AN UNDERGRADUATED THESIS

IMPROVING THE STUDENTS' WRITING SKILL
BY USING BRAINWRITING 6-3-5 TECHNIQUE
AMONG THE EIGHTH GRADE
AT MTS MUHAMMADIYAH BUMI NABUNG

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ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2019 M

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Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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ABSTRACT

**By:
SYIFANA AYU TIARANI**

The purpose of this research was to improve the students' writing skill on recount text through Brainwriting 6-3-5 technique at MTs Muhammadiyah Bumi Nabung in the academic year 2019/2020. Based on the observation and action of the research during teaching and learning process, the students were difficult to understand the text and get ideas in writing recount text, so the writer conducted the research that used brainwriting 6-3-5 technique to improve their understanding and can express their ideas on recount text paragraph.

The research was classroom action research (CAR) that was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subjects of this research were 21 students at the eighth graders of MTs Muhammadiyah Bumi Nabung. In collecting the data, the writer used test, observation, and documentation. The writer conducted the research with an English teacher of MTs Muhammadiyah Bumi Nabung Mrs. Elisa Marta, S.Pd.I that played as collaborator.

The average score of pre-test, post-test I and post-test II showed that there was progressing score. In cycle I, the average score at pre-test was 58.2, and in post-test I the average sore was 67 and the average score of post test II was 74.2. Based on the result, it could be said that Brainwriting 6-3-5 technique can improve the students' writing skill on recount text at the eight graders of MTs Muhammadiyah Bumi Nabung.

Keywords: Writing skill, Brainwriting 6-3-5 technique.

PENINGKATAN KETERAMPILAN SISWA
MELALUI TEKNIK *BRAINWRITING 6-3-5*
PADA KELAS 8 MTS MUHAMMADIYAH BUMI NABUNG

ABSTRAK

Oleh:
SYIFANA AYU TIARANI

Tujuan dari penelitian ini adalah untuk meningkatkan hasil menulis siswa dengan menggunakan teknik Brainwriting 6-3-5 pada kelas 8 MTs Muhammadiyah Bumi Nabung tahun pelajaran 2019/2020. Berdasarkan pengamatan dan tindakan penelitian selama proses belajar mengajar, siswa sulit untuk memahami teks dan mendapatkan ide dalam menulis teks recount, maka penulis melakukan penelitian dengan menggunakan teknil Brainwriting 6-3-5 untuk meningkatkan pemahaman mereka dan dapat mengekspresikan ide mereka pada paragraph teks recount.

Penelitian ini merupakan penelitinan tindakan kelas (PTK) yang dilaksanakan dalam dua siklus. Masing-masing siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 21 siswa pada kelas 8 MTs Muhammadiyah Bumi Nabung. Dalam mengumpulkan data, penulis menggunakan tes, observasi dan dokumentasi. Penulis melaksanakan penelitian bersama guru bahasa inggris MTs Muhammadiyah Bumi Nabung Ibu Elisa Marta, S.Pd.I yang berperan sebagai kolaborator.

Nilai rata-rata pre-test, post-test I dan post-test II menunjukkan bahwa ada peningkatan nilai. Pada siklus I, nilai rata-rata pada pre-test adalah 58.2, pada post-test I nilai rata-rata adalah 67 dan nilai rata-rata pada post-test II adalah74.2. Berdasarkan hasil tersebut, dapat dikatakan bahwa teknik Brainwriting 6-3-5 dapat meningkatkan hasil menulis siswa pada teks recount pada kelas 8 MTs Muhammadiyah Bumi Nabung.

Kata Kunci: Menulis, Teknik Brainwriting 6-3-5.

RATIFICATION PAGE

B-4742/In.23-1/0/PP.00-9/12/2019

An Undergraduate thesis entitled: IMPROVING THE STUDENTS' WRITING SKILL BY USING BRAINWRITING 6-3-5 TECHNIQUE AMONG THE EIGHTH GRADE AT MTS MUHAMMADIYAH BUMI NABUNG. Written by: Syifana Ayu Tiarani, Student Number 1501070310, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, December 27th 2019 at 13.30 - 15.30 p.m.

BOARD OF EXAMINERS

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Examiner I	: Dr. Umi Yawisah, M.Hum	(............................)
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APPROVAL PAGE

Title : IMPROVING THE STUDENTS' WRITING SKILL BY
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Kepada yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Name   : Syifana Ayu Tiarani

Students Number : 1501070310

Judul Skripsi : IMPROVING THE STUDENTS' WRITING SKILL BY USING BRAINWRITING 6-3-5 TECHNIQUE AMONG THE EIGHTH GRADE AT MTS MUHAMMADIYAH BUMI NABUNG.

Sudah dapat kami setujui dan dapat diajukan ke Jurusan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Metro, Desember 2019

Pembimbing 1   **Pembimbing II**

Ahmad Subhan Roza, M.Pd.   **Trisna Dinillah Harya, M.Pd**
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NOTIFICATION LETTER

Number   :

Appendix   : -

Matter   : **In order to hold the Munaqosyah of Syifana Ayu Tiarani**

To:

The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

     We have given guidance and enough improvement to the undergraduated thesis which is written by:

Name   : Syifana Ayu Tiarani

Students Number : 1501070310

Faculty   : Tarbiyah and Teacher Training Faculty

Department   : English Education

Title   : IMPROVING THE STUDENTS' WRITING SKILL BY USING BRAINWRITING 6-3-5 TECHNIQUE AMONG THE EIGHTH GRADE AT MTS MUHAMMADIYAH BUMI NABUNG.

     It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr. Wb

<table>
<tr><td align="center">**Sponsor**</td><td align="center">Metro, December 2019
Co-sponsor</td></tr>
<tr><td align="center">**Ahmad Subhan Roza, M.Pd.**
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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

        Name   : Syifana Ayu Tiarani

        Student Number   : 1501070310

        Department   : English Education

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It is believed that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, December 2019

The Writer

Syifana Ayu Tiarani

1501070310

ix

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama	: Syifana Ayu Tiarani
NPM	: 1501070310
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penenlitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Desember 2019

Yang Menyatakan

Syifana Ayu Tiarani

1501070310

MOTTO

<p dir="rtl">فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝</p>

So verily, with the hardship, there is relief. Verily with the hardship, there is relief

(Q.S Al-Insyirah:5,6)

"Doing your best is more important than being the best"

(Zig Ziglar)

DEDICATION PAGE

All praise be to Allah SWT, this undergraduated thesis is dedicated to:

My beloved family, thanks for loving and supporting me to finish this undergraduate thesis.

My beloved almamater, State Institute for Islamic Studies of Metro.

ACKNOWLEDGEMENT

Glory be to Allah SWT, the most gracious merciful, who always gives all what we need. Allah has given His gift to the writer that she could finish her Undergraduate thesis. Sholawat is also sent to our Prophet Muhammad SAW, who has led us from the darkness to the lightness.

There were many helpful individuals involved in accomplishing this undergraduate thesis that the writer could not mention one by one. Her deepest thanks to her Sponsor Ahmad Subhan Roza, M.Pd and Co-sponsor Trisna Dinillah Harya, M.Pd for their Spending time to support and guide the writer to finish this undergraduate thesis.

Furthermore, the writer indebted to big family MTs Muhammadiyah Bumi Nabung and of course to the students at the eighth grade of that school in academic year 2019/2020 that have helped her in carrying out the study.

Moreover, the writer would like to thanks to her family who give her all their love and send their pray for her success and also all her friends whenever they are who support and pray for her.

The writer realizes that this thesis is not perfect, therefore suggestion and criticisms expected to all readers for the improvement greatly appreciated. The writer hopes that this thesis can add information and be useful for development of science especially in English other science generally.

Metro, December 2019
The writer

Syifana Ayu Tiarani
1501070310

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

APPENDICES I

1. Syllabus
2. Lesson Plan
3. The Students' Score of Pre-Survey
4. Observation Sheet of Student Activities Cycle I
5. Observation Sheet of Student Activities Cycle II
6. Observation Sheet of Teacher Activities Cycle I
7. Observation Sheet of Teacher Activities Cycle II
8. Field Note
9. The Result of Pre-Test
10. The Result of Post-Test 1
11. The Result of Post-Test 2
12. Documentation of Students Activities in the Class
13. The Students Answer Sheet
14. The Condition of Teacher and Official Employess
15. Organization Structure of MTs Muhammadiyah Bumi Nabung
16. The Location Sketch of MTs Muhammadiyah Bumi Nabung

APPENDICES II

1. Surat Izin Pre-Survey
2. Surat Balasan Pre-Survey
3. Surat Bimbingan Skripsi
4. Surat Tugas
5. Surat Izin Research
6. Surat Balasan Research
7. Surat Keterangan Bebas Perpustakaan
8. Surat Keterangan Bebas Jurusan
9. Surat Kosultasi Bimbingan Skripsi

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of the most important language skills because writing is one of productive skills besides speaking that enables the students to communicate their ideas and feelings in written form. Writing can be beneficial process to guide the students to be able to think critically related on the topic. Through writing, writers can transfer the whole ideas to readers without any reduced content of message.

There are many aspects required to have good writing skill which include of external and internal aspect. External aspects include of the motivation from their parents, environment, friends and learning media and strategy. While, internal aspects include interest, motivation and learning habit.

However, being able to write in English is not easy. In writing process, we always involve thinking and creative skill. Not only that, but also it is supported by tight rules. Mastering vocabularies and tenses becomes the main key to get a good writing. We have to choose appropriate vocabularies to arrange words to be a sentence and develop it to be paragraph. Besides that, we also have to use a compatible tense to express an event in certain time. It is difficult for them to generate the

ideas or lost ideas. They are also hard in applying the concept of punctuation in writing.

In line with the writing problems above, the writer had investigated the writing problems among the eighth graders at MTs Muhammadiyah Bumi Nabung. Based on the result of pre-survey that was conducted on April, 15th 2019 at MTs Muhammadiyah Bumi Nabung in the academic year of 2019/2020, writing skill among the eighth graders is insufficient. The following table illustrates their writing ability based on Minimum Mastery Criteria (MMC).

Table 1.1
The pre-survey data

No	Name	Score	Interpretation
1	AS	44	Incomplete
2	AF	80	**Complete**
3	AU	80	**Complete**
4	AP	44	Incomplete
5	BA	45	Incomplete
6	DA	55	Incomplete
7	EI	52	Incomplete
8	FA	84	**Complete**
9	IA	44	Incomplete
10	KP	62	Incomplete
11	LW	74	**Complete**
12	LP	44	Incomplete
13	MH	40	Incomplete
14	MI	57	Incomplete
15	NA	46	Incomplete
16	NF	52	Incomplete
17	RG	79	**Complete**
18	RF	46	Incomplete

19	RS	68	**Complete**
20	SR	55	Incomplete
21	WA	45	Incomplete
	Total	1222	
	Average	58,2	
	Highest Score	84	
	Lowest Score	40	

Data students in writing from pre-surveys are categorized based on MMC (Minimum Mastery Criteria) into a complete and incomplete category. The following are the results of the categorization of writing skill at the eighth grade of MTs Muhammadiyah Bumi Nabung

Table 1.2
The Pre-survey Result

No.	Minimum Mastery Criteria(MMC)	Number Of Student	Percentage	Criteria
1	< 68	15	71.5 %	Incomplete
2	≥ 68	6	29.5 %	Complete

Based on the result of Pre-Survey, there are fifteen students who are not able to complete the Minimum Mastery Criteria (MMC). The percentage of students who are not able to complete the Minimum Mastery Criteria (MMC) is 71.5 %. Its mean that, it is very difficult for the students to write the text in english. Meanwhile, there are just six students who are able to complete the Minimum Mastery Criteria (MMC). The percentage of the students who are able to complete the Minimum Mastery Criteria

(MMC) is 29.5 %. The data prove that the percentage of the students who are able to complete the Minimum Mastery Criteria (MMC) is less than those who are able not to complete Minimum Mastery Criteria (MMC). It is clear that most of the students have problems in their writing skill.

In addition, it is investigated by the writer that the eighth graders of MTs Muhammadiyah Bumi Nabung have difficulties to build and develop their idea. They have limited number of vocabulary. Furthermore, they are not able to combine the words into the sentences and the sentences into the paragraphs. They also lack of attention to use the suitable verbs based on the past verbs that are used in the recount text. Moreover, usually students of Junior High School also easily bored and losing interest in learning process, so it makes the students fell hard to express their ideas into written form and actually it makes the students' recount paragraph writing skill can be low too. From the problem, the writer wants to try a Brainwriting 6-3-5 technique. By using this technique, the writer hopes the students can make it easier to write what they should write in recount text. The writer will help them by giving guidance which make students are stimulated by the guidance then they produce ideas. In generating ideas, an idea from one student in a group can be a stimulus to the other students, so the students are easier to generate ideas.

Based on the background above, the writer would conduct the research by using Brainwriting 6-3-5 technique to improve students'

writing skill entitled "Improving the Students' Writing Skill by Using Brainwriting 6-3-5 Technique among the Eighth Grade at MTs. Muhammadiyah Bumi Nabung".

B. Problem Identification

Based on background of problem above, the writer identifies some problems, as follow:

1. Students have limited number of vocabulary that makes students fell difficult to write the text especially recount text.

2. Most of the students find difficulties in developing the idea into written form.

3. The students are incompetent in grammar mastery.

4. The students have lost ideas.

5. The students do not have high motivation in writing.

C. Problem Limitation

Based on problems that have been identified, the writer had limited the research on the teaching writing skill using Brainwriting 6-3-5 technique. The decision was taken by considering the importance of Brainwriting 6-3-5 technique as one of technique that was useful to improve the students' writing skill. Hence the title of this research is "Improving the Students' Writing Skill by Using Brainwriting 6-3-5 Technique among the Eighth Graders at MTs Muhammadiyah Bumi Nabung."

D. Problem Formulation

Based on the background and limitation of the problem, the writer would like to formulate the problem in this paper as follows "Can the use of Brainwriting 6-3-5 technique improve the students' skill in writing recount text and their learning activities among the eighth graders at MTs Muhammadiyah Bumi Nabung?"

E. Objective and benefit of the study

1. Objective of the Study

   Based on the formulation of the problem above, this study is aimed at improving students' writing skill and their learning activities by using Brainwriting 6-3-5 Technique among the eighth graders at MTs Muhammadiyah Bumi Nabung.

2. Benefit of the study

   a. For the students

      Hopefully, the result of the research can help the students to understand and construct a recount text easily and correctly with fun way by using brainwriting 6-3-5 technique. They will enjoy in the class and get meaning from their activity

   b. For Teacher of English

      It is hoped that this research will be one sources of inspiration for English teachers to choose the right learning technique to improve students' writing skills. It is because Brainwriting 6-3-5 technique

helps students to develop their ideas by generating the ideas then write it down on a paper.

c. For the Other Writers

When writing must be improved by various research efforts, this research can be one of the real examples of one of the efforts to improve writing by using this technique. This research will be useful for further research to be developed into the next research.

F. Prior Research

This research conducted by considering several previous studies so that writers get a strong view and foundation. The first previous research was carried out by Evi Komala Sari with the title "Using 6-3-5 Brainwriting in Helping Senior High School Students Doing Brainstorming in Writing Process". The results of previous studies that first proved is 6-3-5 Brainwriting can help the students in finding and generating ideas. By using 6-3-5 Brainwriting, the students feel free to write their ideas because critics and comments are not allowed while brainstorming is running. In addition, using 6-3-5 Brainwriting encourages the students to think creatively in a short time.[1]

This research has similarities with the first previous research. The first similarity is in the technique used 6-3-5 Brainwriting in teaching

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[1] Elvi Komala Sari, "Using 6-3-5 Brainwriting in Helping Senior High School Students Doing Brainstorming in Writing Process", Vol 7, No 3 (2018).

learning. The next similarity is the skill that used, this research and previous research first use teaching writing skill.

The first previous research also had differences with this research, the first difference in the research sample. This research will involve of Junior High School as a research sample. While, the first previous research involved of Senior High School. The other difference lies in the research method used. This research uses Classroom Action Research and the first previous research use Quantitative Research.

In addition, the second prior research conducted by Arin Nurzalinda with the title "Using of Brainwriting to write a poem for First Semester Students of English Study Program Muhammadiyah University of Bengkulu." In this research Hudaya focused on teaching writing summary. The prior researcher used experimental study with one group pre-test and post-test. The result of this research gives good impact to student to increase the accuracy of writing poetry more free and could devote more creative in writing poetry. [2]

This second prior research has similarity with this research. The equation is in the strategy that used Brainwriting technique in teaching writing. However, the prior research only focuses in writing a poem. This research and the prior research have different research method. The prior research used experimental method which this research use classroom action research. The other difference is the research sample. This research

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[2] Arin Nurzalinda, "Using Brainwriting to Write a Poem for First Semester Students of English Study Program Muhammadiyah University ", Vol 4, No 1 (2018).

was involved the eighth graders of MTs Muhammadiyah Bumi Nabung as a research sample. While, prior research involved First Semester Students of English Study Program Muhammadiyah University of Bengkulu..

