
| | | 3.11.5 | Menunjukkan conjunction dan time connectives: Then, after that, first, finally. |
| 4.11 | Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount) | 4.11.1 | Menyesuaikan unsur kebahasaan dan struktur teks recount sederhana |
| | | 4.11.1.1 | Merancang kalimat sederhana tentang pengalaman dalam bentuk simple past tense |
| | | 4.11.2 | Membuat teks recount sederhana terkait pengalaman pribadi atau peristiwa di waktu lampau |
| | | 4.11.2.1 | Mempresentasikan hasil teks recount sederhana yang telah dibuat |
| | | 4.11.2.2 | | |

C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:
1. Menggunakan struktur teks dan unsur kebahasaan simple past tense
2. Menggunakan kata keterangan waktu yang sering digunakan pada teks recount
3. Menggunakan kata penghubung waktu sesuai dengan konteks dalam teks recount
4. Menyesuaikan unsur kebahasaan dan struktur teks recount sederhana
D. Materi pembelajaran

Teks tulis sederhana tentang recount text

1. Fungsi social
   Recount text berfungsi untuk menceritakan kembali kejadian-kejadian atau pengalaman di masa lalu.

2. Struktur teks

| Identification | Pengenalan berupa informasi mengenai siapa, di mana, kapan peristiwa atau kejadian itu terjadi di masa lalu. |
| Events         | Menceritakan peristiwa yang terjadi secara berurutan |
| Reorientation  | Rangkuman dari peristiwa atau kejadian yang diceritakan dan opini penulis |

3. Unsur kebahasaan
   - Penggunaan simple past tense: *I went to the beach*
   - Penggunaan adverb dan adverbial phrase untuk mengungkapkan waktu, tempat dan cara: *last month, in Malang, lately, dll*
   - Penggunaan conjunction dan time connectives untuk mengurutkan peristiwa atau kejadian: *and, or, after that, then dll*

4. Topik
   Membuat *Recount text* sederhana tentang “Holiday”
   Contoh *Recount text*:

   *A Trip to the Zoo*

   Yesterday my family and I went to the zoo to see the elephant and other animals. [Orientation]

   When we arrived at the zoo, we went to the shop to buy some food to give to the animals. After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night.

   Before lunch we went for a ride on the elephant. It was a thrill to ride it. My dad nearly fell off when he let go of the rope. During lunch we fed some birds in the park. In the afternoon we saw the animals being fed. [Events]

   When we returned to home, we were tired but happy because we had so much fun. [Reorientation]
E. Metode Pembelajaran

- Pendekatan: Scientific Approach
- Model pembelajaran: Task Based Learning
- Metode dan Strategi pembelajaran:
  - PPP (Presentation, Practice, Produce)
  - Cubbing Strategy

F. Media, alat, dan sumber

- Media: Teks dan Powerpoint
- Alat: Laptop, Projector, dan LCD
- Sumber pembelajaran:
  - Buku Bahasa Inggris kelas VIII semester II kurikulum 2013 Kemendikbud
  - Contoh teks tertulis
  - Sumber dari internet

G. Kegiatan pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan awal</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guru masuk ke dalam kelas dan memberi salam kemudian greeting (good morning, good afternoon).</td>
<td>10 menit</td>
</tr>
<tr>
<td>Guru membaca do'a bersama-sama untuk memulai pembelajaran. Guru menunjuk salah satu murid untuk memimpin do'a.</td>
<td></td>
</tr>
<tr>
<td>Guru mengecek absensi siswa.</td>
<td></td>
</tr>
<tr>
<td>Guru melakukan brainstorming</td>
<td></td>
</tr>
<tr>
<td>Guru meminta siswa untuk menebak materi apa yang akan dipelajari.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan inti</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru mereview penggunaan cubbing strategy dalam menulis teks recount</td>
<td>60 menit</td>
</tr>
<tr>
<td>2. Guru menjelaskan penggunaan past tense yang biasa digunakan pada teks recount</td>
<td>Mengamati</td>
</tr>
<tr>
<td>3. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan penggunaan cubbing strategy dan past tense</td>
<td>Mengamati</td>
</tr>
<tr>
<td></td>
<td>Menanya</td>
</tr>
<tr>
<td></td>
<td>Mengasosiasi</td>
</tr>
</tbody>
</table>
4. Guru membagi siswa menjadi 3 kelompok dan membagikan recount teks yang tidak beraturan
5. Guru mengintruksikan siswa untuk menyusun recount teks dan menentukan generic structure serta language features nya
6. Guru menunjuk perwakilan dari setiap kelompok untuk mempresentasikan hasil kerja mereka
7. Guru memberikan contoh recount teks di papan tulis
8. Guru menunjuk siswa secara acak untuk mengidentifikasi past tense pada recount teks tersebut

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru dan siswa menyimpulkan materi yang sudah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>3. Guru mengagendaan kegiatan yang akan dilakukan dipertemuan selanjutnya</td>
<td></td>
</tr>
</tbody>
</table>

**Pertemuan 2 (2 x 40 menit) Sabtu, 20 April 2019**

<table>
<thead>
<tr>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan awal</td>
<td>10 menit</td>
</tr>
<tr>
<td>1. Guru masuk ke dalam kelas dan memberi salam kemudian <em>greeting</em> (<em>good morning, good afternoon</em>).</td>
<td></td>
</tr>
<tr>
<td>4. Guru melakukan <em>brainstorming</em></td>
<td></td>
</tr>
<tr>
<td>5. Guru meminta siswa untuk menebak materi apa yang akan dipelajari.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan inti</th>
<th>60 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru mereview penggunaan cubbing strategy dalam menulis teks recount</td>
<td></td>
</tr>
<tr>
<td>2. Guru menjelaskan lebih detail lagi cara membuat outline recount teks menggunakan cubbing strategy</td>
<td></td>
</tr>
<tr>
<td>3. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan penggunaan cubbing strategy</td>
<td></td>
</tr>
</tbody>
</table>

Menalar
Menalar
Mengkomunikasikan
Menalar
Kegiatan awal

1. Guru masuk ke dalam kelas dan memberi salam kemudian greeting (good morning, good afternoon).
5. Guru meminta siswa untuk menebak materi apa yang akan dipelajari.

