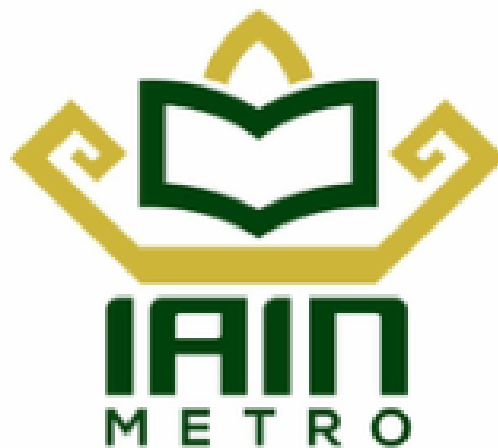


AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING
EXPERIENCE, GENERALIZATION, REINFORCEMENT,
APPLICATION (EGRA) TECHNIQUE
ON THE STUDENTS' RECOUNT TEXT WRITING ABILITY
AMONG THE TENTH GRADERS OF SMA IBNU SINA
BRAJA SELEBAH EAST LAMPUNG**

By:
NOVI INDRIAS
Student Number: 1501070085



**Tarbiyah and Teachers Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2019 M**

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

By:
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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2019 M

APPROVAL PAGE

Title : THE INFLUENCE OF USING EXPERIENCE,
GENERALIZATION, REINFORCEMENT, APPLICATION
(EGRA) TECHNIQUE ON THE STUDENTS' RECOUNT TEXT
WRITING ABILITY AMONG THE TENTH GRADERS OF SMA
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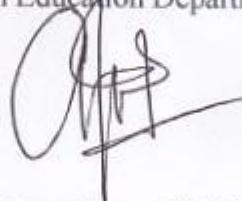
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(EGRA) TECHNIQUE ON THE STUDENTS' RECOUNT
TEXT WRITING ABILITY AMONG THE TENTH
GRADERS OF SMA IBNU SINA BRAJA SELEBAH EAST
LAMPUNG**

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr.Wb.

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE INFLUENCE OF USING EXPERIENCE, GENERALIZATION, REINFORCEMENT, APPLICATION (EGRA) TECHNIQUE ON THE STUDENTS' RECOUNT TEXT WRITING ABILITY AMONG THE TENTH GRADERS OF SMA IBNU SINA BRAJA SELEBAH EAST LAMPUNG, written by Novi Indrias, student number 1501070085, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, 18th October 2019 at 09.00 – 11.00 am.

BOARD OF EXAMINERS:

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The Dean of Tarbiyah and Teaching Training Faculty



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ABSTRACT

THE INFLUENCE OF USING EXPERIENCE, GENERALIZATION, REINFORCEMENT, APPLICATION (EGRA) TECHNIQUE ON STUDENTS' RECOUNT TEXT WRITING ABILITY AMONG THE TENTH GRADERS OF SMA IBNU SINA BRAJA SELEBAH EAST LAMPUNG

**By:
NOVI INDRIAS**

The main purpose of this research was to determine whether there was any positive and significant influence of using EGRA Technique on students' recount text writing ability among the tenth graders of SMA Ibnu Sina Braja Selehah. The problem faced by the students had difficulties to write recount text well. This research was carried to discuss EGRA Technique affect the students' recount text writing ability.

This research is quantitative research. The population of this research was the tenth graders students. A sample of 24 students established through the clustering sampling technique. The researcher used test and documentation as the data collecting method. To analyze the data, the researcher used SPSS application.

Based on the result and discussion of this research, it can be conclude that normality test are: pre-test Sig. = 0.393 > 0.05, post-test Sig. = 0.221 > 0.05 and the result of homogeneity test is Sig. = 0.050, then the result of t-test that has been calculated using one sample t-test formula which is significant level (2-tailed) of post-test was less than alpha ($0.000 < 0.05$). Based on these condition, it means that there was a positive and significant influence of using EGRA Technique towards the students' recount text writing ability at the tenth graders of SMA Ibnu Sina Braja Selehah East Lampung.

Keyword : *EGRA Technique, Writing Recount Text Ability*

ABSTRAK

PENGARUH PENGGUNAAN EXPERIENCE, GENERALIZATION, REINFORCEMENT, APPLICATION (EGRA) TEHNIK TERHADAP KEMAMPUAN MENULIS TEKS RECOUNT SISWA KELAS X SMA IBNU SINA BRAJA SELEBAH LAMPUNG TIMUR

Oleh:
NOVI INDRIAS

. Tujuan utama dari penelitian ini adalah untuk mengetahui apakah ada pengaruh positif dan signifikan penggunaan EGRA tehnik terhadap kemampuan menulis recount teks siswa di kelas X SMA Ibnu Sina Braja Selehah. Masalah yang dihadapi siswa yaitu kesulitan dalam menyampaikan ide dalam menulis teks recount. Penelitian ini diadakan untuk mendiskusikan bagaimana pengaruh EGRA tehnik terhadap keterampilan siswa dalam menulis teks recount.

Penelitian ini adalah penelitian kuantitatif. Populasi dalam penelitian ini adalah siswa kelas X. Sampel penelitian ini berjumlah 24 siswa, yang di tentukan dengan teknik cluster sampling. Peneliti menggunakan test dan dokumentasi sebagai alat pengumpul data. Untuk menganalisis data, penulis menggunakan aplikasi SPSS.

Berdasarkan hasil dan pembahasan penelitian ini, dapat disimpulkan bahwa normalitas tes yaitu: pre-test Sig. = $0.393 > 0.05$, post-test Sig. = $0.221 > 0.05$ dan hasil dari homogenitas tes adalah Sig. = 0.050 , kemudian hasil dari t-test yang telah dihitung menggunakan rumus one sample t-test yaitu nilai signifikan level (2-tailed) post-test lebih rendah dari alpha ($0.000 < 0.05$). Berdasarkan kondisi tersebut, ini berarti ada pengaruh positif dan signifikan dari penggunaan EGRA Tehnik terhadap kemampuan menulis teks recount siswa kelas X SMA Ibnu Sina Braja Selehah Lampung Timur.

Kata Kunci : *EGRA Tehnik, Kemampuan Menulis Teks Recount*

STATEMENT OF RESEARCH ORIGINALITY

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

Metro, October 2019

The researcher



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumber dan disebutkan dalam daftar pustakan.

Metro, Oktober 2019

Peneliti



NOVI INDRIAS
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MOTTO

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

“Seeking knowledge is obligatory for every muslim.”

(Al-Tirmidhi)

“*Success is 99% failure*”

(Soichiro Honda)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

My beloved parents, Mr. Sukirno and Mrs. Rasminah who always pray and support in their endless love.

My beloved sister, Gina Riyanti who always support, prayer, and great love to me.

My beloved Almamater of State Institute for Islamic Studies of Metro.

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Thanks and all praise to My Allah for all of Your blesses and Your favor that is given with all Your Mighty, the writer can finish the undergraduate thesis. Realizing that this undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the writer would like to sincerely acknowledgement the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successful person someday (Aamiin).

Next, The greatest gratitude would also be addressed to :

1. Prof. Dr. Enizar, M.Ag, as a rector of State Institute For Islamic Studies of Metro.
2. Dr Hj. Akla, M.Pd , the dean of Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies of Metro.
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As human being the researcher realized that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, October 2019

The Researcher



NOVI INDRIAS
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17. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of Study

People need a language. Language helps people to communicate. English is one of the languages to becoming an international language. English is governed and learned by many people. It cannot be denied that mastering English usually focuses on the four basic skills like listening, speaking, reading, and writing.

Moreover, writing is a process to deliver thought and idea in the words. Writing also can be a medium to express ideas, thoughts, and various kinds of expressions to others written form. Thus, writing is deemed to be the most important skill in English teaching. Besides, there are some kinds of writing in English such as descriptive text, recount text, narrative text, procedure text and etc. Therefore, writing recount text has social function to retell event for the purpose of informing or entertaining.

Furthermore, teaching writing means that people create a science education that helps students to know that writing requires steps to find, plan and create a draft text. Teaching writing in Senior High School was difficult both teacher and students, because teacher and students should deal with the content, word choices, organization, and writing process.

In addition, one effort in teaching writing is the application of appropriate techniques. Experience, Generalization, Reinforcement, Application (EGRA) technique is the suitable technique in teaching writing.

Teaching writing using Experience, Generalization, Reinforcement, and Application (EGRA) techniques makes it easy for students to develop stories based on their experiences. In addition, students were far more creative to develop main ideas and discussion topics. Therefore, in this technique students were more enthusiastic in writing especially in writing recount text.

The EGRA technique was chosen in the writing because in the EGRA technique students were given the opportunity to write based on their own experience so that students would be more creative to express their ideas about their ideas through writing. In this technique, students were also given the opportunity to discuss the results of their writing with their friends.

The EGRA Technique has particular stage. Every stage of EGRA technique has a particular objective. The objective of experience is to helps the students to expose a particular structure item in use; the objective of generalization is that students better remember the conclusion about form and function, they make by themselves; the objective of reinforcement helps the students to check or revise their generalization; the objective to communicate information or message.