In addition this research was conducted by considering some of the previous studies. The third prior research conducted by Devi Hermasari with the title "The Effectiveness of Brainwriting and Brainstorming Technique in Teaching Writing to Students with Different Learning Strategies". This prior research tried to examine brainwriting compared to brainstorming as prewriting strategies in improving the writing skills. A research method used by the third prior research is quantitative research. The research population of this research was sixty college students. The result of this research showed that both brainwriting and brainstorming played a significant role in improving English writing skills of the students. It is also found that brainwriting is more effective than brainstorming.[3]

Although the third prior research and this research both used the same strategy, namely Brainwriting technique but the method used were different. The different is if the prior research used the Brainwriting technique is quantitative research, this research used Brainwriting technique is Classroom Action Research. The next differences are the sample that used. The sample of prior research involved sixty college

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[3] Devi Hermasari, "The Effectiveness of Brainwriting and Brainstorming Technique in Teaching Writing to Students with Different Learning Strategies", Vol 5, No 2 (2015).

students which is this research involved the eighth grade students at MTs

Muhammadiyah Bumi Nabung.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Writing Skill

1. The Concept of Writing

a. Definition of Writing

According to Blanchard and Root, writing means of communication where written form which is used to express the writers' purposes based on their experience.[4] It means that through writing, a writer can express his/her ideas, experiences, thoughts, and feeling through writing for a special purpose.

Another linguist, Hyland explains that writing is a way to share personal meaning.[5] The people construct their own views on topic. They will share their views on a topic to each other. A person's views may be different from other people's views. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.

In addition, Harmer states that writing is a process that what we write is often heavily influenced by the constraints of genres, these elements have to be present in learning activities.[6] It

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[4] Blanchard and Root, *Ready to Write More from Paragraph to Essay,* (New Zealand: University of Auckland, 2004), p.3.

[5] Hyland, K, *Second Language Writing,* (New York: Cambridge University Press, 2004), p.9.

[6] Jeremy Harmer, *How To Teach Writing*, (New York: Longman, 2007), p.86.

means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom.

From the explanation above, it can be conclude that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. To do so, of course, it needs a good and interesting language. In other words, writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

b. Purposes of Writing

There are many different kinds of writing, any piece of writing has purposes. Kate Greenville assumes that writing will be trying to do at least one of the following things: they are writing to entertain, writing to inform and writing to persuade. Each of three purposes is the basic aim of getting ideas from one brain into another.[7]

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[9]Kate Greenville, *Writing From Start To Finish A Six-Step Guide,* (Australia: Griffin Press, 2001),p.1.

1). Writing to entertain

Writing to entertain generally takes the form of so-called 'imaginative writing' or 'creative writing'. Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays. In addition, writing doesn't necessarily make the readers laugh, but it at least engages their feelings in some way.

2) Writing to inform

When a writer tells the reader about something, it means that the writer has a purpose to inform in writing. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

3) Writing to persuade

Writing has purpose to persuading the reader about something. Example of writing that has purpose to persuade is includes advertisements, some newspaper and magazine's articles, and some types of essay. This type of writing might include people opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings.

c. Process of Writing

Boardman states that writing is a continuous process of thinking and organizing. She suggests six basic steps into writing as follows: [8]

1) Assessing the assignment: The most important piece of information for students to know is the topic and purpose of the assignment.

2) Generating ideas: The students take those steps to figure out what kind of information they need to look for.

3) Organizing ideas: The students need to make a topic outline. Here, the students at first have to decide the main idea of the paragraph. After that, they need to consider which points to include in order to support the main point.

4) Writing the first draft: After having the ideas generated and organized pattern to follow, the students write the first draft.

5) Rewriting: An essential part of the writing process and consists of two separate processes, revising and editing.

6) Revising: The students start revising as soon as they finish writing.

7) Editing: The students check their works to make sure that the spelling, capitalization, punctuation, vocabulary and grammar are correct.

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[8] Cynthia A. Broardman and Jia Frydenberg, *Writing to Communicate Paragraphs and essay,* (New York: Pearson Education, 2008), p.31.

8) Writing the final draft: The students write correct paragraph format based on the result of the revising step.

Idea is the basic component of writing after students knowing the topic. It means that generates ideas and develops them is very important to make a good paragraph.

2. The Concept of Writing Skill

According to Pulverness, Spratt, and Williams writing is one of productive skills which involves communicating a message in the form of letter and symbols.[9] In other words, writing skills produce a written product which has certain information.

According to Nation, writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use.[10] It means that writing skill is very important to help someone to master the other language skills that interconnected and associated each other.

According to Bridgeman and Carlson, The term of ability is defined as skill or power. Even writing ability is more important to professional than to academic success.[11] In other word, writing ability in one of the way to make the writing text is meaningful. The meaning of

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[9] Pulverness, A., Spratt, M., and Williams, M., *Teaching Knowledge Test Course,* (New York: Cambridge University Press, 2005), p.26.

[10] I. S. P. Nation, *Teaching ESL/EFL Reading and Writing* (Ney York: Routledge, 2009), p.113.

[11] Peter L. Cooper, *The Assessment of Writing Ability: A Review of Research,* (Princeton: Educational Testing Service, 1984), p.7.

writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbol to make other people or readers understand the ideas conveyed.

From the explanation above, it can be conclude that writing skill is one of productive skills activity that very important because it is usefully be prepared for by work in the other skills of listening, speaking and reading.

a. Assessment of Writing

According to Brown, assessment and teaching are partners in learning process, test as a subject of all assessment process become indispensable component of curriculum.[12]

Here is the table concept of writing assessment which has been adapted from JB. Heaton with analytical scoring:

Content

30-27	Excellent to very good	Knowledgeable, substantive development of thesis, relevant to assigned topic.
26-22	Good to average	Sure knoledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
21-17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic.
16-13	Very poor	Does not show knowledge of subject, non pertinent, or not enough to evaluate.

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[12] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy (Second Edition)*, (San Francisco : Longman, 2000),p. 420.

Organization

20-18	Excellent to very good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing cohesive.
17-14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
13-10	Fair to poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
9-7	Very poor	Does not communicate, no organization,or not enough to evaluate.

Vocabulary

20-18	Excellent to very good	Sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.
17-14	Good to average	Adequate range, occasional errors of word/idiom from, choice, usage but meaning not obscured.
13-10	Fair to poor	Limited range, frequent errors pf word/idiom from, choice, usage, meaning confused or obscured.
9-7	Very poor	Essentialy translation, little knowlege of english vocabulary.

Language use

25-22	Excellent to very good	Effective complex constructions
21-19	Good to average	Effective but simple constructions
17-11	Fair to poor	Major problems in simple/complex constructions
10-5	Very poor	Virtually no mastery of sentence construction rules

Mechanics

5	Excellent to very good	Demonstrates mastery of conventions
4	Good to average	Occasional errors of spelling,

		punctuation
3	Fair to poor	Frequent errors of spelling punctuation, capitalization
2	Very poor	No mstery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing

Source: Assesing Writing by Sara Cushing Weigle.

B. The Concept of Brainwriting 6-3-5 Technique

1. The Nature of Brainwriting 6-3-5 Technique

The term of brainwriting 6-3-5 is the first developed by John Warfield.[13] The name of this method is derived from the fact that six people produce three new ideas in three columns within five minutes.[14] According to Van Gundy, brainwriting 6-3-5 is silent, written idea generation that involves everyone in a group activity. Moreover brainwriting is one of the best ways to guarantee large number of ideas in a group when compared to conventional brainstorming activity.[15] It can be inferred that it is a good strategy to improve the students' writing skills.

Meanwhile, Brocop explains that brainwriting allows individuals to share ideas with the through exchange ideas written on paper, or to share ideas via computer network. One of the group members writes the idea, while the others read it and add feedback

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[13] Arthur B. Van Gundy, *101 Activities for Teaching Creativity and Problem Solving,* (San Fransisco: Pfeiffer, 2005), p.330.

[14] James M. Higgins, *101 Creative Problem Solving Technique,* (USA: New Management Publishing Company, 1994),p.129.

[15] Arthur B. Van Gundy, *101 Activities for Teaching Creativity and Problem Solving,* p.329.

and their own ideas. Later, it is distributed to the others.[16] This strategy helps students improve their writing ability through share the ideas on paper with the aim that students can develop their writing well.

Moreover, Higgins explains that brainwriting is a form of non-oral brainstorming to which the basic of brainstorming rules apply.[17] In other words, brainwriting is an approach to share ideas when a group produce written idea.

In addition, Baxter explains that brainwriting 6-3-5 is a procedure which has all the advantages of brainstorming without the disadvantages. Brainwriting suggests everyone to write some ideas or opinions on a paper, whether in the form of a column and line. Every sheet then is passed on to the other members in groups and they must try to increase or develop those ideas further by adding new lines or columns.[18] In other words, brainwriting 6-3-5 can improve students' writing skill by writing some ideas on paper sheet, whether in the form of a column and line.

Furthermore, Wilson states that brainwriting 6-3-5 is a technique for rapidly generating ideas by asking participants to write their ideas on paper and exchange written ideas with the

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[16] Brocop and Bill Persal, *Writing Strategies for Learners who are Deaf,* (Edmonton: NorQuest Collage, 2009), p.9.

[17] James M. Higgins, *101 Creative Problem Solving Technique,* (USA: New Management Publishing Company, 1994), p.144.

[18] Mike Baxter, *Product Design: Practical Methods For The Systematic Development of New Product,* (United Kingdom: Nelson Thornes Ltd, 2001), p.81.

members of this group.[19] In other words, this strategy gives the students time to produce and drawing up their ideas.

From the explanation above, it can be concluded that brainwriting 6-3-5 is a creative technique for generating ideas that involves everyone in a group activity by writing the ideas on a paper and exchange written ideas. This technique also gives benefits to encourage the passive students in the class to express their ideas in the form of writing.

2. **The Implementation of Brainwriting 6-3-5 Technique in Teaching Writing Skill**

The procedures of brainwriting 6-3-5 technique, they are:[20]

1) Each participant gets a sheet of paper and within 5 minutes has to write 3 ideas, one in each column into a grid that illustrated as follow

[19] Chauncey Wilson, *Brainstorming and Beyond A User-Centered Design Method,* (UK: Elsevier, 2013), p.44.

[20] James M. Higgins, *101 Creative Problem Solving Technique*,p.129.

Topic :

Participant	Idea 1	Idea 2	Idea 3
Person 1			
Person 2			
Person 3			
Person 4			
Person 5			
Person 6			

2) After five minutes they should pass the paper to the next person, who will continue to build on the ideas.[21] The process should be repeated until all of the group members have had the chance to contribute to all of the grids.

3) Upon receiving a sheet the participant writes 3 ideas in each column using the previous ideas in that column as stimulus, there is no discussion during these rounds.

4) Finally, the process of writing down ideas and passing the sheet on, continues until participants receive their original sheet.

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[21] David J. Adams, *Effective Learning in the Life Sciences* (UK: UK Centre for Bioscience, 2011), p.20.

5) After completing write ideas as keyword, then arrange them into sentences and paragraphs.

3. The Advantages and Disadvantages of Brainwriting 6-3-5 Technique

According to Wilson, Brainwriting has some advantages are follow:[22]

a. It can produce ideas more than share ideas with the traditional opinion.

b. It reduces the possibility of conflict between members in the group debate.

c. It helps members of the talk passive and less self confidence in their opinion expressed orally in a group sharing opinions.

d. It reduces the possibility of fear when their opinion not accepted other members.

e. It reduces anxiety when someone works in a culture.

f. It can be combined with other technique creativity to increase the number of ideas that produced on particular subject or a particular matter.

However there are some disadvantages of the use of this strategy as is expressed by Wilson, they are as follows:[23]

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[22] Chauncey Wilson, *Brainstorming and Beyond A User-Centered Design Method,* p.48.

a. This strategy less is known compared with the brainstorming methods.

b. Less of social interaction between participants as each participant wrote their ideas without talking to participants.

c. Participants may feel that they cannot be entirely express their ideas in writing.

d. Handwriting can be a little difficult to disentangle and interpret the result of an idea and wrote the idea.

C. Action Hypothesis

The action hypothesis of this research is stated, as follow:

"If Brainwriting 6-3-5 technique was implemented, it can improve writing skill among the eighth graders at MTs Muhammadiyah Bumi Nabung.".

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[23] Ibid, p.48.

CHAPTER III

RESEARCH METHOD

A. Variables and Operational Definition of Variables

1. Variables of Research

This research consists of two variables; they are independent and dependent variables. The independent variable in this research is Brainwriting 6-3-5 Technique that will be helpful students to improve their writing skill.

The dependent variable of this research is writing as one of the four of language skills that has to be mastered by the students in order to be able to write their ideas effectively.

2. Operational Definition of Variable

Operational definition is the definition that based on characteristic of the things that will be defined, and it can be observed or measured. Meanwhile, variable can be defined as an attribute of a person or a subject which varies from object to object.[24] According to Raymond mark the definition an operational tells us what activities or operation we need to perform to measure a concept or variable.[25]

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[24]John creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Lincoln: SAGE Publications,2002), p.24.

[25] Allen Rubin & Earl R Babie, *Esential research Method for Social Work, (* Engaged Learning: United State of America,2010), p.70.

Based on the statement, the definition operational of the variable in this research are:

a. Dependent Variable

According to Evelyn Hatch, Dependent Variable is the major variable that will be measure in the research. Dependent variable is a variable that can improve by an independent variable.[26] The dependent variable of this research is students' writing skill that focuses on the students' skill.

To measure writing skill of students, the writer would take the writing test by giving the essay test. The students composed a recount paragraph in 25 minutes about something. It is a simple test as a sample to know about the students' writing skill. The indicators of a written test in this variable are:

1) The students are good in content of writing. The content should be relevant to the topic.

2) The students are good in organization of writing. The students are able to compose report text based on the appropriate generic structure of recount text.

3) The students are able to write report text by using good mechanics writing.

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[26] *Ibid*, p.63

b. The independent Variable

According to Evelyn, Independent Variable is variable that the writer suspects may relate to or improve the dependent variable. In a sense, the dependent variable "depends" on the independent variable. [27]

This variable measured by observation. To observe this variable the writer used observation sheet. The measurement of this variable is 1- 4 score. The indicators of this variable are:

1) The students are good respond to learn writing using Brainwriting 6-3-5 Technique.

2) The students have more concentration to write the recount paragraph in English

B. Setting of The Research

The writer will conduct the Classroom Action Research (CAR) at MTs Muhammadiyah Bumi Nabung. The setting of the research is Jl.K.H.A. Dahlan No. 13 Bumi Nabung.

C. Subject of the Research

The subject of this research is the eighth graders at MTs Muhammadiyah Bumi Nabung. The total of students are 21 students. This research is a collaborative research, it is caused by the writer as a new teacher. In this research, the writer is as an English teacher and Mrs. Elisa Marta, S.Pd.I as the collaborator.

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[27] Evelyn Hatch and Anne Lazaraton, *The Research Design and Statistics For Applied Statistic,*(USA: Heinle Publisher, 1991), p.64

Meanwhile, the object of this research is the students' writing skill at class VIII of MTs Muhammadiyah Bumi Nabung. The total number of the students can be seen in the following table.

Table 3.1

The Number of Students

No	Class	Sex		Total
		Male	Female	
1	V I I I	9	12	21

D. Action Plan

1. Classroom Action Research

According to Gary Anderson, classroom action research is a method for improving and modifying the working system of a classroom at the school.[28] It means that action research is a research that is used to investigate and evaluate their work in teaching and learning with the aim of collecting information to improve practical learning to be more effective.

In addition, Patrick defines action research is referred to variously as a term, process, enquiry, approach, flexible spiral process and as

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[28] Gary Anderson, Fundamental of Educational Research (USA: Falmer, 2006), p 26.

cyclic.[29] It means that action research is reflection to use to review the previous action and plan the next one.

According to McNiff and Whitehead, action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work. Their accounts of practice show how they are trying to improve their own learning, and influence the learning of others. These accounts come to stand as their own practical theories of practice.[30] It means that action research can function as a tool to overcome problems diagnosed in classroom learning situations to improve the quality of classroom learning.