Kegiatan inti

1. Guru mempersilahkan siswa untuk membuat recount teks utuh dari outline yang telah mereka buat pada cube design.
2. Guru membimbing siswa dalam membuat recount teks.
4. Guru memberikan feedback dari hasil recount teks yang telah dibuat siswa.

Kegiatan Akhir

1. Guru dan siswa menyimpulkan materi yang sudah dipelajari.
2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari.
3. Guru mengagendakan kegiatan yang akan dilakukan dipertemuan selanjutnya.

<table>
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<tr>
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<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan awal</td>
<td>10 menit</td>
</tr>
<tr>
<td>Kegiatan inti</td>
<td>60 menit</td>
</tr>
</tbody>
</table>

Pertemuan 3 (2 x 40 menit) Selasa, 23 April 2019

<table>
<thead>
<tr>
<th>Kegiatan awal</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru masuk ke dalam kelas dan memberi salam kemudian greeting (good morning, good afternoon).</td>
<td>10 menit</td>
</tr>
<tr>
<td>4. Guru melakukan brainstorming</td>
<td></td>
</tr>
<tr>
<td>5. Guru meminta siswa untuk menebak materi apa yang akan dipelajari.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Kegiatan inti</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
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<td>60 menit</td>
</tr>
<tr>
<td>2. Guru membimbing siswa dalam membuat recount teks</td>
<td></td>
</tr>
<tr>
<td>4. Guru memberikan feedback dari hasil recount teks yang telah dibuat siswa</td>
<td></td>
</tr>
</tbody>
</table>
5. Guru mereview kembali struktur yang ada pada recount teks dan vocabularies yang biasa digunakan pada recount teks
6. Guru mempersilahkan siswa untuk bertanya tentang struktur dan vocabularies pada recount teks yang belum dipahami

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| 1. Guru dan siswa menyimpulkan materi yang sudah dipelajari.  
2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari.  
3. Guru mengagendakan kegiatan yang akan dilakukan dipertemuan selanjutnya  
4. Guru dan siswa berdoa kemudian ditutup dengan salam. | 10 menit |

### Pertemuan 4 (2 x 40 menit) Post-Test

#### Deskripsi Kegiatan

<table>
<thead>
<tr>
<th>Kegiatan awal</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| 1. Guru masuk ke dalam kelas dan memberi salam kemudian *greeting* (*good morning, good afternoon*).  
2. Guru membaca do’a bersama-sama untuk memulai pembelajaran.  
5. Guru mengkondisikan dan mengatur posisi duduk siswa | 10 menit |

<table>
<thead>
<tr>
<th>Kegiatan inti</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| 1. Guru membagikan soal Post-Test untuk setiap siswa  
2. Guru menjelaskan cara mengerjakan test tersebut  
3. Secara individual, siswa mengerjakan Post-Test 1 dengan tertib  
4. Siswa mengumpulkan test yang telah mereka kerjakan pada guru | 60 menit |

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| 1. Guru dan siswa menyimpulkan materi yang sudah dipelajari.  
2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari. | 10 menit |
3. Guru mengagendakan kegiatan yang akan dilakukan dipertemuan selanjutnya

H. Penilaian

1. Teknik Penilaian
   a. Penilaian Kompetensi Pengetahuan
      1) Tes Tertulis
         - Uraian/esai
   b. Penilaian Sikap
      2) Pengamatan
         - Observation sheet

2. Rubrik Penilaian Kemampuan Menulis (Writing)

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Score</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (C)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Topic</td>
<td>4</td>
<td>The topic is complete and clear, and the details are relating to the topic</td>
</tr>
<tr>
<td>- Details</td>
<td>3</td>
<td>The topic is complete and clear, but the details are almost relating to the topic</td>
</tr>
<tr>
<td>-</td>
<td>2</td>
<td>The topic is complete and clear, but the details are not relating to the topic</td>
</tr>
<tr>
<td>-</td>
<td>1</td>
<td>The topic is not clear, and the details are not relating to the topic</td>
</tr>
<tr>
<td>Organization (O)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Orientation</td>
<td>4</td>
<td>Most of the sentence are related to the main idea</td>
</tr>
<tr>
<td>- Events</td>
<td>3</td>
<td>Some sentences related to the main idea</td>
</tr>
<tr>
<td>- Reorientation</td>
<td>2</td>
<td>Few sentences are related to the main idea</td>
</tr>
<tr>
<td>-</td>
<td>1</td>
<td>The sentences are unrelated to each other</td>
</tr>
<tr>
<td>Grammar (G)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use simple past tense</td>
<td>4</td>
<td>Very few grammatical inaccuracies</td>
</tr>
<tr>
<td>-</td>
<td>3</td>
<td>Few grammatical inaccuracies but not affect the meaning</td>
</tr>
<tr>
<td>-</td>
<td>2</td>
<td>Numerous grammatical inaccuracies</td>
</tr>
<tr>
<td>-</td>
<td>1</td>
<td>Frequent grammatical inaccuracies</td>
</tr>
<tr>
<td>Vocabulary (V)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>4</td>
<td>Effective choice of words and word forms</td>
</tr>
<tr>
<td>-</td>
<td>3</td>
<td>Few misuse vocabularies, word forms, but not change the meaning</td>
</tr>
<tr>
<td>-</td>
<td>2</td>
<td>Limited range confusing words and word forms</td>
</tr>
<tr>
<td>-</td>
<td>1</td>
<td>Very poor knowledge of words, word forms, and not understandable</td>
</tr>
<tr>
<td>Aspect</td>
<td>Score</td>
<td>Performance Description</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Mechanics (M) - Spelling - Punctuation - Capitalization</td>
<td>4</td>
<td>It uses correct spelling, punctuation, and capitalization</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>It has occasional errors of spelling, punctuation, and capitalization</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>It has frequent errors of spelling, punctuation, and capitalization</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>It is dominated by errors of spelling, punctuation, and capitalization</td>
</tr>
</tbody>
</table>

3. **Rubrik Penilaian Sikap**

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students are actively participated in learning process</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2</td>
<td>Students ask a question</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3</td>
<td>Students answer questions</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4</td>
<td>Students are actively involved in writing activities</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5</td>
<td>Students talk to another student</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6</td>
<td>Period of silence or confusion</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>7</td>
<td>The objective of the lesson was clear to the students</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>8</td>
<td>Students understand the lesson that have been taught</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Key:
1 Not at all  
2 Slightly  
3 Very  
4 Completely
RENCANA PELAKSANAAN PEMBELAJARAN
Satuan Pendidikan : MTs Al-Awwabin
Mata Pelajaran   : Bahasa Inggris
Materi/Skill     : Recount text/Writing
Tema/Topic       : Personal Recount
Kelas/Semester  : VIII/2
Cycle            : 3
Alokasi Waktu   : 2 x 40 menit