Furthermore, the researcher had conducted a pre-survey to find out the problem of writing at the tenth graders of SMA Ibnu Sina Braja Selehah, East Lampung, conducted on November 21st, 2018. The pre-survey results were illustrated in the following table:

Table 1.1
The data of pre-survey result among the tenth graders
of SMA Ibnu Sina Braja Selehah East Lampung

No	Students' name	Grade	Criteria
1.	AK	63	Incomplete
2.	AH	49	Incomplete
3.	AS	50	Incomplete
4.	AN	44	Incomplete
5.	AS	53	Incomplete
6.	AP	58	Incomplete
7.	DA	52	Incomplete
8.	EP	59	Incomplete
9.	EL	46	Incomplete
10.	FW	62	Incomplete
11.	IG	54	Incomplete
12.	KM	60	Incomplete
13.	MB	53	Incomplete
14.	ML	44	Incomplete
15.	MT	53	Incomplete
16.	MV	57	Incomplete
17.	NK	53	Incomplete
18.	NW	53	Incomplete
19.	NH	63	Incomplete
20.	NR	53	Incomplete
21.	PN	50	Incomplete
22.	RW	61	Incomplete
23.	SC	78	Complete
24.	TS	67	Incomplete
TOTAL		1335	
AVERAGE		55.6	
THE HIGHEST SCORE		78	
THE LOWEST SCORE		44	

Source: The result of students' Writing Recount Text at the tenth grade students of SMA Ibnu Sina Braja Selehah

Table 1.2
The data of categorization of writing ability
Among the tenth graders of SMA Ibnu Sina Braja Selehah East Lampung

No.	Score	Frequency	Percentage	Criteria
1	≥ 70	1	4,2%	Complete
2	< 70	23	95,8%	Incomplete
Total		24	100%	

Based on the pre-survey results listed on the table above, the English standard score in this school is 70. Therefore, it can be concluded that the ability to write SMA Ibnu Sina Braja Selehah East Lampung students at the tenth grade are not satisfactory. It indicates that 23 students (95,8%) got incomplete score and 1 (4,2%) got complete score.

Furthermore, from the explanation above the researcher identified that there were some problems in the students' writing recount text ability, namely: students have weakness in English vocabulary, students have insufficient in grammar mastery, students feel difficult to develop idea from the topic, students do not understand the procedure in writing recount text, and students have insufficient in writing ability. The writing problems of the tenth graders of SMA Ibnu Sina also caused by the students' lack of motivation and interest in writing English text.

Therefore, based on the problems above, the researcher was attempted to implement an appropriate teaching technique to teach writing. In this case, the researcher was conducted quantitative research by implementing an EGRA technique for teaching writing. Therefore, the researcher was conducted a study entitled “THE INFLUENCE OF USING EXPERIENCE, GENERALIZATION, REINFORCEMENT, APPLICATION (EGRA), TECHNIQUE ON THE STUDENTS’ RECOUNT TEXT WRITING ABILITY AMONG THE TENTH GRADERS OF SMA IBNU SINA BRAJA SELEBAH EAST LAMPUNG.”

B. Problem Identification

Based on the pre-survey the researcher identified several problems experienced by the tenth grade students of SMA Ibnu Sina Braja Selehah East Lampung, among others were as follows:

1. The students have weakness in vocabulary.
2. The students have insufficient in grammar mastery.
3. The students have difficulty to develop idea from the topic.
4. The students do not understand the procedure in writing recount text.
5. The students have insufficient in writing ability.

C. Problem Limitation

After identifying problems at SMA Ibnu Sina, the researcher limited on the insufficiency of students' writing ability.

D. Problem Formulation

After limiting research problems, the researcher formulates the research problem as follows:

“Is there any positive and significant influence on students recount text writing ability after being thought by using EGRA technique among the tenth graders at SMA Ibnu Sina Braja Selehah East Lampung?”

E. Objective and Benefit of The Study

1. Objective of The Study

This study aims to determine whether there is a positive and significant influence of students recount text writing ability after being thought by using EGRA technique among the tenth graders at SMA Ibnu Sina Braja Selehah East Lampung.

2. Benefit of The Study

This research is expected to provide benefits for students, teachers, and the next researchers.

a. For The Students

The students are more motivated to write in English with the application of the EGRA technique. In addition, students are more active in the writing learning process.

b. For The Teacher

For the teacher, the results are expected can provide information about EGRA technique as one of effective ways that can be applied in classroom as a way to teach writing, so they can apply it in their teaching process. Besides, the teacher is easier to control the class to be more conducive and more motivated in teaching writing.

c. For The Next Researcher

This research is expected to be one of the references for future researchers who will implement EGRA technique in teaching writing. In addition, this study can be a guideline for future researchers to obtain information about the implementation of EGRA techniques in teaching writing both in theory and practice.

F. Prior Research

This research was conducted by considering several previous studies (some prior researches) that are related to the application of EGRA techniques in teaching writing.

The first prior research was done by Christianus in 2016 at Yogyakarta. The research of this study was conducted by using Research and Development (R&D). This research focused on produced a product in the form of writing teaching material using EGRA technique. Based the finding and discussing of

the research, the researcher drew a conclusion that writing materials using EGRA technique can help the students solve the problem.¹

The second prior research was done by Wahyuni in 2012 at Pekanbaru. The research design in this study was conducted by using quantitative research. This research focused on to find out the use of EGRA technique toward recount text writing ability at the second year students of state senior high school 4 Pekanbaru. Based the finding and discussing of the research, the researcher drew a conclusion that there is a significant difference between writing ability in recount text for those students who were taught by using EGRA technique.²

The third prior research was done by Zulia in 2017 at Tenganan. The research method that is used in this research is classroom action research. This research focused on to find out that EGRA technique can improve and to measure the increasing the students' writing skill on descriptive text. Based the finding and discussing of the research, the researcher drew a conclusion that there is an improvement of the students' writing skill using "EGRA Technique".³

¹Christianus Belita Nau Tonga, *Designing a Set of Writing Materials Using EGRA Technique for The Eighth-grade Students of SMPN 15 Yogyakarta*, (Yogyakarta: English Language Educational Study Program, Sanata Dharma University, 2016)

²Seri Wahyuni NST, *The Use of Experience Generalization Reinforcement Application (EGRA) Technique toward Recount Text Writing Ability at the Second Year Students of State Senior High School 4 Pekanbaru*, (Pekanbaru: Department of English Education, State Islamic University of Sultan Syarifkasimriau, 2012)

³Zulia Permata Qurrota 'Aini, *The Use Of EGRA (Experience, Generalization, Reinforcement, Application) Technique To Improve The Students' Writing Skill On Descriptive Text For The Eighth Grade Students Of SMPIT Nurul Islam Tenganan In The Academic Year 2016/2017*, (Salatiga: A Graduating Paper, English Education Department of Teacher Training and Education Faculty, State Institute for Islamic Studies (IAIN) Salatiga, 2017)

Based on the statement above, researcher can conclude that there are similarities and differences between the studies that have been done before. The similarity is to use EGRA technique in teaching writing, while the difference lies in the research method, the type of text used, the number of samples used in the study, and the research area.

CHAPTER II

THEORETICAL REVIEW

A. Writing Recount Text Ability

1. Concept of Writing

Writing is one of skills that has mastered by students, especially in English teaching learning process. Some experts provide the different meaning of writing, as follows:

Hyland states that writing is an act of discovering meaning.⁴ It is stated by Hedge that writing is activity that helps students to produce whole pieces communication, to link and to develop information, ideas, or arguments for particular reader or group of readers.⁵ Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading.⁶ Furthermore, Oshima and Houge state that writing is a progressive activity that opens with the result of thinking what the writer going to say.⁷

Based on all of the definitions above, it can be inferred that writing is a productive skill which communicates a message to others by thinking, drafting, and revising the written products.

⁴ Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), 9.

⁵ Tricia Hedge, *Resource Books for Teachers Writing, second edition*, (New York: Oxford University Press, 2005), 10.

⁶ I. S. P. Nasution, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), 113.

⁷ Oshima, Alice and Houge, Ann, *Introduction to Academic Writing; Second Edition*, (New York: Addison Wesley Longman, 1997), 2.

2. Writing process

Writing is the combination among the aspects of brain, ideas, what a writer already knows about the topic or subject and what the writer writes. A writer who wants to produce a piece of writing must think how to make them work together in writing process. It can be said that there is no writing without a process.

Dorothy E Zemach and Lisa A Rumisek point out that there are the steps to make sentences, as follows:⁸

a. Pre-writing

Prewriting is the first step in the writing process. This step helps the writers to come up with ideas about the topic.⁹ Before the writers begin writing, they decide what the writers are going to write about. Then the writers plan what the writers are going to write. This process is called pre-writing. There are some steps in pre-writing. They are choosing a topic, gathering ideas, and organize.

b. Drafting

Drafting is one of step to make a good sentence. Drafting is one of activities that the writers should do before writing. In drafting the writers will write their paragraph or essay from start to finish. The writers should use their notes to record their ideas and organization.

⁸ Dorothy E. Zemach and Lisa A. Rumisek, *College Writing from Paragraph to Essay*, (Australia: Macmillan, 2003), 3.

⁹Language Arts, *Eighth Grade Reading Comprehension and Writing Skills*, (New York: Learning Express,2009), 227.

c. Reviewing and Revising

Reviewing and revising have meaning review structure and content. It means that check what they have written. In the beginning of reviewing process, the writer will read their writing silently to themselves or aloud, perhaps to a friend. The last in reviewing process, the writers learning to give opinions about other people's writing helps they to improve their own.

d. Rewriting

In rewriting consist of several part, are follows: (1) Revising structure and content, it means that use their ideas from review structure and content to re-write their text, making improvements to the structure and content. (2) Proofreading, proofreading has meaning read their paper again. (3) Make final corrections is one of part in re-writing that has aim to check that the writer have corrected the errors the writer discovered in review structure and content, rewriting and make any other changes to want to make.

In addition, Jeremy Harmer states that there are four processes of writing as follows:¹⁰

1) Planning

Planning is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it

¹⁰ Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2004), 4-5.

moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing.

2) Drafting

The second step of the writing process is drafting. During drafting, the writer puts his ideas into complete thoughts, such as sentence and paragraphs. The writers organize their ideas in a way that allows the reader to understand his message. The writer will compose an introduction to the piece and develop a conclusion for the material during drafting.

3) Editing (reflecting and revising)

Editing is an on-going process, not one time event. When a writer edits their work, the student is checking the piece for errors. These are typical errors in spelling, punctuation, capitalization, and formatting (indenting of paragraphs, etc.). A writer should be encouraged to edit as much of their own paper as possible. Early writers should be able to check a paper for correct capitalization and punctuation. Some students find it beneficial to read their work out loud while editing. This makes the writer to find mistakes.