From the explanation above, it can be concluded that classroom action research is a systematic procedure to overcome problems diagnosed in classroom learning situations to improve the quality of classroom learning to be more effective.

Classroom action research (CAR) has various models. According to Jean McNiff, action research consists of four steps, as follows: [31]

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[29]Patrick J. M. Costello, *Action Research*, (British: Library Cataloguing-in-Publication Data, 2003), p.5.

[30]Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice,* (New York: Routledge Falmer, 2002) Second Edition, p.7.

[31] Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice,* (New York: RoutledgeFalmer, 2002) Second Edition, p.41
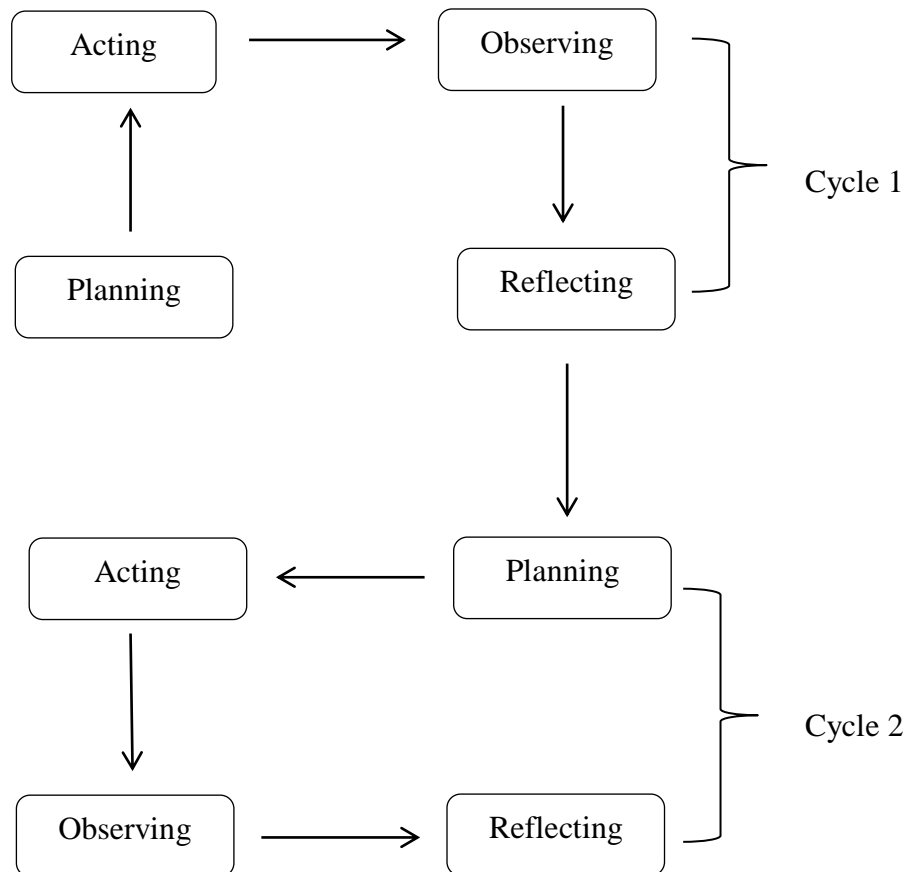
Figure 3.1: The Cycle of Classroom Action Research by Jean McNiff

This figure describes the sequence of the research which is precede by planning, following by action, observation, and reflection that implement in each cycle in spiral system. The acumption is if the determine outcame in the first cycle cannot be achive or there may be found new problem, so it would probably be continue and resive in the next cycle that have same phase on the first cycle.

In this case, the writer conducted classroom action research of the eighth graders of Mts Muhammadiyah Bumi Nabung. The reason of

why the writer conducted classroom action reserch is because the writer wants to improve the writing ability of the eighth graders Mts Muhammadiyah Bumi Nabung through Brainwriting 6-3-5 technique.

2. The Steps in the Research

They are four steps in a cycle. They are planning, acting, observing, and reflecting, if the first has failed and the cycle must be review again in the second cycle and so on. That can be illustrated by this is following procedures:

a. Cycle 1

1) Planning

Planning is the first step of this classroom action research that prepared before the writer do the action. In this step, the writer prepared the material that related to the teaching and learning process. Here are the steps that writer will make in planning:

a) The writer prepared the lesson plan including leraning procedure, media, and relevant material to be apply in acting phase.

b) The writer prepares learning resource for students. The writer determines the strategy to be apply in acting phase. In this case, the writer used Brainwriting 6-3-5 technique to improve students writing skill.

c) The writer prepares observation format and also evaluating format to evaluate the student's activity after learning process.

d) The writer designs the criteria of success.

2) Acting

In the second phase, the writer collaborated to implement the action that have been arranged in planning phase. This activities are implemented on the following steps:

a) Pre teaching activity

1) The writer starts the lesson by greeting to the students.

2) The writer and students pray together.

3) The writer checks students' attendance.

4) The writer informs to the students about the competence, the indicator and the objectives that should be achive.

b) While teaching activity

1) The writer devides the students into some group.

2) The writer explains how to write recount paragraphs well.

3) The writer introduces and explains how to use brainwriting 6-3-5 technique.

4) The writer applies the brainwriting 6-3-5 technique in learning by giving brainwriting 6-3-5 table and asking the students to fill it with the idea.

5) The writer asks the students to arrange the ideas into a recount paragraph as a test to evaluate the students.

6) After completion of the writing project, each student presents individual writing to the class.

7) The writer instructs the students' to make notes and share comments about the writing with the author. Comments may be related to accuracy of content, writing style, interpretation of content, suggestions for improvement, and so forth.

8) The writer affirms student's writing skill by checking their understanding.

9) After the students become more proficient in using this technique, gradually the writer transfer the responsibilities to the students to lead the discussion by applying this technique.

c) Post teaching activity

1) The writer gives positive feedback or reinforcement to the students.

2) The writer and the students conclude the learning topic that have been discussed.

3) The writer greetes the students in end of the meeting.

4) After giving treatment in cycle 1. The writer give the post-test. The instrument which is giving to the students have different type from the instrument which is giving in the pre-test.

3) Observing

In the third phase, the observer observes the student'
activity, their participations, class situation during learning
process, and writer perfomance by using structure observation
form and made note the overall activities. Furthemore, the writer
also collects the data from the post test and result of student's
activity. The writer observes the overall activities to find out the
effectiveness of learning process which have be occure and the
result is concluding and discussing in reflecting phase.

4) Reflecting

In the fourth phase, the writer tries to see and think again
something that writer has done. It also to know whether there is
influence to the students' learning process. By reflecting, the
writer can get information the strength and the weakness from the
action that the writer has been done. If the writer still find the
problems, the writer will conduct the next cycle and use the
collected data in cycle one as the reference by repairing all the
problems or weaknesses in previous cycle.

b. Cycle 2

1. Planning

In the first phase, when the writer finds the problem in the
first cycle, the writer will repair the problem in the next cycle. It
will be explain as a follow:

a) The writer analyses the reflection result to obtain the solving problem.

b) The writer revises and prepares the lesson plan based on the problem appear in the previous cycle including learning procedure, media, and relevant material to be apply in acting phase.

c) The writer rearranges observation format and also reform the evaluation format to improve the plan indicators that have not been achieved yet in the previous cycle.

2. Acting

In the second phase of cycle two, the writer applies the same steps in previous cycle, but the writer apply the revise plan such as lesson plan, material, and instrument for evaluation. The activities they are:

a) Pre teaching avtivity

1) The writer starts the lesson by greeting to the students.

2) The writer and students prays together.

3) The writer checks student's attendance. The writer informs to the students about the competence, the indicators and objectives that will be achieve.

b) While teaching activity

1) The writer devides the students into some group.

2) The writer explains how to write recount paragraphs well.

3) The writer introduces and explains how to use brainwriting 6-3-5 technique.

4) The writer apply the brainwriting 6-3-5 technique in learning by giving brainwriting 6-3-5 table and asking the students to fill it with the idea.

5) The writer asks the students to arrange the ideas into a recount paragraph as a test to evaluate the students.

6) After completion of the writing project, each student presents individual writing to the class.

7) The writer instructs the students' to make notes and share comments about the writing with the author. Comments may be related to accuracy of content, writing style, interpretation of content, suggestions for improvement, and so forth.

8) The writer affirms student's writing skill by checking their understanding.

9) After the students become more proficient in using this technique, gradually the writer transfer the responsibilities to the students to lead the discussion by applying this technique.

c) Post teaching activity

1. The writer gives positive feedback or reinforcement to the students.

2. The writer and the students conclude the learning topic that have been discussed.

3. The writer greetes the students in end of the meeting.

4. After giving treatment in cycle 1. The writer give the post-test. The instrument which is giving to the students have different type from the instrument which is giving in the pre-test.

3. Observing

In the third phase, the observer observes the student's activity, their participations, class situation during learning process, and writer perfomance by using structure observation form and made note the overall activities. Furthemore, the writer also collects the data from the post test and the result of student's activity.

4. Reflecting

The writer and collaborator will reflect all the acting which have been conducted and identified the result of observation in the learning process and compare the score of pre-test and post-test. If there is find good improvement based on the criteria of success that have determine before, the writer did not continue the action in next cycle.

E. Data Collection Technique

In this research, the writer collected the data by using test, observation and documentation.

1. Test

The writer will give the students test to evaluate their skills and capability in writing skill. The tests that will be done include of pre-test and post-test. Both of the tests are in form of asking the students to write recount text guided by arranged the ideas.

a. Pre Test

The pre-test conducted before the treatment. Pre-test of this research will be in the form of essay test that ask the students to write recount paragraph. The purpose of the test is to know how far the students' writing recount paragraph skill before gives the treatment.

b. Post Test

Post-test applied after doing the treatment. It is implemented in order to know the improvement of the students' writing skill in recount text. Post-test of this research will be in the form of essay test that ask the students to write recount paragraph guided by arranged the ideas.

2. Observation

In this research, the writer observed the students' behaviors and the students' activities in the learning process to know how the process of learning will be held. During the learning procces, the writer is going to observe the students' activeness in learning to write the recount text.

3. Documentation

The writer used documents which are taken from the data of the school such as total of the students, the teachers and the condition of the school .

4. Field Note

In this research, the writer used field note to record the student's activity during the learning process. In this research, the writer conducted the field note in order to get the complete data from the tenth graders of MTs Muhammadiyah Bumi Nabung about the student activities, events in each learning steps, learning purposes, leaning time, and feelings of the students in the learning process. It is done after finishing of teaching learning process.

F. Data Collection Instrument

a. Writing Test

To measure students' recount writing ability of of the eighth graders of MTs Muhammadiyah Bumi Nabung, the writer

applied some writing tests that consist of pre-test and pos-test. Both of the tests are in form of asking the students to write recount text based on the the ideas that students arranged on the Brainwriting 6-3-5 table.

   a. Pre-test

   The pre-test conducted before the treatment. Pre-test of this research will be in the form of essay test that ask the students to write a recount paragraph in English.

   b. Post-test

   The post-test is conduct to see the improvement of the student's writing skill in recount text. Post-test of this research will be in the form of essay test that ask the students to write recount paragraph guided by arranged the ideas.

2. Observation sheet

   In order to observe the learning activity and each cycle, the writer used observation sheet. It deals with learning activity such as: [32]

a. Interaction with classmate

b. Reactions to particular students, optimal productive pairs and groups of the classroom are more vocal,etc.

c. Frequency of the student-initiated responses

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[32] H Brown Douglas, *Language Assessment Principles and Classroom Practices*, (San Francisco, California, 2003), p. 267.

d. Quality of teachser-elicited responses

e. Affective states (apparent self-esteem, extroversion, anxiety, motivation, etc.)

f. Students' verbal and nonverbal response to materials, types of activities, teaching styles.

G. Data Analysis Technique

In this research, the writer used the data analysis by taking the average from pre-test and post-test. To know the improvement, the writer compared between pre-test and post-test score. Then, the results are matched with the minimum mastery criteria (MMC) in the school at the eighth graders of Mts Muhammadiyah Bumi Nabung, the minimum mastery criteria (MMC) for English subject is 68.

If there are some students are not successful in cycle 1, the writer conducted the cycle 2. If in cycle 2 the students are successful, so the cycles stopped because the students have to achieve the minimum mastery criteria.

The writer used statistical technique to analyze the data by a formula for counting the average score is as follows: [33]

$$\overline{X} = \frac{\sum X}{N}$$

Notes: $\overline{X}$ = Mean

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[33] Donald Ary at all, *Introduction to Research in Education,* (USA: Wadsworth Cengage Learning, 2010) Eighth edition, p.108

$$\sum X \quad =\text{The total number of students' scores}$$

N = Number of students

Moreover, to know the result the researcher compared between pre-test and post-test. The result would be matched by the minimum standard in this school at least 68. If from cycle 1, there are some students not successful, so the researcher will conduct cycle II. The minimum cycle in classroom action research is two cycles if from cycle II of the students were successful, the cycle able to be stop until cycle II only.

The formula to figure out the percentage of the students who pass the MSC in each cycle as follows:

$$\mathbf{P} = \frac{F}{N} \times \mathbf{100}\%$$

P = Class percentage

F = Frequency

N = Number of student

H. Indicator of Success

The indicator of the success is taken from the process and the result of the action research. This research would be called success if 75% of students got score 68 and 75% of the students active in learning activities. In addition, there is improving in study activities and learning result in the learning process.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

In this chapter, the researcher would like to present the result of this research that explains the answer of problem formulation, as follows:

1. "Can Brainwriting 6-3-5 technique improve the students' skill in writing recount text of the eighth grades at MTs Muhammadiyah Bumi Nabung?"

2. "Can Brainwriting 6-3-5 technique improve the learning activities of the eighth grades at MTs Muhammadiyah Bumi Nabung?"

1. Description of MTs Muhammadiyah Bumi Nabung

a. The Brief of the School

The location of MTs Muhammadiyah Bumi Nabung is on Jl. K.A.Dahlan No.13, at the land in $10000M^2$ wide. MTs Muhammadiyah Bumi Nabung was built in 1986.

MTs Muhammadiyah Bumi Nabung have guided by the following principle:

1.	Drs Suparmin	(1986-1991)
2.	Rajiman, S.Pd	(1991-1996)
3.	Arkanudin, S.Pd	(1996-2001)
4.	Sukriyanto, S.Ag	(2001-2006)
5.	Rajiman, S.Pd	(2006-2011)
6.	Sukriyanto, S.Ag. M.Pd.I	(2011-2015)

7. M. Mujaddid, S.Pd.I   (2015-Now)

The total of the students was 86 students. MTs Muhammadiyah Bumi Nabung has 15 teachers and 2 official employee. The total number of the students could be seen as follow:

Table 4.1
The number of students at MTs Muhammadiyah Bumi Nabung
in the academic year of 2019/2020

No.	Class	Total
1	VII (Seven)	33
2	VIII (Eight)	21
3	IX (Nine)	32
Total		86

2. Description of the research

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x30 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher is as an English teacher and Mrs. Elisa Marta, S.Pd.I as the collaborator.

a. Pre-test activity

The researcher conducted the pre-test on November, 12th 2019 at 07.15 until 08.15. All students have already prepared when the teaching time came. The researcher greeted the students. The researcher had told the students that the researcher conducted the research in their class in order to know their writing essay test before doing the action of the classroom action research. The pre-test was

administrated to the students to be finished individually. The kind of test was writing test asked the students to do the test about recount text. Then, the students' pre-test result is illustrated on the table below:

Table 4.2
The Students' score of pre-test on Tuesday, 12th November 2019

No	Name	Score	Interpretation
1	AS	44	Incomplete
2	AF	80	**Complete**
3	AU	80	**Complete**
4	AP	44	Incomplete
5	BA	45	Incomplete
6	DA	55	Incomplete
7	EI	52	Incomplete
8	FA	84	**Complete**
9	IA	44	Incomplete
10	KP	62	Incomplete
11	LW	74	**Complete**
12	LP	44	Incomplete
13	MH	40	Incomplete
14	MI	57	Incomplete
15	NA	46	Incomplete
16	NF	52	Incomplete
17	RG	79	**Complete**
18	RF	46	Incomplete
19	RS	68	**Complete**
20	SR	55	Incomplete
21	WA	45	Incomplete
	Total	1222	
	Average	58,2	
	Highest Score	84	
	Lowest Score	40	

Table 4.3

The frequency of students' grade in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 68	6	28,5%	Complete
2	< 68	15	71,5%	Incomplete
	Total	21	100%	

Source: The result grade of Writing pre-test at VIII class of MTs Muhammadiyah Bumi Nabung November 12th 2019.