A. Kompetensi Inti
1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadannya.
3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya
4. Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

<table>
<thead>
<tr>
<th>KI</th>
<th>Kompetensi Dasar (KD)</th>
<th>Indikator Pencapaian Kompetensi (IPK)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional</td>
<td>1.1.1 Mengungkapkan rasa syukur setiap saat mendapatkan kesempatan belajar bahasa Inggris.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1.2 Melaksanakan setiap kegiatan, pada pembelajaran bahasa Inggris dengan seriusesia</td>
</tr>
<tr>
<td>2.1</td>
<td>Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</td>
<td>2.1.1 Menyelesaikan tugas bahasa Inggris tepat waktu dan jujur</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.2 Menyelesaikan tugas yang menjadi bagianannya dalam kerja kelompok.</td>
</tr>
<tr>
<td>3.11</td>
<td>membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan</td>
<td>3.11.1 Mengidentifikasi fungsi sosial dari recount text</td>
</tr>
<tr>
<td>3.11.2</td>
<td>Mengidentifikasi generic structure dari recount text</td>
<td></td>
</tr>
<tr>
<td>3.11.3</td>
<td>Mengidentifikasi unsur kebahasaan simple past tense</td>
<td></td>
</tr>
<tr>
<td>3.11.4</td>
<td>Menyebutkan adverbial phrase untuk mengungkapkan waktu, tempat dan cara: yesterday, last year, a week ago, in Malang</td>
<td></td>
</tr>
<tr>
<td>3.11.5</td>
<td>Menunjukkan conjunction dan time connectives: Then, after that, first, finally.</td>
<td></td>
</tr>
</tbody>
</table>

| 4.11 |  |
| 4.11.1 | Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount) |
| 4.11.1.1 | Menyesuaikan unsur kebahasaan dan struktur teks recount sederhana |
| 4.11.1.2 | Merancang kalimat sederhana tentang pengalaman dalam bentuk simple past tense |
| 4.11.2 | Mengidentifikasi unsur kebahasaan sederhana terkait pengalaman pribadi atau peristiwa di waktu lampau |
| 4.11.2.1 | Membuat teks recount sederhana yang telah dibuat |
| 4.11.2.2 | Mempresentasikan hasil teks recount sederhana yang telah dibuat |

**C. Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat:
1. Menggunakan struktur teks dan unsur kebahasaan simple past tense
2. Menggunakan kata keterangan waktu yang sering digunakan pada teks recount
3. Menggunakan kata penghubung waktu sesuai dengan konteks dalam teks recount
4. Menyesuaikan unsur kebahasaan dan struktur teks recount sederhana
5. Membuat teks deskriptif sederhana
6. Menceritakan kembali teks deskriptif yang telah dibuat
D. Materi pembelajaran

Teks tulis sederhana tentang recount text

1. Fungsi social
   Recount text berfungsi untuk menceritakan kembali kejadian-kejadian atau pengalaman di masa lalu.

2. Struktur teks

<table>
<thead>
<tr>
<th>Identification</th>
<th>Pengenalan berupa informasi mengenai siapa, di mana, kapan peristiwa atau kejadian itu terjadi di masa lalu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events</td>
<td>Menceritakan peristiwa yang terjadi secara berurutan.</td>
</tr>
<tr>
<td>Reorientation</td>
<td>Rangkuman dari peristiwa atau kejadian yang diceritakan dan opini penulis</td>
</tr>
</tbody>
</table>

3. Unsur kebahasaan
   - Penggunaan *simple past tense: I went to the beach*
   - Penggunaan adverb dan adverbial phrase untuk mengungkapkan waktu, tempat dan cara: *last month, in Malang, lately, dll*
   - Penggunaan conjunction dan time connectives untuk mengurutkan peristiwa atau kejadian: *and, or, after that, then dll*

4. Topik
   Membuat *Recount text* sederhana tentang “Holiday”

Contoh *Recount text:*

*A Trip to the Zoo*

Yesterday my family and I went to the zoo to see the elephant and other animals. [Orientation]

When we arrived at the zoo, we went to the shop to buy some food to give to the animals. After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before lunch we went for a ride on the elephant. It was a thrill to ride it. My dad nearly fell off when he let go of the rope. During lunch we fed some birds in the park. In the afternoon we saw the animals being fed. [Events]

When we returned to home, we were tired but happy because we had so much fun. [Reorientation]
5. Metode Pembelajaran
   - Pendekatan: Scientific Approach
   - Model pembelajaran: Task Based Learning
   - Metode dan Strategi pembelajaran:
     - PPP (Presentation, Practice, Produce)
     - Cubbing Strategy

6. Media, alat, dan sumber
   - Media: Teks dan Powerpoint
   - Alat: Laptop, Projector, dan LCD
   - Sumber pembelajaran:
     - Buku Bahasa Inggris kelas VIII semester II kurikulum 2013 Kemendikbud
     - Contoh teks tertulis
     - Sumber dari internet

G. Kegiatan pembelajaran

<table>
<thead>
<tr>
<th>Pertemuan 1 (2 x 40 menit) Sabtu, 27 April 2019</th>
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<tbody>
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</tr>
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<td>Menanya</td>
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<td></td>
<td>Mengasosiasi</td>
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</tbody>
</table>
4. Guru membagi siswa menjadi 3 kelompok dan membagikan cube design
5. Guru mengintruksikan siswa untuk menyusun kalimat dan membuat outline dari setiap box yang ada di cube design.
6. Guru menunjuk perwakilan dari setiap kelompok untuk mempresentasikan hasil kerja mereka
7. Guru memberikan contoh recount teks di papan tulis
8. Guru menunjuk siswa secara acak untuk mengidentifikasi time connectives pada recount teks tersebut