4) Final Version

Once the writer edited their draft, making the changes they consider to be necessary, they produce their final version. This is considerably different from both the original plan and the first draft,

because thing changed in editing process. it might decide to represent these stages in the following way:

Planning \implies drafting \implies editing \implies final version

Based on the definition above, it can be concluded that there are some steps in writing. They are pre-writing or planning, drafting or writing, reviewing and revising or editing, and the last final version or rewriting.

3. Writing Assessment

In writing a text there are measurements of writing. It can be called assessment of writing. Brown states that assessment and teaching are partners in learning process, test as a subset of all assessment process become indispensable component of curriculum.¹¹

In addition, Brown states that in measurement of English writing performance includes five core components, such as content, organization, vocabulary, grammar, and mechanical considerations.¹²

Therefore, this is the table concept of measurement of English writing performance which has been adapted from Jacob et.al with analytical scoring. They are as the below:

¹¹ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second Edition, (Longman: 2001), 420-421.

¹² *Ibid.*, 357

Table 2.1
Measurement of English Writing Performance

Competences	Scores	Levels	Standardization
Organization (introduction, body, conclusion)	20-18	Excellent to Good	a. Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan; supporting evidence is existed; conclusion logical and complete.
	17-15	Good to Adequate	b. Adequate title, introduction, and conclusion; body of essay is acceptable; sequence is logical but transitional expression is missed.
	14-12	Adequate to Fair	c. Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalization may not be fully supported by the evidence given; problems of organization interfere.
	11-6	Unacceptable-not	d. Minimally introduction; fully problems of ideas and organization; no evidence and illogical conclusion.
	5-1	College-level work	e. Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition.
Content	20-18	Excellent to Good	a. Essay addresses the certain topic; the ideas are concrete and thoroughly developed; no irrelevant material;

	17-15 14-12 11-6 5-1	Good to Adequate Adequate to Fair Unacceptable-not College-level work	<p>b. Essay addresses the issues but misses some points; ideas could be more fully developed; some irrelevant materials are present.</p> <p>c. Development of ideas not complete or ideas is somewhat off the topic; paragraphs are not divided exactly right.</p> <p>d. Ideas incomplete; less enough effort in area of content.</p> <p>e. Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.</p>
Grammar	20-18 17-15 14-12 11-6 5-1	Excellent to Good Good to Adequate Adequate to Fair Unacceptable-not College-level work	<p>a. Fluency grammar; correct of clauses, preposition, articles, verb forms, modals, tense sequencing.</p> <p>b. Advanced in grammar although the reader aware of them.</p> <p>c. The readers get the ideas but the grammar are in the problem.</p> <p>d. Much problems of grammar appears so as to make the reader difficult to read.</p> <p>e. Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.</p>
Mechanical consideration	20-18	Excellent to	a. No errors of spelling and correct punctuation usage.

(punctuation and spelling)	17-15	Good	b. Some problems of punctuation and error spelling.
	14-12	Good to Adequate	c. Spelling problems disturb the reader and punctuation errors disturb the ideas.
	11-6	Adequate to Fair	d. Serious problems of punctuation in sentence and spelling.
	5-1	Unacceptable-not College-level work	e. Complete disregard or English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems.
Vocabulary	20-18	Excellent to	a. Appropriate vocabulary usage use of parallel structures; brief.
	17-15	Good	b. Good vocabulary and not wordy.
	14-12	Good to Adequate	c. Some of vocabulary misused and too wordy.
	11-6	Adequate to Fair	d. Problems in vocabulary and lack of variety structure.
	5-1	Unacceptable-not College-level work	e. Inappropriate use of vocabulary; no concept of register or sentence variety. ¹³

¹³ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, Longman, 2004, p. 244-246

4. The Nature of Recount Text

a. Definition of text

Text is a discourse that is written in written form. Besides, M. A. K. Halliday states that a text is a semantic unit, not a grammatical one.¹⁴ Moreover, to a grammarian, text is a rich, many-faceted phenomenon that ‘means’ in many different ways.¹⁵

In general, text is an article which often read. It is the language unity that expresses the meaning contextually. The limitation of the text is that the text is not measure the number of sentence or page, but the text is measured from the meaning expressed and context.

Human can use a text as one of the ways to express their own. It means that when the writers use language to write, they are creating, and constructing a text. When the readers read a text, they are interpreting texts. Moreover, creativity in interpreting the text also occur when they are talking and listening.

b. Recount Text

Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The recount text contains every past events. Recount text is one of the texts contained in the 2013 curriculum, especially on Indonesian language learning in SMA / SMK.

¹⁴ M. A. K. Halliday , *An Introduction to Functional Grammar*, second Edition, (China: Edward Arnold Publisher, 1994), 43.

¹⁵ M.A.K Halliday and Christian Matthiessen, *An Introduction to Functional Grammar*, Third Edition, (London : Oxford University Press, 2004), 3.

Kosasih cited in Abdul Hafis, Rosmawaty, Khiril Ansyari emphasize that recount text is a text containing past events or experiences.¹⁶

Besides, recount text is the text that retelling past event is happening in daily life.¹⁷

1) Social Function of Recount Text

Recount text has some social functions, as follows:

a) To retell something happened

Recount retells past event. Recount begins by telling the reader who was involved, what happened, where this even took place and when it happened.

b) To entertain

Sometimes, recount text retells a funny experience. It has a function to entertain the reader.

2) The Language Feature of Recount Text

a) Focus on individual participant / a group participant.

Recount text focus on what an individual or a group of people were doing. It can be written in the first or the third person.

First person, is happening to the person writing the recount.

¹⁶ Kosasih cited in Abdul Hafis, Rosmawaty, Khiril Ansyari, "Development of Recount Text Teaching Material Based on Local History Supported With Comic in Indonesian Learning in High School," *International Journal of Education, Learning and Development*, Vol. 6, No. 4, ISSN: 2054-6300, 2018, 3.

¹⁷ Ni Kadek Heny Sayukti and Eri Kurniawan, "An Analysis of Student's Recount Text in Systemic Functional Linguistic Perspective," *Jurnal Ilmu Bahasa*, Vol. 4, No. 1, P-ISSN: 2406-9019, E-ISSN: 2443-0668, 2018, .2

b) Using past tense

Past tense is the form a verb used to describe in the past.

Past tense consists of simple past, past progressive, past perfect, and past perfect progressive.

c) Using material (action) process

Material process is processes of material doing. They express the notion that some entity physically does something- which may be done to some other entity.

d) Focus on temporal sequence of events

Conjunction is a connective. It is a part of speech that serves to connect words, phrases, clause, or sentence. Example: last year, on the weekend, then, etc.

c. Generic Structure

Recount text has several elements, one of which is the generic structure. In making the recount text should match the existing generic structure, because this is an early grounding in making text recount. According to Derewianka as stated by Miranti in the paper research Syaiful Azhar, generic structure of recount text is as follow:¹⁸

1) Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and through, use the words

¹⁸ Syaiful Azhar, analysis Generic Structure of Recount Text, (Salatiga: Paper Research, 2015), 27.

(who, what, where, and why). The writer or speaker needs to give information about what happened, who or what was involved, when and where the events occur and why. An awareness of audience and purpose will assist the author in selecting the amount of detailed needed.

2) Series of event

In series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depend on the creativity of the writer.

Events should be selected carefully to add to the audience's understanding of the topic. Students should be prepared to discard events and details that are unimportant or uninteresting.

3) Re-orientation

The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next.

B. Experience, Generalization, Reinforcement, and Application (EGRA) Technique

1. Definition of Technique

Technique is a particular method of doing an activity, usually a method that involves practical skills.¹⁹

2. Definition of EGRA Technique

Tomlinson states that EGRA is one of the classroom methodologies used by high school teachers of English Participating in the PKG (Permantapan Kerja Guru/ Strengthening of the Work of Teachers) Project in Indonesia. The letters stand for Experience, Generalization, Reinforcement, and Application.²⁰

EGRA is a technique that views language to communicate so that the activities of language learning have to guide students to communicate. It refers to Experience, Generalization, Reinforcement, and Application. The detail explanation of the steps are, as follows:

a. Experience

Experience is the first section of this technique. At this section, the students are provided with activities that explore their knowledge. Besides, the section will be the main gate for the students' understanding about correct grammar structure.

¹⁹ <https://www.collinsdictionary.com/dictionary/english/technique> accessed on March, 15th 2019.

²⁰Tomlinson cited in Sandra Fotos and Hossein Nassaji, *Form-focused Instruction and Teacher Education Studies in Honour of Rod Ellis*, (Oxford University Press) ISBN 9780194422505, 2007, 185.

Richard S. Sutton and Andrew G. Barto state that experience can improve performance over time.²¹ Besides, learning from experience is a key ingredient in the behavior of intelligent beings and holds great potential for artificial systems.²²

b. Generalization

The next section is generalization. In this section, the students are led through tasks to discover forms, meaning, and functions of the structures they have been exposed to. The students will get experience about the structure rules by themselves.

Generalization is the skill occurs during the third stage of development.²³ Besides, generalization whereby the students apply their skills in a variety of situations and the teacher encourages students to practice.²⁴

c. Reinforcement

The next section is reinforcement. It is a phase where the students are provided with correct and conscious knowledge of the forms and function of the structure items that they have been exposed. It aims to help the students check or revise their generalization. In this section, the teacher gives feedback to the students' work so that they get reinforcement. Then, Self-reinforcement is often the final step in a

²¹ Richard S. Sutton and Andrew G. Barto, *Reinforcement Learning: An Introduction*, second edition, (USA: The MIT Press), 2018, 5.

²² Sertan Girgin, et al., *Recent Advances in Reinforcement Learning*, Germany: Springer-Verlag Berlin Heidelberg, 2008-229

²³ Lea A. Theodore, *Handbook of Evidence-Based Interventions for Children and Adolescents*, (New York: Springer Publishing Company), 2017, 102.

