AN UNDERGRADUATE THESIS

THE USE OF CLUSTERING TECHNIQUE TO IMPROVE THE ABILITY OF RECOUNT TEXT WRITING AMONG THE EIGHTH GRADERS THE OF MTS MIFTAHUL HUDA SEPUTIH RAMAN CENTRAL LAMPUNG

BY

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STATE INSTITUT FOR ISLAMIC STUDIES OF METRO

1441 H / 2020 M

THE USE OF CLUSTERING TECHNIQUE TO IMPROVE THE ABILITY OF RECOUNT TEXT WRITING AMONG THE EIGHTH GRADERS THE OF MTS MIFTAHUL HUDA SEPUTIH RAMAN CENTRAL LAMPUNG

Presented as a Partial Fulfillment of the Requirements

For munaqosah

in English Education Study Program

By:

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OF METRO
1441 H / 2020 M

ABSTRACT

**THE USE OF CLUSTERING TECHNIQUE TO IMPROVE THE ABILITY
OF RECOUNT TEXT WRITING AMONG THE EIGHTH
GRADERS THE OF MTs MIFTAHUL HUDA
SEPUTIH RAMAN CENTRAL LAMPUNG**

**By:
NURUL HUDA**

This research intended to present that the recount writing ability can be improved through applying Clustering Technique. The type of this research was Classroom Action Research (CAR) which involved 28 students in class VIII and was conducted in two cycles. Cycle 1 consisted of two meetings and cycle 2 consisted of two meetings.

This research is Classroom Action Research (CAR). The data were taken from the writing test to figure out the students' knowledge in writing recount text. Furthermore, the writer used the observation technique to get the data about student's comprehension in writing, students' activities while writing, and students' participation in the learning process. Their activities were noted by the collaborator. The researcher also used the documentation method to support and to obtain the information concerning on the learning English in general.

The results of the test showed that there was any improvement from pre-test and post-test. In the first cycle the average score of pre-test was 62.47 became 68.46 in post-test 1. In the cycle 1 the learning target had not been achieved because the students who got score more than 72 was under 85 %. In the second cycle there was any increasing from the result of pre-test which increase from 62.47 became 77.17 in post-test 2. In this cycle the learning target had been achieved that was 85.71% students got score more than 72.

ABSTRAK

**PENGGUNAAN TEKNIK CLUSTERING UNTUK MENINGKATKAN
KEMAMPUAN MENULIS RECOUNT DIANTARA KELAS VIII MTS
MIFTAHUL HUDA SEPUTIH RAMAN LAMPUNG TENGAH**

Oleh:
NURUL HUDA

Penelitian ini bertujuan untuk menunjukkan bahwa tingkat kemampuan menulis recount dapat ditingkatkan melalui penggunaan *Clustring Technique*. Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang melibatkan 28 siswa kelas VIII dan dilakukan dalam dua siklus. Siklus 1 terdiri dari dua pertemuan dan siklus 2 terdiri dari dua pertemuan.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Data diambil dari tes menulis untuk mengetahui tingkat pemahaman siswa dalam menulis teks naratif. Penulis juga menggunakan teknik observasi untuk mendapatkan data mengenai data pemahaman menulis, aktivitas siswa selama menulis, serta partisipasi dalam proses belajar. Aktivitas-aktivitas mereka dicatat oleh seorang kolaborator. Peneliti juga menggunakan metode dokumentasi untuk mendukung dan memperoleh informasi terkait dengan pembelajaran Bahasa Inggris pada umumnya.

Hasil dari test menunjukkan bahwa ada peningkatan hasil dari pre-test dan post-test yang dilakukan. Dalam siklus pertama nilai rata-rata siswa dalam pre-test adalah 62.47 meningkat menjadi 67.7 dalam post-test 1. Dalam siklus 1 target keberhasilan penelitian belum tercapai karena siswa yang mendapat nilai 72 kurang dari 85 %. Pada siklus yang kedua,terjadi peningkatan ini terlihat dari hasil nilai pre-test yang meningkat dari 62.47 menjadi 77.17.Dalam siklus ini target kelulusan tercapai yaitu 85,71% siswa memperoleh nilai diatas 72.

Kata Kunci: Karangan Naratif, Graphic Organizers Technique, Kemampuan Menulis.

NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : **In Order to Hold the Munaqosyah**
               of Nurul Huda

To:
The Honorable the Head of Tarbiyah Departmen
of State Institute for Islamic Studies (IAIN) of Metro

Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to researchthesis script which is written by:

Name   : Nurul Huda
St. Number   : 14121947
Title   : THE USE OF CLUSTERING TECHNIQUE TO IMPROVE THE ABILITY OF RECOUNT TEXT WRITING AMONG THE EIGHT GRADERS OF MTS MIFTAHUL HUDA SEPUTIH RAMAN CENTRAL LAMPUNG

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.

Wassalamu'alaikum Wr. Wb.

                                        Metro,   Januari 2020
Sponsor,   Co-sponsor,

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NOTA DINAS

Nomor	:	
Lampiran	: -	
Perihal	:	**Mohon Dimunaqosyahkan Skripsi**
		Saudara Nurul Huda

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut
Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum Wr. Wb.

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

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Judul	:	THE USE OF CLUSTERING TECHNIQUE TO IMPROVE THE ABILITY OF RECOUNT TEXT WRITING AMONG THE EIGHT GRADERS OF MTS MIFTAHUL HUDA SEPUTIH RAMAN CENTRAL LAMPUNG

Sudah kami dapat persetujui dan dapat diajukan untuk dimunaqosyah,
demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Dosen Pembimbing I,   Metro,   Januari 2020
                                       Dosen Pembimbing II,

Dr. Mahrus As'ad, M.Ag   **Trisna Dinillah Harya, M.Pd**
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APPROVAL PAGE

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE USE OF CLUSTERING TECHNIQUE TO IMPROVE THE ABILITY OF RECOUNT TEXT WRITING AMONG THE EIGHT GRADERS THE OF MTS MIFTAHUL HUDA SEPUTIH RAMAN CENTRAL LAMPUNG, written by Nurul Huda, student number 14121947, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thrusday, 22nd January 2020 at 07:30 – 09:00

BOARD OF EXAMINERS:

Chairperson	: Dr. Mahrus As'ad, M.Ag	(..........)
Examiner I	: Ahmad Subhan Roza, M.Pd	(..........)
Examiner II	: Trisna Dinillah Harya, M.Pd	(..........)
Secretary	: Pika Merliza, M.Pd	(..........)

The Dean of Tarbiyah and Teaching Training Faculty

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STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name	: Nurul Huda
Student Id	: 14121947
Study Program	: English Education Study Program (TBI)
Faculty	: Tarbiyah

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, January 2020
The Researcher

Nurul Huda
14121947

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama	: Nurul Huda
NPM	: 14121947
Jurusan	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah

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

Metro, January 2020
Yang Menyatakan,

Nurul Huda
14121947

MOTTO

قُلْ بِفَضْلِ ٱللَّهِ وَبِرَحْمَتِهِۦ فَبِذَٰلِكَ فَلْيَفْرَحُواْ هُوَ خَيْرٌ مِّمَّا يَجْمَعُونَ ۝

Say: "In the bounty of Allah. And in His Mercy, - in that let them rejoice": that is

better than the (wealth) they hoard.

(Yunus {10}: 57-58)

Anyone who has never made a mistake has never tried anything new.

(Albert Einstein)

DEDICATION PAGE

I highly dedicated this undergraduate thesis to my gorgeous parents, Mr.Jaeri and Mrs. Sri Giati , to my truly understanding friends, to those who love me and those whom i love.

ACKNOWLEDGEMENT

Thanks to Allah SWT, the Most Gracious, the Most Merciful, who always teach human being what we didn't know before and has given us mercies and blessing especially to the writer so that she able to accomplish this undergraduate thesis. *Shalawat* and salaam be always given to our holy world leader Muhammad SAW, the man of true goodness of everything.

This undergraduate thesis is entitled "The Use of Clustering Technique to Improve the ability of recount text writing among the eight graders the of MTs Miftahul Huda Seputih Raman Central Lampung**.**

The researcher cannot stay alone, there are many people who contribute their meaningful hands in accomplishing this an undergraduate thesis, so the researcher would like to express her gratitude thanks to:

1. Mrs. Prof. Dr. Hj. Enizar, M.Ag as the rector of of State Institute for Islamic Studies of Metro.
2. Mrs. Dr. Akla, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty IAIN Metro.
3. Mr. Ahmad Subhan Roza., M.Pd as the Head of English Education Department.
4. Mr. Dr. Mahrus As'ad, M.Ag., as the first advisor, thank you so much for your kindness and valuable knowledge and for your support in finishing this undergeaduate thesis.
5. Mrs. Trisna Dinillah Harya,M.Pd., as the second advisor, thank you so much for your kindness and valuable knowledge and for your guidance in finishing this undergeaduate thesis.
6. Lectures and Administration Staff of English Education Department.
7. Headmaster, Teacher, staff and students of the SMA Negeri 1 Metro, who gives permission to the writer to conduct the research in this school.
8. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

Hopefully, this undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, Januari 2020

The Writer,

NURUL HUDA
ST.ID 14121947

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CHAPTER I

INTRODUCTION

A. Background of Study

English is a crucial language that is used by many people around the world. In this globalization era, English has influenced many aspects in humans' life. Unfortunately, there are many problems that are faced by the students in learning process. Most of students find difficulties in comprehending the English material because it's not their mother tongue. Mastering English as a foreign language of course is not as simple as learning English as a national language. Teacher and students must be master and understand what the strategy that suitable to be used in English teaching and learning process. Learning English with suitable strategies can help the students to understand English material well.

In learning English, students should deal with four basic language skills which are speaking, listening, reading, and writing. One of the most important skills that have to be improved is writing skill. Writing is language skill that can be used to communicate and to express with others in written form. As we know, writing is not easy. Among the skills, writing is the most difficult skill to be learned, because it needs hard thinking in producing words, sentences, and paragraph at the same time. Writing is the process of creating text.

In the field of second language teaching, the expert says that writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of language. It means that, the researcher argue that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.

In the second year of Junior High School, the basic competence that should be achieved in the English subject is that the students have ability to develop and produce written simple functional text in the descriptive text, recount text, and narrative text. Students at Junior High School are expectedtto have high writing ability, especially in made a paragraph. With a paragraph they can express their ideas, statement, and question in written form. English teacher of the Eighth Grade (VIII) students of MTs Miftahul Huda Seputih Ramanin the Academic Year of 2018/2019 decided 71 as the completeness Standard (KKM). In fact, the students still find difficulties to make a paragraph. It can be proved from pre-survey at October, 22nd 2018, as follows:

Table 1.1

The Pre survey Result of Students' Writing Recount Text

at the Eighth Grade of MTs Miftahul Huda Seputih Raman

No	Score	Category	Total	Percentage
1	≥ 71	Pass	10	36%
2	≤ 71	Fail	18	64%
Total			28	100%

Source: Pra-suvei Result on October, 22nd2018

Based on the table above, the total students failed category higher than the pass category. The student who passed for the material of writing is 36 % and the students who include failed category 64%, with the highest grade 80 and the lowest grade 45 with the minimum mastery criteria (KKM) for English is 71.

Based on the result found, the researcher concludes that most students still find many problems in recount text writing. One of the problem in this research are the students have low mastery in writing, especially in writing recount text. The students are low interest in learning process, the technique or strategy which was used by teachers lack of interest, because the students fell afraid with a new language.

Seeing from the data and the case above, the researcher tries to motivate students or to lead them in order to develop their writing skill especially recount text. Recount text is one of simple functional text that explain or shared about story and experiences that happened in the past. To write the recount text, the student must thought, memorized the even thet ever happened, produce word to be a good paragraph, etc. It means that, recount text is the text that difficult enough.

It needs the technique that can be used to improve ability in writing of recount text. To modify positively the situation of the classroom and to make the teaching-learning process lively, the researcher would like to propose an alternative technique, that is the one which common known under the term "Clustering Technique".

Clustering Technique will help the students to organize their idea before developing it into paragraph of recount text. Moreover, the clustering technique can motivate the students to write and stimulus their idea also they can build the connection and established the correlation between student's experience and new information. This technique is an effective tool for the prewriting stage of the writing process.