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>Menalar</th>
<th>Mengkomunikasikan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru dan siswa menyimpulkan materi yang sudah dipelajari.</td>
<td>Menalar</td>
<td>Mengkomunikasikan</td>
</tr>
<tr>
<td>2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Guru mengagendakan kegiatan yang akan dilakukan dipertemuan selanjutnya</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pertemuan 2 (2 x 40 menit) Selasa, 30 April 2019</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deskripsi Kegiatan</td>
<td>10 menit</td>
</tr>
<tr>
<td>Kegiatan awal</td>
<td></td>
</tr>
<tr>
<td>1. Guru masuk ke dalam kelas dan memberi salam kemudian greeting (good morning, good afternoon).</td>
<td></td>
</tr>
<tr>
<td>2. Guru membaca do’a bersama-sama untuk memulai pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>5. Guru melakukan brainstorming</td>
<td></td>
</tr>
<tr>
<td>6. Guru meminta siswa untuk menebak materi apa yang akan dipelajari.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan inti</th>
<th>60 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru mereview penggunaan time connectives dalam menulis teks</td>
<td>Mengamati</td>
</tr>
<tr>
<td>2. Guru menjelaskan materi tentang preposition dalam menulis sebuah teks</td>
<td>Mengamati</td>
</tr>
</tbody>
</table>
3. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan *preposition*
4. Guru menugaskan setiap siswa untuk membuat paragraph dengan menggunakan *preposition* dan *time connectives*
5. Guru membimbing siswa dalam membuat paragraph
6. Guru menunjuk beberapa siswa untuk membacakan paragraph yang telah mereka buat
7. Guru memberikan feedback dari hasil paragraph yang telah dibuat siswa

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru dan siswa menyimpulkan materi yang sudah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>3. Guru mengagendakan kegiatan yang akan dilakukan dipertemuan selanjutnya</td>
<td></td>
</tr>
</tbody>
</table>

Pertemuan 3 (2 x 40 menit) Kamis, 2 Mei 2019

<table>
<thead>
<tr>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan awal</td>
<td>10 menit</td>
</tr>
<tr>
<td>1. Guru masuk ke dalam kelas dan memberi salam kemudian <em>greeting</em> (<em>good morning, good afternoon</em>).</td>
<td></td>
</tr>
<tr>
<td>2. Guru membaca do’a bersama-sama untuk memulai pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>5. Guru melakukan <em>brainstorming</em></td>
<td></td>
</tr>
<tr>
<td>6. Guru meminta siswa untuk menebak materi apa yang akan dipelajari.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan inti</th>
<th>60 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru mempersilahkan siswa untuk membuat outline recount teks pada <em>cube design</em> yang telah disiapkan</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Menanya</th>
<th>Menalar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengkomunikasikan</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Menalar</th>
<th>Mengasosiasi</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Menalar</th>
<th>Mengasosiasi</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Guru membimbing siswa dalam membuat recount teks utuh dari outline yang telah mereka buat
3. Guru mempersilahkan perwakilan dari siswa untuk membacakan hasil recount teks yang telah dibuat
4. Guru memberikan feedback dari hasil recount teks yang telah dibuat siswa
5. Guru mereview kembali struktur yang ada pada recount teks dan penggunaan Cubing strategy dalam membuat recount teks

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru dan siswa menyimpulkan materi yang sudah dipelajari.</td>
<td>10 menit</td>
</tr>
<tr>
<td>2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>3. Guru mengagendakan kegiatan yang akan dilakukan dipertemuan selanjutnya.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pertemuan 4 (2 x 40 menit) Post-Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deskripsi Kegiatan</td>
</tr>
<tr>
<td><strong>Kegiatan awal</strong></td>
</tr>
<tr>
<td>1. Guru masuk ke dalam kelas dan memberi salam kemudian <em>greeting (good morning, good afternoon)</em>.</td>
</tr>
<tr>
<td>2. Guru membaca do’a bersama- sama untuk memulai pembelajaran.</td>
</tr>
<tr>
<td>5. Guru mengkondisikan dan mengatur posisi duduk siswa</td>
</tr>
<tr>
<td><strong>Kegiatan inti</strong></td>
</tr>
<tr>
<td>1. Guru membagikan soal Post-Test untuk setiap siswa</td>
</tr>
<tr>
<td>2. Guru menjelaskan cara mengerjakan test tersebut</td>
</tr>
<tr>
<td>3. Secara individual, siswa mengerjakan Post-Test 1 dengan tertib</td>
</tr>
<tr>
<td>4. Siswa mengumpulkan test yang telah mereka kerjakan pada guru</td>
</tr>
</tbody>
</table>
Kegiatan Akhir

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru dan siswa menyimpulkan materi yang sudah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>3. Guru mengagendakan kegiatan yang akan dilakukan dipertemuan selanjutnya</td>
<td></td>
</tr>
</tbody>
</table>

H. Penilaian

1. **Teknik Penilaian**
   - a. Penilaian Kompetensi Pengetahuan
      1) Tes Tertulis
         - Uraian/esai
      b. Penilaian Sikap
         2) Pengamatan
         - Observation sheet

2. **Rubrik Penilaian Kemampuan Menulis (Writing)**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Score</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (C)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Topic</td>
<td>4</td>
<td>The topic is complete and clear, and the details are relating to the topic</td>
</tr>
<tr>
<td>- Details</td>
<td>3</td>
<td>The topic is complete and clear, but the details are almost relating to the topic</td>
</tr>
<tr>
<td>Organization (O)</td>
<td>4</td>
<td>Most of the sentence are related to the main idea</td>
</tr>
<tr>
<td>- Orientation</td>
<td>3</td>
<td>Some sentences related to the main idea</td>
</tr>
<tr>
<td>- Events</td>
<td>2</td>
<td>Few sentences are related to the main idea</td>
</tr>
<tr>
<td>- Reorientation</td>
<td>1</td>
<td>The sentences are unrelated to each other</td>
</tr>
<tr>
<td>Grammar (G)</td>
<td>4</td>
<td>Very few grammatical inaccuracies</td>
</tr>
<tr>
<td>- Use simple past tense</td>
<td>3</td>
<td>Few grammatical inaccuracies but not affect the meaning</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Numerous grammatical inaccuracies</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Frequent grammatical inaccuracies</td>
</tr>
<tr>
<td>Aspect</td>
<td>Score</td>
<td>Performance Description</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Vocabulary (V)</td>
<td>4</td>
<td>Effective choice of words and word forms</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Few misuse vocabularies, word forms, but not change the meaning</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Limited range confusing words and word forms</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Very poor knowledge of words, word forms, and not understandable</td>
</tr>
<tr>
<td>Mechanics (M)</td>
<td>4</td>
<td>It uses correct spelling, punctuation, and capitalization</td>
</tr>
<tr>
<td>- Spelling</td>
<td>3</td>
<td>It has occasional errors of spelling, punctuation, and capitalization</td>
</tr>
<tr>
<td>- Punctuation</td>
<td>2</td>
<td>It has frequent errors of spelling, punctuation, and capitalization</td>
</tr>
<tr>
<td>- Capitalization</td>
<td>1</td>
<td>It is dominated by errors of spelling, punctuation, and capitalization</td>
</tr>
</tbody>
</table>