²⁴ *Ibid.*, 369.

sequence of self-regulation processes.²⁵ In addition, reinforcement can be in the form of reminders of the confidence and process knowledge that good writers have learned. Some can be in the form of feedback, responses to work in progress.²⁶

d. Application

The last section of this technique is application. It is learning stage when students are given opportunities to use or apply the structure items that they have learned to communicate, either receptively or productively.

Besides, application of scientific concepts, whereas omitting the relevant concepts from the maps was related to the inability to apply them.²⁷

3. The Advantages of EGRA Technique

Helena cited in Afriani states that there are some advantages of using EGRA technique in teaching recount text. The advantages as follows:

- a. EGRA technique helps the teacher make the students active by giving challenging question to get the use and form of recount text.
- b. EGRA technique can be useful to the language teacher.
- c. EGRA technique makes students learn by themselves before the teacher explain the use and the form of the structure.²⁸

²⁵ Dale H. Schunk and Jeffrey A. Greene, *Handbook of Self-Regulation of Learning and Performance*, second edition, (New York: Routledge), 2018, 475.

²⁶ Kenneth W. Davis, *Business Writing and Communication*, second edition, (New York: The McGraw Hill Companies), 2010, 15.

²⁷ Paivi Tynjala, Lucia Mason, and Kirsti Lonka, *Writing as a Learning Tool*, (Springer Science+Business Media, B.V), 2001, 137.

4. Procedure of EGRA Technique

There are some procedure of EGRA technique that should do by teacher, as follows:

a. Experience Stage

In this stage the teacher begins the class by asking the students some leading questions related to the material that is going to be taught.

b. Generalization Stage

In this stage, the students are led through task to discover form, meaning, and function of recount text. The teacher does not need to correct students' answer, letting their creativity freely to express their ideas.

c. Reinforcement Stage

In this stage the students will do tasks again as strengthening their understanding.

d. Application Stage

In this stage, the students are expected to be to apply the pattern of recount text in real situation.²⁹

Based on the explanation of the procedure of EGRA, the writer conclude that every stage of EGRA will give a detail activity for what the teacher and the students has do from the beginning of the learning process until the end. So, the learning process can run as well as the teacher want.

²⁸ Helena cited in Devi Afriani., *The Teaching of Writing a Recount Text Through EGRA Technique Journal Article*, (Padang: Bung Hatta University, 2014), 2-6.

²⁹ Ratna, Ferry Rita, and Zarkiani Hasyim, "*Technique Passive Voice to The Grade X Through EGRA Technique*", *E-Journal of English Language Teaching Society (ELTS)* Vol. 4 No. 2, ISSN 2331-1841 (2016): 2.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

Theoretical framework is a concept which comprising relation of causal hypothesis between independent variable and dependent variable in order to giving answer to problem of accurate.

This is quantitative research. There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is EGRA technique and dependent variable (Y) is writing recount text ability. This research is aim to know the effect of independent variable (X) towards dependent variable (Y).

EGRA technique is the writing technique to help the students to write based on their own experiences, give the opportunity to discuss the result of their writing with their friends.

Recount text is one of text that has social function to retell event for the purpose of informing or entertaining.

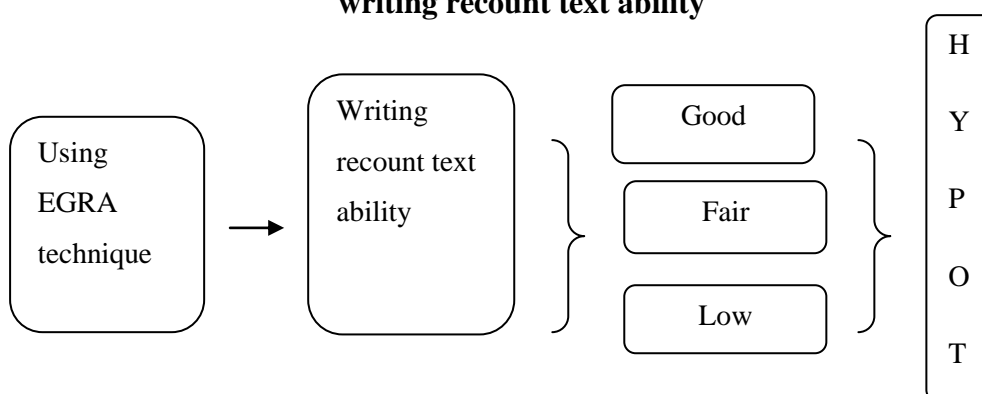
Therefore, in this research the writer focuses on the teaching writing recount text at the tenth grade students of SMA Ibnu Sina Braja Selehah by using EGRA technique.

If the EGRA technique is applied well, so the students' recount text writing ability will be good. Vice versa, if the EGRA technique is not applied well, so the students' recount text writing ability will be bad.

2. Paradigm

Based on the theoretical framework above the researcher described the paradigm as follows:

Figure 2.1
The influence of using EGRA technique on students' writing recount text ability



Based on paradigm above, the researcher assumed that if using EGRA technique was influence the students' recount text writing ability will be good. It means that there was a positive and significant effect of using EGRA technique toward students' recount text writing ability. Vice versa, if using EGRA technique was not influence, the students' recount text writing ability will be bad. It means that there was not positive and significant effect of using EGRA technique toward students' recount text writing ability.

D. Research Hypothesis

1. Hypothesis Formulation

It is stated by Paul S Gary that hypothesis is a specific prediction that follows directly from theory.³⁰

Research hypothesis of this research consist of two kinds of hypothesis. They are as follows:

a. Alternative Hypothesis (H_a)

There is positive and significant influence in students writing recount text ability after being thought by using EGRA technique at the tenth grade of SMA Ibnu Sina Braja Selehah East Lampung.

b. Null Hypothesis (H_0)

There is not positive and significant influence in students writing recount text ability after being thought by using EGRA technique at the tenth grade of SMA Ibnu Sina Braja Selehah East Lampung.

2. Statistical Hypothesis

Based on the explanation above, the researcher concludes that hypothesis are:

a. IF $T_o > T_t$, H_a is accepted H_0 is rejected.

b. IF $T_o < T_t$, H_a is rejected H_0 is accepted.

³⁰ Paul S Gary, *The Research Imagination An Introduction to Qualitative and Quantitative Method*, (New York: Cambridge University Press, 2007), 4.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research was quantitative research by using an experimental design. Quantitative research is explaining phenomena by collecting numerical data that are analysis using mathematically based methods in particular statistics.³¹

This research conducted at SMA Ibnu Sina Braja Selehah. In this research the researcher investigated the tenth graders. The researcher gave pre-test, treatment, and post-test to the students. The pre-test was conducted to know the students prior knowledge about recount text writing before giving the treatment. Then, the post-test was conducted to know the students' improvement about recount text writing after giving the treatment.

B. The Population, Sample and Sampling Technique

1. Population

The population is all individuals of interest to the research.³² The population of this research was 79 students who were divided into three classes. In this research only takes the students in the tenth grade of SMA Ibnu Sina Braja Selehah East Lampung.

³¹ Daniel Muijs, *Doing Quantitative Research in Education with SPSS*, (California: Sage Publications), 2004, 1.

³² Geoffrey Marczyk, David DeMatteo and David Festinger, *Essential of Research Design and Methodology*, (USA: John Wiley & Sons, Inc.), 2005, 18.

2. Sample

Geoffrey defined sample is a subset of the population.³³ In this research, the researcher was going to take one class as sample. It was taken from the tenth graders of SMA Ibnu Sina Braja Selehah which consist of 24 students.

3. Sampling Technique

The researcher used cluster sampling as a sampling technique in this research. In cluster sampling, the sample units contain groups of elements instead of individual members or items in the population.³⁴

This research needed a sample to describe population condition. In this case, the cluster sampling technique was used. From this technique, the researcher used the tenth grade of class X which was consists of 24 students as sample.

C. The Operational Definition of Variables

Operational definition is the specific to the particular study in which it is used.³⁵ Besides, variable is anything that can take on different values.³⁶

Based on the statement above, variables in this research were consisted of EGRA technique and Writing recount text. The operational definitions as follows:

³³ *Ibid.*, 18.

³⁴ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006), 89.

³⁵ Geoffrey Marczyk, David DeMatteo and David Festinger, *Essential of Research Design and Methodology*, 36.

³⁶ *Ibid.*, 42.

1. Independent Variable (EGRA technique)

Independent variable that are not related to the purpose of the study, but may affect the dependent variable are termed as extraneous variables.³⁷

Independent variable (X) in this research is EGRA technique.

Moreover, the indicators of independent variables are following:

- a. The first stage of EGRA ‘Experience’ helps the students to expose a particular structure of recount text.
- b. The second stage of EGRA ‘Generalization’ helps the students better remember conclusion about form and function.
- c. The third stage of EGRA ‘Reinforcement’ helps the students to check or revise their generalization.
- d. The fourth stage of EGRA ‘application’ helps the students to communicate information or messages.

2. Dependent Variable (Writing Recount Text)

Dependent variable is called dependent because it is influenced by the independent variable.³⁸ Dependent variable (Y) of this research is recount text writing ability. In this research, the researcher limits writing only to recount text writing that measured or tested through a written test namely composing of writing recount text. Students’ essays was evaluated based on writing rubric by concentrating on organization, content, grammar, mechanical consideration, and vocabulary.

³⁷ C.R Kothari, *Research Methodology: Methods & Techniques*, (New Delhi: New Age International (P) Ltd, Publisher, 2004), 34.

³⁸ Geoffrey Marczyk, David DeMatteo and David Festinger, *Essential of Research Design and Methodology*., 46.

Moreover, there are five indicators in measuring writing recount text ability, the indicators are:

- a. Organization
- b. Content
- c. Vocabulary
- d. Grammar
- e. Mechanic

D. Data Collection Method

Collecting method means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.³⁹ There were some methods to collecting data, as follows:

1. Test

Test is a set of the question that was used to measure skill, knowledge or intelligent, competence or ability, and talent of individual or group. In other word, test is define as a set of stimulus that is given on individual or group to get answer of the question in order to be basic of determining score number.