Based on the background above, the researcher takes a title of this research, The Use of Clustering Technique to Improve the Ability of Recount Text Writing at the Eighth Grades of the MTs Miftahul Huda Seputih Raman."

B.   Problem Identification

The researcher has stated the problem of improving the ability of recount text writing by Using Clustering Technique at the Eighth Graders of the MTs Miftahul Huda Seputih Raman.

Based on the pra survey result, the problem identification as follows:

1. The students' ability in writing recount text of MTs Miftahul Huda Seputih Raman still low.

2. The students still have difficulties to express their idea, to produce sentences.

3. The students are afraid in making mistakes.

C.   Problem Limitation

Based on the problems above, the researcher will focus on the low students' ability in writing recount text and the difficulties of the students to express their idea in writing learning. The researcher will use the clustering technique to improve the ability of writing recount text at the eighth graders of MTs Miftahul Huda.

D.   Problem Formulation

The researcher will formulate the problem as follows:

"Can the Use of Clustering Technique Improve the Students' Ability in Recount Text Writing at the Eighth Graders of MTs Miftahul Huda Seputih Raman?"

E.   Objectives and Benefits of the Study

1.   Objectives of the Study

According to background of the study and problem formulation above, the researcher is to find out whether clustering technique can be used to improve the students' ability in Writing Recount Text at the Eighth Graders of MTs Miftahul Huda Seputih Raman.

2. **Benefits of the Study**

   a. **For the Students**

      The result of this research is as the information to apply the English writing effectively and make the students will be more interested and motivated in learning English.

   b. **For the Teacher**

      The result of this research is as the contribution for the teacher in order to apply the clustering technique to improve the students' score and activity in English learning process especially in the students' writing ability.

   c. **For the other researchers**

      This research can be one of the references for another writer in English teaching learning process and it is expected to be useful to conduct further researchers.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. **Theoritical Review**.

1. **The Concept of Recount Text Writing Ability**

    a. **The Definition of Recount Writing Ability**

    Recount writing is text to tell about the event that has occurred in the past. Usually, about the writers' experience.[1] It means that, a recount text reconstructs past events in the time order in which the writer occurred. It involves telling what happened and interpreting or evaluating the experience in the past.

    According to A. S Hornby, the word ability can be defined as to do something the fact that somebody or something is able to do something and a level of skill or intelligence.[2] The word "ability" means the mental or physical capacity, power or skill required to do something.

    Dorothy and Carlos stated that writing is also one of the most difficult skills to master in both a first language and a second language. Students can find it challenging to find ideas to include in their writing and each culture has its own style for organizing academic writing

    Furthermore, According to Jeremy Harmer, writing is used or a wide variety of purposes it is produced in many different forms.[3] According to Yakhontova, Writing is a complex process that requires a number of various skills.[4] It means that writing is the most complicated skill because the writer must master the other skills such as listening, speaking and reading.

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[1] UGAMA, *LOGIC: The Quickest and Easiest Solution,* (Yogyakarta: UGAMA, 2010), p.4.
[2] A. S, Hornby, *Oxford Advanced Learner's Dictionary,* (New York, Oxford University Press, 2010), p.2
[3] Jeremy Harmer, *How to Teach Writing,* England : Person Longman, 2004, p.4
[4] T. V. Yakhontova, *English Academic Writing*, (UK: University of Liverpool, 2003), p.18.

Next, H. Douglas brown stated that writing pedagogy that focuses students on how to waken ideas, how to arrange the coherently, how to apply discourse markers and rhetorical conventions to put them cohesively into written paragraph, how to revise paragraph for clearer meaning, how to repair paragraph for appropriate grammar and how to create a final product.[5]

Based on quotations above, the writer can conclude that writing is the activity transer the information to the others in written form. ability is a talent or skill which is owned by a person to do activities in her or his life. So, writing ability is the skill to express ideas, thoughts and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.

b. The Characteristic of Recount Text Writing

Recount text focuses on a sequence of events relating to a particular activity. The recount follows three steps:

1) Orientation
2) Series of events
3) Re-orientation.[6]

First, the orientation forms the first paragraph of the written recount. It establishes the time, setting and who or what is participating. It is important to include the *when, who, what, and where,* and sometimes *why,* to help the audience know what is we want to retell.[7]

Series of event, in this part the students focus on supplying details about who, what, where and when.[8] It means that, students explain about the story. The events usually started with time signals, such as; first, second, then, finally, etc. In the last is reorientation. It is the closure of

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[5]H. Douglas Brown, *Teaching By Principles An Interactive Approach to Language Pedagogy,* Second Edition (San Fransisco State University, Longman, 2001) p. 335
[6]Blake Education, *Targeting Text.,* p. 4
[7]*Ibid.,* p. 5.
[8]*Ibid.,*

the events. Reorientation is optional, some text may not include this. If there is, usually in the last paragraph. Example of recount text:

A Day Visit to Yogyakarta

Last week, I went to Yogyakarta with my family. My father drove the car. My mother sat beside him. My sister and I sat in the back seats.　}　orientation

We woke up early in the morning. My father prepared the car in the garage while mother was preparing food for breakfast and some snacks for us. My sister and I packed some clothes. After everything got ready and we had our breakfast, we left the house at six o'clock.　}　event

It was about nine A.M. We arrived at Yogyakarta. First of all we visited our uncle. We stayed there for an hour. Then we went to Parangtritis beach. We got there at eleven o'clock. There were a lot of tourists because it was holiday. I saw many foreign visitors too. My parents watched us playing with sand in the beach. We did not swim and take a bath since the wave was rough. After having lunch, we went on our picnic to the museum and Malioboro shopping centre.　}　event

We drove back to Semarang at 7 o'clock and arrived home at ten. We were tired but happy.　}　Re-orientation

Source: Let's study English! - ekansaspages.com

c. The Language Features of Recount Text

Language feature is a characteristic of a text, to make it is easily recognized, what tense is used, and so on.

1) Introducing the participants;
2) Using chronological conjunctions, such as; first, second, then, etc;

3) Using action verb, such as; went, arrived, ate, jumped, etc;

4) The important one is, using simple past tense.[9]

It means that, before make recount text, we must know about language features of recount text, because the kinds of English text have characteristic each other.

d. Abilities to Write Recount Writing

Ability is the fact that somebody or something is able to do something or it is also called as a level of skill/ intelligence. There are some abilities which should be concerned as follows:[10]

1) Content

Content is the essential part in recount writing. Related to this point, students are expected to have some abilities as follows:

a) Students should be able to write and relate the ideas.

b) Students should be able to develop the ideas through illustration, facts, opinions, or personal experience.

c) Students should be able to concern to the focus point of the writing.

2) Organization

Organizing is also important ability which should be mastered to write the recount text. The students are expected to have some abilities as follows in order to organize the recount writing:

a) Students should be able to write an effective introduction..

b) Students should be able to draw the conclusion.

3) Grammar

Grammar is also the key of writing. The students should comprehend the knowledge about Syntax to compose the good

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[9] *Let's study.,* downloaded on 7th April 2018

[10] Weigle. S. Cushing, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002),p. 116

sentence structure. They are expected to have abilities about syntax as follows:

a) Students should be able to understand the word order.

b) Students should be able to understand the phrase structure.

c) Students should be able to understand the kinds of phrase.

d) Students should be able to mastery the subject-verb agreement.

4) Vocabulary

Vocabulary mastery is needed in order to create understandable recount writing. The students are supposed to select the most suitable vocabulary based on the context of the sentences. The detail abilities about vocabulary to write recount writing are mentioned as follows:

a) Students should be able to mastery the list of noun, adjective, verb, and adverb.

b) Students should be able to use the plural and singular noun in sentences.

c) Students should be able to use regular and irregular verb.

d) Students should be able to use synonym and antonym.

5) Mechanics

Mechanics is also the significant part of writing. The abilities which should be comprehended by students about mechanics are mentioned as follows:

a) Students should be able to write the correct spelling.

b) Students should be able to write the neatly.

Therefore, there are many abilities which should be comprehended by the students to write recount writing. All the abilities should be mastered and applied well during the writing process in order to write good recount writing.

e. The Assesment of Recount Text Writing Abilities

Based on the indicators of the recount writing abilities at the tenth grade, Wigle elaborates based on the Jacobs's scoring profile that individual writing score can be evaluated by counting up the scale from each writing aspect, such as content, organization, vocabulary, language use, and mechanics. The writing scoring profile is presented as scoring rubric as follow:[11]

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[11] Weigle. S. Cushing, *Assesing Writing*, (Cambridge: Cambridge University Press, 2002),p. 116

Table 1.2

Jacob's writing Scoring Rubric

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Supporting Details	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% - Orientation - Complication - Resolution	4	The generic structure is complete and the sentences are arranged with proper connectives	2x
	3	The generic structure is complete and the sentences are arranged with almost proper connectives	
	2	The generic structure is not complete and the sentences are arranged with few misuse of connectives	
	1	The generic structure is not complete and the sentences are arranged with misuse of connectives	
Grammar (G) 20% - Past Tense - Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning.	
	2	Numerous gramatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1,5x
	3	Few misuse of vocabularies or word forms but not change the meaning	
	2	Limited range confusing words and word forms	

	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

$$\text{Score} = \frac{3C + 2O + 2G + 1,5V + 1,5\,M}{40} \text{ X } 100$$

2. The Concept of Clustering Technique

a. The Definition of Clustering Technique

Technique is method of doing something expertly or need skill.[12] In other word, technique have related with approach. Technique is the teachers' way to teach the students in learning process is easier to understand the material or subject.

Anthony argues that a technique is implementation- that which actually takes place in a classroom. It is particular trick, stratagem, or contrivance use to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.[13]

Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore was in harmony with in

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[12]A.S Hornby, *Oxford Advanced Learners' Dictionary of Current English,* (New York: Oxford University Press, 1995), p.425.

[13]Jack C. Richard and Theodore S. Rodgers, *Approaches and.,* p.15.

approach as well.[14] It means that technique and method can apply together in the classroom when learning process.

Based on the experts' opinion above, the writer concludes that technique is the teachers' way to improve students' ability in the material at the classroom. In this research, the researcher uses Clustering Technique to improve students' ability in writing skill, especially recount text.

The meaning of the word "Cluster" is "kümelenme". It is used as the reflection of creative thinking to the writing skill on the paper.[15] Clustering is related to summarize or list ideas when writing. With list making before writing, each learner makes a list of ideas to include in the writing. After the list is made then the learner attempts to organize it and this may lead to additions to the list.[16] It means that, clustering technique have related with note making in prewriting.

Effective note-making is a key writing skill, with a number of practical uses. Good note-making techniques lead to accurate essays. Although you are the only person who will read your notes, clarity and organisation are still important.[17] Bligh states that students reviewing their notes in pairs do much better inrecalling information than students working on their own[18]. It means that; note making is important factor in prewriting to share their idea easier, especially for the student before make a paragraph.

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[14]H. Douglas Brown, *TEACHING by PRINCIPLES: An Interactive approach to Language Pedagogy,* (New York, Addison Wisley Longman, Inc., 2000), 2nd Edition, p.14.

[15]Namik Kemal Sahbaz and Gozde Duran, "The efficiency of cluster method in improving the creative writing skill of 6th grade the students of primary school", (Turkey: Academic Journals Mersin University), 19 Sept 2011, p. 705.

[16]I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009) , p.117.

[17]Stephen Bailey, *ACADEMIC WRITING: A practical guide for students.* (New York: RoutledgeFalmer, 2003), p.18.

[18] Colin Neville, "Effective Note-making*:* Effective Learning", (University of Bradford: School of Management), Vol. 8/August 2006, p.4.

Alan H.Fielding stead clustering is related to classification. Both techniques place objects into groups or classes.[19] Clustering is another of brainstorming activity, it is prewriting technique that help to writers to generate ideas for paragraph. Rico defined clustering as a nonlinear brain-storming process such like too free asociation.[20] Here you start with a writing topic as a central bubble, then look for two to four related ideas for nodes.[21] It is powerful technique which allows a subject, it provides organization to thought without slowing the flow of thoughts it can help the writer assess the quality of thought and serve as guide for writing.