3. Rubrik Penilaian Sikap

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students are actively participated in learning process</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2</td>
<td>Students ask a question</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3</td>
<td>Students answer questions</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4</td>
<td>Students are actively involved in writing activities</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5</td>
<td>Students talk to another student</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6</td>
<td>Period of silence or confusion</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>7</td>
<td>The objective of the lesson was clear to the students</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>8</td>
<td>Students understand the lesson that have been taught</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Key:
1 Not at all
2 Slightly
3 Very
4 Completely
Appendix 9
Observation Sheet

OBSERVATION SHEET IN TEACHING AND LEARNING PROCESS

School: MTs Al-Awwabin
Academic Year: 2018/2019
Class/Semester: 8/2
Material/Skill: Recount Text/Writing
Cycle/Pertemuan:
Date:

Key:
1 Not at all  3 Very
2 Slightly  4 Completely

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>1 2 3 4</td>
</tr>
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<td>2</td>
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</tr>
<tr>
<td>3</td>
<td>Students answer questions</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4</td>
<td>Students are actively involved in writing activities</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5</td>
<td>Students talk to another student</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6</td>
<td>Period of silence or confusion</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>7</td>
<td>The objective of the lesson was clear to the students</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>8</td>
<td>Students understand the lesson that have been taught</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Notes:
Appendix 10
Transcription of Classroom Observation

OBSERVATION SHEET IN TEACHING AND LEARNING PROCESS

School : MTs Al-Awwabin
Academic Year : 2018/2019
Class/Semester : 8/2
Material/Skill : Recount Text/Writing
Cycle/Pertemuan : 1 / 1
Date : 9 April 2019

Key:
1 Not at all                  3 Very
2 Slightly                   4 Completely

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students are actively participated in learning process</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2</td>
<td>Students ask a question</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3</td>
<td>Students answer questions</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4</td>
<td>Students are actively involved in writing activities</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5</td>
<td>Students talk to another student</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6</td>
<td>Period of silence or confusion</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>7</td>
<td>The objective of the lesson was clear to the students</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>8</td>
<td>Students understand the lesson that have been taught</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Notes:
The students are mostly active and enthusiast in learning, they are also curious about the material. But, most of them are poor in the English vocabulary and did not know how to begin their writing, so, they always ask and takes time to search the meaning of the word. There are also some students who felt shy and not enthusiast in learning process so, the researcher involved them in discussion.
OBSERVATION SHEET IN TEACHING AND LEARNING PROCESS

School: MTs Al-Awwabin
Academic Year: 2018/2019
Class/Semester: 8/2
Material/Skill: Recount Text/Writing
Cycle/Pertemuan: 1 / 2
Date: 11 April 2019

Key:
1 Not at all
2 Slightly
3 Very
4 Completely

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students are actively participated in learning process</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Students ask a question</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students answer questions</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students are actively involved in writing activities</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Students talk to another student</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Period of silence or confusion</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The objective of the lesson was clear to the students</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Students understand the lesson that have been taught</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
The students seem cooperative and pay attention when the teacher explain the material about the cubing strategy, they wrote their story outline with pleasure and want to ask more explanation about the material. But, there are some students who misunderstood and a little bit slow in completing their outline, there is also one student who sleepy during the learning process. Time was very limited in this meeting.
**OBSERVATION SHEET IN TEACHING AND LEARNING PROCESS**

- **School**: MTs Al-Awwabin
- **Academic Year**: 2018/2019
- **Class/Semester**: 8/2
- **Material/Skill**: Recount Text/Writing
- **Cycle/Pertemuan**: 1 / 3
- **Date**: 13 April 2019

**Key:**

1 Not at all  
2 Slightly  
3 Very  
4 Completely

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students are actively participated in learning process</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Students ask a question</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Students answer questions</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Students are actively involved in writing activities</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Students talk to another student</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Period of silence or confusion</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>The objective of the lesson was clear to the students</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Students understand the lesson that have been taught</td>
<td>2</td>
</tr>
</tbody>
</table>

**Notes:**

- The students still cooperative and active, they want to write although they are difficult to find the right word to complete their sentence. There are also some students who sleepy and chatting with their friends when the learning process but they still doing their responsibility to finish their task. But, there were some students who confused and did not attend yesterday's meeting, so the teacher must re-explain to the student who was absent.
OBSERVATION SHEET IN TEACHING AND LEARNING PROCESS

School: MTs Al-Awwabin
Academic Year: 2018/2019
Class/Semester: 8/2
Material/Skill: Recount Text/Writing
Cycle/Pertemuan: 2 / 1
Date: 18 April 2019

Key:
1 Not at all 3 Very
2 Slightly 4 Completely

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students are actively participated in learning process</td>
<td>2 3 4</td>
</tr>
<tr>
<td>2</td>
<td>Students ask a question</td>
<td>2 3 4</td>
</tr>
<tr>
<td>3</td>
<td>Students answer questions</td>
<td>2 3 4</td>
</tr>
<tr>
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<tr>
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<td>2 3 4</td>
</tr>
<tr>
<td>8</td>
<td>Students understand the lesson that have been taught</td>
<td>2 3 4</td>
</tr>
</tbody>
</table>

Notes:
Many students seemed more enthusiastic when worked on their group, they all want and eager to share and give their effort for their group. The improvement that seemed on this class is when the researcher asked them to present their group work and tested them to analyze the recount text structure, they were fast in answer it and know the correct structure and language feature of the recount text. But there are some students who is sleepy during the activity.
OBSERVATION SHEET IN TEACHING AND LEARNING PROCESS

School: MTs Al-Awwabin
Academic Year: 2018/2019
Class/Semester: 8/2
Material/Skill: Recount Text/Writing
Cycle/Pertemuan: 2 / 2
Date: 20 April 2019