Figure 4.1

The Percentage of the Students' Grade in Pre-test
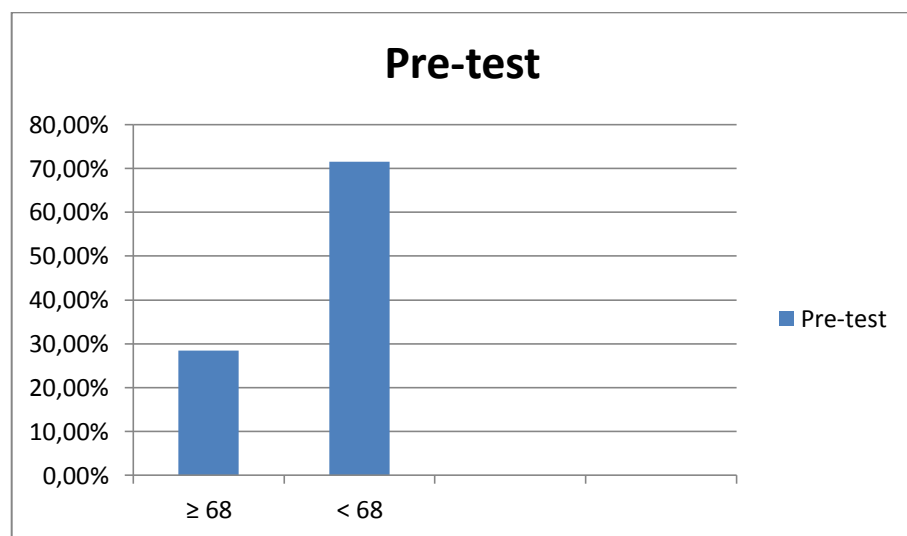
Based on the data above, it could be inferred that 15 students (71,5%) were not successful and 6 other students (28,5%) were successful. The successful students were those who got the minimum mastery criteria of English subject at MTs Muhammadiyah at least 68. The data showed that the successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the

average of 57,8, so the result was unsatisfied. Therefore, the researcher used Brainwriting 6-3-5 technique to improve the students' writing skill.

b. Cycle 1

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post-test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on November, 15th 2019 at 07.30 until 08.30. The meeting was opened by praying, greeting, checking the attendance list, and asking the students condition. Before going to the material, the researcher asks the students about recount text, but only some students can answer correctly. Then, the researcher explained the material about recount text that would be learned, such as the social function, language features and generic structure of recount text.

After the researcher had explained the material, the researcher gave an example of recount text and analyzed the social function, language features and generic structure of recount text together.

After the researcher explained the material, the researcher divided the students to group. Each group consists of six students. After that, the researcher gives a sheet of paper that contains of braiwriting 6-3-5 form and asks the students to write the idea. Each student should write three ideas in five minutes. Because time was over, the teacher continued the treatment in the second meeting and closed the meeting.

b) **The second meeting**

The second meeting was conducted on November, 19th 2019 at 07.30 until 08.30 for 2x30 minutes after the students given the action. The meeting was started by praying, greeting, checking the attendance list, and asking the students' condition. Before continue the material, the researcher asked the students about the last material to know how far the materials that have been taught can be accepted by the students. The activity was continued by teaching writing with the treatment that had done in the first meeting.

In the second meeting, the researcher asked the students to arranged the idea that they had made in the first meeting to be

recount paragraph. The researcher guided and helped the students in learning process.

In this stage, the condition of the class was not effective because there many students who were noisy, students were less active in teaching and learning process. In the end of meeting, the researcher gave motivation to the students and stimulating the students to conclude the material. And then, the researcher greets to closing the meeting.

Furthermore, on November, 22nd 2019 the researcher gave post-test 1 conducted in cycle I with similar task on pre-test before. The kind of the test was writing test that asked the students to write recount text. The topic of writing test in post-test 1 was My Last Weekend and A Trip to Yogyakarta.

The result of the students' test in post-test 1 was better than test in pre-test before.

Table 4. 4
The students' score in post-test of cycle 1 on November, 22nd 2019

No	Name	Score	Interpretation
1	AS	52	Incomplete
2	AF	82	**Complete**
3	AU	81	**Complete**
4	AP	52	Incomplete
5	BA	68	**Complete**
6	DA	68	**Complete**
7	EI	72	**Complete**
8	FA	85	**Complete**
9	IA	54	Incomplete

10	KP	70	**Complete**
11	LW	77	**Complete**
12	LP	52	Incomplete
13	MH	50	Incomplete
14	MI	65	Incomplete
15	NA	65	Incomplete
16	NF	62	Incomplete
17	RG	80	**Complete**
18	RF	55	Incomplete
19	RS	77	**Complete**
20	SR	65	Incomplete
21	WA	76	**Complete**
	Total	1408	
	Average	67	
	Highest Score	84	
	Lowest Score	50	

Table 4.5

The frequency of students' grade in Post-test I

No	Grade	Frequencies	Percentage	Explanation
1	≥ 68	11	52,4%	Complete
2	< 68	10	47,6%	Incomplete
	Total	21	100%	

Source: The result grade of writing Post-test I at VIII class of MTs Muhammadiyah Bumi Nabung November, 22nd 2019.

Figure 4.2

The Percentage of the Students' Grade on Post-test 1
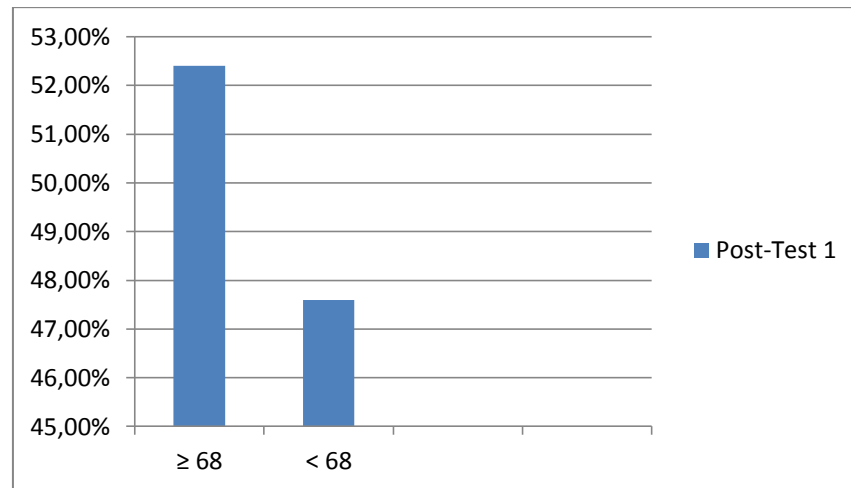
Based on the result above, it could be seen that 11 students (52,4%) got grade up to the standard and 10 students (47,6%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 68. Learning process was said successful when 75% students got grade ≥68. The fact showed that the result was unsatisfied.

3) Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave explanation about recount text.

While the treatment was being executed, the student activities during the learning process were also being observed by

the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow:

Table 4.6
The Students' Learning Activities Observation in Cycle I

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' understand the material	The students' active in class	The students' able do the task
1	AS	√	-	-	-
2.	AF	√	√	√	√
3.	AU	√	√	√	√
4.	AP	-	-	-	√
5.	BA	-	√	-	√
6.	DA	-	-	-	√
7.	EI	-	-	-	√
8.	FA	√	√	√	√
9.	IA	-	-	√	-
10.	KP	√	√	√	√
11.	LW	√	√	√	√
12.	LP	√	-	√	-
13.	MH	-	-	-	√
14.	MI	-	-	√	-
15.	NA	√	√	√	-
16.	NF	√	-	-	-
17.	RG	√	√	√	√
18.	RF	√	-	-	-
19.	RS	-	-	√	√
20.	SR	-	√	-	-
21.	WA	√	√	-	-
	TOTAL	12	10	11	12

Table 4.7
The Frequency of Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	The students' pay attention of the teacher explanation	12	57,14%
2	The students' understand about the material	10	47,61%
3	The students active in the class	11	52,38%
4	The students able do the task	12	57,14%
Total students of the eighth grade		21	

Source: The students' activity at the eighth grade of MTs Muhammadiyah Bumi Nabung

Figure 4.3
The Percentage of Students Activities in Cycle I
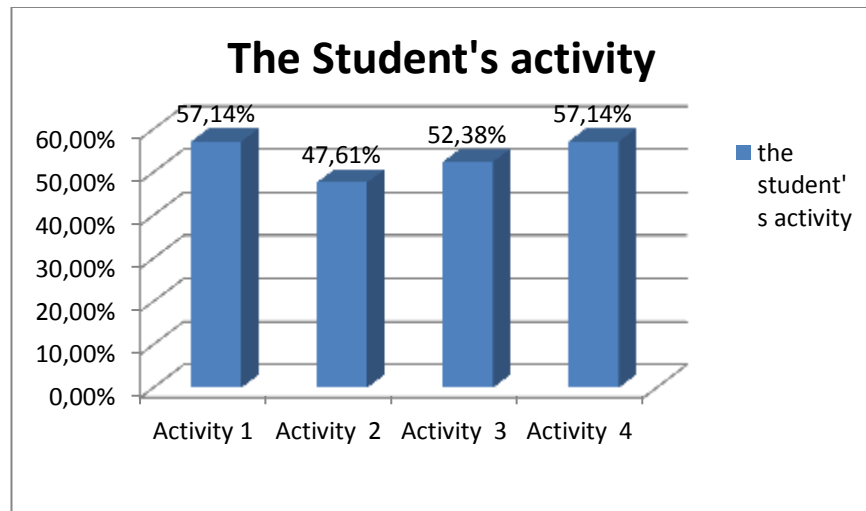
The table showed that not all the students' active in learning process. There were students 57,14% students who gave attention to the teacher explanation, 47,61% students who understand the material, students who are active in the class 52,38% and 57,14%

students who are able to do the task.

4) **Reflecting**

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follows:

Table 4.8
The Comparison between Pre-Test and Post-Test I Grade in Cycle I

No.	Name	Score of Pre-Test	Score of Post-Test I	Explanation
1	AS	44	52	**Improved**
2	AF	80	82	**Improved**
3	AU	80	81	**Improved**
4	AP	44	52	**Improved**
5	BA	45	68	**Improved**
6	DA	55	68	**Improved**
7	EI	52	72	**Improved**
8	FA	84	85	**Improved**
9	IA	44	54	**Improved**
10	KP	62	70	**Improved**
11	LW	74	77	**Improved**
12	LP	44	52	**Improved**
13	MH	40	50	**Improved**
14	MI	57	65	**Improved**
15	NA	46	65	**Improved**
16	NF	52	62	**Improved**
17	RG	79	80	**Improved**
18	RF	46	55	**Improved**
19	RS	68	77	**Improved**
20	SR	55	65	**Improved**
21	WA	45	76	**Improved**

Total score	1222	1408	**Improved**
Average	58,2	67	**Improved**

Table 4.9

The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Scores	**Pre-Test**	**Post-Test I**	**Explanation**
≥68	6 students	11 students	Complete
< 68	15 students	10 students	Incomplete
Total	**21**	**21**	

Then, the graph of comparison students writing essay pre-test and

post test I grade in cycle I could be seen as follow:

Figure 4. 4

The Comparison of Percentage of the Students' Completeness Grade
on Pre-test and post-test I
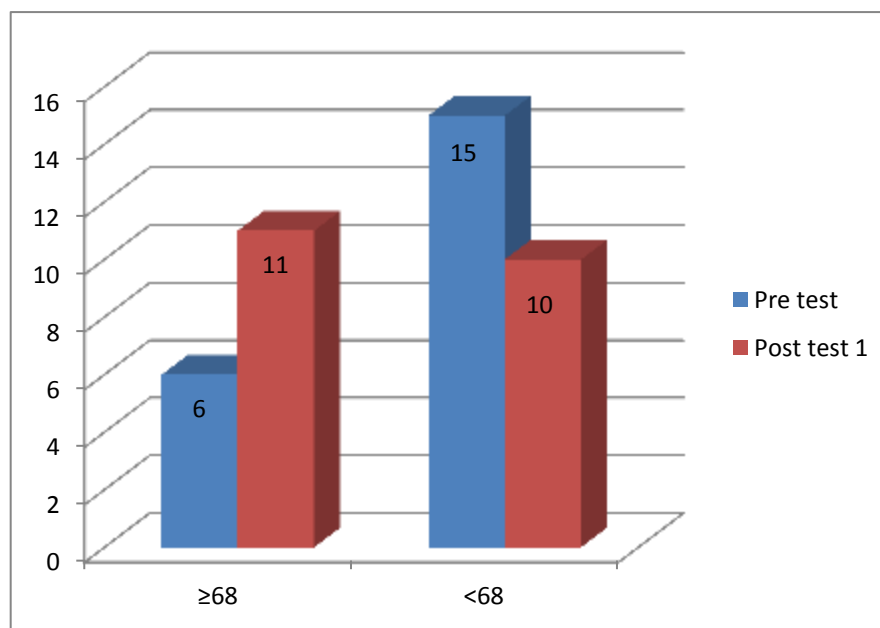
The table and the graphic above, it could be inferred that 10

students (47,6%) were not successful and 11 other students (52,4%)

were successful. The successful students were those who got the

minimum mastery criteria at MTs Muhammadiyah Bumi Nabung at

least 68. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 58,2, so the result was unsatisfied. Meanwhile, based on the graphic of post-test 1, it could be seen that 11 students (52,4%) got grade up to the standard and 10 students (47,6%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 68. Learning process was said successful when 75% students got grade ≥68. The fact showed that the result was unsatisfied.

c. **Cycle 2**

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

1) **Planning**

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in writing essay by the Brainwriting 6-3-5 technique.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning

activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) **The first meeting**

The first meeting was conducted on November, 26th 2019 at 07.30 until 08.30. The researcher conducted the treatment in cycle 2 was like in cycle 1. The researcher began the lesson greeting, praying, checking attendance list, asking the students' condition and reviewing the students' knowledge about recount text by giving some question related to recount text.

After that, the researcher gave a text about recount text and asked the student identified the text, such as language feature and generic structure of recount text. Then, the researcher was explaining the material more clearly than before.

Furthermore, the researcher tried to apply brainwriting 6-3-5 technique similar to cycle 1. The researcher divided the students to group. After that, the researcher gave a sheet of paper that contains of braiwriting 6-3-5 form and asked the students to write the idea. Each student wrote three ideas in five minutes. The researcher guided and helped the students in learning process. Because time was over, the researcher

continued the treatment in the second meeting.

The conditions of this class in this meeting more effective than before because the student understand how to apply brainwriting 6-3-5 technique in their group. In the end of meeting, the researcher gave motivation to the students and stimulating the students to conclude the material. After that, the researcher greets to closing the meeting.

b) **The second meeting**

The second meeting of cycle 2 was conducted on November, 29th 2019 for 2x30 minutes. The activity was continued by teaching writing with the treatment that had done in the first meeting.

In the second meeting, the researcher asked the students to arrange the idea that they had made in the first meeting to be recount paragraph. The researcher helped the students if they faced the problem. .

Furthermore, on December, 3rd 2019 the researcher gave post-test 2 conducted in cycle 2. The kind of the test was writing test that asked the students to write a recount text. The topic of writing test in post-test 2 was My Proudest Moment and My Embarrassing Moment.

In this meeting almost all of the students could answer well. It could be seen from the result of the post test II provided

in table 13. There were 15 of 21 students got the grade above the minimum mastery criteria in MTs Muhammadiyah Bumi Nabung.

The result of the students' score of the post-test in cycle 2 can be seen in this table 7 as follow:

Table 4.10
The students' score in post test of cycle 2 on December, 3rd 2019

No	Name	Score	Interpretation
1	AS	66	Incomplete
2	AF	85	**Complete**
3	AU	79	**Complete**
4	AP	66	Incomplete
5	BA	72	**Complete**
6	DA	70	**Complete**
7	EI	74	**Complete**
8	FA	90	**Complete**
9	IA	66	Incomplete
10	KP	77	**Complete**
11	LW	82	**Complete**
12	LP	68	**Complete**
13	MH	60	Incomplete
14	MI	65	Incomplete
15	NA	79	**Complete**
16	NF	68	**Complete**
17	RG	87	**Complete**
18	RF	76	**Complete**
19	RS	78	**Complete**
20	SR	70	**Complete**
21	WA	78	**Complete**
	Total	1556	
	Average	74,2	

	Highest Score	90	
	Lowest Score	60	

Table 4.11

The Frequency of students' grade in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥68	16	76,2 %	Complete
2	< 68	5	23,8%	Uncomplete
	Total	21	100 %	

Source: The result grade of writing post test II at VIII class of MTs Muhammadiyah Bumi Nabung on December, 3rd 2019.