Kate argues that making a clustering diagram is really just another kind of list, but one that develops into little clusters of like-minded ideas.[22] Clustering is an open-ended, nonlinear form of shorting ideas. It is a visual structuring of concepts, events, and feelings. Durukafa stated, while forming the cluster, we begin to write without searching for answer to the questions like what, where, who, when, how.[23]

Clustering means put words into groups. Each group, or cluster, has a number of words that are related to each other.[24] It means that, this technique where the writers map out their thinking using circles and lines to display, "branches" of their ideas, for example:

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[19]Alan H. Fielding, *Cluster and Classification Techniques, (* New York*:* Cambridge university press, 2007), p. 3

[20]Jeanni L. Steele and Patty Steele, "The Thinking Writing Connection", (University of Northern Iowa: The Berkeley ElectronicPress, 1991), Vol.32/Issue 1, p.42.

[21]Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students,* (New York: A Division of Rowman & Littlefield Publisher, Inc, 2008), p.190.

[22]Kate Grenville, *WRITING FROM START TO FINISH: A Six-Step Guide,* (Australia: Allen&Unwin,2001), p. 11.

[23]Namik Kemal Sahbaz and Gozde Duran, *The Efficiency*., p.705

[24]Humbold State University, California, www.humboldt.edu.com downloaded on 7th February 2016.

Figure 1

The Example of Clustering Technique

Source: University Humboldt
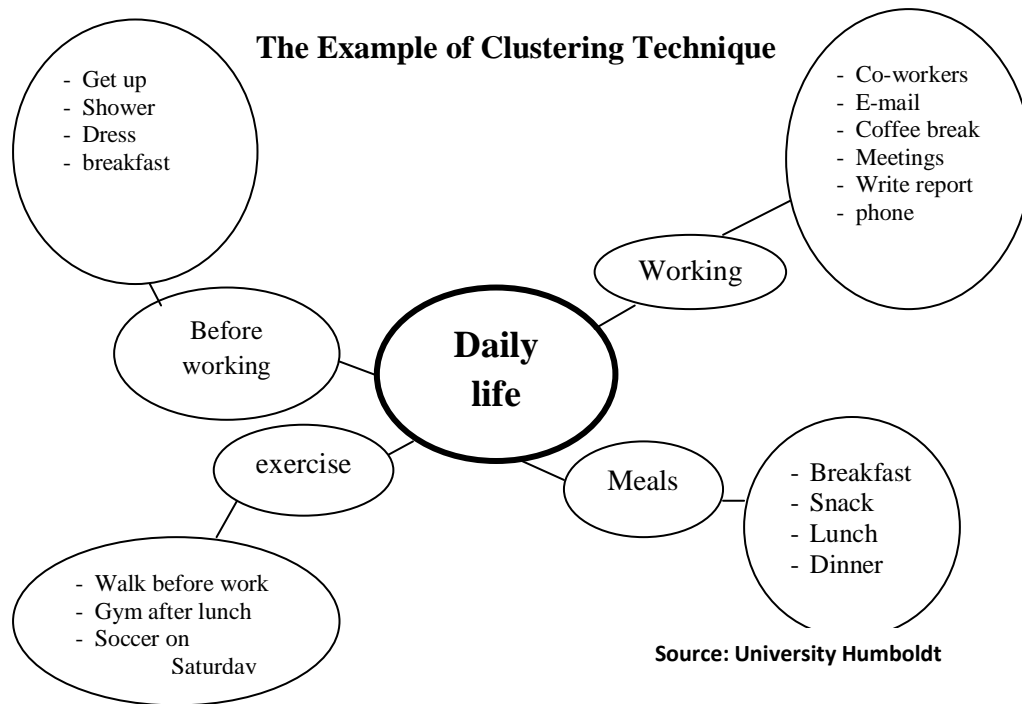
b. The Principle of Using Clustering Technique

Clustering technique use of a pictogram to show the relationship and ordering of ideas. Major supporting ideas are connected to the central thesis by lines and cicles, minor supporting detail are likewise joined to each circle containing one of the major details.

Clustering is a type of prewriting that allows you to explore many ideas as soon as they occur to you. Like brainstorming or free associating, clustering allows you to begin without clear ideas.[25]

Applying clustering technique in writing paragraphs is like the process of classification or grouping, between do by analyze and elaborate part based on the case. When the writers cluster, they use a series of circles and connecting lines.

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[25]Melanie Dawson and Joe Essid, *"Prewriting",* downloaded on 7th February 2016.

c. The Advantages of Using Clustering Technique

Clustering technique is known as a useful technique to help and guide students in generating their ideas in writing a paragraph, especially in writing recount text. Clustering technique is a good technique that can be applied in writing recount text. The use of clustering technique in writing recount text gives some advantages.

The advantages of using clustering technique are, *first,* this technique is helpful for the students to develop and organize their ideas systematically. This technique also encourages them to think in English because it can stimulate them to deliver their ideas in written form. *Second,* by using clustering technique students will be motivated to write a good paragraph, especially recount text. *Third,* clustering technique can clearly show what the students think. So, their ideas will appear clearly. *Fourth,* this technique is easy to be applied by the teacher. *Fifth,* the students easily remember the material, because this technique can stimulate the student to think and generating ideas about the material.

3. The Use of Clustering Technique to Improve The Ability of Recount Writing Text

The teacher can give an example form of clustering technique easily because clustering technique use of a pictogram to show the relationship and ordering of ideas.

Major supporting ideas are connected to the central thesis by lines and circles, minor supporting detail are likewise joined to each circle containing one of the major details. Here is a "cluster" that illustrates the way some of the ideas might be joined. A cluster is a picture how an essay could be develops around logical points of discussion in paragraphs.

a. The Procedures of Clustering Technique

Following a clustering technique learned from the writing process. First, at the planning stage, the teacher designed the lesson plans and instructional materials.

Second, at the implementation stage, the teacher introduced the genre of topic recount text. This activity required the teacher to provide a good sample of topic recount text and explained the structure of it.

Concerning the technique of clustering, the teacher needs to introduce it as a pre-writing activity and give practice to the students in generating ideas through clustering. The steps to practice this technique in the classroom are:

1. In her teaching, the teacher asks them about their daily activities and recount text e.g. "Do you know recount text?"
2. Teacher asks question related to the material they will learn e.g. "Do you like holiday? What are you doing in holiday? Etc. and choose one topic idea." (Prewriting / constructivism).
3. The teacher gave practice to the students on generating ideas.

Through clustering for a target topic, tell them that clustering technique would help them in generate ideas when they started to write. Teacher write the topic idea at the center of whiteboard, also the teacher write the answer from the students on the whiteboard. Teacher Circle the nucleus and let connections flow, writing down each new word or phrase that comes to mind of the students, circling it, and connecting it with a line. Attach to the nucleus each word that seems like an entirely new direction. But don't get hung up on which words connect to what. The idea is to let thoughts run quickly without editing, censoring, or worrying about proper sequence.

Continue adding to the cluster if teacher feel there is more to explore, but teacher can start writing anytime when the student give their idea about the topic. Refer to the cluster to stimulate thoughts as teacher write (writing, drafting and revising).

4. Teacher asks the student to make recount text about the topic individually.

5. Teacher moves among the students to control their activities and help them if it is necessary.

6. Teacher asks the students to revise / rewrite their writing to get the better result (paragraph).

7. Teacher collects their work.

8. Teacher asks students about what they have learned that day (reflection).

The clustering technique is the easy way to generate the students' idea. That is why the researcher will apply this technique in teaching recount text to influence students' recount text writing ability.[26]

Just go ahead and write whatever students feel like. Do not worry about mechanics. Just let thoughts flow into the paper. The writing that comes out of a clustering exercise is often very well organized and focused, right down to an introduction till conclusion.

B. Action Hypothesis

Based on the frame of theories and assumption the researcher formulates the hypothesis as follow:

Using clustering technique can be improved the recount writing ability of the eight grades student of MTs Miftahul Huda Seputih Raman.

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[26]Alan H. Fielding, *Cluster and Classification Techniques, (* New York*:* Cambridge university press, 2007), p. 3.

CHAPTER III
RESEARCH METHODOLOGY

This chapter deals with the discussion about the research methodology. The topics that are discussed in this chapter are object of the study, setting of the research, subject of the research, action plan, data collection method, data analysis technique and indicator of success.

A. Setting and Subject of The Study

MTs Miftahul Huda Seputih Raman is located in Rama Guna, Center Lampung. It was established on 1989. The total of the students in the MTs Miftahul Huda Seputih Raman in Academic Year 2018/2019 are:

1. The Seventh Graders   = 29 students
2. The Eighth Graders   = 28 students
3. The Ninth Graders   = 17 students
   Total   = 74 students

The subject of this research is VIII students of MTs Miftahul Huda Seputih Raman Center Lampung. That is based on pre survey and interview with the English Teacher of VIII grader at MTs Miftahul Huda Seputih Raman.

Table 1.3

The Subject of the Research

No	Grade	Sex		Total
		Male	Female	
1	VIII	12	16	28

Source: Document of the MTs Miftahul Huda Seputih Raman

B. Research Procedure

This kind of the research is Classroom Action Research (CAR). Classroom Action Research (CAR) is a method for improving and modifying the working system of a classroom in school.[27] 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 about what they want.

Furthermore, Classroom Action research is about working towards practical outcomes, and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless.[28] It means that, classroom action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work in the class. This research is a collaborative study.

From some opinion above, it can be concluded that Classroom Action Research (CAR) is an obvious research that is used to investigate and evaluate their work in teaching and learning process in the classroom.

In this research, the researcher would like to hold the research in two cycles. The cycle consists of planning, action, observing, reflecting. The researcher used cycle of Classroom Action Research (CAR) by Jean McNiff and Jean Whitehead like the figure below:[29]

Figure 2

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[27]Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research*, (USA: Falmer Press, 2005), p.261.

[28]Valsa Koshy, *Action Researh for Improving Practice,* (London: Paul Chapman Publshing, 2005), p.8

[29]Jean Mcniff & Jean Whitehead, *Action Research: Principles and Practice,* (New York: RoutledgeFalmer, 2002), Second Edition, p.40.
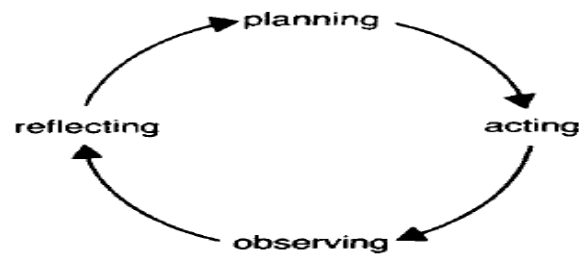
The cycle of the Classroom Action Research (CAR)

The implementation of this classroom action research (CAR) in general consists of four they are; planning, implementation, observation and reflection. If the first cycle failed, and that cycle must reviewed be again in the second cycle. It is illustrated like these procedures as follow:

a. **Cycle I**

   1) Planning

   Planning is the first stage which must be passed in each activity. Researcher explain about what, why, when, where, who, and doing action."[7]

   Without planning, the researchers' activity will not be focus. Here is step that the writer can make in planning:

   a) The researcher prepares the lesson plan (RPP) about material that will be conduct use Clustering Technique by guiding and consideration from the English Teacher at the Eighth Grade (VIII) at MTs Miftahul Huda Seputih Raman

   b) The researcher prepares media that will use; handout, pictures about the Recount Text.

   c) The researcher prepares research instrument, such as; observation sheet, score sheet.

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[7]*ibid*, p. 17.

d) The researcher prepares the students' task by English teacher's consideration with consideration from the English Teacher.

2) Action

This activity is the implementation of learning activities that have been prepared in the planning. "It is the realization from the planning that the researcher has made."[8] Without the action, the planning is just imagination that never is real.

The process followed the sequence of activities contained in the learning scenario. Here are the steps that the researcher does in the action:

a) Pre teaching activities

(1) Greetings, Apperception.

(2) Checking the attendant list.

(3) Giving information about the material (recount text).

b) While teaching activities

(1) The researcher writing the material about holiday or daily activities.

(2) The researcher asks the students to comprehend the recount text.

(3) The researcher teaches about the recount text; explain about Generic Structure, and Language Features.

(4) The researcher explains about clustering and gives an example how to apply clustering technique in recount text.

(5) The researcher gives a topic and asks the student make cluster use the topic.

c) Post teaching activities

(1) Evaluate with the student.

(2) The researcher reviews the material.

(3) Closing.

3) Observation

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[8] *Ibid.*, p. 18.