Based on the question, it means that the researcher can get valid data through test which is done toward individual or group as the subject of the research.

³⁹ John W. Creswell, *Educational Research; Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Fourth Edition, (Boston: Pearson, 2012), 9.

In this research, the researcher was used test as data collection method to measure of the students' writing ability by applying pre-test and post-test.

a. Pre-test

The pre-test was given in the first meeting in the class. It was given before the experimental treatment through using EGRA technique. It was done to measure the students' recount text writing ability before they use EGRA technique in their writing process especially in experimental group or to know the students' recount text writing ability.

b. Post-test

The researcher was given the post-test after the treatments to know whether the treatments give any significant influence to the students' recount text writing ability or to find out whether the post-test score of experimental group after getting treatment are higher than pre-test.

2. Documentation

Documentation is the method that used to collect data and information about variable from written resources or document success, notes, books, newspaper, and magazine. On the other hand, the researcher was collected data and information that related to the variable through written resources in other to get valid data.

In this research, the researcher was used this technique to get the valid data and detail information about the school's, history, the profile,

the total of students, and teacher of school, official employs of school, and the both variable using EGRA technique on the writing recount text ability.

E. Research Instrument

Tense and Kazdin cited in Geoffrey states that instrument treat to internal validity is unrelated to participants characteristics and refers to change in the assessment of the independent variable, which are usually related to change in the measuring instrument or measurement procedures over time.⁴⁰

Research instrument is a tool of research that used by writer to collect data completely and systematically in order the data can be used easily. In addition, the research instrument involves:

1. Instrument Blueprint

The research instruments involves:

a. Instrument for Pre-test and Post-test

The researcher used written test instrument to collect the data about the students' recount text writing ability. The test consist of 1 item in essay from. The highest score of test is 100.

⁴⁰ *Ibid.*, 163

Table 3.1
The Research Instrument Blueprint Pre-test and Post-test

Variable	Variable Indicator	Item Number (Pre-test)	Item Number (Post-test)	Test Form
Using EGRA Technique (X)	<ol style="list-style-type: none"> 1. The students are able to generate and explore their ideas easily. 2. The students have competence to determine the topic sentence and supporting sentence. 3. The students are able to write recount text systematically. 4. The students have high motivation in writing recount text when using EGRA Technique. 	1	1	Essay
The Students' Recount Text Writing Ability (Y)	<ol style="list-style-type: none"> 1. The students are able to make good content. 2. The students are able to arrange their writing to be a good organization. 3. The students are able to write recount text with appropriate words and vocabulary. 4. The students are able to write recount text grammatically. 5. The students are able to use correct mechanic. 	1	1	Essay

Based on the table above, it can be seen that there are some indicators for both of variable (X) and (Y). It consists of item number of pre-test and post-test, and essay as test form.

- b. The instrument which used in documentation method is documentation guidance, as follow:
 - 1) Documentation about condition of the teachers in SMA Ibnu Sina Braja Selehah East Lampung.
 - 2) Documentation about condition of the students in SMA Ibnu Sina Braja Selehah East Lampung.

2. Instrument Calibration

Instrument calibration is scale of measurement that is used to determine the standard test in written test. The researcher was used content validity in order to construct the instrument that has a good quality and instrument was relevant to the focus of the research. Therefore, the researcher used content validity based on the syllabus material at the tenth grade of SMA Ibnu Sina East Lampung and the researcher used test instrument which the standard of the score writing recount text as follows:

Table 3.2
Scoring Profile of Writing Recount Text

Competences	Scores	Levels	Standardization
Organization (introduction, body, conclusion)	20-18	Excellent to Good	f. Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan; supporting evidence is existed; conclusion logical and complete.
	17-15	Good to Adequate	g. Adequate title, introduction, and conclusion; body of essay is acceptable; sequence is logical but transitional expression is missed.
	14-12	Adequate to Fair	h. Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalization may not be fully supported by the evidence given; problems of organization interfere.
	11-6	Unacceptable- not	i. Minimally introduction; fully problems of ideas and organization; no evidence and illogical conclusion.
	5-1	College-level work	j. Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition.
Content	20-18	Excellent to Good	f. Essay addresses the certain topic; the ideas are concrete and thoroughly developed; no irrelevant material;

	17-15	Good to Adequate	g. Essay addresses the issues but misses some points; ideas could be more fully developed; some irrelevant materials are present.
	14-12	Adequate to Fair	h. Development of ideas not complete or ideas is somewhat off the topic; paragraphs are not divided exactly right.
	11-6	Unacceptable-	i. Ideas incomplete; less enough effort in area of content.
	5-1	not College-level work	j. Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.
Grammar	20-18	Excellent to Good	f. Fluency grammar; correct of clauses, preposition, articles, verb forms, modals, tense sequencing.
	17-15	Good to Adequate	g. Advanced in grammar although the reader aware of them.
	14-12	Adequate to Fair	h. The readers get the ideas but the grammar are in the problem.
	11-6	Unacceptable-	i. Much problems of grammar appears so as to make the reader difficult to read.
	5-1	not College-level work	j. Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.
Mechanical consideration (punctuation and spelling)	20-18	Excellent to Good	f. No errors of spelling and correct punctuation usage.
	17-15	Good to Adequate	g. Some problems of punctuation and error spelling.
	14-12	Adequate to Fair	h. Spelling problems disturb the reader and punctuation errors disturb the ideas.

	11-6 5-1	Unacceptable- not College-level work	i. Serious problems of punctuation in sentence and spelling. j. Complete disregard or English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems.
Vocabulary	20-18 17-15 14-12 11-6 5-1	Excellent to Good Good to Adequate Adequate to Fair Unacceptable- not College-level work	f. Appropriate vocabulary usage use of parallel structures; brief. g. Good vocabulary and not wordy. h. Some of vocabulary misused and too wordy. i. Problems in vocabulary and lack of variety structure. j. Inappropriate use of vocabulary; no concept of register or sentence variety. ⁴¹

F. Data Analysis Technique

In this research, the researcher analyzed the data by using SPSS application to know the differences between pre-test and post-test of the students.

⁴¹ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (Longman, 2004), 244-246

CHAPTER IV

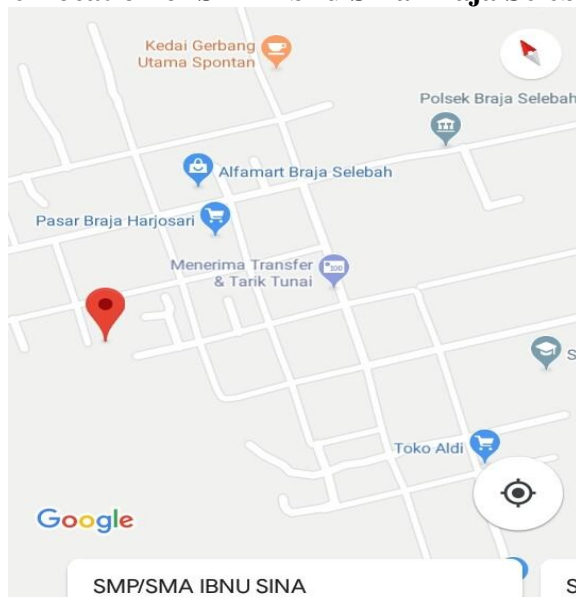
RESULT OF RESEARCH

A. Description of the Research

1. The Description of Research Location

This research was conducted at SMA Ibnu Sina Braja Selehah East Lampung. The Vision of this school is excellent in quality, achievement in creation, firm in Imtaq and eco-friendly culture. This school's mission include: first, improving the development of practicing the values of faith and devotion towards God Almighty. Second, enhancing the development of the values of patriotism and nationality. Third, develop human resources through mastery of foreign languages and science and technology. Fourth, development of facilities and infrastructure that supports the successful and useful learning activities. Last, creating a clean, healthy, beautiful and comfortable school environment. SMA Ibnu Sina located at Braja Harjosari, Braja Selehah East Lampung.

Figure 4.1
The Location of SMA Ibnu Sina Braja Sebah



a. Interval Structure of SMA Ibnu Sina Braja Sebah

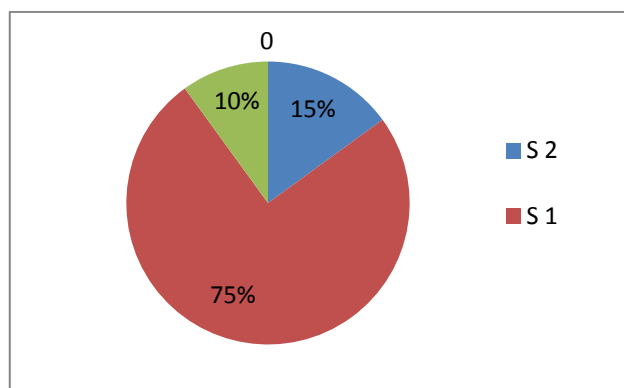
Table 4.1
The Condition of the Teachers of SMA Ibnu Sina Braja Sebah

Education/Department	Male	Female	Total
S 2 / Fakultas Tarbiyah	2		2
S 2 / Fakultas Hukum	1		1
S 1 / Fakultas Tarbiyah	10	4	14
S 1 / STKIP	1		1
D 2 / SLTA	1	1	2
Total			20

Source: Documentation result in SMA Ibnu Sina Braja Sebah East Lampung

It can be seen in table 4.1 most of teachers of SMA Ibnu Sina Braja Sebah are S1 degree holders, and the rest graduate from senior high school.

Figure 4.2
The Teacher Condition



The figure above conclude that more than 70 % teachers of SMA Ibnu Sina graduate from S1 programs and the other graduate from S2 programs and Senior High School. It means that the quality of the teachers of SMA Ibnu Sina is not bad.