Figure 4.5

The Percentage of the Students' Grade in Post-test II
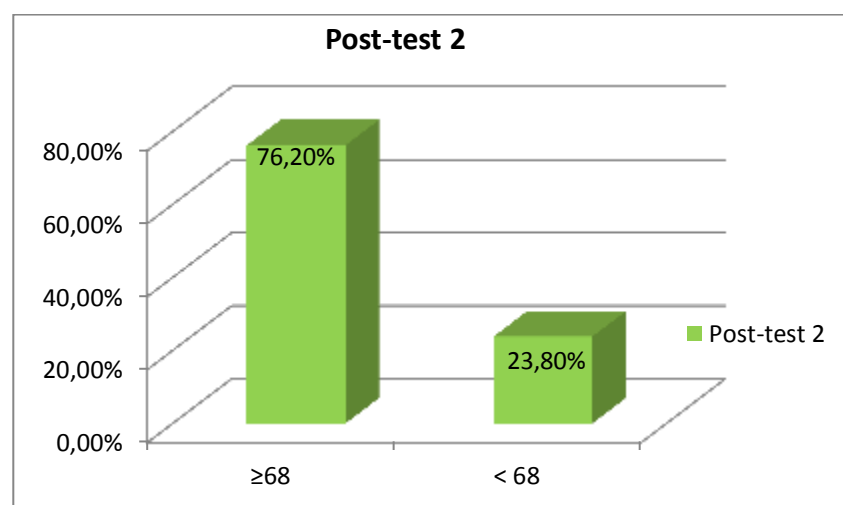
Based on the result above, it could be inferred that 16 students (76,20%) were successful and 5 other students (23,80%) were not successful. From the post test 2 results, the researcher got the average of 74,20. It was higher than post test 1 in cycle I. It means that cycle II was successful.

3) Observing

In this step, the researcher presented the material by Brainwriting 6-3-5 technique. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result grade of students' learning activities observation, as follow:

Table 4.12
The Students' Activity Result in Cycle II

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' understand the material	The students' active in class	The students' able do the task
1	AS	√	√	-	√
2.	AF	√	√	√	√
3.	AU	√	√	√	√
4.	AP	√	-	√	-
5.	BA	-	√	√	√
6.	DA	√	√	-	√
7.	EI	√	-	√	√
8.	FA	√	√	√	√
9.	IA	-	√	√	√
10.	KP	√	√	√	√
11.	LW	√	√	√	√
12.	LP	√	-	√	√
13.	MH	√	√	√	-
14.	MI	√	√	√	-

15.	NA	√	√	√	√
16.	NF	√	√	-	√
17.	RG	√	√	√	√
18.	RF	√	√	√	√
19.	RS	√	√	√	√
20.	SR	-	√	-	√
21.	WA	√	√	√	√
	TOTAL	18	18	17	18

Table 4.13

The Frequency Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	18	85,71%
2	The students understand the material	18	85,71%
3	The students active in the class	17	80,95%
4	The students able do the task	19	85,71%
Total students of the eighth grade		**21**	
The percentage of students' learning activity		**100%**	

Source: The students' writing essay at the eighth grade of VIII of MTs Muhammadiyah Bumi Nabung.

Then, the graph of percentage students writing essay in cycle II, as follow

Figure 4.6

The Percentage of Students writing essay in Cycle II
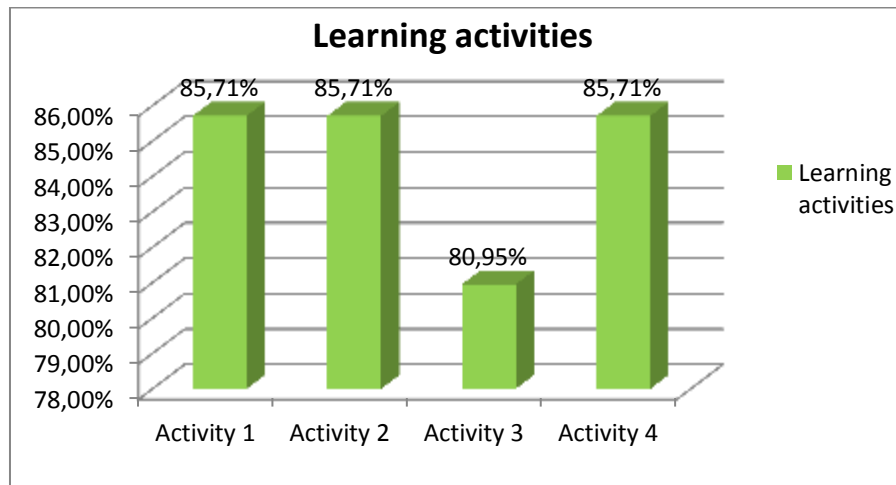
The table above showed that the students' activity in cycle II was improved. The students' activity that had high percentage were the students pay attention of the teacher explanation 85,71%, then, the students ask/answer the question from the teacher 85,71% and the students active in the class 80,95%, and the last the students able do the task 82,13%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage ≥75%.

4) **Reflecting**

Based on the observation of learning process in cycle II, it could be inferred that the result of cycle II was successful. There were 72% of students passed the examination. It meant that the students' writing on recount text skill had Improved. So, the writer

concluded that this research was successful and the research could be stopped.

The students' Improving score on writing skill on recount text from post-test I to post-test II could be seen in this table 10 as follow:

Table 4.14
The Students' Improving Score from Post Test I to Post-Test II

No.	Student's Name	Score of Post-test I	Score of Post-test II	Explanation
1	AS	52	66	**Improved**
2	AF	82	85	**Improved**
3	AU	81	79	**Decreased**
4	AP	52	66	**Improved**
5	BA	68	72	**Improved**
6	DA	68	70	**Improved**
7	EI	72	74	**Improved**
8	FA	85	90	**Improved**
9	IA	54	66	**Improved**
10	KP	70	77	**Improved**
11	LW	77	82	**Improved**
12	LP	52	68	**Improved**
13	MH	50	60	**Improved**
14	MI	65	65	**Constant**
15	NA	65	79	**Improved**
16	NF	62	68	**Improved**
17	RG	80	87	**Improved**
18	RF	55	76	**Improved**
19	RS	77	78	**Improved**
20	SR	65	70	**Improved**
21	WA	76	78	**Improved**
Total		1316	1556	**Improved**
Average		67	74,2	**Improved**

Table 4.15

The Comparison of Students'Grade in Post-Test I and Post-Test II

Scores	Criteria	Post-Test I	Post-Test II
≥68	Complete	15	16
< 68	Incomplete	6	5
Total		**21**	**21**

Then, the graph of students writing essay post-test I and post-test II grade in cycle II could be seen as follow:

Figure 4.7
The Percentage of Comparison of Students' grade on Post-test I and Post-test II
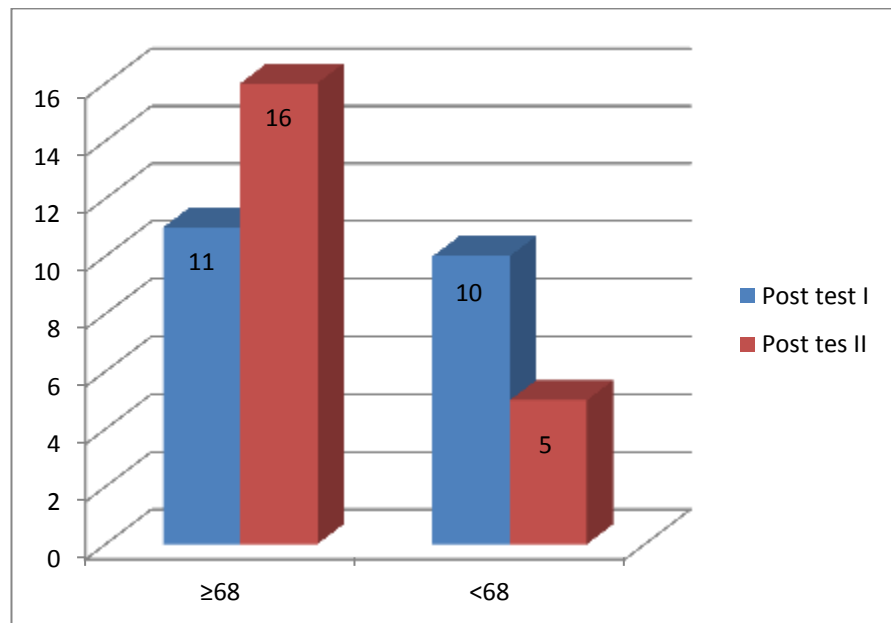
From the table above, it could be seen that the grade of the students in post-test I was various. It could be inferred that 11 students (52,4%) were successful and 10 other students (47,6%) were not successful. From the post-test II results, the researcher got the

percentage of 76,2%. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was $\geq$75% students got grade 68.

Regarding to the result above, the researcher concluded that the research was successful and it could be finished because the indicator of success in this research was reached. It means that Brainwriting 6-3-5 technique improve the students' writing essay.

B. INTERPRETATION

1. Result of Students Learning

a. Result of students Pre- Test

In this phase, the researcher presented the pre- test to measure the students writing skill before implementing the treatment. The researcher obtained the data through test in the form of essay test which completed for 60 minutes. It was done on November 12th, 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on pre-test result, it could be inferred that 15 students (71,5%) were not successful and 6 other students (28,5%) were successful. The successful students were those who got the minimum mastery criteria at MTs Muhammadiyah Bumi Nabung at least 68.

b. Result of Students Post- Test 1

In this research, to know the students writing essay after implementing the treatment the researcher conducted the post- test I. It was done November, 22nd 2019, based on the result of post-test 1, it could be seen that 11 students (52,4%) got grade up to the standard and 10 students (47,6%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 68. Learning process was said successful when 75% students got grade $\geq$68. The fact showed that the result was unsatisfied.

c. Result of Students' Post- Test II

In this phase, the researcher continued to cycle II because the grade of post-test I in cycle I did not fulfilled the minimum mastery criteria yet that was only 52,4% passed the minimum mastery criteria. The researcher presented the post- test II to measure the students' skill after implementing the treatment. The researcher obtained the data through test in the form of writing test which completed for 60 minutes. It could be seen that the grade of the students in post-test II was various that 16 students (76,2%) were successful and 5 other students (23,8%) were not successful. From the post-test 2 results, the researcher got the average of 74,2. It was higher than post-test 1 in cycle I. It means that the indicator of success of this research had been

achieved that was >75% students got grade 68. It can be concluded that the students' writing essay was improved.

d. Comparison of Grade in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process was successfully in cycle I but the students' average grade was low. While. The grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average grade was higher than cycle I. The following was the table of illustration grade in cycle I and cycle II.

Table 4.16
The Comparison of Writing essay of
Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Grade		
	Pre-Test	**Post-Test I**	**Post-Test II**
1.	44	52	66
2.	80	82	85
3.	80	81	79
4.	44	52	66
5.	45	68	72
6.	55	68	70
7.	52	72	74
8.	84	85	90
9.	44	54	66
10.	62	70	77
11.	74	77	82
12.	44	52	68
13.	40	50	60
14.	57	65	65
15.	46	65	79
16.	52	62	68
17.	79	80	87
18.	46	55	76
19.	68	77	78
20.	55	65	70

21.	45	76	78
Total	1222	1408	1556
Average	58,2	67	74,2
Complete	**6**	**11**	**16**

Table 4.17

The Comparison of Students' Pre-Test, Post-Test I Grade in Cycle
I and Post-Test II Grade in Cycle II

Scores	Pre-Test		Post-Test I		Post-Test II		Note
	freque ncy	Percen tage	F	P	F	P	
≥68	6	28,5%	11	52,4 %	16	76,2 %	Complete
< 68	15	71,5%	10	47,6 %	5	23,8 %	Incomplete
Total	**21**	**100%**	**21**	**100 %**	**21**	**100 %**	

Based on the result of the pre-test, post-test I and post-test
II, it was know that there was a positive significant improving of
the students' grade. Therefore, the researcher concludes that the
research was successful because the indicator of success in this
research had been achieved.

The researcher showed the graph of the result of pre-test,
post-test I and post-test II, as follow:

Figure 4.8

The Comparison Grade of Students Writing essay
in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle I
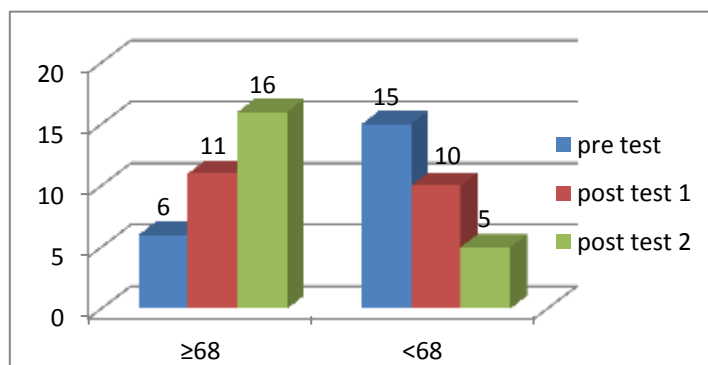
Based on the graph above, it could be inferred that Brainwriting 6-3-5 technique could improve the students' writing skill. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

2. **The Result of Students' Learning Activities in Cycle I and Cycle II**

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement is as follows:

Table 4.18
The Percentage of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	The students pay attention of teacher explanation	12	57,14%	18	85,71%	Improved
2	The students' understand the material	10	47,61%	18	85,71%	Improved
3	The students active in the class	11	52,38%	15	80,95%	Improved
4	The students able do the task	12	57,14%	19	85,71%	Improved

Figure 4.9

Figure of Learning Activity in Cycle I and Cycle II
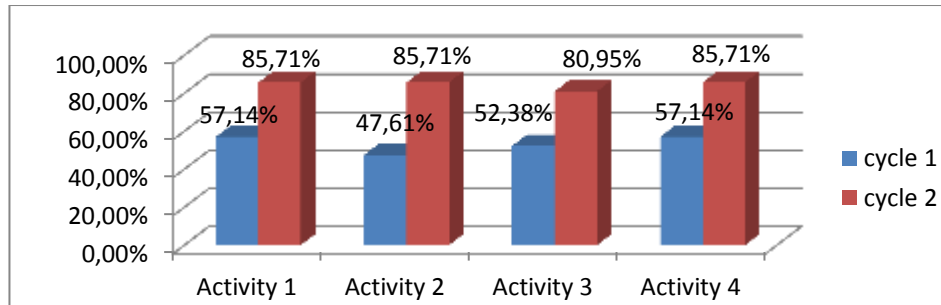
Based on the data had gotten, it can be explained as follow:

a) **The Students' pay attention to the teacher's explanation**

The students' attention to the teacher explanation from the first meeting to the next meeting was improved. In cycle I it was only 57,14% and in cycle II 85,71%, it is improved 28,57%.

b) **The students understand the material**

The students understand the material was improved from the first meeting to next meeting. This activity was improved 38%, from cycle I 47,61% and cycle II 85,71%.

c) **The students' activeness in the class**

The active students in class were improved. It could be seen on the cycle I 52,38% and cycle II 80,95%, it improved 28,57%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in writing essay when Brainwriting 6-3-5 technique was applied in learning process from cycle I up to cycle II.

d) The students' ability in doing the task

The students who had done the task were improved. It could be seen on the cycle I 57,14% and cycle II 85,71%, it improved 28,57%.

Based on the explanation above, it can be inferred that the students learning activity was improved from the cycle I to the cycle II. The improvement of the student activities because during the teaching and learning process used Brainwriting 6-3-5 technique makes the student focus their attention to the lesson.

Then, based on the result of pre-survey, it can be inferred that there was an improving on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. In pre-test, there were 6 students' who achieve the criteria (29,5%) with the average 58,2.

Moreover, in the post-test I there were 11 students or (52, 4%) passed the test the indicator students get grade ≥ 68 with the average 67. Meanwhile, in the post-test II there were 16 students or (76,2%) passed the test the indicator students get grade ≥ 68 with the average 74,2. From the explanation, the researcher concluded that the research was success and it could be stopped in the cycle II because the indicator of success 75% of students got grade 68 was achieved and their learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process and test on two cycles by using Brainwriting 6-3-5 technique in teaching and learning process, the research concludes that using Brainwriting 6-3-5 could improve the students' writing skill on recount text among the eighth graders at MTs Muhammadiyah Bumi Nabung in the Academic Year of 2019/2020. It can be seen from the result improvment of the post test of the cycle I and post test of the cycle II. The result of pretest and posttest show that there is improvement from the pre-test and post-test. The students' average score from pre test 58,2 to post test I 67 became 74,2 in post test II. In cycle 1, there were 11 students passed the test. Moreover, in cycle II there were 76,2% of students or 16 students who got score $\geq$ 68. Based on the description, It means that the students' result on post test of cycle II had already reached the indicator of success that was 70% students fulfill the standard mastery criteria (KKM). It was clear that Brainwriting 6-3-5 Technique improved the students writing skill.