Observation is the activity of documenting everything associated with implementation. Observations were carried out using an observation sheet has been prepared by researchers and conducted every hour lessons. The researcher observed the students' learning activity in the classroom such as; class situation, students' response using observation sheet. Identify the students' achievement in learning recount text by giving test after CAR in Cycle I. The researcher calculates the students' improved score test before CAR and test after CAR. It is to know how far the students' understood about the using of Clustering Technique in Writing Recount Text.

4) Reflecting

Reflection is an activity to analyze, understand, and make conclusions based on observations and field notes. Reflection is done by analyzing the results of tests and observation, and it is used as the basis for improvements in the next cycle. It means if from cycle 1 has failed in cycle 2 must reviewed.

b. Cycle 2

If from cycle I, there are some students are not success, so the writer must conduct cycle 2. The result in cycle 1 is for evaluation material and for reflection to the second research. The minimum cycle in Classroom Action Research (CAR) is two cycle. If from cycle 2 all of the students were successful, the cycle able to be stopped until cycle 2 only. The procedures of the research are:

a. Planning

1) The researcher identifiess the problem and found the problem from the reflection result in cycle I.
2) The researcher discusses with the teacher about obstacles in students' learning activity.

3) The researcher revises lesson plan (RPP) with consideration from the teacher.

4) The researcher prepares and modifies the material with clustering technique.

b. Action

1) The researcher teaches the student about recount text according to new lesson plan (RPP).

2) The researcher modifies clustering technique by giving the meaning of keyword and getting students to bring dictionary.

c. Observing

In this step, the researcher observes the students' learning activity in the classroom such as; class situation, learning process, activeness. The student given the test after CAR in cycle II, then the teacher calculates improved score test after cycle I and score test after cycle II.

d. Reflecting

In this step, the researcher analyzes the result of the action. By reflecting, the researcher will know the strength and weakness of action the researcher compares the score distribution of pretest and post-test. The researcher will review and reflect on the students' activity and teacher performance whether it's positive or negative. If in the second cycle the result is satisfied, the researcher will not continue to the third cycle. While, if in the second cycle is unsatisfied, the researcher will continue it.

C. Data Collection Method

In collecting the data, the researcher applied some methods as follows:

a. Test

In educational research achievement tests are most commonly used.[30] The writer uses test to get data result of students' writing recount text. The result of this test is students' recount paragraph based on the topic given by the teacher. The aim of this test is to measure the students' ability in writing recount text based on the topic. These tests are of two types there are:

1) Pre- test

Pre-test focuses on assessing the level of a variable before application of the experimental intervention (or independent variable).[31]The researcher will give the students pretest at the first meeting. The kind of test is essay form.

2) Post–test

Post-test is conducted to assess the effectiveness of the independent variable.[32] The post-test will be done after the treatment, after having the treatment; the student will have a posttest. The form and the procedure of the post-test are the same as pretest.

b. Observation

The research will take field notes on the behavior and activities of individuals at the research site. Observation is a basic method for obtaining data in Classroom Action Research. Observation plays an important part in any kind of data-gathering and most action research project use this as an instrument.[33] In this research, the researcher will directly organize observation in the field research; the researcher looking for the information that related the

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[30]Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p. 209.

[31]Geoffrey Marczyk, *Essentials of Research Design and Methodology*, (Canada: New Jersey, 2005), p. 187

[32]*Ibid* .,

[33]Valsa Koshy, *Action Researh for Improving Practice,* (London: Paul Chapman Publshing, 2005), p.98.

students' writing in that school and the researcher will take the data of the class VIII.

c. Documentation

Documentation is a tool to collect some information in the form of written source or document such as books, magazines, daily notes, etc. Documents can often provide relevant evidence and are very useful for constructing the whole picture.[34] The researcher uses to documentation obtain data about state of students, the history of MTs Miftahul Huda Seputih Raman, state of the environment, the state of teachers, staff and organizational structure, and geographical condition school. Moreover, the researcher use documentation about archives planning learning activity and the results of students' activity, and use document in the pictures form to prove about students' picture during learning process.

d. Interview

The researcher interviews the teacher before applying Classroom Action Research (CAR). The main purpose of conducting interviews is to gather responses which are richer and more informative than questionnaire data.[35] The question of interview is made based on the general description about process teaching and learning activity such as; the students' difficulties in writing learning activity, the students' score in writing activity, and the method usually applied in classroom when writing learning activity. It is also done to know the teacher's reaction of using clustering technique in writing recount text after Classroom Action Research.

D. Data Analysis Technique

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[34] *Ibid.,* p.96.
[35] *Ibid.,* p.92.

Data analysis will be conducted step by step the average score of the pretest and post-test. Furthermore, to know the gain, the researcher will compare between pretest and post-test.

The formula to get the average as follow:[36]

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

Note:

M = Average/ Mean

$\sum X$ = Total of Score

N = Total of Students.

In gaining the class percentage which pass the *Minimum Mastery Criteria* (KKM) 71, uses the formula:[37]

$$P = \frac{F}{N} X 100\%$$

Note:

P = The class percentage

F = Total percentage score

N = Number of the students

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[36]Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p. 296.
[37]*Ibid.,* p. 278.

Next, step the researcher identifies the improving score on students'
recount text writing from pre-test up to post-test score in cycle I and cycle II.
The researcher uses the formula:[38]

$$P = \frac{y1 - y}{y} X100\%$$

Note:

P = Percentage of Students'
Improved

y = Pre-test result

y1 = Post-test 1

E. Indicator of Success

The using of Clustering Technique to improve Writing Recount Text can
say successful if:

1. Percentage of students' activity improved in every cycle, and
reached high predicate or $\geq$ 80% from Minimum Mastery Criteria
(KKM) 71.

There are improving average score in every cycle.

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[38]David E. Meltzer, *The Relationship between Mathematics Preparation and Conceptual Learning gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Scores,* (Jowa Department of Physics and Astronomy, 2008), p. 3.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of The Research Area

a. The History of MTs Miftahul Huda

MTs Miftahul Huda Seputih Raman is located on Jl. Rama Gunawan, Rama Gunawan Village, Seputih Raman and Central Lampung. It was built in 1989. This following information is the school identity.

1) Name : MTs Miftahul Huda

2) School status : Swasta

3) NPSN : 10813324

4) NSS/NDS : 212180216205

5) Address : Rama Gunawan

   District : Rama Gunawan village

   City : Seputih Raman, Central Lampung

   Province : Lampung

6) Zip code : 34155

7) Accreditation : B

b. Vision and Mission of MTs Miftahul Huda

1) Vision of MTs Miftahul Huda is:"Madrasah Tsanawiyah who excel in achievement based on the value of faith and piety".

2) Mission :

a) Implement the learning and guidance effectively so that every day students develop optimally in accordance with the potential they have.

b) Growing spirit of excellence intensively to all madrasah citizens.

c) Create a healthy competition climate in achieving achievement to all madrasah students.

d) Growing appreciation and practice of Islamic religious teachings as well as national culture so as to be part of the pattern of daily behavior.

e) Encourage and help each student to recognize his or her potential so that it can be developed optimally.

c. Organization Structure of MTs Miftahul Huda

The organization structure of MTs Miftahul Huda Seputih Raman in academic year 2019/2020 is drawn as follows:

Figure 3

The organization structure of MTs Miftahul Huda

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┌─────────────────────────────────┐
│            Commite              │
│        Rizal M Noor, M.Ag       │
└─────────────────────────────────┘

┌─────────────────────────────────┐
│           Headmaster            │
│          Samiun, S.Pd.I         │
└─────────────────────────────────┘

┌──────────────────────────┐      ┌──────────────────────────┐
│ Vice-Headmaster of       │      │         Treasurer        │
│        Curiculum         │      │       Erfandi, S.Pd.I     │
│        Riyanti, S.Pd     │      │                          │
└──────────────────────────┘      └──────────────────────────┘

┌──────────────────┐  ┌──────────────────┐  ┌──────────────────┐
│  Head of Library │  │     Operator     │  │      Head TU     │
│ Nurul Halimah,   │  │ Yudi Prayoga,    │  │ Dwi Hariyawan,   │
│     S.Pd.I       │  │      S.Pd        │  │      S.Pd        │
└──────────────────┘  └──────────────────┘  └──────────────────┘

┌─────────────────────────────────┐
│            Teacher              │
│ 1. Puji Prasetyowati, S.Pd.I    │
│ 2. Narda, S.Pd.I                │
│ 3. Yahya Sutarman, S.Pd         │
│ 4. zulfatu Fitria, S.Pd.I       │
│ 5. HarnowoSey, M.Pd.I           │
│ 6. Supriyati, S.Pd.I            │
│ 7. Suratman                     │
└─────────────────────────────────┘
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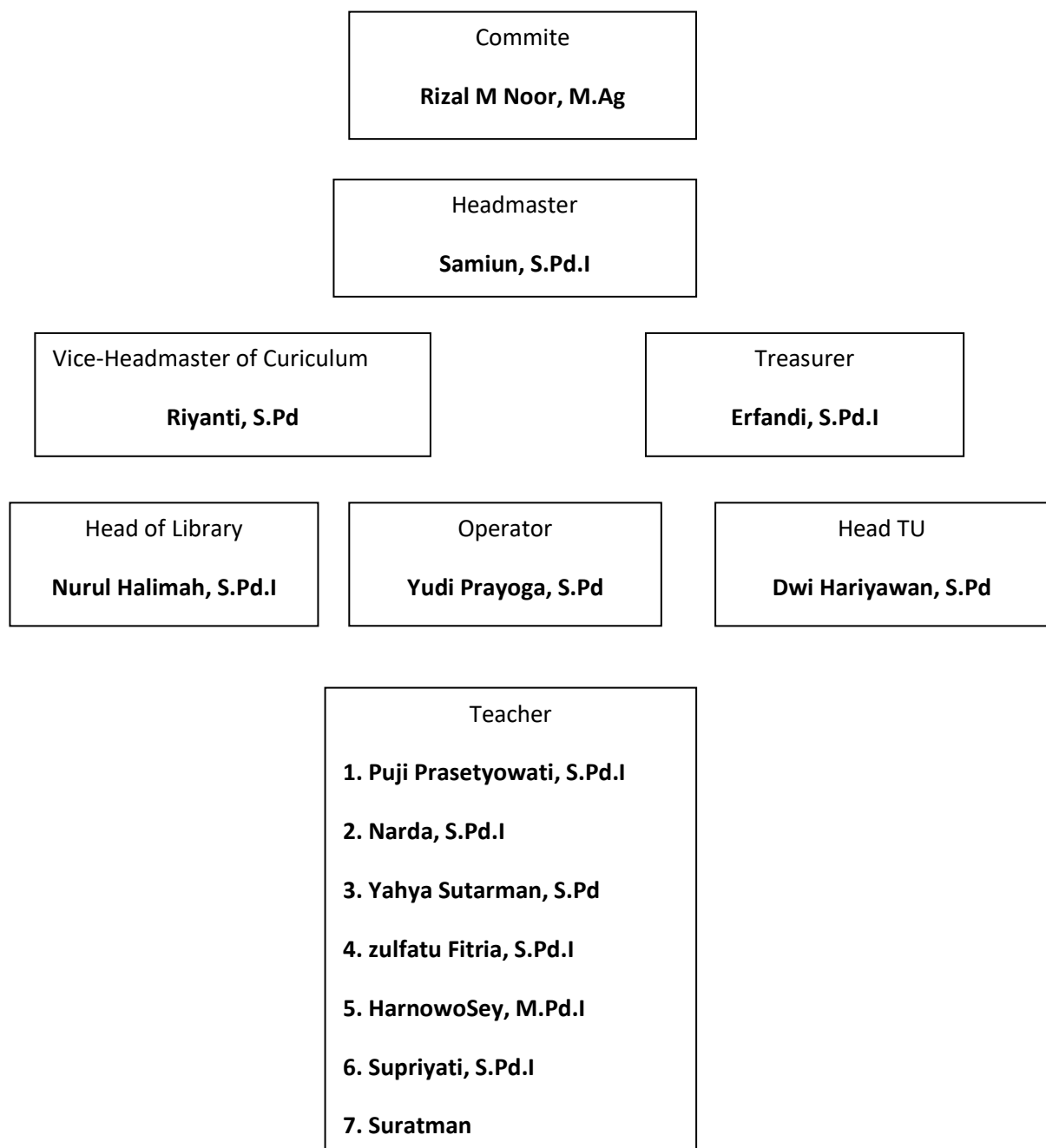
d. The Condition of the Teacher and Officer

The table bellow shows the condition of the teachers and officers of MTs Miftahul Huda Seputih Raman in academic year 2019/2020.