Key:
1 Not at all
2 Slightly
3 Very
4 Completely

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students are actively participated in learning process</td>
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</tr>
<tr>
<td>2</td>
<td>Students ask a question</td>
<td>1 2</td>
</tr>
<tr>
<td>3</td>
<td>Students answer questions</td>
<td>1 2</td>
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<td>4</td>
<td>Students are actively involved in writing activities</td>
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<td>5</td>
<td>Students talk to another student</td>
<td>1 2</td>
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<tr>
<td>6</td>
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<tr>
<td>7</td>
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<td>1 2</td>
</tr>
<tr>
<td>8</td>
<td>Students understand the lesson that have been taught</td>
<td>1 2</td>
</tr>
</tbody>
</table>

Notes:
The students still pleasure and want to try to write about their experience with cubing strategy. The students look accustomed in writing but there are some students who still confused in arranging the sentence.
### OBSERVATION SHEET IN TEACHING AND LEARNING PROCESS

**School**: MTs Al-Awwabin  
**Academic Year**: 2018/2019  
**Class/Semester**: 8/2  
**Material/Skill**: Recount Text/Writing  
**Cycle/Pertemuan**: 2 / 3  
**Date**: 23 April 2019

**Key:**
1 Not at all  
2 Slightly  
3 Very  
4 Completely

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<tr>
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<td>2</td>
</tr>
<tr>
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<td>Students answer questions</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Students are actively involved in writing activities</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Students talk to another student</td>
<td>2</td>
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<tr>
<td>6</td>
<td>Period of silence or confusion</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>The objective of the lesson was clear to the students</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Students understand the lesson that have been taught</td>
<td>2</td>
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**Notes:**

The students more active in asking about vocabularies to complete and make a good recount text, they were also still enthusiastic to complete their text although they were very often to write. But, there are some students seem bored because they always write.
OBSERVATION SHEET IN TEACHING AND LEARNING PROCESS

School: MTs Al-Awwabin
Academic Year: 2018/2019
Class/Semester: 8/2
Material/Skill: Recount Text/Writing
Cycle/Pertemuan: 3 / 1
Date: 27 April 2019

Key:
1 Not at all
2 Slightly
3 Very
4 Completely

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<td>Students answer questions</td>
<td>1 2 3 4</td>
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<tr>
<td>8</td>
<td>Students understand the lesson that have been taught</td>
<td>1 2 3 4</td>
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Notes:
The students seemed more enthusiastic especially when they are working with their group. The students also cooperative when the researcher gave them a task and chose one group to present it in front of the class.
OBSERVATION SHEET IN TEACHING AND LEARNING PROCESS

School: MTs Al-Awwabin
Academic Year: 2018/2019
Class/Semester: 8/2
Material/Skill: Recount Text/Writing
Cycle/Pertemuan: 3 / 2
Date: 30 April 2019

Key:
1 Not at all 3 Very
2 Slightly 4 Completely

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<td>8</td>
<td>Students understand the lesson that have been taught</td>
<td>1 2  3  4</td>
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Notes:
The researcher gave the new material about preposition and the students seemed passionate in learning it, they also active to ask the more explanation about the preposition or linking words. The students’ motivation seemed increasing because the interesting material. But, it has been a while the students seemed bored and chat with their friends. So, the researcher gave some ice breaking to refresh the class’ ambience.
OBSERVATION SHEET IN TEACHING AND LEARNING PROCESS

School: MTs Al-Awwabin
Academic Year: 2018/2019
Class/Semester: 8/2
Material/Skill: Recount Text/Writing
Cycle/Pertemuan: 3 / 3
Date: 2 Mei 2019

Key:
1 Not at all 3 Very
2 Slightly 4 Completely

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<td>1 2 3</td>
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</tr>
<tr>
<td>8</td>
<td>Students understand the lesson that have been taught</td>
<td>1 2 3</td>
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Notes:
The students more accustomed in writing because they always practice in the previous cycle. Furthermore, when the students began their writing, they did not ask many questions related to make an outline with the cubing strategy because they have already known how to use it from the previous meetings.
Appendix 11
Example of Students’ Pre-test

Pre-Test

Petunjuk:
- Isi data diri anda dengan benar
- Tulislah sebuah teks recount tentang “Holiday”
- Waktu Anda untuk menulis 30 menit
- Hasil nilai dari teks ini tidak mempengaruhi nilai akhir Bahasa Inggris Anda

Hari/Tanggal: Selasa, 6 April 2019
Nama: Heryah Nabilah
Kelas: VIII B

My Holiday

One week ago, I went to Malang with my family. I visit the zoo. Animals in Malang. In the zoo, I went to the bicycle, because I like riding bicycle, it is crowded, and I see many animals, then we lunch in restaurant in the zoo, there many beautiful view. I like see it. I am very happy there, I went to go back again.
Pre-Test

Petunjuk:
- Isi data diri anda dengan benar
- Tulislah sebuah teks recount tentang "Holiday"
- Waktu anda untuk menulis 30 menit
- Hasil nilai dari teks ini tidak mempengaruhi nilai akhir Bahasa Inggris Anda

Hari/Tanggal: 6 April 2019
Nama: Shafiqah Anas Karima
Kelas: VIB

ONE WEEK AGO, I WENT TO SEMARANG WITH MY FAMILY. WHEN I ARRIVED, I GAVE THE HOTEL. BECAUSE I FEEL SO TRED
AFER ROM, ME AND MY FAMILY VISITED MY UNCLE AND I FOLLOW HIM TO SEMARANG TOWN. THEN I TOOK A PICTURE
AFER THAT, WE WENT TO A RESTAURANT AND EAT LUNCH. WE DRANK ICE TEA. THEN WE WENT TO MY UNCLE HOUSE. AGAIN, WE TOLD ABOUT MANY THINGS MY UNCLE TOLD ABOUT HIS PAST AND ASKED ME ABOUT MY SCHOOL.
AFTER THAT, MY UNCLE AND HIS FAMILY SAID GOODBYE TO MY UNCLE. I AND MY FAMILY WENT TO OUR HOUSE TO GET SOME REST.
AND IN THE MORNING, I WOKE UP AT 5 A.M. PRAYING SUBUH AND HAVING BREAKFAST. AFTER THAT, ME AND MY FAMILY WENT TO THE AIRPORT.
Appendix 12
Example of Students’ Post-test Cycle 1

Post-Test Cycle 1

Petunjuk:
- Isi data diri anda dengan benar
- Buatlah recount text dari outline yang sudah anda buat pada cube design (perhatikan struktur dan unsur kebahasaan pada recount text)
- Waktu anda untuk menulis 30 menit
- Minimal 3 paragraf
- Hasil nilai dari teks ini tidak mempengaruhi nilai akhir Bahasa Inggris anda

Hari/Tanggal: 12 April 2019
Nama: [Nama Lengkap]
Kelas: [Kelas]

one week ago, I with my family went to Semarang. I went by airplane. After arrived in Semarang, I went to hotel. Cause I feel so tired, I cannot wait tomorrow morning.