B. Suggestion

1. For English Teacher

a. The teacher should prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also,

the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning enjoyable process, such as selecting text or new teaching media.

b. It is better for the teacher to use Brainwriting 6-3-5 Technique in English learning especially in writing because it can improve students' writing skill

c. The teacher should give motivation to the students in order to be active in learning process.

2. For the Students

It is suggested to the students to be more active in learning process in the class and improve their skill in writing skill so they can be successful in English learning.

3. For Headmaster

It is supported the English teacher to use Brainwriting 6-3-5 technique in learning proccess, because Brainwriting 6-3-5 technique is so helpful.

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74

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APPENDICES

SILABUS MTs Muhammadiyah Bumi Nabung

Mata Pelajaran : **Bahasa Inggris**
Kelas : **VIII**
Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.13 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang	**Teks *recount* pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa** *Fungsi sosial* Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb. *Struktur text*	**Mengamati** • Siswa menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial teks teks *recount* tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. • Tingkat	16 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.14 Menangkap makna teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa. 4.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan	**(gagasan utama dan informasi rinci)** a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan b. Menguraikan urutan kejadian secara kronologis, urut dan runtut. c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional). Panjang teks: kurang lebih 6 (tiga) kalimat. *Unsur kebahasaan* (1) Kata kerja dalam	• Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. **Mengumpulkan Informasi** • Secara kolaboratif, siswa mencari dan mengumpulan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber,	kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks *recount*. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam		komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh teks dari sumber otentik -

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar

fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Simple Past tense, Past Continuous Tense
	
	(2) Kosa kata: kata kerja yang menunjuk tindakan atau kegiatan
	
	(3) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb.
	
	(4) Adverbia dan frasa preposisional penujuk waktu: *yesterday, last month, on Monday, an hour ago, immediately*, dsb.
	
	(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
	
	(6) Ucapan, tekanan kata, intonasi
	
	(7) Ejaan dan tanda baca
		termasuk dari internet, film, koran, majalah, buku teks, dsb.
		
		• Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana.
		
		• Siswa membaca semua teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:
		
		  - fungsi sosial setiap teks
		
		  - orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pen
			teks *recount*.
			
			CARA PENILAIAN:
			
			Kinerja (praktik)
			
			Tugas menganalisis dan menghasilkan teks *recount* tentang kegiatan, kejadian, dan peristiwa nyata di lingkungan sekitar.
			
			Observasi:
			(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)
			
			• Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, ketika muncul		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	(8) Tulisan tangan ***Topik*** Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	galaman yang akan disampaikan - urutan kejadian secara kronologis, urut dan runtut - komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional, jika ada) - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.	kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		Mengasosiasi • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks *recount* tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan. **Mengkomunikasikan** • Siswa membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa di	*recount* tentang kegiatan, kejadian, dan peristiwa, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca dan menulis teks yang menuntut pemahaman dan kemampuan teks *recount* tentang kegiatan, kejadian, dan peristiwa. **Portofolio** • Kumpulan karya teks *recount* pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa yang telah dibuat. • Kumpulan hasil analisis tentang beberapa teks *recount*. • Lembar soal dan		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb).	hasil tes		
		• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.			
		• Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa			

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CYCLE 1

Satuan Pendidikan : MTs Muhammadiyah Bumi Nabung

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/1

Materi Pokok   : Recount Text

Alokasi Waktu   : 2 x 30 menit

A. Kompetensi Inti

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya
KI 2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	:	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	:	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.9 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian dan peristiwa sederhana , sesuai dengan konteks penggunaan.	• Menentukan tujuan komunikatif teks • Mengidentifikasi struktur teks • Mengidentifikasi unsur kebahasaan teks
2.	4.14 Menyusun teks recount lisan dan tulis tentang kegiatan, kejadian dan peristiwa, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	• Menyusun teks recount tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar. • Menyampaikan teks recount secara lisan tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar.

C. Tujuan Pembelajaran

1. Menentukan tujuan komunikatif teks berdasarkan teks yang diberikan dengan tepat
2. Mengidentifikasi struktur teks berdasarkan teks yang diberikan dengan tepat
3. Mengidentifikasi unsure kebahasaan dalam teks berdasarkan teks yang diberikan dengan tepat.
4. Menyusun teks recount tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar.

D. Materi Pembelajaran

Fungsi Sosial : menceritakan kembali kejadian atau pengalaman di masa lalu

Struktur Teks:

1. Orientation: Menyebutkan tindakan/ peristiwa/kejadian secara umum

2. Event: Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut

3. Re-orientation: Jika perlu, ada kesimpulan umum.

Unsur Kebahasaan:

1. Penyebutan kata benda dan kata ganti orang ketiga (pronoun): He, She, Rio

2. Menggunakan Simple Past Tense: we went to school yesterday.

3. Menggunakan chronological connection: then, first, second.

4. Ejaan dan tulisan tangan dan c etak yang jelas dan rapi

5. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

Example : Going to the Zoo

The third years students of SMP 1 went on a picnic on the 23rd October last year. They went to the museum, and the zoo. After visiting the museum, they went to the zoo. The students got some explanation from their teacher before entering it. The teacher distributed the tickets to them. They had to show the ticketsto the guard then they entered one by one.

Ali, Umar and I were always in one group. First, we visited the elephants. There were four elephants in the cage. I threw some peanuts to the monkeys. They caught and ate the peanuts happily. We went to see the lions, the tigers, the crocodiles, the snakes and the other animals.

We were in the zoo fot two hours. Before leaving the zoo, we noted down what we had observed. All of the students were very busy with their tasks. They had to make a report about visiting the zoo. They did it for about thirty minutes. Then they went out, and had their lunch together out side the zoo. They left the zoo at two o'clock.

In sumarry, the picnic was really enjoyable. The zoo so impressive with many kinds of animals. We felt very tired, but we were happy.

E. Metode Pembelajaran :

1. Metode : Scientific
2. Teknik : Brainwriting 6-3-5

F. Media, Alat, dan Sumber Pemebelajaran

1. Media : Teks, worksheet
2. Alat : white board, board marker
3. Sumber Pembelajaran: buku bahasa inggris kelas VIII

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan pertama

1. Pendahuluan

- Guru mengucapkan salam dan menanyakan kehadiran siswa.
- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik akan manfaat pembelajaran teks recount.
- Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi sebelumnya untuk mereview.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan rencana kegiatan pada pertemuan ini.
- Membagi siswa ke dalam kelompok.

2. Kegiatan Inti

Mengamati

- Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.
- Dengan bimbingan guru, siswa mengamati dan mengidentifikasi fungsi sosialnya, struktur teks, gagasan utama dan informasi rinci dari setiap teks tersebut.

Menanya

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

Mengumpulkan informasi

- Secara kolaboratif siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks dan unsur kebahasaan dari teks tentang peristiwa pendek dan kejadian sederhana.

- Siswa membaca semua teks tentang peristiwa pendek dan kejadian sederhana yang telah terkumpul dan mengidentifikasi teks tersebut.

- Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks recount.

Mengasosiasi

- Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan teks recount dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan.

- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok.

Mengomunikasikan

- Siswa membuat beberapa teks tentang kegiatan, peristiwa pendek dan sederhana yang ada dalam kehidupan siswa dengan kelompok.

- Siswa menyampaikan laporan dari hasil diskusi kelompok dalam mendiskusikan struktur, unsur bahasa, gagasan pokok, informasi tertentu, dan informasi rinci dari teks recount.

3. **Penutup**

- Guru dan siswa membuat rangkuman/simpuan pembelajaran.
- Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

Pertemuan Kedua

1. **Pendahuluan**

   - Guru mengucapkan salam dan menanyakan kehadiran siswa.
   - Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
   - Memotivasi peserta didik akan manfaat pembelajaran teks recount.
   - Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi sebelumnya untuk mereviu.
   - Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini.
   - Membagi siswa ke dalam kelompok.

2. **Kegiatan Inti**

   Mengamati

   - Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.
   - Dengan bimbingan guru, siswa mengamati dan mengidentifikasi fungsi sosialnya, struktur teks, gagasan utama dan informasi rinci dari setiap teks tersebut.

   Menanya

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

   Mengumpulkan informasi:

   - Secara kolaboratif siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks dan unsur kebahasaan dari teks tentang peristiwa pendek dan kejadian sederhana.
   - Siswa membaca semua teks tentang peristiwa pendek dan kejadian sederhana yang telah terkumpul dan mengidentifikasi teks tersebut.
   - Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks recount.

Mengasosiasi

- Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan teks recount dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok.

Mengomunikasikan

- Siswa membuat beberapa teks tentang kegiatan, peristiwa pendek dan sederhana yang ada dalam kehidupan siswa dengan kelompok.
- Siswa menyampaikan laporan dari hasil diskusi kelompok dalam mendiskusikan struktur, unsur bahasa, gagasan pokok, informasi tertentu, dan informasi rinci dari teks recount.

3. **Penutup**
   - Guru dan siswa membuat rangkuman/simpuan pembelajaran.
   - Guru melakukan penilaian terhadap kegiatan yang sudah dilaksanakan.
   - Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
   - Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

H. Penilaian

Teknik   : **tes tulis**
Bentuk   : **membuat paragraf Recount**
Instruments : **terlampir**

a. **Rubric Scoring of Writing skill**

Content	
30-27	Excellent to very good : Knowledgeable, substantive-etc.
26-22	Good to average : Sure knowledge of subject, adequate range-etc.
21-17	Fair to poor : Limited knowledge of subject, little substance-etc.
16-13	Very poor : Does not show knowledge of subject-etc.
Organization	
20-18	Excellent to very good : Fluent expression, ideas clearly stated/supported-etc.
17-14	Good to average : Loosely organized but main ideas stand out-etc.
13-10	Fair to poor : an idea confused
9-7	Very poor : Does not communicate, no organization-etc
Vocabulary	
20-18	Excellent to very good : Effective word/idiom choice and usage-etc.
17-14	Good to average : occasional errors of word/idiom from, choice, usage but meaning not obscured.
13-10	Fair to poor : frequent errors pf word/idiom from, choice, usage, meaning confused or obscured.
9-7	Very poor : Essentialy translation, little knowlege of english vocabulary.
Language use	
25-22	Excellent to very good : Effective complex constructions
21-19	Good to average : Effective but simple constructions

17-11	Fair to poor : Major problems in simple/complex constructions	
10-5	Very poor : Virtually no mastery of sentence construction rules	
Mechanics		
5	Excellent to very good : Demonstrates mastery of conventions	
4	Good to average : Occasional errors of spelling, punctuation	
3	Fair to poor : Frequent errors of spelling punctuation, capitalization	
2	Very poor : No mastery of conventions	

Source : *Adapted from J.B Heaton Writing English Language Test.*

b. Attitude Rubric

No	Aspects	Score
1	Content	
2	Organization	
3	Vocabulary	
4	Language use	
5	Mechanics	

Note:
4 : Excellent
3 : Good
2 : Poor
1 : Very poor

Bumi Nabung, October 2019

Collaborator   The writer

Elisa Marta Damayanti, S.Pd.I   **Syifana Ayu Tiarani**
NBM. 1175698   **NPM: 1501070310**

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CYCLE 2

Satuan Pendidikan : MTs Muhammadiyah Bumi Nabung

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/1

Materi Pokok   : Recount Text

Alokasi Waktu   : 2 x 30 menit

A. Kompetensi Inti

KI 1	:	Menghargai dan menghayatiajaran agama yang dianutnya
KI 2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	:	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	:	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.9 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian dan peristiwa sederhana , sesuai dengan konteks penggunaan.	• Menentukan tujuan komunikatif teks • Mengidentifikasi struktur teks • Mengidentifikasi unsur kebahasaan teks
2.	4.14 Menyusun teks recount lisan dan tulis tentang kegiatan, kejadian dan peristiwa, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	• Menyusun teks recount tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar. • Menyampaikan teks recount secara lisan tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar.

C. Tujuan Pembelajaran

1. Menentukan tujuan komunikatif teks berdasarkan teks yang diberikan dengan tepat
2. Mengidentifikasi struktur teks berdasarkan teks yang diberikan dengan tepat
3. Mengidentifikasi unsure kebahasaan dalam teks berdasarkan teks yang diberikan dengan tepat.
4. Menyusun teks recount tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar.

D. Materi Pembelajaran

Fungsi Sosial : menceritakan kembali kejadian atau pengalaman di masa lalu

Struktur Teks:

4. Orientation: Menyebutkan tindakan/ peristiwa/kejadian secara umum

5. Event: Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut

6. Re-orientation: Jika perlu, ada kesimpulan umum.

Unsur Kebahasaan:

6. Penyebutan kata benda dan kata ganti orang ketiga (pronoun): He, She, Rio

7. Menggunakan Simple Past Tense: we went to school yesterday.

8. Menggunakan chronological connection: then, first, second.

9. Ejaan dan tulisan tangan dan c etak yang jelas dan rapi

10. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

Example : Going to the Zoo

The third years students of SMP 1 went on a picnic on the 23rd October last year. They went to the museum, and the zoo. After visiting the museum, they went to the zoo. The students got some explanation from their teacher before entering it. The teacher distributed the tickets to them. They had to show the ticketsto the guard then they entered one by one.

Ali, Umar and I were always in one group. First, we visited the elephants. There were four elephants in the cage. I threw some peanuts to the monkeys. They caught and ate the peanuts happily. We went to see the lions, the tigers, the crocodiles, the snakes and the other animals.

We were in the zoo fot two hours. Before leaving the zoo, we noted down what we had observed. All of the students were very busy with their tasks. They had to make a report about visiting the zoo. They did it for about thirty minutes. Then they went out, and had their lunch together out side the zoo. They left the zoo at two o'clock.

In sumarry, the picnic was really enjoyable. The zoo so impressive with many kinds of animals. We felt very tired, but we were happy.

E. Metode Pembelajaran :

1. Metode : Scientific
2. Teknik : Brainwriting 6-3-5

F. Media, Alat, dan Sumber Pemebelajaran

1. Media : Teks, worksheet
2. Alat : white board, board marker
3. Sumber Pembelajaran: buku bahasa inggris kelas VIII

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan pertama

1. **Pendahuluan**

   - Guru mengucapkan salam dan menanyakan kehadiran siswa.
   - Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
   - Memotivasi peserta didik akan manfaat pembelajaran teks recount.
   - Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi sebelumnya untuk mereview.
   - Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan rencana kegiatan pada pertemuan ini.
   - Membagi siswa ke dalam kelompok.

2. **Kegiatan Inti**

   Mengamati

   - Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.
   - Dengan bimbingan guru, siswa mengamati dan mengidentifikasi fungsi sosialnya, struktur teks, gagasan utama dan informasi rinci dari setiap teks tersebut.

   Menanya

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

Mengumpulkan informasi

- Secara kolaboratif siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks dan unsur kebahasaan dari teks tentang peristiwa pendek dan kejadian sederhana.

- Siswa membaca semua teks tentang peristiwa pendek dan kejadian sederhana yang telah terkumpul dan mengidentifikasi teks tersebut.

- Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks recount.

Mengasosiasi

- Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan teks recount dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan.

- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok.

Mengomunikasikan

- Siswa membuat beberapa teks tentang kegiatan, peristiwa pendek dan sederhana yang ada dalam kehidupan siswa dengan kelompok.

- Siswa menyampaikan laporan dari hasil diskusi kelompok dalam mendiskusikan struktur, unsur bahasa, gagasan pokok, informasi tertentu, dan informasi rinci dari teks recount.

3. **Penutup**
   - Guru dan siswa membuat rangkuman/simpuan pembelajaran.
   - Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
   - Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
   - Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

Pertemuan Kedua

1. **Pendahuluan**

   - Guru mengucapkan salam dan menanyakan kehadiran siswa.
   - Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
   - Memotivasi peserta didik akan manfaat pembelajaran teks recount.
   - Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi sebelumnya untuk mereviu.
   - Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini.
   - Membagi siswa ke dalam kelompok.