Table 2.1

Total of teachers and officers in MTs Miftahul Huda

No.	Status	Gender	
		Male	Female
1	Civil Servant Teacher	0	1
2	Honorary Teacher	8	4
Total		**8**	**5**

Source: Documentation of MTs Miftahul Huda Seputih Raman in academic year 2019/2020.

Based on the table above, it could be seen that the total of the teachers of MTs Miftahul Huda Seputih Raman are 13. They are consisting of 8 male honorary teacher, 1 female Civil Servant teachers and 4 female honorary teachers.

e. The Students in MTs Miftahul Huda Seputih Raman

The total of the students in MTs Miftahul Huda Seputih Raman in academic year 2019/2020 can be seen as follow:

Table 2.2

Total of students in MTs Miftahul Huda

No.	Grade	Gender		Religion
		Male	Female	Islam
1	VII	10	19	29
2	VIII	13	15	28
3	IX	9	8	17
Total		32	42	74

Source: Documentation of MTs Miftahul Huda Seputih Raman in academic year 2019/2020

In short, the total of students in MTs Miftahul Huda Seputih Raman in academic year 2019/2020 is 74 persons. Students of grade VII consist of 29 students. Students of grade VIII include 28 students. While, students of grade IX consist of 17 students.

f. The Condition of the Structure and Infrastructure

Junior Islamic High School Miftahul Huda Seputih Raman has the suit facilities to support both the learning activity and extracurricular program. It provides some extracurricular such as: OSIS, PASKIBRA, PRAMUKA and Sport program. Specifically, the infrastructure and facilities in MTs Miftahul Huda Seputih Raman as follows:

Table 2.3

Infrastructure in MTs Miftahul Huda

No	Rooms	Total	Condition		
			Good	Fair	Poor
1	Classroom	3	3	-	-
2	Teacher's room	1	1	-	-
3	Headmaster's Room	1	1	-	-
6	Library	1	1	-	-
7	Health Unit	1	1	-	-
8	Computer Laboratory	1	1	-	-
10	Teacher's Toilet	1	1	-	-
11	Student's Toilet	3	3	-	-
12	Kitchen	1	1	-	-

Source: Documentation of MTs Miftahul Huda Seputih Raman in academic year 2019/2020

Table 3.1
Facilities in MTs Miftahul Huda

No	Things	Total	Condition		
			Good	Fair	Poor
1	Computer	3	3	-	-
2	Handy came	1	1	-	-
3	Tape Recorder	1	1	-	-
4	Sound System	1	1	-	-
5	Laptop	1	1	-	-
6	Printer	2	1	-	-
9	Microphone	2	1	-	-
10	Projector	1	1	-	-

Source: Documentation of MTs Miftahul Huda Seputih Raman in academic year 2019/2020

2. Description of the Research Result

This research was classroom action research which was conducted in two cycles. Each cycle consisted of planning, acting, observing, and reflecting. While for the acting, the researcher conducted this research by using clustering technique in four meetings in cycle 1 and 2. The researcher took 2 x 40 minutes in each meeting. The details were explained in following description.

a. **Cycle 1**

1) **Planning**

In this step, the researcher found that the students have some problems which made them having low skill in writing recount. It was proven by their pre-survey result. This is why the researcher arranged a lesson plan which was used in teaching and learning process. Then, the researcher decided to apply an appropriate technique to solve the students' problem. It was clustering technique. The researcher also prepared the observation sheet. The observation sheet was filled by collaborator, the English teacher, to monitor the students' activities in learning process.

2) **Acting**

Cycle 1 began on Monday, november 25 at 10.30 am until 11.50. The researcher gave to know the students that the researcher would do a research in their class. The schedule of action in cycle 1 was shown in the following table.

Table 3.2

The schedule of Action in cycle 1

Meeting	Day, Date	Time	Activities
1st	Monday, november 25, 2019	10.30-11.50	Giving pre-test
2nd	Tuesday, november 27, 2019	10.30-11.50	Doing action by using clustering technique

In the first meeting, the researcher conducted a pre-test to all of the students, which had to be done individually. The topics in the pretest were their own recount, entitled "Holiday". It was based on their own experiences. The researcher informed that this is to know the students' writing skill before the action was begun. The score could be seen at the table below:

Table 3.3

The students' result in Pre-test

No	Name	Score	No	Name	Score
1	AAS	65	15	KW	55
2	AJ	63	16	LB	50
3	AA	55	17	LNF	70
4	AM	55	18	MIM	50
5	AIU	55	19	MK	53
6	DLW	60	20	RAP	53
7	ENR	72	21	RUA	70
8	FA	68	22	RA	65
9	FP	55	23	RMS	55
10	FAS	75	24	SNH	60
11	ISA	58	25	TAM	73
12	IAS	50	26	VA	55
13	JPW	71	27	WD	78
14	KM	50	28	YIR	60
TOTAL					1749
AVERAGE					62.47

Table 4.1

Distribution of Students' score in Pre-test

Score	Frequency	Percentage
50-53	6	21%
54-58	8	29%
59-63	4	14%
64-68	3	11%
69-73	5	18%
74-78	2	7%
Total	28	100%

Based on the table above, it can be said that the students' skill in writing recount was still poor. From the result of pre-test, the average of the score was 62.47 and the highest score was 78. Therefore, the result was not satisfying and needed an improvement much. It was the best reason for the researcher to improve the students' skill by using clustering technique.

The cycle 1 was begun in the first and second meeting. The treatment was given in the second meeting by using clustering technique. In the second meeting, the students were performed the post-test 1. The theme in post-test 1 was "Daily Activity". Moreover, the students should write their own recount by using clustering technique as it ever given in the treatment of the second meeting. The students' score of the post-test 1 can be seen as follow:

Table 4.2

The students' result in post-test 1

No	Name	Score	No	Name	Score
1	AAS	77	15	KW	68
2	AJ	70	16	LB	80
3	AA	60	17	LNF	75
4	AM	60	18	MIM	63
5	AIU	63	19	MK	60
6	DLW	70	20	RAP	58
7	ENR	78	21	RUA	75
8	FA	75	22	RA	78
9	FP	69	23	RMS	60
10	FAS	80	24	SNH	65
11	ISA	61	25	TAM	75
12	IAS	55	26	VA	58
13	JPW	82	27	WD	81
14	KM	58	28	YIR	63
TOTAL					1917
AVERAGE					68,46

Table 4.3

Distribution of Students' score in Post-test 1

Score	Frequency	Percentage
55-58	4	14%
59-63	8	29%
64-68	2	7%
69-73	3	11%
74-78	7	25%
79-81	4	14%
Total	28	100%

Based on the table above, it can be seen that 18 students (64%) were not gained the goal and 10 students (36%) were gained the goal. The result explained that it higher than the result of pre-test, but it was not improving much. In short, the second cycle should be conducted.

3) Observing

In each meeting in this cycle 1, the researcher and the collaborator, the English teacher of the class, were being a team work. The collaborator had observed the students' activities during the teaching and learning process.

Table 5.1

The Students' Activities Result in Cycle 1

No	Name	Indicators			
		1	2	3	4
1	AAS	√	√		√
2	AJ	√	√	√	
3	AA	√	√		
4	AM	√	√	√	
5	AIU	√	√		
6	DLW			√	√
7	ENR	√	√	√	
8	FA	√	√		√
9	FP	√	√		√
10	FAS	√	√		
11	ISA	√	√		

12	IAS	√	√	√	
13	JPW	√	√	√	√
14	KM			√	√
15	KW	√	√	√	
16	LB			√	√
17	LNF	√	√	√	
18	MIM	√	√	√	
19	MK			√	
20	RAP			√	
21	RUA	√	√	√	
22	RA			√	√
23	RMS	√	√	√	
24	SNH			√	√
25	TAM	√	√	√	
26	VA	√	√		
27	WD	√	√	√	√
28	YIR	√	√	√	
Total		21	21	20	10

Indicators:

1. The students pay attention to the teacher explanation.

2. The students ask/answer question.

3. The students do the task.

4. The students active in the class.

4) Reflecting

In relation to the result of cycle 1, the average of the students' score on recount writing was improving namely from 62,47 in the pretest to 68,46 in the post-test 1. In other words, the students' activity was also improving. However, the result was unsatisfactory enough since the students who passed the minimum passing grade was only 5 students (18%) in the pretest and 10 students (36%) in the post-test 1. Therefore, the research must be continued to cycle 2.

b. Cycle 2

1) Acting

Cycle 2 began on Friday, November 29 at 10.30 until 11.50. Action in cycle 2 was divided into two meetings which can be seen in the following table:

Table 5.2

The schedule of Action in cycle 2

Meeting	Day, Date	Time	Activities
1st	Friday, November 29, 2019	10.30-11.50	Doing action by using clustering Technique
2nd	Monday, December 03, 2019	10.30-11.50	Giving the post-test 2

In the first meeting in cycle 2, the researcher gave deeper material about recount text and how to write it correctly. The

researcher taught as the teacher and the collaborator followed the class by observing the students' activities. In addition, the clustering technique was applied during the learning process.

After giving treatment in the first meeting which consisted of giving material and giving exercise, the researcher provided the students with post-test 2. The theme for post-test 2 was "birthday party". The students were decided to write their own text based on their experience. Moreover, clustering technique was used by the students in making the recount text. The result of the post-test 2 can be seen in the following table.

Table 5.3

The students' result in post-test 2

No	Name	Score	No	Name	Score
1	AAS	99	15	KW	75
2	AJ	78	16	LB	98
3	AA	80	17	LNF	82
4	AM	78	18	MIM	75
5	AIU	78	19	MK	68
6	DLW	67	20	RAP	71
7	ENR	85	21	RUA	80
8	FA	90	22	RA	80
9	FP	68	23	RMS	75
10	FAS	81	24	SNH	75
11	ISA	75	25	TAM	83
12	IAS	73	26	VA	78
13	JPW	99	27	WD	97

14	KM	71	28	YIR	78
TOTAL					2176
AVERAGE					77.71

Table 6.1

Distribution of Students' score in Post-test 2

Score	Frequency	Percentage
65-69	3	11%
70-74	2	7%
75-79	11	39%
80-84	6	21%
85-89	1	4%
90-94	2	7%
95-99	3	11%
Total	28	100%

The above table showed that the result of post-test 2 could reach 89% of 28 students, which meant 25 students passed the minimum passing grade. The result also showed that the lowest score was 71 and 99 for the highest score. The average score was 77.71 which meant that the students successfully passed the material.

2) **Observing**

In cycle 2, the researcher was still working with the collaborator to observe the students' activities during the learning process. The result was presented as follow:

Table 6.2

The Students' Activities Result in Cycle 2

No	Name	Indicators			
		1	2	3	4
1	AAS	√	√	√	√
2	AJ	√	√	√	√
3	AA	√	√	√	
4	AM	√	√	√	
5	AIU	√	√	√	
6	DLW	√	√	√	√
7	ENR	√	√	√	
8	FA	√	√	√	√
9	FP	√	√	√	√
10	FAS	√	√	√	
11	ISA	√	√	√	
12	IAS	√	√	√	
13	JPW	√	√	√	√
14	KM			√	√
15	KW	√	√	√	
16	LB			√	√
17	LNF	√	√	√	√

18	MIM	√	√	√	
19	MK	√	√	√	
20	RAP	√	√	√	
21	RUA	√	√	√	√
22	RA			√	√
23	RMS	√	√	√	
24	SNH			√	√
25	TAM	√	√	√	√
26	VA	√	√	√	
27	WD	√	√	√	√
28	YIR	√	√	√	√
Total				28	

Indicators:

1. The students pay attention to the teacher explanation.

2. The students ask/answer question.

3. The students do the task.

4. The students active in the class.

3) Reflecting

Concerning on the result in cycle 2, the average of students' score on recount writing was improving successfully. It started from 62, 47 in the post-test 1 to 68,46 and 89 in post-test 2. In the same way, the students' activity was also improving.

As the cycle 2 was done, the researcher decided not to continue to the further cycle because the result showed that the students' score had gradually more improved.