2. The Description of the Research Data

a. Pre-test of the Result

The researcher conducted pre-test on 15th July 2019. It was done to find out EGRA Technique towards the students' recount text writing ability in written test before giving treatment. The result of preliminary test could be seen as follow:

Table 4.2
The Students' Pre-Test Result Towards
Recount Text Writing Ability at
the Tenth Graders of SMA Ibnu Sina Braja Selehah

No	Student's Name	Pre-Test Score	Category
1	AK	70	Fair
2	AH	64	Fair
3	AS	58	Low
4	AN	55	Low
5	AS	59	Low
6	AP	62	Fair
7	DA	62	Fair
8	EP	64	Fair
9	EL	53	Low
10	FW	65	Fair
11	IG	53	Low
12	KM	68	Fair
13	MB	57	Low
14	ML	64	Fair
15	MT	60	Low
16	MV	61	Fair
17	NK	53	Low
18	NW	64	Fair
19	NH	66	Fair
20	NR	56	Low
21	PN	66	Fair
22	RW	66	Fair
23	SC	72	Good
24	TS	70	Fair
Total			1488
Average			62
The Highest Score			72
The Lowest Score			53

Source: the result pre-test of students' recount text writing ability on July, 15th 2019

From the data above, it could be found that the highest score was 72 and the lowest score was 53. Based on the data, the researcher measured the interval class .

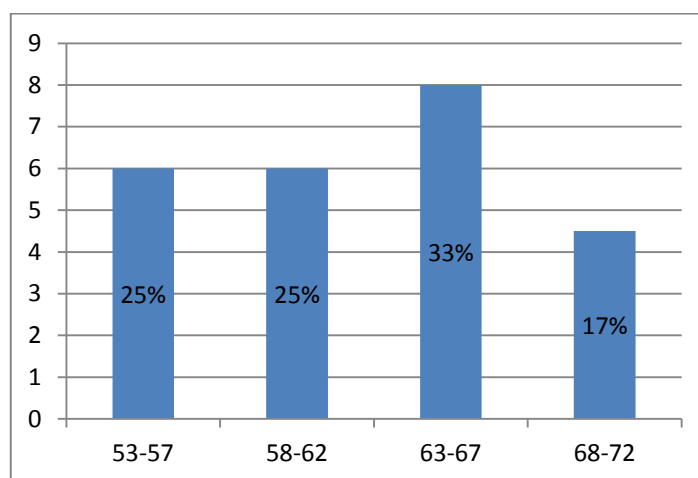
The total of this result pre-test was 4. It can be seen on the table of frequency distribution bellow:

Table 4.3
The Frequency Distribution of Students' Pre-Test Result
Towards Recount Text Writing Ability

Interval	Frequency	Percentages %
53-57	6 students	25%
58 – 62	6 students	25%
63 – 67	8 students	33%
68– 72	4 student	17%
Total	24 students	100%

Based on table above can be concluded that most of students of SMA Ibnu Sina get the low score in the pretest, most of them get score < 65. Only 4 students who get score more than 70.

Graph 4.1
The Result of the Students' Pre-Test
Towards Recount Text Writing Ability



Moreover, based on the table of frequency distribution above, it could be inferred that from 24 students as the sample of the research just 1 student who had got the highest score, that is 72. The data revealed that 6 students got the score between 53 – 57 or as many 25 %. Then, there were 6 students got the score between 58 – 62 or as many 25 %. Meanwhile, there were 8 students that got score 63 – 67 or as many 33

%. The last, there were 4 students who got score between 68 – 72 or as many 17 %.

In summary, from the result of pre-test the researcher found the students' problem in learning writing recount text. As a result, most of the students got the low score.

b. Post-test of the Result

After doing the pre-test result of EGRA Technique in written test, the researcher conducted a treatment of EGRA Technique to help the students more understand about writing recount text such as structure of recount text and how to use verb of recount text. Beware of that, the researcher can identify the students difficulty in written test of recount text, and offered concept EGRA Technique to know if there was positive and significant influence of it.

Furthermore, after the students in this class had been given the treatment of concept of EGRA Technique and the students understood already, the researcher gave the post test to measure their writing recount text in written test. The result of post-test could be seen below:

Table 4.4
The Students' Post-Test Result
Towards Recount Text Writing Ability
at the Tenth Graders of SMA Ibnu Sina Braja Selebah

No	Student's Name	Post-test Score	Category
1	AK	79	Good
2	AH	77	Good
3	AS	71	Good
4	AN	70	Fair
5	AS	65	Fair
6	AP	71	Good
7	DA	68	Fair
8	EP	76	Good
9	EL	70	Fair
10	FW	77	Good
11	IG	73	Good
12	KM	79	Good
13	MB	76	Good
14	ML	75	Good
15	MT	74	Good
16	MV	73	Good
17	NK	70	Fair
18	NW	77	Good
19	NH	74	Good
20	NR	70	Fair
21	PN	75	Good
22	RW	75	Good
23	SC	79	Good
24	TS	77	Good
Total			1771
Average			73.79
The Highest Score			79
The Lowest Score			65

Source: the result post-test of students' recount text writing ability on July, 24th 2019

From the data above, it could be found that the highest score was 79 and the lowest score was 65. Based on the data, the researcher measured the interval class .

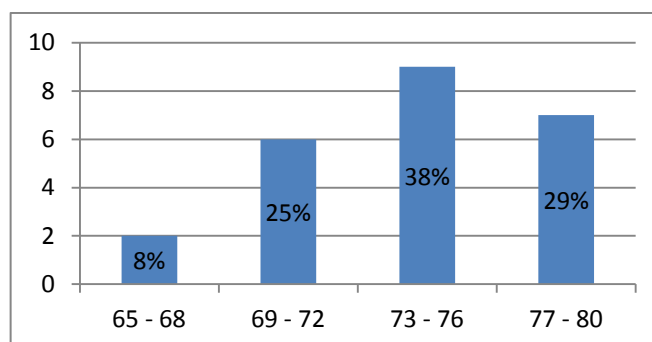
The total of this result pre-test was 3. It can be seen on the table of frequency distribution bellow:

Table 4.5
The Frequency Distribution of Students' Post-Test Result Towards Recount Text Writing Ability

Interval	Frequency	Percentages %
65 – 68	2 students	8%
69 – 72	6 students	25%
73 – 76	9 students	38%
77 – 80	7 student	29%
Total	24 students	100%

Based on the table above can be concluded that the score of the students in the post test is high, the students who get score > 65 is more than 65% of students.

Graph 4.2
The Result of the students' Post-Test Towards Recount Text Writing Ability



Moreover, based on the table of frequency distribution above, it could be inferred that from 24 students as the sample of the research there were 3 students who had got the highest score, that is 79. The data revealed that 2 students got the score between 65 – 68 or as many 8 %. Then, there were 6 students got the score between 69 – 72 or as many 25 %. Meanwhile, there were 9 students that got score 73 – 76 or as many

38 %. The last, there were 7 students who got score between 77 – 80 or as many 29 %.

In summary, the post-test result was categorized into sufficient category even though several students was still lack on EGRA Technique on writing recount text, but on the whole, there was certain influence to help the students get better to understanding the material.

B. The Influence of Using EGRA Technique on The Students' Writing Recount Text Ability Among The Tenth Graders At Sma Ibnu Sina Braja Selehah East Lampung

After applying EGRA Technique, the researcher analyzed the data by using SPSS in order to prove whether there was a positive and significant influence of using EGRA Technique on the students' recount text writing ability at the tenth graders of SMA Ibnu Sina Braja Selehah, as follow (Ha) is accepted, if there was a positive and significant influence of using EGRA Technique on the students' recount text writing ability and (Ho) was rejected, if there was no positive and significant influence of using EGRA Technique on the students' recount text writing ability.

1. Prerequisite Test

a. Normality Test

Normality test is a test that conducted to determine whether the distribution of data is normally distributed or not. Statistic test used to this test is Shapiro-wilk which is formula helped by SPSS application.

Ha : the data that has been collected is normally distributed.

Ho : the data that has been collected is abnormally distributed.

Table 4.6
The Result of Normality Test by Using SPSS

Tests of Normality							
	code	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
result	pretest	.140	24	.200*	.958	24	.393
	posttest	.127	24	.200*	.946	24	.221

Based on the table above can be conclude that:

- 1) Pre-test Sig. = 0.393 > 0.05 then H_a is accepted and H_0 is rejected. It means the data that has been collected is normally distributed.
- 2) Post-test Sig. = 0.221 > 0.05 then H_a is accepted and H_0 is rejected. It means the data that has been collected is normally distributed.

b. Homogeneity Test

Homogeneity test is a test which doing to determine the data that homogen distribution. Statistic test that used to this test is levene statistic: α 5%, which is helped by SPSS application.

H_0 : data homogeneous

H_a : data does not homogeneous

Table 4.7
The Result of Homogeneity Test by Using SPSS
Test of Homogeneity of Variances (Pre-test and Post-test)

Levene Statistic	df1	df2	Sig.
4.035	1	46	.050

Based on the table above it can be concluded that sig. 0.050, so H_0 is accepted. It means that the data is homogeny.

c. Hypothesis Testing

Hypothesis testing is done to know whether there was a significant effect or not of variable X to variable Y. Based on normally test and homogeneity test, it can be seen that the data is normal and homogeneous. So, the hypothesis testing that used is one sample test.

H_a : there is a significant influence of using EGRA Technique towards students' recount text writing ability.

H_0 : there is no significant influence of using EGRA Technique towards students' recount text writing ability.

Table 4.8
The Result of One Sample T-test

One-Sample Test						
	Test Value = 70					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
pretest	-7.005	23	.000	-8.00000	-10.3626	-5.6374
posttest	4.965	23	.000	3.79167	2.2118	5.3715

Based on the table above, can be conclude that sig. (2-tailed) of pre-post test is $0.000 < 0.05$. so, H_a is accepted and H_0 is rejected. It means that there was a positive and significant influence of using EGRA Technique towards students' recount text writing ability.

C. Discussion

This research observed the students' recount text writing ability at the tenth graders of SMA Ibnu Sina Braja Selehah. The researcher used this class because they have difficulties in recount text writing. So, based on the problem the researcher applied EGRA Technique to help the students in learning recount text writing especially in writing recount text systematically.