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   Menanya

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- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
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H. Penilaian

Teknik   : **tes tulis**

Bentuk   : **membuat paragraf Recount**

Instruments   : **terlampir**

a. Rubric Scoring of Writing skill

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5	Excellent to very good : Demonstrates mastery of conventions
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3	Fair to poor : Frequent errors of spelling punctuation, capitalization
2	Very poor : No mastery of conventions

Source : *Adapted from J.B Heaton Writing English Language Test.*

b. Attitude Rubric

No	Aspects	Score
1	Content	
2	Organization	
3	Vocabulary	
4	Language use	
5	Mechanics	

Note:
4 : Excellent
3 : Good
2 : Poor
1 : Very poor

Bumi Nabung, October 2019

Collaborator   The writer

Elisa Marta Damayanti, S.Pd.I   **Syifana Ayu Tiarani**
NBM. 1175698   **NPM: 1501070310**

The Students' Score of Pre-survey

No	Name	Score	Interpretation
1	AS	44	Incomplete
2	AF	80	**Complete**
3	AU	80	**Complete**
4	AP	44	Incomplete
5	BA	45	Incomplete
6	DA	55	Incomplete
7	EI	52	Incomplete
8	FA	84	**Complete**
9	IA	44	Incomplete
10	KP	62	Incomplete
11	LW	74	**Complete**
12	LP	44	Incomplete
13	MH	40	Incomplete
14	MI	57	Incomplete
15	NA	46	Incomplete
16	NF	52	Incomplete
17	RG	79	**Complete**
18	RF	46	Incomplete
19	RS	68	**Complete**
20	SR	55	Incomplete
21	WA	45	Incomplete
	Total	1222	
	Average	58,2	
	Highest Score	84	
	Lowest Score	40	

Observation sheet of Student Activities Cycle 1

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' understand the material	The students' active in class	The students' able do the task
1	AS	√	-	-	-
2.	AF	√	√	√	√
3.	AU	√	√	√	√
4.	AP	-	-	-	√
5.	BA	-	√	-	√
6.	DA	-	-	-	√
7.	EI	-	-	-	√
8.	FA	√	√	√	√
9.	IA	-	-	√	-
10.	KP	√	√	√	√
11.	LW	√	√	√	√
12.	LP	√	-	√	-
13.	MH	-	-	-	√
14.	MI	-	-	√	-
15.	NA	√	√	√	-
16.	NF	√	-	-	-
17.	RG	√	√	√	√
18.	RF	√	-	-	-
19.	RS	-	-	√	√
20.	SR	-	√	-	-
21.	WA	√	√	-	-
	TOTAL	12	10	11	12

Observation sheet of Student Activities Cycle 2

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' understand the material	The students' active in class	The students' able do the task
1	AS	√	√	-	√
2.	AF	√	√	√	√
3.	AU	√	√	√	√
4.	AP	√	-	√	-
5.	BA	-	√	√	√
6.	DA	√	√	-	√
7.	EI	√	-	√	√
8.	FA	√	√	√	√
9.	IA	-	√	√	√
10.	KP	√	√	√	√
11.	LW	√	√	√	√
12.	LP	√	-	√	√
13.	MH	√	√	√	-
14.	MI	√	√	√	-
15.	NA	√	√	√	√
16.	NF	√	√	-	√
17.	RG	√	√	√	√
18.	RF	√	√	√	√
19.	RS	√	√	√	√
20.	SR	-	√	-	√
21.	WA	√	√	√	√
	TOTAL	18	18	17	18

OBSERVATION SHEET OF TEACHER'S ACTIVITIES

CYCLE I

Name   : Syifana Ayu Tiarani

Day/Date   : Tuesday/ November, 19th 2019

Topic   : Recount Text

Teacher Activity	Good	Enough	Less

1. Pre teaching
  a. Prepare the lesson plan
  b. Prepare the media that will be used
  c. Ability in opening the learning process
	✓		

2. While teaching
  a. Inform the objective of learning
  b. Guide the students to follow the lesson
  c. Explain the material clearly
  d. Motivate the students to ask
  e. Practice the students to answer the question about the material
	✓		

3. Post teaching
  a. Conclude the result of learning
  b. Close the learning activity
		✓	

Tick (✓) for each positive activity

Observer

Elisa Marta Damavant, S. Pd.I
NBM. 1175698

OBSERVATION SHEET OF TEACHER'S ACTIVITIES

CYCLE II

Name   : Syifana Ayu Tiarani

Day/Date   : Friday/ November, 29th 2019

Topic   : Recount Text

Teacher Activity	Good	Enough	Less

1. Pre teaching
  a. Prepare the lesson plan
  b. Prepare the media that will be used
  c. Ability in opening the learning process
	✓		

2. While teaching
  a. Inform the objective of learning
  b. Guide the students to follow the lesson
  c. Explain the material clearly
  d. Motivate the students to ask
  e. Practice the students to answer the question about the material
	✓		

3. Post teaching
  a. Conclude the result of learning
  b. Close the learning activity
	✓		

Tick (✓) for each positive activity

Observer

Elisa Marta Damayant, S. Pd.I
NBM. 1175698

Field Note Table

	Date	Classroom Situation
Cycle I	November, 15th 2019	Some students did not pay much attention to the teacher explanation but they was very enthusiast when the teacher told interesting topic
	November, 19th 2019	The condition of the class didn't effective because some students who were noisy when the teacher explained the material.
	November, 22nd 2019	The students paid more attention when the teacher evaluated the common mistakes and they had more spirit in doing post-test 1.
Cycle II	November, 26th 2019	The students rather feel bored because they had to similar task in every meeting but they still paid attention to the teacher
	November, 29th 2019	The students are more enthusiast, interest and give full attention to the researcher because they had understood the way and the rule to follow the teacher's instruction. Furthermore, they feel easier to do the task together with their friends.
	December, 3rd 2019	The students were very glad to do the post-test II because it was very easy after they got the treatment in every meeting and learn their mistakes.

The Result of Pre-test

No	Name	Score	Interpretation
1	AS	44	Incomplete
2	AF	80	**Complete**
3	AU	80	**Complete**
4	AP	44	Incomplete
5	BA	45	Incomplete
6	DA	55	Incomplete
7	EI	52	Incomplete
8	FA	84	**Complete**
9	IA	44	Incomplete
10	KP	62	Incomplete
11	LW	74	**Complete**
12	LP	44	Incomplete
13	MH	40	Incomplete
14	MI	57	Incomplete
15	NA	46	Incomplete
16	NF	52	Incomplete
17	RG	79	**Complete**
18	RF	46	Incomplete
19	RS	68	**Complete**
20	SR	55	Incomplete
21	WA	45	Incomplete
	Total	1222	
	Average	58,2	
	Highest Score	84	
	Lowest Score	40	

The Result of Post-test 1

No	Name	Score	Interpretation
1	AS	52	Incomplete
2	AF	82	**Complete**
3	AU	81	**Complete**
4	AP	52	Incomplete
5	BA	68	**Complete**
6	DA	68	**Complete**
7	EI	72	**Complete**
8	FA	85	**Complete**
9	IA	54	Incomplete
10	KP	70	**Complete**
11	LW	77	**Complete**
12	LP	52	Incomplete
13	MH	50	Incomplete
14	MI	65	Incomplete
15	NA	65	Incomplete
16	NF	62	Incomplete
17	RG	80	**Complete**
18	RF	55	Incomplete
19	RS	77	**Complete**
20	SR	65	Incomplete
21	WA	76	**Complete**
	Total	1408	
	Average	67	
	Highest Score	84	
	Lowest Score	50	

The Result of Post-test 2

No	Name	Score	Interpretation
1	AS	66	Incomplete
2	AF	85	**Complete**
3	AU	79	**Complete**
4	AP	66	Incomplete
5	BA	72	**Complete**
6	DA	70	**Complete**
7	EI	74	**Complete**
8	FA	90	**Complete**
9	IA	66	Incomplete
10	KP	77	**Complete**
11	LW	82	**Complete**
12	LP	68	**Complete**
13	MH	60	Incomplete
14	MI	65	Incomplete
15	NA	79	**Complete**
16	NF	68	**Complete**
17	RG	87	**Complete**
18	RF	76	**Complete**
19	RS	78	**Complete**
20	SR	70	**Complete**
21	WA	78	**Complete**
	Total	1556	
	Average	74,2	
	Highest Score	90	
	Lowest Score	60	

Pre-test

Name :

Class :

St. Number :

Direction !

1. **Please write recount text based on the topic below !**

   a. **My Holiday**

   b. **My Camping**

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Name : Nadia Aulia Pratiwi

Class :

St. Number :

1. Please write a recount text based on the topic below:

   Topic : a. My Holiday

   b. My Camping

on holidays I and my family go to my
Uncle's house, where the view is very
beatiful

me and my family went to the Park there.
the weather was very good there and we
enjoyed the moment

Judul : Vocation to Uncle's house

C : 13
O : 10
———
V : 11
LU : 10
M : 2   +
    ———
    46

Name : FATIHATUL AFIFAH ALYA

Class :

St. Number :

1. Please write a recount text based on the topic below:

Topic : a. My Holiday

b. My Camping

Vacation with you.

During last holiday I had a cousin named aqila from pekalongan. She stayed in my house for two days I was vary happy because she had not visited the house for a long time. Aqila and I then chatted on the porch. once in a while I laugh at the story. Then we had lunch. After lunch, several of us worked to identy family members from some old photos.

The next day we went swimming in the pool we took a lot of photos. It was Fantastis. Then we play water and slide. very exciting. the most fun thing is eating together after swimming. how nice to be able to spend a vacation with you.

C : 24

O : 17

V : 18

LU : 22

M : 3 +

84

Post-test I

Name   :

Class   :

St. Number   :

Direction !

1. **Please choose one of the themes below and then write recount text by using brainwriting technique based on the topic that you have choosen!**

   a. **My Last Weekend**

   b. **A Trip to Yogyakarta**

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Name : Nasli Alfia Fariska

Class :

St. Number :

Direction !

1. Please choose one of the topic below and then write recount text by using brainwriting technique based on the topic that you have choosen!

   a. My Last Weekend

   (b.) A Trip to Yogyakarta

Last month. My friends and I went to yogyakarta. we stayed there at Dimarraty hole which is not far from malioboro.

First we visited the temple of Prambanan. There are three big temple Brahma, Siwa, and Wisnu. They are really amazing. we visited only Brahma and Siwa. Because Wisnu temple was rebuilding.

After that. we went to Taman sari and kraton yogya. we took a lot of picture there.

Then we continue our visiting to Boroludur. we arrived there at 4.

Finally. in evening we left for Lamping by bus. we feel very tired but in summary, the trip most magnificand it is the unforgetable experience ever.

n = 29

C : 18

V : 10

W : 11

M : 3 +

6.2

Name : FATIHATUL AFIFAH ALYA

Class :

St. Number :

Direction !

1. Please choose one of the topic below and then write recount text by using brainwriting technique based on the topic that you have choosen!

    ⓐ My Last Weekend

    b. A Trip to Yogyakarta

I have a great weekend.
Last weekend, I stayed at home and watched TV because Broncos Played Titans. We also watched a movie called "AUSTRALIA". I loved it very much because it was such a great movie.

On Saturday morning First, my mother and I went shopping at the Former Markets. I bought some Vegetable and aragame Fruit. Then around the lunchtime We went to Gold Coast For a party because my Friend was celebrating her 15 th birthday.

Sunday was quiet and relaxed. I Just pottering around the house. I did some gardening and I Cleaned our garage. Then in the afternoon I practised my English grammar for Monday, because I didn't want to pay so cents fine. After that my mother and I Cook some nice bananas muffins Which were very yummy.

It was a beautiful weekend in general but the weather on Sunday was not as good as Saturday.

C: 24
O: 19
V: 18
W: 28
M: $\frac{3}{85}$ +

Post-test II

Name :

Class :

St. Number :

Direction !

1. **Please choose one of the themes below and then write recount text by using brainwriting technique based on the topic that you have choosen!**

   a. **My Proudest Moment**
   b. **My Embarrassing Moment**

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Post-test II

Name : Nasti Alupa Farizka

Class :

St. Number :

Direction !

1. Please choose one of the themes below and then write recount text by using brainwriting technique based on the topic that you have choosen!

    a. My Proudest Moment

    ⓑ My Embarrassing Moment

Orientation:
Last Sunday, I had a running time with my best friend in the park. We did some sports together.

Event:
That day we were running in our third round when we saw the bicycle rent for them. And _____ decided to rent the bike and had another round. We were in the second round when I see someone looked like my friend. I was calling her name while took my bike towards her. She didn't had me called her name. So I came to approach her and hit her in shoulder softly. I was surprised when the girl that she wasn't my friend, then I said sorry and went away from her.

Reorientation:
It was the embarrassing my own because all of the people were looking at me at the same time.

Name : Falihatul Afifah Alya

Class :

St. Number :

Direction !

1. Please choose one of the themes below and then write recount text by using brainwriting technique based on the topic that you have choosen!

   a. My Proudest Moment

   b. My Embarrassing Moment

Last Tuesday, I slept at 12:00 a.m. whereas I usually sleep on time at 09:00 p.m. Because of my assignments. It was made me dizzy. I might do my homework alone in my sweet badroom. Before I started to do my work, I had watched a television in a "sinetron" program. But I spent my time too much. I forget that I had many assignments. so I did it eventually. I start it at 08:00 p.m.

The clock showed at 11:30 p.m. However my eyes felt very sleepy beside my task had been finished. After entering my book in my bag appropriate the schedule. I went hurry into bed. I felt so sleepy. my sleep was very dead asleep because I felt tired.

On the morning, my mom got the cooking to make breakfast for her childern. But she went to school early in the morning. So she didn't wake me at this time. unfortunately. I saw my clock. I was very shocked that I wake up late. It was at 01:00 a.m. I went hurry to take bath and wearing my uniform. My father had stay in front of my house. My father shouted "Le: go dear!" He would deliver me to my school. I was very scared that I would late to come in. I came late. Fortunately, the gate had not shut yet. So I could enter in the class I was so hurry. But on that day I felt so weird. I didn't realize that there was someone in the parking area laugh at me. What an embarrassing day, I wear a wrong uniform. I should wear a national uniform "blue - white" but I wore an exclusive school uniform. In my mind that day was wednesday, but I forgot that day was Tuesday.

C : 24
O : 19
V : 18
L : 22
M : 3
    ___
    86

Documentation of Students Activities in the Class

The Condition of Teacher and Official Employees in MTs

Muhammadiyah Bumi Nabung 2019/2020

No	Name	Sex	Occupation
1	M.Mujadid S.Pd.I	Male	Tahfiz teacher
2	Tamhadi, S.Pd.I	Male	Akidah Akhlak teacher
3	Ardiansyah. S.Pd.I	Male	Sports teacher
4	Saiful Anwar, S.Pd.	Male	PKN teacher
5	Budiono, S.Pd.	Male	Mathematics teacher
6	Ratna Tri Damayanti ,S.Pd	Female	Indonesia Language teacher
7	M. Andi Rivai, S.Pd.	Male	Indonesia Language teacher
8	Elisa Marta, S.Pd.	Female	English teacher
9	Asih Jauharin, S.Pd.	Female	Science teacher
10	Umi Ekowati, S.Pd.	Female	Arabic teacher
11	Desy Kumalasari, S.Pd.	Female	Social teacher
12	Elisa Marta, S.Pd.	Female	Arts teacher
13	Afif Rifa'i	Male	Sports teacher
15	Yuvita Indah	Female	Tahfis teacher
16	Eka Purwanti, A.Md.Kom.	Female	Staff TU