B. Interpretations

Relating to the progression in cycle 1 and cycle 2, the researcher wrote the summary of the result which can be seen as follow:

1. **Cycle 1**

Table 6.3

The Improving Point between Pre-test and Post-test 1

No	Name	Pre-test	Post-test 1	Improving	Explanation
1	AGS	65	77	12	PASSED
2	ALB	63	70	7	IMPROVED
3	AB	55	60	5	IMPROVED
4	ARP	55	60	5	IMPROVED
5	AS	55	63	8	IMPROVED
6	BA	60	70	10	IMPROVED
7	BS	72	78	6	PASSED
8	DA	68	75	7	PASSED
9	DH	55	69	14	IMPROVED
10	DRS	75	80	5	PASSED
11	DW	58	61	3	IMPROVED
12	DFA	50	55	5	IMPROVED
13	EL	71	82	11	PASSED
14	ESA	50	58	8	IMPROVED
15	FES	55	68	13	IMPROVED
16	FY	50	80	20	PASSED
17	GS	70	75	15	PASSED
18	HAL	50	63	13	IMPROVED
19	IKA	53	60	7	IMPROVED
20	MI	53	58	5	IMPROVED
21	LSM	70	75	5	PASSED
22	MS	65	78	13	PASSED
23	NSNS	55	60	5	IMPROVED
24	NAF	60	65	5	IMPROVED
25	RAP	73	75	2	PASSED
26	RSN	55	58	3	IMPROVED
27	SNS	78	81	3	PASSED
28	SRR	60	63	3	IMPROVED
TOTAL		1749	1917	194	
AVERAGE		62.47	68.46	6.93	

In cycle 1, based on the above table, there was an improving point especially in the average score of 28 students in class VIII in which in pre-test the average was 62.47 and in the post-test 1 was 68.46. There were 17 students which the scores were improved in the post-test 1, and there were

11 of them who could pass the minimum passing grade (MPG). The improvement was drawn at the following chart.

Figure 4

Chart of the Students' Result in Pre-test and Post-test 1
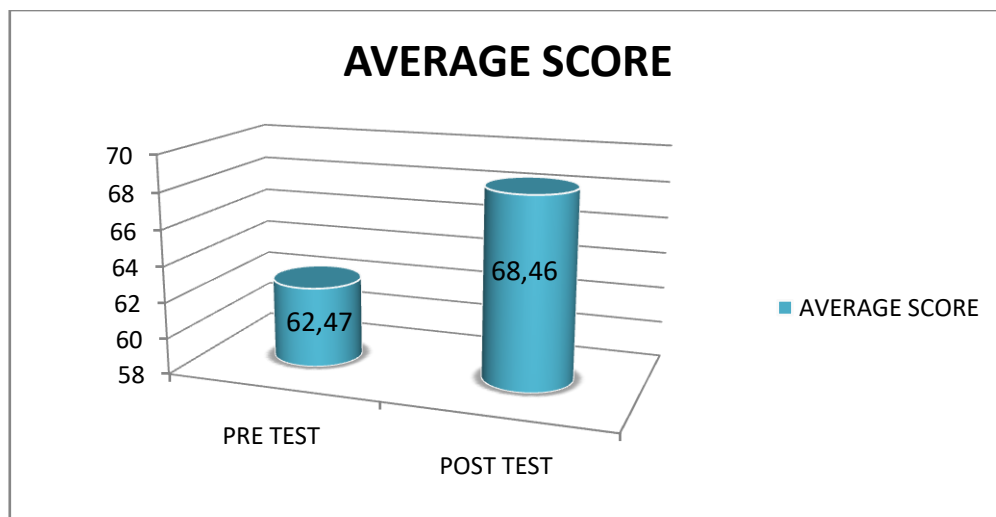
2. **Cycle 2**

Table 7.1

The improving point between post-test 1 and post-test 2

No	Name	Post test 1	Post test 2	Improving	Explanation
1	AGS	77	99	22	PASSED
2	ALB	70	78	8	PASSED
3	AB	60	80	20	PASSED
4	ARP	60	78	18	PASSED
5	AS	63	78	15	PASSED
6	BA	70	78	18	PASSED
7	BS	78	85	8	PASSED
8	DA	75	90	15	PASSED
9	DH	69	73	4	PASSED
10	DRS	80	81	1	PASSED
11	DW	61	75	14	PASSED
12	DFA	55	73	18	PASSED

No	Name	Post test 1	Post test 2	Improving	Explanation
13	EL	82	99	17	PASSED
14	ESA	58	71	13	PASSED
15	FES	68	75	7	PASSED
16	FY	80	98	18	PASSED
17	GS	75	82	7	PASSED
18	HAL	63	75	12	PASSED
19	IKA	60	71	11	PASSED
20	MI	58	71	3	PASSED
21	LSM	75	80	5	PASSED
22	MS	78	80	2	PASSED
23	NSNS	60	75	15	PASSED
24	NAFK	65	75	5	PASSED
25	RAP	75	83	8	PASSED
26	RSN	58	78	20	PASSED
27	SNS	81	97	16	PASSED
28	SRR	63	78	15	PASSED
TOTAL		1917	2176	335	
AVERAGE		68.46	89.28	11.96	

The result between post-test 1 and post-test 2 was highly improved. There were 335 points of improving which meant the average of improving was 11, 96. Furthermore, the average score was risen from 68, 46 up to 77, 71. All of the students could pass the minimum passing grade (MPG). The rising score showed also in the following chart.

Figure 5

Chart of the Students' Result in Post-test 1 and Post-test 2
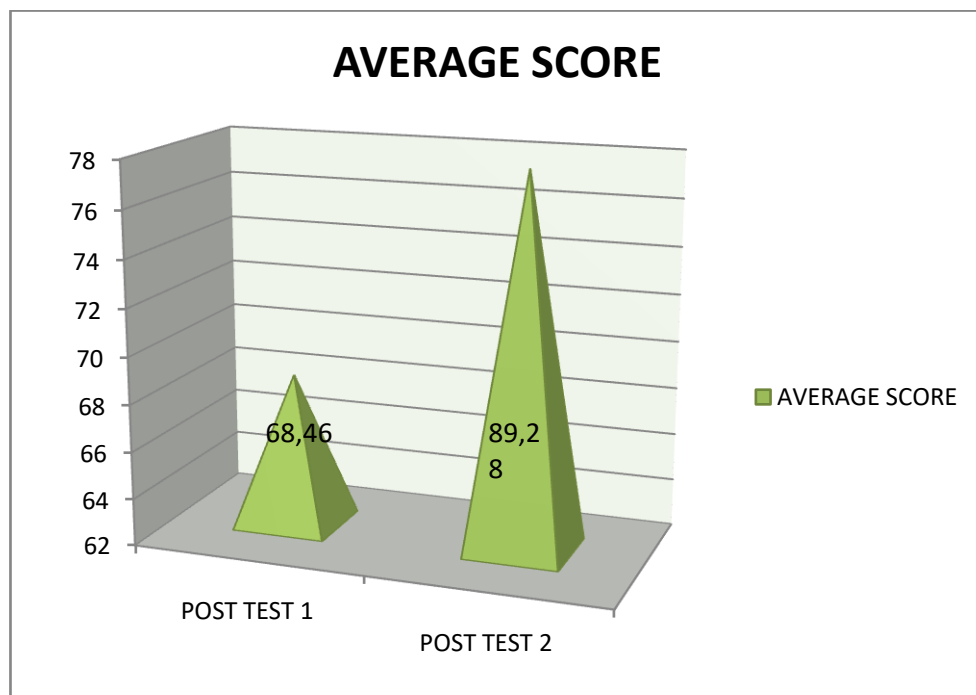
3. Result of the Study

The table below showed the recapitulation of the students' improvement in writing recount text among pre-test, post-test 1, and post-test 2.

Table 7.2

The Recapitulation of Students' Improvement

No	Name	Pre-test	Post test 1	Post test 2	Explanation
1	AGS	65	77	99	PASSED
2	ALB	63	70	78	PASSED

No	Name	Pre-test	Post test 1	Post test 2	Explanation
3	AB	55	60	80	PASSED
4	ARP	55	60	78	PASSED
5	AS	55	63	78	PASSED
6	BA	60	70	78	PASSED
7	BS	72	78	85	PASSED
8	DA	68	75	90	PASSED
9	DH	55	69	73	PASSED
10	DRS	75	80	81	PASSED
11	DW	58	61	75	PASSED
12	DFA	50	55	73	PASSED
13	EL	71	82	99	PASSED
14	ESA	50	58	71	PASSED
15	FES	55	68	75	PASSED
16	FY	50	80	98	PASSED
17	GS	70	75	82	PASSED
18	HAL	50	63	75	PASSED
19	IKA	53	60	71	PASSED
20	MI	53	58	71	PASSED
21	LSM	70	75	80	PASSED
22	MS	65	78	80	PASSED
23	NSNS	55	60	75	PASSED
24	NAFK	60	65	75	PASSED
25	RAP	73	75	83	PASSED
26	RSN	55	58	78	PASSED
27	SNS	78	81	97	PASSED
28	SRR	60	63	78	PASSED
Total		1749	1917	2176	
Average		62.47	68.46	89.28	
The Lowest Score		50	55	71	
The Highest score		78	81	99	

The data on the table above showed the improvement score of students in recount writing skill. It could be said that in pre-test the average score was only 62, 47 which was far from satisfactory. After using the clustering technique in the class, the score improved much, that was 68,46 points up to 89,28.

After giving more materials, the students' score improved from post-test 1 to post-test 2 which can be seen from the average score between post-test 1 and post-test 2, which were 68, 46 to 89.28. Absolutely, the improvement was 20,8. point. It also can be seen in the following chart:

Figure 6

Chart of the Students' Result in Pre-test, Post-test 1, and Post-test 2
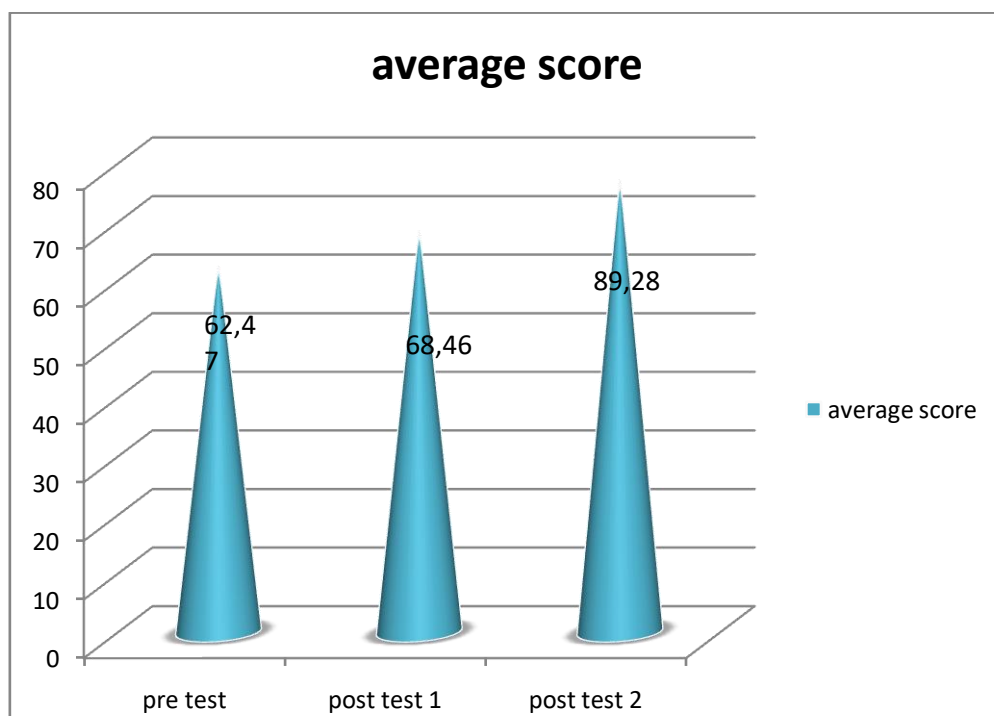
Based on the chart above, it can be concluded that the use of clustering technique could improve the students' recount writing skill. The chart illustrated the significant improvement of the students' average score among pre-test, post-test 1, and post-test 2. In the last post-test, all of the students successfully passed the minimum passing grade (MPG) namely 71. Briefly, the use of clustering technique could improve students' score in recount writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the use of Clustering Technique in writing recount text, the researcher draws the conclusion as follows:

1. The Clustering Technique can be effective technique and it can be used as an alternative way in teaching writing. The students were involved actively in teaching learning process. It made the students easier to understand the material so it could improve the students writing recount text.