In the morning, I woke up at five in the morning. After having breakfast, I ate my breakfast then went to visit my uncle. In his house, then I followed him to Semarang. Then, me and my family take a photo with my uncle.

After rest in Semarang, I went to a restaurant to lunch. But I just ate lompin because I feel so full after ate.

I went to my uncle house.

I arrived at my uncle house at five in the evening. Then, me and my family tell about many things, and uncle told a story about his job. Then he asked me about my school.

After that, again, me and my family go back to hotel. I will went back to hotel. I felt so happy, and I will go back to Semarang tomorrow.
Post-Test Cycle!

Petunjuk:
- Isi data diri anda dengan benar
- Buatlah recount text dari outline yang sudah anda buat pada cube design (perhatikan struktur dan unsur kebahasaan pada recount teks)
- Waktu anda untuk menulis 30 menit
- Minimal 3 paragraf
- Hasil nilai dari teks ini tidak mempengaruhi nilai akhir Bahasa Inggris Anda.

Hari/Tanggal: Jum'at, 12 April 2019
Nama: 
Kelas: VIII b

"Holiday"

Two months ago, I went to Bandung with my family. We visited the museum and a farm house. In the museum, we can learn a lot of things. Then we refreshed in the farm house. We played there and got a doll, because I like dolls. There is a crowded and many beautiful view. We take a picture there. After that, we lunch in the restaurant and took a rest for a moment, after that we back to our and back to home.

In trip, I was with my family. I was very happy. After that, we stop in rest area to pray and buy some food. We continue the trip to home and family we arrived in home at night, and we immediately took a rest. I was very happy there, and I went to go back again.
Appendix 13
Example of Students’ Post-test Cycle 2

Post-Test Cycle 2

Petunjuk:
- Isi data diri anda dengan benar
- Buatlah recount text tentang “Unforgettable Experience” dari outline yang sudah anda buat pada cube design (perhatikan struktur dan unsur kebahasan pada recount teks)
- Waktu anda untuk menulis 30 menit
- Minimal 3 paragraf
- Hasil nilai dari teks ini tidak mempengaruhi nilai akhir Bahasa Inggris anda

Hari/Tanggal: 26 April 2019
Nama: [Name]
Kelas: VIII B

Last year, I was played with my friends. We rode the bicycle to go somewhere we like at the moment. I felt so happy. We went to park because we want to play there. The park is not far from here. So we rode our bicycle. So fast, but we shared together while rode fast. The bicycle moved very fast. I felt so fear from the bicycle. Oh, no! I felt so shame. My face turned red with embarrassment. Then my friends immediately helped me.

At the moment, I felt so shame. This is my unforgettable experience.
One week ago, I had an Unforgettable Experience in class. At the moment, I with my friend made noisy in class. Especially at free class, we were so happy at free class, our activity can be free, we can sing in class, have fun, and we can chatting with friend at free class because when teacher in class we must listened the teacher at the course. At the moment, my class very noisy till my teacher come to my class, to gave us a warning, the we all quiet and listened my teacher’s words. She is very angry at the moment I because my class in noisy. As the class continue I felt guilty, then I asked Sorry to her.
Appendix 14
Example of Students’ Post-test Cycle 3

- Post-Test Cycle 3

Petunjuk:
- Isi data diri anda dengan benar
- Buatlah recount text dengan tema “A Fun Experience in my Childhood” dari outline yang sudah anda buat pada cube design (perhatikan struktur dan unsur kebahasaan pada recount teks)
- Waktu anda untuk menulis 30 menit
- Minimal 3 paragraf
- Hasil nilai dari teks ini tidak mempengaruhi nilai akhir Bahasa Inggris anda

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<td>Shofiardl Arja Karna</td>
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"A fun experience in my childhood"

Eight years ago when I was ten years old, my family and I went to Ancol on the weekend. After we arrived at Ancol, we immediately went to seaworld.

At seaworld, we saw many fishes and the unique species, I was very happy. I could see many fishes because there are all the things about the sea.

At the weekend, seaworld is very crowded because it is the weekend and I am engaged and foodstrilling around until my family. After that, we took a rest and went together at the restaurant. I ate noodles and drank cold tea.

After that, we prepared to went home by car. I am definitely tired, and I went to sleep in the car. But I feel so happy and want to tell the other fun experience like I was child.
Post-Test Cycle 3

Petunjuk:
- Isi data diri anda dengan benar
- Buatlah recount text dengan tema “A Fun Experience in my Childhood” dari outline yang sudah anda buat pada cube design (perhatikan struktur dan unsur kebahasaan pada recount teks)
- Waktu anda untuk menulis 30 menit
- Minimal 3 paragraf
- Hasil nilai dari teks ini tidak mempengaruhi nilai akhir Bahasa Inggris anda

Hari/Tanggal : Sabtu, 9 Mei 2019
Nama: Nurizah Nabila
Kelas: VIII B

"A Fun Experience in my Childhood"

Ten years ago, when I three years old, I went to safari zoo with my family. We went by car and took 4 hours in one trip.

After I arrived in safari zoo, I rode the elephant with my sister. At the first time, I am very afraid and always held my sister hand. But after that, I enjoyed ride the elephant. I want to ride the elephant because it is my favourite animal.

In that moment, so many people visited the safari zoo. After ride the elephant, I and my family saw many animals and we fed them. After that, I lunched with my family in the restaurant.