The researcher assumed that teaching and learning by using EGRA Technique could help students in learning process, especially in recount text writing because this technique have a lot of advantages. The advantages of this technique is to helps the students to expose a particular structure of recount text and to helps the students to organize or plan before writing. So, it makes them easier in writing recount text.

Before conducting the research, the researcher gave pre-test in order to find out the prior knowledge of the students' recount text writing before given by treatment. The result showed that the highest score was 72 while the lowest score was 53 and the average score was 62. After finishing treatment, the researcher gave the post-test. The result of the post-test showed that highest score was 79 while the lowest score was 65, and the average score was 74.

Based on the discussion above, the researcher conclude that EGRA Technique can be a solution for the teacher to help students' in teaching and learning process as especially in writing subject namely in recount text writing because it was proved by the mean score of pre-test that build up from 62 before treatment, up to 74 after treatment.

D. Limitation

The research was conducted at tenth graders of SMA Ibnu Sina Braja Selehah. The subject of the research was the tenth graders of SMA Ibnu Sina. The choice of subject was recount text writing ability by using EGRA Technique. The results of this research show that EGRA Technique success to help students in writing recount text systematically.

Therefore, after conducting the research and getting the data test and documentation, the researcher found some limitations such as there were obstacles in the students' recount text writing ability. The first was the students were various, some students have understood about the explanation of the teacher and some other have not understood yet. The second was the teacher seldom used English in learning process, so, they look difficult when the teacher explain the material using English.

Finally, the result of this research explained that the theory of the positive influence of using EGRA Technique towards students' recount text writing ability was success in the tenth graders of SMA Ibnu Sina Braja Selehah.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher can conclude that EGRA Technique can help the students in writing recount text and students' have good motivation in writing recount text when using EGRA Technique. It is proven by the result of pre-test and post-test score is higher than the students' pre-test score. It can be seen by the result of one sample t test. Sig. (2-tailed) of post-test is $0.000 < 0.050$. It means that there was a positive and significant influence of using EGRA Technique towards students' recount text writing ability at the tenth graders of SMA Ibnu Sina Braja Selehah.

B. Suggestion

Based on the result of the research, the researcher gives some suggestions to the side that related as the considered as follows:

1. For the Teacher

It is suggested to the teacher to use EGRA Technique as the teaching technique to help students in writing recount text.

2. For the Students

It is suggested to the students to be active in teaching and learning process in order they can understand the material easier, especially in writing class.

3. For the Headmaster

The headmaster is supposed to give more facilities to the students especially in English class, because facilities can improve the students more enthusiastic in English learning.

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APPENDICES

SILABUS SMA IBNU SINA BRAJA SELEBAH

Mata Pelajaran : **BAHASA INGGRIS - WAJIB**

Kelas : **X**

Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, lingkungan, hidup bersih, responsif dan pro-aktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan kerangka dasar keilmuan, pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
<p>internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.</p> <p>3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks</p>	<p>merespon pemaparan jati diri</p> <p><i>Fungsi sosial</i></p> <p>Menjalin hubungan dengan guru, teman dan orang lain</p> <p><i>Ungkapan</i></p> <p><i>My name is... I'm ... I live in ... I have ... I like</i></p> <p>dan sebagainya</p> <p><i>Unsur kebahasaan:</i></p>	<p>penyampaian/penulisannya.</p> <ul style="list-style-type: none"> Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari pemaparan jati diri dari berbagai sumber. Siswa berlatih memaparkan jati diri dengan teman melalui 	<p>menanyakan jati diri</p> <ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog yang menyebutkan jati diri didepan kelas Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri <p>Pengamatan (observations):</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
<p>pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>pekerjaan, hobi.</p> <p>(2) Kata kerja dalam simple present tense: <i>be, have</i> dalam simple present tense</p> <p>(3) Kata tanya <i>What? Who? Which?</i></p> <p>(4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi</p> <p>(5) Rujukan kata <i>Topik</i></p> <p>Keteladanan tentang perilaku</p>	<p>mengelompokkannya berdasarkan penggunaan.</p> <ul style="list-style-type: none"> • Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar 	<ul style="list-style-type: none"> • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan • Kumpulan hasil tes dan latihan.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
			<p>Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus komentar, atau bentuk penilaian lain</p>
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam</p>	<p>Teks lisan dan tulis untuk memuji bersayap (<i>extended</i>) serta responnya</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi memuji bersayap. • Siswa mengikuti interaksi memuji bersayap. • Siswa menirukan model interaksi memuji bersayap • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan) 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks memuji bersayap • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
<p>pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>really did it well, Tina.</i> <i>“That’s nice, Anisa. I really like it.”</i> <i>“It was great. I like it, thank you,”</i></p> <p><i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi</p>	<p>berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi Siswa memuji bersayap dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber 	<p>pernyataan pujian dan responnya .</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan pujian

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
		<ul style="list-style-type: none"> • Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (<i>learning journal</i>). 	<ul style="list-style-type: none"> • Kesantunandan kepedulian dalam melaksanakan Komunikasi
<p>1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1.Menunjukkan perilaku santun dan peduli dalam melaksanakan</p>	<p>Teks lisan dan tulis untuk menunjukkan perhatian (<i>care</i>)</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi menunjukkan perhatian. • Siswa mengikuti interaksi menunjukkan perhatian. • Siswa menirukan model interaksi menunjukkan perhatian. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks menunjukkan perhatian • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
<p>pada ungkapan menunjukkan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.3.Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>dan cara meresponnya: <i>You look pale . Are you OK? Not, really. I've got a headache.</i></p> <p><i>Unsur kebahasaan:</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p>berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menunjukkan perhatiandengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di berbagai 	<p><i>play</i>) dalam bentuk interaksi yang beris pernyataan dan pertanyaan untuk menunjukkan perhatian</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
		<p>dengan bahasa Inggris, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukkan perhatian dalam jurnal belajar (<i>learning journal</i>). 	<p>kesempatan.</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan Komunikasi
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya</p>	<p>Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu</p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan rencana</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan tentang niat 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan sesuatu Ketepatan unsur kebahasaan: tata bahasa, kosa kata

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
<p>teman.</p> <p>3.4.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.4.Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan</p>	<p>job, I'm going to introduce my friend</p> <p><i>Unsur Kebahasaan</i></p> <p>Kata kerja <i>I'd like to .., I will .., I'm going to ...</i>; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p>	<ul style="list-style-type: none"> Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p>	<p>Cara Penilaian:</p> <p>Pengamatan (observasi)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan</p> <ul style="list-style-type: none"> Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Berperilaku jujur disiplin, percaya

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
		<p>dan bertanya tentang niat melakukan sesuatu</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain. • Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris didalam dan diluar kelas 	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
<p>sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional</p> <p>3.5.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>mengucapkan dan merespon ucapan selamat bersayap (extended)</p> <p><i>Fungsi Sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p><i>Struktur text</i></p> <p>Ungkapan baku dari sumber-</p>	<p>ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah).</p> <ul style="list-style-type: none"> Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan(questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi 	<ul style="list-style-type: none"> Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata ucapan, tekanan kata intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan <i>role-play</i> (bermain peran) menggunakan ungkapan berbentuk

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
<p>untuk mengucapkan dan merespon ucapan selamatbersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i> Keteladanan tentang perilaku peduli dan cinta damai.</p>	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. Siswa memperoleh balikan 	<p>struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan da

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
		<p>teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat feedback.</p> <ul style="list-style-type: none"> • Siswa membuat kartu ucapan selamat • Siswa memperoleh feedback dari guru dan teman sejawat 	<p>setiap tahapan</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. • Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat berupa komentar atau

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
<p>pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan</p>	<p>di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)</p> <p><i>Fungsi sosial</i></p> <p>Menyatakan dan menanyakan tentang tindakan/kejadian yang</p>	<ul style="list-style-type: none"> • Siswa berinteraksi menggunakan kalimat <i>Past Simple</i> dan <i>Present perfect tense</i> selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa Inggris dan perbedaan</p>	<p>bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> • Kelengkapan dan keruntutan struktur teks • Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formatif seperti tes, tetapi untuk tujuan memberi balikan</p> <p>Sasaran penilaian</p> <ul style="list-style-type: none"> • Perilaku jujur

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
<p>merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>4.6. Menyun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial,</p>	<p>dengan yang merujuk pada kesudahannya</p> <p><i>Struktur teks</i></p> <p><i>I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car</i></p> <p><i>My friend has prepared everything before we left</i></p>	<p>tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <ul style="list-style-type: none"> Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan kalimat <i>PastSimple</i> dan <i>Present Perfect</i> 	<p>menyampaikan dan menulis teks</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau catatan penilaian lainnya

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
	<p>tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan 	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam</p>	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan/ menonton beberapa contohteks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal, didengar

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
<p>struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8.Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9.Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang,</p>	<p>bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p>	<ul style="list-style-type: none"> • Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat • Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. • Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan • Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari 	<p>deskriptif</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan</p> <p>Sasaran penilaian</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif • Kesungguhan siswa

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
<p>unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasi</p>	<p>tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya Siswa menyunting deskripsi 	<p>membaca</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. Kumpulan karya siswa yang mendukung proses penulisan teks deskriptif berupa draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat berupa komentar atau

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
	toleran, kewirausahaan, nasionalisme, percaya diri.	deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. <ul style="list-style-type: none"> Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. Siswadapat menggunakan 'learning journal' 	komentar, atau bentuk penilaian lain
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	Teks tulis berbentuk <i>announcement</i> (pemberitahuan) Fungsi sosial Memberikan informasi dengan	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan/membaca teks <i>announcement</i> dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks <i>announcement</i> Ketepatan unsur kebahasaan: tata bahasa, kosa kata