2. There was improvement of the students' average score from pre test 62,47 to post-test I 68,46 became 89,28 In post-test II. In cycle 1, there were 11 students passed the test. Moreover, in cycle II there were 25 students who passed the test.

3. The result of cycle II already reached the indicator of success that was 89,28 % students fulfill the standard criteria with the score minimum was 71. Therefore, the research could be stopped in cycle II.

B. SUGGESTION

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to improve their vocabularies mastery in order that can success in understanding their writing.

2. It is suggested for the English teacher to use Clustering Technique as alternative strategy in the classroom because this technique is effective to improve the students' writing in teaching and learning process.

3. It is suggested for the headmaster in order to persuade the teachers to use this technique because it is effective in teaching the material for the teacher.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-1553/In.28.1/J/TL.00/05/2018
Lampiran   : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA MTS MIFTAHUL HUDA RAMA GUNAWAN
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**NURUL HUDA**
NPM	:	14121947
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE USE OF CLUSTERING TECHNIQUE TO INCREASE THE ABILITY OF WRITING RECOUNT TEXT AT THE EIGHT GRADERS OF MTS MIFTAHUL HUDA RAMA GUNAWAN

untuk melakukan *pra-survey* di MTS MIFTAHUL HUDA RAMA GUNAWAN.

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, 04 Mei 2018
Ketua Jurusan
Tadris Bahasa Ing 2ris

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

YAYASAN PENDIDIKAN MIFTAHUL HUDA
MTs MIFTAHUL HUDA RAMA GUNAWAN
KECAMATAN SEPUTIH RAMAN LAMPUNG TENGAH

SURAT KETERANGAN PRA-SURVEY
Nomor : B/234/437/MTs-MH/RG/V/2018

Menindak lanjuti surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor : B-1553/In.28.1/J/TL.00/05/2018, Tanggal ___04 Mei___ 2018 Perihal izin Pra Survey. Dengan ini Kepala Madrasah Tsanawiyah Miftahul Huda Rama Gunawan Seputih Raman Menerangkan bahwa :

Nama   : NURUL HUDA
NPM   : 14121947
Jurusan   : Pendidikan Bahasa Inggris

Nama tersebut diatas telah melaksanakan Pra-Survey di MTs Miftahul Huda Rama Gunawan Seputih Raman Selama 1 (satu) hari, dengan Judul Skripsi " **THE USE OF CLUSTERING TECHNIQUE TO INCREASE THE ABILITY OF WRITING RECOUNT TEXT AT THE EIGHT GRADE OF MTs MIFTAHUL HUDA RAMA GUNAWAN**".

Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Rama Gunawan, 04 Mei 2018
Kepala Madrasah

SAMIUN, S.Pd.I

SURAT TUGAS

Nomor: B-4062/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	:	**NURUL HUDA**
NPM	:	14121947
Semester	:	11 (Sebelas)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MTS MIFTAHUL HUDA SEPUTIH RAMAN LAMPUNG TENGAH, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF CLUSTERING TECHNIQUE TO IMPROVE THE ABILITY OF RECOUNT TEXT WRITING AMONG THE EIGHTH GRADERS THE OF MTS MIFTAHUL HUDA SEPUTIH RAMAN CENTRAL LAMPUNG".

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 : 29 November 2019

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

SAMIUN, S.PD.I

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor   : B-4063/In.28/D.1/TL.00/11/2019
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS MIFTAHUL HUDA
SEPUTIH RAMAN LAMPUNG
TENGAH
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4062/In.28/D.1/TL.01/11/2019, tanggal 29 November 2019 atas nama saudara:

Nama   : **NURUL HUDA**
NPM   : 14121947
Semester : 11 (Sebelas)
Jurusan   : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MIFTAHUL HUDA SEPUTIH RAMAN LAMPUNG TENGAH, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF CLUSTERING TECHNIQUE TO IMPROVE THE ABILITY OF RECOUNT TEXT WRITING AMONG THE EIGHTH GRADERS THE OF MTS MIFTAHUL HUDA SEPUTIH RAMAN CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 29 November 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor : B-1263 /In.28.1/J/PP.00.9/5/2019   07 Mei 2019
Lamp   : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Mahrus As'ad, M.Ag (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	:	Nurul Huda
NPM	:	14121947
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	The Use Of Clustering Technique To Improve The Ability Of Recount Text Writing Among Eight Graders The Of MTs Miftahul Huda Seputih Raman Central Lampung

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
650610 2008011014

YAYASAN PENDIDIKAN MIFTAHUL HUDA
MTs MIFTAHUL HUDA RAMA GUNAWAN
KECAMATAN SEPUTIH RAMAN LAMPUNG TENGAH

Jl. Kampung Rama Gunawan Kec. Seputih Raman Lampung Tengah 34155

SURAT KETERANGAN RESEARCH
Nomor : B/256/437/MTs-MH/RG/XII/2019

Menindak lanjuti surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor : B-4063/In.28/D.1/TL.00/11/2019, Tanggal _____ tentang izin Research. Dengan ini Kepala Madrasah Tsanawiyah Miftahul Huda Rama Gunawan Seputih Raman Menerangkan bahwa :

Nama	: **NURUL HUDA**
NPM	: 14121947
Semester	: 11 (Sebelas)
Jurusan	: Pendidikan Bahasa Inggris

Nama tersebut diatas telah selesai melaksanakan Research di MTs Miftahul Huda Rama Gunawan Seputih Raman Selama 4 (empat) hari, dengan Judul Skripsi **"THE USE OF CLUSTERING TECHNIQUE TO IMPROVE THE ABILITY OF RECOUNT TEXT WRITING AMONG THE THE EIGHTH GRADERS OF MTS MIFTAHUL HUDA SEPUTIH RAMAN CENTRAL LAMPUNG"** dengan hasil baik.

Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Rama Gunawan, 14 Desember 2019
Kepala Madrasah

SAMIUN, S.Pd.I

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
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1134/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	: Nurul Huda
NPM	: 14121947
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 14121947.

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, 17 Desember 2019
Kepala Perpustakaan

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

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama   : Nurul Huda
NPM   : 14121347
Fakultas   : FTIK
Jurusan   : TBI
Angkatan   : 2014
Telah menyerahkan buku berjudul _The handBook of Linguistic_
Code - Switching

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 : Nurul Huda
NPM : 14121947

Jurusan : TBI
Semester : IX/2018

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa 27/11 - 18		∨	Acc Ch - III	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 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 : Nurul Huda   Jurusan : TBI
NPM : 14121947   Semester : X/2019

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Jum'at, 19 April 2019			Anba'ila diterus. Acc diseminarka	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I,

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

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

Nama : Nurul Huda Jurusan : TBI
NPM : 14121947 Semester : X / 2019

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Selasa, 16 Juli 2019		V	Revise IPD	
	Selasa, 30 Juli 2019		V	ACC IPD	

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 SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : Nurul Huda
NPM : 14121947

Jurusan/Fakultas : TBI
Semester/TA : X

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
	Jum'at, 14/09/2019		✓	- Insur Pretest	
	Jum'at, 3?/09/2019		✓	- Revisi Instrument	
			✓	Mbeula dtenia: Acc dioperasika	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

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

Nama : NURUL HUDA

NPM : 14121947

Fakultas/Jurusan : TBI

Semester/TA : XI / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa 3/12-19.		✓	Reuse table 4.1 Reuse grammar.	
	Kamis 5/12-19		✓	Ace ch IV 3V	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya
NIP. 19830511 200912 2 004

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

Nama : Nurul Huda   Jurusan : TBI
NPM : 14121947   Semester : XI

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Senin, 09/12/2019	√		- Revise table of C.	
		√		- Revise Dedication page	
	Jum'at 14/12/2019	√		- Revise Abstrack	
	Rabu, 25/12/2019	√		- Revise Bab 2 - Revise Background of S.	
	Selasa 07/01/2019	√		- Revise Bab II Insert the Characterist of Recount writte T. - Revise Action Hypens	
	Selasa 14/01/2019	√		- Revise Chap. III Rebcula Selenes, Acc dimunaqasahla	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

SILABUS

Nama Sekolah : Mts Miftahul Huda
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Kompetensi Inti :

KI 1: Menghargaidan 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
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan	**Teks *recount* pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa** ***Fungsi sosial*** Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb. ***Struktur text*** **(gagasan utama dan informasi rinci)**	**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. • Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya,	**KRITERIA PENILAIAN** • Tingkat ketercapaiantentang fungsi sosial teks *recount*tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang kegiatan,	16 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
konteks penggunaanya 4.14 Menangkap makna teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa. 4.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaanyang benar dan sesuai konteks.	a. Memberikan pendahuluan (orientasi) dengan menyebutkanorang(-orang) yang terlibat, tempat, waktu, dsbdari peristiwa/kejadian/peng alaman yang akan disampaikan b. Menguraikan urutan kejadian secara kronologis, urut dan runtut. c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/peng alaman yang telah disampaikan (opsional). Panjang teks: kurang lebih 6 (tiga) kalimat. *Unsur kebahasaan* (1) Kata kerja dalam 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,*	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 mengumpulkan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, 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,	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 teks *recount*. **CARA PENILAIAN:** **Kinerja (praktik)** Tugas menganalisis dan menghasilkan teks *recount* tentang kegiatan, kejadian, dan peristiwa nyata di lingkungan sekitar.		• Contoh teks dari sumber otentik • Sumber dari internet, seperti: - www.dailye nglish.com - http://amer icanenglish. state.gov/fil es/ae/resou rce_files - http://learn english.briti shcouncil.or g/en/ - https://ww w.google.co m/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	finally, dsb. (4) Adverbia dan frasa preposisional penunjuk 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 (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.	tempat, waktu, dsb dari peristiwa/kejadian/pengalaman 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. **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	**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 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		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		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 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). • 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 Indonesia.	jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks *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 hasil tes		

Metro, ... 2019

The Researcher

NURUL HUDA
NPM. 14121947

Knowing
The Headmaster

SAMIUN, S.Pd
NIP.

The Collaborator

Rivanti, S.Pd
NIP.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: MTs Miftahul Huda Seputih Raman
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / Genap
Materi Pokok	: Recount text / *Holiday*
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya

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

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

4. Mengolah, menyaji dan menalar dalam ranah konkrit (menulis,membaca,menghitung,menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang dilakukan /terjadi di waktu lampau,sesuai dengan konteks penggunaanya.

	membuat paragraf tentang *Recount Text* tentang *Holiday*.	
	3.Collecting Data	
	• Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa.	
	• Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks.	
	• Mencari informasi fungsi sosial teks	
	4.Associating	
	• Menanyakan tentang kesulitan dalam menulis paragraph *Recount Text*.	
	5.Communicating	
	• Mengajak siswa untuk melakukan refleksi tentang materi *Recount Text*	
	• Menanyakan kepada siswa secara lisan tentang *Recount Text*	
Penutup	• Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari.	15 menit
	• Guru memberikan motivasi kepada siswa untuk selalu rajin belajar.	
	• Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya.	
	• Salam penutup; *"Wassalamualaikum, See you next time"*	

H. Penilaian

1. Penilaian Proses

OBSERVATION SHEET

School   : MTs Miftahul Huda

Class/Semester : VIII/Genap

Subject   : English

NO	Name	Indicators			
		Pay attention	Understanding	Activeness	Students able do the task

The Collaborator

Metro, ………………….. 2019
The Researcher

RIYANTI, S.Pd
NIP.

NURUL HUDA
NPM.14121947

Knowing
The Headmaster

SAMIUN, S.Pd
NIP.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: MTs Miftahul Huda Seputih Raman
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / Genap
Materi Pokok	: Recount text / *Birthday Party*
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya

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

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

4. Mengolah, menyaji dan menalar dalam ranah konkrit (menulis,membaca,menghitung,menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang dilakukan /terjadi di waktu lampau,sesuai dengan konteks penggunaanya.

Indikator :

a. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau

b. Siswa mampu menyatakan dan menanyakan tindakan / kejadian yang dilakukan /terjadi diwaktu lampau.