I am very happy could visit safari zoo and I want to come back again.
Appendix 15
The Written Activity of Cubing Strategy
Appendix 16
Surat Pengesahan Proposal Skripsi
Appendix 17
The Skripsi Guidance Letter

No. Dokumen : FITK-FR-AKD-081
Tgl. Terbit : 1 Maret 2019
No. Revisi : 01
Hal : 1/1

SURAT BIMBINGAN SKRIPSI

Nomor : B-5013 /FI/KM.01.3/III/2019
Lamp. : 1
Hal : Bimbingan Skripsi

Jakarta, 25 Maret 2019

Yang terhormat,
Dr. Arief, M.Pd.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu’alaiikum WR. WB.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II
(materi/ekskis) penulisan skripsi mahasiswa:

Nama : Afifah Nur Cholidah
NIM : 11150140000054
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (Debatpaan)

Judul Skripsi : Applying Cubbing Strategy to Enhance Students’ Writing Ability
of Recont Text

Judul tersebut telah disetujui oleh Jurusan dan proposal telah diajukan pada tanggal
27 Februari 2019 dan disetujui fokus (proposol terakhir). Saudara dapat melakukan
perubahan redaksional pada judul tersebut. Apabila terdapat perubahan substansial, dianggap
perlu, mohon pembimbing menghubungi Jurusan terlebih dahulu.

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

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

Wassalamu’alaikum wr. wb.

[Signature]

[Signature]

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.

[Stamp]

[Stamp]

[Stamp]
Yang terhormat,
Drs. Nasifuddin Jali, M.Ag.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum Wr. Wb.

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

Nama : Affifah Nur Cholidah
NIM : 11150140000054
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (Delapan)
Judul Skripsi : Applying Cubbing Strategy to Enhance Students’ Writing Ability
of Recount Text

Judul tersebut telah disetujui oleh Jurusan dan proposal telah disajikan pada tanggal
27 Februari 2019 dan dinyatakan lulus (proposal terlampir). Saudara dapat melakukan
perubahan redaksional pada judul tersebut. Apabila perubahan substansial ditegaskan
perlu, mohon pembimbing menghubungi Jurusan terlebih dahulu.

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

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

Wassalamu'alaikum wr.wb.

Dekan,
Pendidikan Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
Appendix 18
Surat Permohonan Izin Penelitian

KEMENTERIAN AGAMA
UIN JAKARTA
FITK
Jl. M.H. Thamrin No.03 Cakung 14432 Indonesia

FORM (FR)
No. Dokumen : FITK-FR-ARO-082
Tgl. Terbit : 1 Maret 2019
No. Revisi : 01
Hal : 1/1

SURAT PERMOHONAN IZIN PENELITIAN

Nomor Lampiran
Hal

B-0448/F/KM.01.3/III/2019
Jakarta, 14 Maret 2019

Permohonan Izin Penelitian

Kepada Yth.,
Kepala MTs Al-Awwabin

di-
Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat kami sampaikan bahwa,
Nama : Affah Nur Cholidah
NIM : 11150140000054
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (Diploma)

JUDUL SKRIPSI: Applying Cubbing Strategy to Enhance Students’ Writing Ability of Recount Text

adalah bahan mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyelesaikan Skripsi, dan akan mengadakan penelitian (inti) di instansi sekolah madrasah yang Saudara pimpin.

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

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

Wassalamu’alaikum Wr. Wb.

Aa. Dekan,
Pendidikan Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Wakil Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
4. Jurusan Pendidikan Bahasa Inggris
Appendix 19
Surat Balasan Izin Penelitian dari Sekolah

Madrasah Tsanawiyah (MTs) AL-AWWABIBIN
( Terakreditasi : A )
Jl. Raya Sawangan No. 21 Kel. Pancoranmas, Depok I Kota Depok Telp. : (021) 7522120

SURAT KETENTAN
Nomor : A.315/ Kel/KM-MTs/V/2019

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Al-Awwabin Kota Depok, Propinsi Jawa Barat menandatangani bahwa:

Nama : ASIFAH NUR CHOLIDAH
NIM : 11150140000054
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris
Universitas : UIN Syarif Hidayatullah Jakarta

Sesuai dengan surat Permohonan Izin Penelitian nomor B.0443/F1/KM.01.3/II/2019 maka Mahasiswa telah melakukan penelitian pada tanggal 23 Maret s/d 04 Mei 2019 dalam rangka Penyusunan Skripsi dengan judul "Applying Cabbing Strategy to Enhance Students Writing Ability of Recount Text"

Demikian surat keterangan ini kami buat, agar dapat di pergunakan sebagaimana mestinya,

Depok, 20 Mei 2019
Kepala Madrasah

Abdul Sukur, S.Ag
# Appendix 20

References Examination Paper

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<td>Jack and Willy, <em>op.cit.</em>, p. 315.</td>
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**Teaching in the Content Area:**

- **Knowledge, Skills, and Abilities:**
  - Knowledge of the content area
  - Knowledge of the language arts
  - Knowledge of educational psychology
  - Knowledge of learning styles
  - Knowledge of assessment and evaluation

**Writing and Communication:**

- **Writing:**
  - Ability to write clear and concise text
  - Ability to revise and edit text
  - Ability to use correct grammar and punctuation

- **Communication:**
  - Ability to communicate effectively with students
  - Ability to communicate effectively with parents
  - Ability to communicate effectively with peers

**Planning and Organization:**

- **Planning:**
  - Ability to plan effective lessons
  - Ability to plan effective assessments
  - Ability to plan effective activities

- **Organization:**
  - Ability to organize materials effectively
  - Ability to organize students effectively
  - Ability to organize assessments effectively

**Assessment and Evaluation:**

- **Assessment:**
  - Ability to assess student progress
  - Ability to assess student understanding
  - Ability to assess student performance

- **Evaluation:**
  - Ability to evaluate student progress
  - Ability to evaluate student understanding
  - Ability to evaluate student performance

**Technology Integration:**

- **Integration:**
  - Ability to integrate technology effectively into lessons
  - Ability to integrate technology effectively into assessments
  - Ability to integrate technology effectively into activities

**Professional Development:**

- **Development:**
  - Ability to participate in professional development activities
  - Ability to participate in professional development conferences
  - Ability to participate in professional development workshops
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<td>David E. Meltzer, <em>The Relationship between Mathematics Preparation and Conceptual Learning Gains in Physics: A Possible Hidden Variable in</em></td>
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<td>Diagnostic Pretest Scores, (Iowa Department of Physics and Astronomy, 2008), p. 3.</td>
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Appendix 21
The Documentation during Research Activities