Figure

Organization structure of MTs Muhammadiyah Bumi Nabung

```
                          ┌─────────────────┐
                          │   Headmaster    │
                          │ Muiadid S.Pd.I  │
                          └─────────────────┘
                                   │                        ┌─────────────────┐
                                   │                        │   Treasurer     │
                                   │                        │    Darkoni      │
                                   │          ┌──────────┐  └─────────────────┘
                                   │          │ Vice of  │
                                   ├──────────│headmaster│
                                   │          └──────────┘  ┌─────────────────┐
                                   │                        │    Receiver     │
                                   │                        │  Eka Purwanti   │
                                   │                        └─────────────────┘

┌───────────┐                                               ┌─────────────────┐
│ Librarian │                                               │ Coordinator of  │
└───────────┘   ┌──────────────┐      ┌──────────────┐      │ Guidance and    │
                │Vice Principal│      │Vice Principal│      │ Consultation    │
                │of Curriculum │      │of Students'  │      └─────────────────┘
                │              │      │ Ardiansyah   │
                │   Tamhadi,   │      │   S.Pd.I     │      ┌─────────────────┐
┌───────────┐   │   S.Pd.I     │      └──────────────┘      │   Homeroom      │
│Laboratories│  └──────────────┘                           │   teacher       │
└───────────┘                                               └─────────────────┘
                          ┌─────────────────┐
                          │  Promote Team   │
                          └─────────────────┘

                     ┌───────────────────────────┐
                     │          Teacher           │
                     └───────────────────────────┘

                     ┌───────────────────────────┐
                     │          Students          │
                     └───────────────────────────┘
```
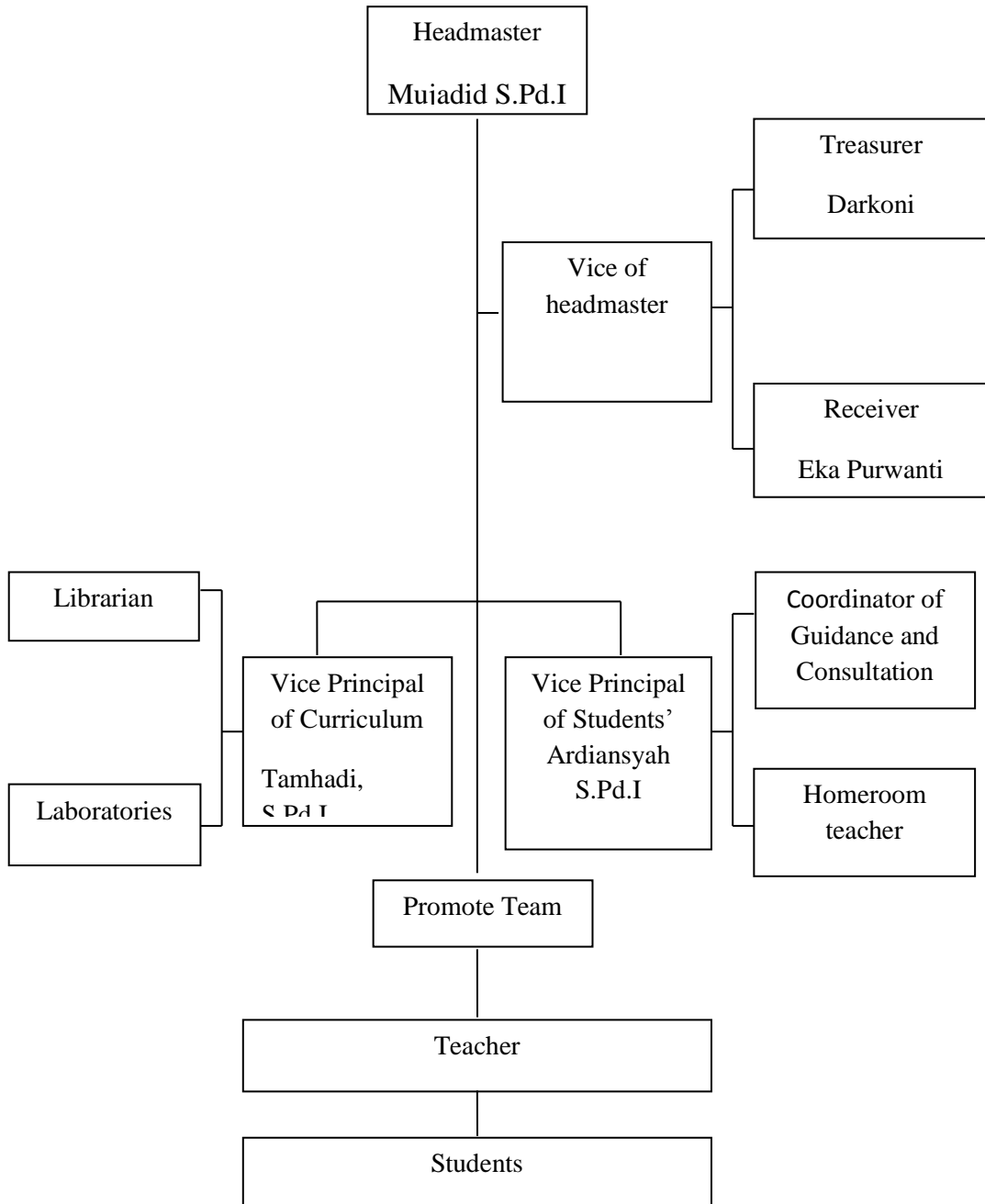
Figure

Location Sketch of MTs Muhammadiyah Bumi Nabung
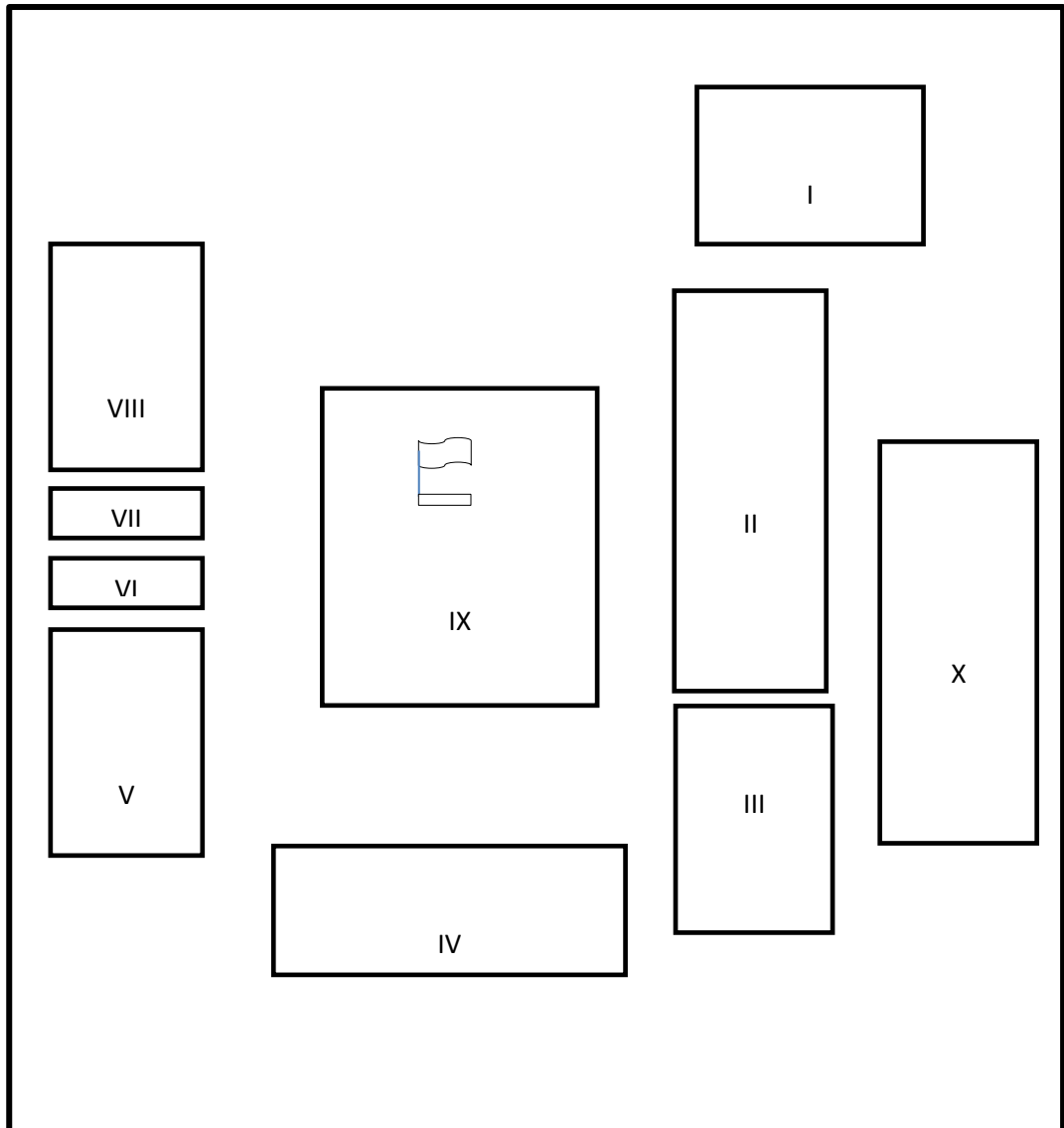
Note :

I   : Mosque   V : Laboratorium   IX : Field

II : Classroom   VI : Man Toilet   X   : Parking Area

III : UKS Room   VII : Woman Toilet

IV : Teacher Room   VIII: Library

Nomor   : B-3812/In.28.1/J/TL.00/11/2018
Lampiran : -
Perihal   : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MTS. MUHAMMADIYAH BUMI NABUNG
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**SYIFANA AYU TIARANI**
NPM	:	1501070310
Semester	:	7 (Tujuh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	IMPROVING THE STUDENTS WRITING SKILL BY USING BRAINWRITING 6-3-5 TECHNIQUE AMONG THE EIGHT GRADE AT MTS. MUHAMMADIYAH BUMI NABUNG IN THE ACADEMIC YEAR OF 2018-2019

untuk melakukan *pra-survey* di MTS. MUHAMMADIYAH BUMI NABUNG.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 27 November 2018
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

MTs. MUHAMMADIYAH
BUMI NABUNG TIMUR KECAMATAN BUMI NABUNG
KABUPATEN LAMPUNG TENGAH
TERAKREDITASI "B"
NSM : 121218020076

Alamat : Jl. KH.A.Dahlan No. 13 Bumi Nabung Timur Kec. Bumi Nabung Kab. Lampung Tengah Kode POS 34168

Nomor   : 021/MTs.386/BN/XII/2018

Lampiran   : -

Prihal   : Izin Penelitian

Yang bertanda tangan dibawah ini kepala Mts Muhammadiyah Bumi Nabung Menerangkan Bahwa :

Nama   : Syifana Ayu Tiarani

NPM   : 1501070310

Jurusan : Pendidikan Bahasa Inggris

Telah kami setujui untuk melaksanakan Penelitian pada sekolah kami Mts Muhammadiyah Bumi Nabung sebagai syarat penyelesaian Skripsi dengan judul : "IMPROVING THE STUDENTS' WRITING SKILL BY USING BRAINWRITING 6-3-5 TECHNIQUE AMONG THE EIGHTH GRADE AT MTS MUHAMMADIYAH BUMI NABUNG"

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih dan agar dapat digunakan sebagaimana mestinya.

Bumi Nabung, 12 Desember 2018

Kepala Sekolah

M. Mujaddid S.Pd.I
NBM. 1137675

Nomor : B-3170 /In.28.1/J/PP.00.9/10/2019   08 Oktober 2019
Lamp   : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Ahmad Subhan Roza, M.Pd (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama   : Syifana Ayu Tiarani
NPM   : 1501070310
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul   : Improving The Students' Writing Skill By Using Brainwriting 6-3-5 Technique Among The Eighth Grade At MTs Muhammadiyah Bumi Nabung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan $\pm$ 1/6 bagian
   b. Isi $\pm$ 2/3 bagian
   c. Penutup $\pm$ 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011049

SURAT TUGAS

Nomor: B-3828/In.28/D.1/TL.01/11/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**SYIFANA AYU TIARANI**
NPM	:	1501070310
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MTS MUHAMMADIYAH BUMI NABUNG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS WRITING SKILL BY USING BRAINWRITING 6-3-5 TECHNIQUE AMONG THE EIGHTH GRADE AT MTS MUHAMMADIYAH BUMI NABUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 18 November 2019

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor   : B-3829/In.28/D.1/TL.00/11/2019
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS MUHAMMADIYAH
BUMI NABUNG
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3828/In.28/D.1/TL.01/11/2019, tanggal 18 November 2019 atas nama saudara:

Nama	:	**SYIFANA AYU TIARANI**
NPM	:	1501070310
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MUHAMMADIYAH BUMI NABUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS WRITING SKILL BY USING BRAINWRITING 6-3-5 TECHNIQUE AMONG THE EIGHTH GRADE AT MTS MUHAMMADIYAH BUMI NABUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 18 November 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

MTs. MUHAMMADIYAH
BUMI NABUNG TIMUR KECAMATAN BUMI NABUNG
KABUPATEN LAMPUNG TENGAH
TERAKREDITASI "B"
NSM : 121218020076
Alamat : Jl. KH.A.Dahlan No. 13 Bumi Nabung Timur Kec. Bumi Nabung Kab. Lampung Tengah Kode POS 34168

SURAT KETERANGAN
Nomor:040/MTs.368/BN/XII/2019

Yang bertandatangan dibawah ini kepala MTs Muhammadiyah Bumi Nabung
Menerangkan Bahwa :

Nama	: Syifana Ayu Tiarani
NPM	: 1501070310
Jurusan	: Pendidikan Bahasa Inggris

Benar-benar telah melaksankan penelitian di MTs Muhammadiyah Bumi Nabung
dengan judul penelitian "IMPROVING THE STUDENTS' WRITING SKILL BY USING
BRAINWRITING 6-3-5 TECHNIQUE AMONG THE EIGHTH GRADE AT MTS
MUHAMMADIYAH BUMI NABUNG"

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih
dan agar dapat digunakan sebagaimana mestinya.

Bumi Nabung, 4 Desember 2019

Kepala Sekolah

M. Munaddid, S.Pd.I
NBM. 1137675

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1070/In.28/S/U.1/OT.01/12/2019

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: SYIFANA AYU TIARANI
NPM	: 1501070310
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070310.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 11 Desember 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Sylfano Ayu Trarani

NPM : 1501070310

Fakultas : Tarbiyah

Angkatan : 2015

Telah menyerahkan buku berjudul: Key Ideas in Linguistics and the Philosophy of Language

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP : 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Sylfana Ayu Trarani

NPM : 1501070310

Fakultas : Tarbiyah

Angkatan : 2015

Telah menyerahkan buku berjudul: Key Ideas In Linguistics and the Philosophy of Language

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP : 19750610 200801 1 014

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : SYIFANA AYU TIARANI   Fakultas/Jurusan : TBI
NPM : 1501070310   Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu 19/12 -18		✓	Revise Background of Study	Syifa
2.	Rabu 27/3 -19		✓	Revise objective of study	Syifa
3.	Rabu 24/4 -19		✓	Acc ch I continue to CH II	Syifa
4.	Rabu 3/7 -19		✓	Revise CH II	Syifa

Mengetahui :
Ketua Jurusasn TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : SYIFANA AYU TIARANI   Fakultas/Jurusan : TBI

NPM : 1501070310   Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5	Senin 8/7-19		∨	Enrich theories about Brainwriting	Syifa
6	Kamis 10/7-19.		∨	Acc ch. II	Syifa
7.	Selasa 23/7-19		✓	elaborate more about test.	Syifa
8.	Kamis 1/0-19		✓	elaborate more about procedure.	Syifa

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : SYIFANA AYU TIARANI Fakultas/Jurusan : TBI

NPM : 1501070310 Semester/TA : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
9.	Jum'at 9/0-19		✓	Revise ch-III.	Syifa
10.	Selosa 13/0-19.		✓	Revise Research Procedure.	Syifa
11.	Rabu 27/0-19.		✓	Revise all Ch. III.	Syifa
12.	Rabu 28/0-19.		✓	elaborate more about cycle	Syifa

Mengetahui :
Ketua Jurusasn TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : SYIFANA AYU TIARANI   Fakultas/Jurusan : TBI

NPM : 1501070310   Semester/TA : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
13.	Rabu 4/9-19		✓	Ace ch. [1] Continue to 1st Advisor!	Syifa

Mengetahui :
Ketua Jurusasn TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : SYIFANA AYU TIARANI   Fakultas/Jurusan : TBI

NPM : 1501070310   Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Kamis, 5 /9 2019	v		Revise footnote Revise chapter I	
2	Jum'at, 6/9 2019	v		- Revise chapter II - elaborate more about concept strategy	
3	Selasa, 10 /9 2019	v			

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : SYIFANA AYU TIARANI Fakultas/Jurusan : TBI

NPM : 1501070310 Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
		✓		*Re 1 - 3* *Re instruments*	

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No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	4/12 - 2019		N	Revise ch. IV.	
	9/12 - 2019		U	Revise the written mechanism.	
	11/12 - 2019		✓	Acc ch. IV	

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NPM : 1501070310   Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	h Des 2019	✓		Elaborate more prior Research Revise grammar Revise Chapter IV	
2	Jem'at, 13 Des 2019	✓		- Revise chapter V	
3	17 Desember 2019			_(signature)_	

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CURRICULUM VITAE

Syifana Ayu Tiarni was born in Purbolinggo, April 29, 1996. She is the fourth child of harmonious couple Mr. M.Abdul Hamid and Mrs. Matni Hayati (alm).

Her educational background started at TK Aisyiyah Bustanul Athfal in 2001. She continued her study at SD N 3 Taman Fajar in 2002 and graduated in 2008. In the same year, she studied at SMP N 1 Purbolinggo and graduated in 2011. Then, she continued her study in study at SMA N 1 Purbolinggo and graduated in 2014. Then, she was enrolled to be a Bachelor student of English Department of State Institute for Islamic Studies of Metro.