4.14 Menangkap makna teks recount lisan tertulis ,pendek dan sederhana tentang kegiatan, kejadian,peristiwa

Indikator :

a. Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.

b. Siswa mampu menangkap makna yang terdapat dalam teks recount tertulis

c. Siswa mampu menangkap tentang kegiatan/peristiwa,kejadian.

C. **Tujuan Pembelajaran :**

Siswa terampil memahami,menyatakan ,dan menanyakan teks lisan dan tulis untuk menyatakan dan menanyakan tindakan / kejadian yang dilakukan/terjadi di waktu lampau untuk melaporkan,menceritakan ,menjelaskan,dsb,menggunakan ungkapan dengan struktur teks yang runtut dengan unsure kebahasaan yang benar yang sesuai dengan konteks,secara jujur disiplin ,percaya diri tanggung jawab,peduli,kerjasama,dan cinta damai.(sikap ,pengetahuan ,ketrampilan)

D. **Materi Pembelajaran**

Teks lisan dan tulis untuk menyatakan dan menanyakan tentang unsur kebahasaan dan struktur teks pada teks recount.

E. **Metode Pembelajaran**

1. Scientific Approach, Tanya Jawab, Penugasan

F. Media, Alat dan Sumber Pembelajaran

1. Buku Siswa "When English Rings A Bell"
2. Picture
3. Whiteboard
4. Worksheet
5. Marker

G. Langkah – langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas; *Assalamualaikum, Good Morning.* • Mengecek kehadiran siswa. • Memberikan apersepsi yang berkaitan dengan materi *Recount Text.*	15 menit
Kegiatan Inti	**1.Observing** • Mengamati gambar tentang *Birthday Party* yang telah disiapkan oleh guru. • Memperhatikan penjelasan guru tentang *Recount Text* • Memperhatikan penjelasan guru tentang tekhnik Clustering dan cara pengaplikasiaannya. **2.Questioning** • Menanyakan berbagai hal yang berkaitan dengan tekhnik Clustering	60 menit

- Menanyakan pemahaman siswa tentang *Recount Text.*
- Memberikan latihan kepada siswa untuk membuat diagram tentang *Recount Text* sesuai tema yang ditentukan menggunakan tekhnik clustering terlebih dahulu.
- Menuliskan atau menyalin isi diagram ke dalam bentuk paragraph *Recount Text.*

3.Collecting Data

- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa.
- Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks..
- Mencari informasi fungsi sosial teks

4.Associating

- Memeriksa paragraf yang telah dibuat sesuai atau tidak dengan diagram atau skema yang telah dibuat
- Menanyakan tentang perbedaan sebelum dan sesudah menggunakan tekhnik clustering.

5.Communicating

- Mengajak siswa untuk melakukan refleksi tentang materi *Recount Text.*
- Mengajak siswa untuk melakukan reflesksi penggunaan *Clustering*

	Technique. • Menanyakan kepada siswa secara lisan tentang *Recount Text.*	
Penutup	• Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari. • Guru memberikan motivasi kepada siswa untuk selalu rajin belajar. • Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya. • Salam penutup; *"Wassalamualaikum, See you next time"*	15 menit

H. Penilaian

  1. Penilaian Proses

OBSERVATION SHEET

School   : MTs Miftahul Huda Seputih Raman

Class/Semester : IX/Genap

Subject   : English

NO	Name	Indicators			
		Pay attention	Understanding	Activeness	Students able do the task

Metro, ………………….. 2019

The Collaborator
The Researcher

RIYANTI, S.Pd
NIP.

NURUL HUDA
NPM.14121497

Knowing
The Headmaster

SAMIUN, S.Pd.I
NIP.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: MTs Miftahul Huda Seputih Raman
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII/ Genap
Materi Pokok	: Recount text / *Daily Activity*
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya

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

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

4. Mengolah, menyaji dan menalar dalam ranah konkrit (menulis,membaca,menghitung,menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang dilakukan /terjadi di waktu lampau,sesuai dengan konteks penggunaanya.

Indikator :

a. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau

b. Siswa mampu menyatakan dan menanyakan tindakan / kejadian yang dilakukan /terjadi diwaktu lampau.

4.14 Menangkap makna teks recount lisan tertulis ,pendek dan sederhana tentang kegiatan, kejadian,peristiwa

Indikator :

a. Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.

b. Siswa mampu menangkap makna yang terdapat dalam teks recount tertulis

c. Siswa mampu menangkap tentang kegiatan/peristiwa,kejadian.

C. **Tujuan Pembelajaran :**

Siswa terampil memahami,menyatakan ,dan menanyakan teks lisan dan tulis untuk menyatakan dan menanyakan tindakan / kejadian yang dilakukan/terjadi di waktu lampau untuk melaporkan,menceritakan ,menjelaskan,dsb,menggunakan ungkapan dengan struktur teks yang runtut dengan unsure kebahasaan yang benar yang sesuai dengan konteks,secara jujur disiplin ,percaya diri tanggung jawab,peduli,kerjasama,dan cinta damai.(sikap ,pengetahuan ,ketrampilan)

D. **Materi Pembelajaran**

Teks lisan dan tulis untuk menyatakan dan menanyakan tentang unsur kebahasaan dan struktur teks pada teks recount.

E. **Metode Pembelajaran**

1. Scientific Approach, Tanya Jawab, Penugasan

F. Media, Alat dan Sumber Pembelajaran

1. Buku Siswa "When English Rings A Bell"
2. Picture
3. Whiteboard
4. Worksheet
5. Marker

G. Langkah – langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas; *Assalamualaikum, Good Morning.* • Mengecek kehadiran siswa. • Memberikan apersepsi yang berkaitan dengan materi *Recount Text.*	15 menit
Kegiatan Inti	**1. Observing** • Mengamati gambar tentang *daily activity* yang telah disiapkan oleh guru. • Memperhatikan penjelasan guru tentang *Recount Text* • Memperhatikan penjelasan guru tentang tekhnik Clustering dan cara pengaplikasiaannya. **2. Questioning** • Menanyakan berbagai hal yang berkaitan dengan tekhnik Clustering • Menanyakan pemahaman siswa tentang	60 menit

	Recount Text.	
	• Memberikan latihan kepada siswa untuk membuat diagram tentang *Recount Text* sesuai tema yang ditentukan menggunakan tekhnik clustering terlebih dahulu. • Menuliskan atau menyalin isi diagram ke dalam bentuk paragraph *Recount Text.* **3.Collecting Data** • Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa. • Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks.. • Mencari informasi fungsi sosial teks **4.Associating** • Memeriksa paragraf yang telah dibuat sesuai atau tidak dengan diagram atau skema yang telah dibuat • Menanyakan tentang perbedaan sebelum dan sesudah menggunakan tekhnik clustering. **5.Communicating** • Mengajak siswa untuk melakukan refleksi tentang materi *Recount Text* • Mengajak siswa untuk • melakukan reflesksi penggunaan *Clustering Technique.*	

	• Menanyakan kepada siswa secara lisan tentang *Recount Text.*	
Penutup	• Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari. • Guru memberikan motivasi kepada siswa untuk selalu rajin belajar. • Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya. • Salam penutup; *"Wassalamualaikum, See you next time"*	15 menit

H. Penilaian

1. Penilaian Proses

OBSERVATION SHEET

School : MTs Miftahul Huda
Class/Semester : VIII/Genap
Subject : English

NO	Name	Indicators			
		Pay attention	Understanding	Activeness	Students able do the task

Metro, ………………….. 2019

The Collaborator   The Researcher

RIYANTI, S.Pd   **NURUL HUDA**
NIP.   NPM.14121947

Knowing
The Headmaster

SAMIUN, S.Pd
NIP.

Instrument of Pre-Test

(Recount Text Writing Ability)

Name   :
Class   :

Directions:
1. Write the paragraphs about your **holiday** that consists of 10-15 sentences!
2. Write the text in the past form!
3. Write the text based on process in the event!
4. Work individually and your time during 20 minutes!
5. Check your writing before submitting!

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Instrument of Post-Test I

(Recount Text Writing Ability)

Name   :

Class   :

Directions:

1. Write recount text about your **Daily Activity** that consists of 10-15 sentences!
2. Fill the circles in the diagram with your sub activities before begin your write!
3. Make paragraphs based on your diagram!
4. Write the text based on process in the event!
5. Write the text in the past form!
6. Work individually and your time during 20 minutes!
7. Check your writing before submitting!

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Instrument of Post-Test II

(Recount Text Writing Ability)

Name   :

Class

Directions:

1. Write recount text about **Birthday Party** that consists of 10-15 sentences!
2. Fill the circles in the diagram with your sub activities before begin your write!
3. Make paragraphs based on your diagram!
4. Write the text based on process in the event!
5. Write the text in the past form!
6. Work individually and your time during 20 minutes!
7. Check your writing before submitting!

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The Observation Sheet of the Student Activity

Lesson: English

Class : VIII

Cycle : I

NO	NAME	THE STUDENTS' ACTIVITY				TOTAL
		1	2	3	4	
1	AAS	✓	✓		✓	
2	AJ	✓	✓	✓		
3	AA	✓	✓			
4	AM	✓	✓	✓		
5	AIU	✓	✓			
6	DLW			✓	✓	
7	ENR	✓	✓	✓		
8	FA	✓	✓		✓	
9	FP	✓	✓		✓	
10	FAS	✓	✓			
11	ISA	✓	✓			
12	IAS	✓	✓	✓		
13	JPW	✓	✓	✓	✓	
14	KM			✓	✓	
15	KW	✓	✓	✓		
16	LB			✓	✓	
17	LNF	✓	✓	✓		
18	MIM	✓	✓	✓		
19	MK			✓		
20	RAP			✓		
21	RUA	✓	✓	✓		
22	RA			✓	✓	
23	RMS	✓	✓	✓		
24	SNH			✓	✓	
25	TAM	✓	✓	✓		
26	VA	✓	✓			
27	WD	✓	✓	✓	✓	
28	YIR	✓	✓	✓		
	Total	21	21	20	10	

Note:

1. The students pay attention to the teacher explanation.
2. The students ask/answer question.
3. The students ability do the task.
4. The students active in the class.

The Observation Sheet of the Student Activity

Lesson: English

Class : VIII

Cycle : II

NO	NAME	THE STUDENTS' ACTIVITY				TOTAL
		1	2	3	4	
1	AAS	✓	✓	✓	✓	
2	AJ	✓	✓	✓	✓	
3	AA	✓	✓	✓		
4	AM	✓	✓	✓		
5	AIU	✓	✓	✓		
6	DLW	✓	✓	✓	✓	
7	ENR	✓	✓	✓		
8	FA	✓	✓	✓	✓	
9	FP	✓	✓	✓	✓	
10	FAS	✓	✓	✓		
11	ISA	✓	✓	✓		
12	IAS	✓	✓	✓		
13	JPW	✓	✓	✓	✓	
14	KM			✓	✓	
15	KW	✓	✓	✓		
16	LB			✓	✓	
17	LNF	✓	✓	✓	✓	
18	MIM	✓	✓	✓		
19	MK	✓	✓	✓		
20	RAP	✓	✓	✓		
21	RUA	✓	✓	✓	✓	
22	RA			✓	✓	
23	RMS	✓	✓	✓		
24	SNH			✓	✓	
25	TAM	✓	✓	✓	✓	
26	VA	✓	✓	✓	✓	
27	WD	✓	✓	✓	✓	
28	YIR	✓	✓	✓	✓	
	Total					

Note:

1. The students pay attention to the teacher explanation.
2. The students ask/answer question.
3. The students ability do the task.
4. The students active in the class.

DOCUMENTATION

A. Observasion Sheet with the Students

CURRICULUM VITAE

The name of the researcher is Nurul Huda. He was born in Way Seputih, Central Lampung on November 25th 1997. He is the fourth child from happy couple namely Mr. Jaeri and Mrs. Sri Giati.

He was enrolled her study in Elementary School at SD N 1 Sidobinangun, Way Seputih, Central Lampung on 2003 until 2008. He continued her study in Junior High School at SMP Negeri 1Seputih Banyak, Central Lampung on 2008 and graduated on 2011. In line with his focus on the study, he decided to continue his study in Senior High School at SMA Negeri 1 Seputih Banyak, Central Lampung on 2011 until 2014. Then, at the same year, he was registered as a S1 student of English Education Department of The State Institute for Islamic Studies (IAIN) of Metro on 2014 until now. Many things he has gotten in the classroom and he hoped get job soon after graduate.