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
<p>cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>4.11. Menangkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12. Menyusun teks tulis</p>	<p>untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi</p> <p><i>Struktur Teks</i></p> <p>Ungkapan yang lazim digunakan dalam teks <i>announcement</i> di media massa maupun di internet, secara</p>	<p><i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus.</p> <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari teks lain untuk mendengarkan/membaca teks <i>announcement</i> dengan strategi 	<p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk pemberitahuan (<i>announcement</i>) di depan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (<i>announcement</i>) <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
<p>struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi</p> <p><i>Multimedia:</i></p> <p>Layout, dekorasi, yang membuat</p>	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis teks <i>announcement</i> dengan memperhatikan format penulisannya melalui strategi yang digunakan. • Siswa membandingkan teks <i>announcement</i> yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain. • Secara berkelompok siswa mendiskusikan teks <i>announcement</i> yang mereka temukan dari sumber lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. 	<p>peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolo

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
		sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks <ul style="list-style-type: none"> • Membuat jurnal belajar (<i>learning journal</i>) 	editing sampai hasil terbaik untuk dipublikasi <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal format khusus komentar, atau bentuk penilaian lain
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang	Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman	Mengamati <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks <i>recount</i> tentang pengalaman/kegiatan/kejadian b/peristiwa yang diberikan/diperdengarkan guru • Siswa mengamati fungsi 	Kriteria penilaian: <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks <i>recount</i> • Ketepatan unsur

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
<p>kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana</p>	<p>membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan</p>	<ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,. • Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam <i>recount</i> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa mencari beberapa text <i>recount</i> dari berbagai sumber. • Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks • Siswa membacakan teks 	<p>penyampaian</p> <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Melakukan monolog dalam bentuk <i>recount</i> dalam kelompok berpasangan/didepan kelas • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks <i>recount</i> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<p>e dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.</p> <p>(2) Penyebutan kata benda</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(5) Rujukan kata <i>Topik</i></p>	<p>menuliskan /menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja 	<p>peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks <i>recount</i>.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
	tanggung jawab, disiplin.	<ul style="list-style-type: none"> • Siswa mempresentasikannya di kelas • Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber. • Siswa membuat jurnal belajar (<i>learning journal</i>) 	<p>dipublikasi</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> • Bentuk: diary, jurnal format khusus komentar, atau bentuk penilaian lain • Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.
1.1.Mensyukuri kesempatan dapat	Teks naratif	Mengamati	Kriteria penilaian:

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
<p>semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks</p>	<p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <ol style="list-style-type: none"> a. Pengenalan tokoh dan setting b. Komplikasi terhadap tokoh utama c. Solusi dan akhir cerita <p><i>Unsur kebahasaan</i></p> <p>(3) Kata-kata terkait karakter, watak, dan setting dalam</p>	<ul style="list-style-type: none"> • Siswa mengamati keteladanan dari cerita legenda • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membaca beberapa text legenda dari berbagai sumber 	<p>bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> • Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Melakukan monolog dalam bentuk teks naratif dalam kelompok berpasangan/ didepan kelas • Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>Pengamatan (observations):</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
	<p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<ul style="list-style-type: none"> Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. 	<p>tanggung jawab peduli, kerjasama dan cinta damai dalam melakukan Komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan strategi dalam membaca Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog, teks naratif Kumpulan karya

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
		<p>teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</p> <ul style="list-style-type: none"> • Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. • Siswa membuat 'learning journal' 	<ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal format khusus komentar, atau bentuk penilaian lain</p>
1.1 Mensyukuri kesempatan dapat	<p>Lagu sederhana</p> <p><i>Fungsi sosial</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/membaca beberapa lirik lagu berbahasa 	<p>Pengamatan (observations):</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
<p>tional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p>	<p><i>Unsur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p>	<p>guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <ul style="list-style-type: none"> • Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membacakan lirik lagu yang disalin kepada teman sebangku • Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat • Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara individu siswa membandingkan pesan yang 	<p>jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi</p> <ul style="list-style-type: none"> - Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu - Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesertaan terhadap lagu • kumpulan hasil tes

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
		<ul style="list-style-type: none"> • Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu-lagu tersebut • Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 	<p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus komentar, atau bentuk penilaian lain</p>



Mengetahui,
 Kepala Sekolah

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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah	: SMA Ibnu Sina Braja Selehah
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/2
Materi Pokok	: Teks <i>Recount</i> lisan dan tulis, pendek dan sederhana tentang pengalaman liburan
Alokasi waktu	: 2 x 45 menit

A. Kompetensi Inti

- KI-1** Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI-2** Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotongroyong,kerjasama, toleran, damai), bertanggungjawab, responsif, danpro-aktif, dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
- KI-3** Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis, spesifik, detil, dan kompleksberdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI-4** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara:efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif, dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu menggunakan metode sesuai dengan kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang pengalaman, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 Menulis teks <i>recount</i> tentang pengalaman, pendek dan sederhana, sesuai dengan konteks penggunaannya.
4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait pengalaman. 4.7.2 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.7.1.1 Menyimpulkan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait pengalaman. 4.7.1.2 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 4.7.1.3 Mempresentasikan teks <i>recount</i> .

C. Tujuan Pembelajaran

Melalui metode *EGRA technique* dengan pendekatan saintifik, peserta didik dapat membedakan fungsi sosial teks *recount* dan menangkap makna teks *recount* lisan dan tulis mengenai pahlawan nasional sesuai dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks dengan kreatif, mandiri, serta dapat bekerjasama.

D. Materi Pembelajaran

- **Fungsi Sosial**

Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan

- **Struktur Teks**

Dapat mencakup:

- Orientasi -Orientasi ulang
- Urutan kejadian/kegiatan

- **Unsur Kebahasaan**

- Kalimat deklaratif dan interogatif dalam simple past tense.
- Adverbia penghubung waktu: *at my house, at my school, yesterday, last year, last week, last month, quickly, slowly*
- Conjunction dan time connectives untuk mengurutkan peristiwa atau kejadian : *but, and, after that, then*, dan lain sebagainya.

- **Topik**

Berbagai hal terkait dengan pengalaman liburan.

E. Metode Pembelajaran: Experience, Generalization, Reinforcement, Application (EGRA) technique.

F. Media/Alat dan Bahan Pembelajaran

1. **Media**

- Teks *Recount*

2. **Alat**

- Papan tulis, Penghapus, Spidol

3. **Sumber Belajar**

- Buku teks bahasa Inggris kelas X
- Kamus

G. Langkah-Langkah Pembelajaran

Pertemuan pertama (45 menit)

Kegiatan pendahuluan	Nilai-Nilai Karakter	Alokasi Waktu
<p>a. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, menyanyikan lagu Kebangsaan Indonesia, absensi, menyiapkan buku pelajaran, dan menyiapkan lembaran penilaian siswa.</p> <p>b. Guru mengaitkan materi yang akan dipelajari dengan kehidupan sehari-hari dengan sedikit bercerita mengenai apa yang dilihat dan didengar sepanjang perjalanan ke sekolah.</p> <p>c. Guru menyampaikan tujuan pembelajaran yang akan dicapai.</p>	<p>Religius</p> <p>Komunikasi</p>	<p>10'</p>
Kegiatan Inti	Nilai-nilai Karakter	Alokasi Waktu
<p>a. Guru memberikan review mengenai teks <i>recount</i></p> <p>b. Guru mempersiapkan peserta didik untuk melakukan kegiatan menulis teks <i>recount</i>.</p> <p>c. Guru memberikan waktu untuk membuat essay mengenai teks <i>recount</i> about pengalaman selama liburan.</p> <p>d. Peserta didik menulis paragraf sederhana berdasarkan topik yang diberikan.</p> <p>e. Peserta didik mempresentasikan hasil tulisan yang telah dibuat</p>	<p>Komunikasi</p> <p>Kolaborasi</p> <p>Kreativitas</p> <p>Tanggung jawab</p> <p>Komunikasi</p>	<p>25</p>
Kegiatan Penutup	Nilai-nilai karakter	Alokasi waktu
<p>a. Peserta didik menyimpulkan pembelajaran</p>	<p>Refleksi</p>	<p>10'</p>

<p>(dibimbing oleh guru)</p> <p>b. Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran: Thank you very much for your participation in this class. I hope you will attend for the next meeting.</p> <p>c. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.</p> <p>d. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p>	Apresiasi	
---	------------------	--

Pertemuan kedua(45 menit)

Kegiatan pendahuluan	Nilai-Nilai Karakter	Alokasi Waktu
<p>d. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, menyanyikan lagu Kebangsaan Indonesia, absensi, menyiapkan buku pelajaran, dan menyiapkan lembaran penilaian siswa.</p> <p>e. Guru mengaitkan materi yang akan dipelajari dengan kehidupan sehari-hari dengan sedikit bercerita mengenai apa yang dilihat dan didengar sepanjang perjalanan kesekolah.</p> <p>f. Guru menyampaikan tujuan pembelajaran yang akan dicapai.</p>	Religius Komunikasi	10'
Kegiatan Inti	Nilai-nilai Karakter	Alokasi Waktu
<p>f. Guru memberikan review mengenai teks <i>recount</i></p> <p>g. Guru mempersiapkan peserta didik untuk melakukan kegiatan menulis teks <i>recount</i>.</p> <p>h. Guru memberikan waktu untuk membuat essay</p>	Komunikasi Kolaborasi Kreativitas	25

<p>mengenai teks <i>recount</i> about pengalaman selama liburan.</p> <p>i. Peserta didik menulis paragraf sederhana berdasarkan topik yang diberikan.</p> <p>j. Peserta didik mempresentasikan hasil tulisan yang telah dibuat.</p>	<p>Tanggung jawab</p> <p>Komunikasi</p>	
<p>Kegiatan Penutup</p>	<p>Nilai-nilai karakter</p>	<p>Alokasi waktu</p>
<p>e. Peserta didik menyimpulkan pembelajaran (dibimbing oleh guru)</p> <p>f. Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran: Thank you very much for your participation in this class. I hope you will attend for the next meeting.</p> <p>g. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.</p> <p>h. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p>	<p>Refleksi</p> <p>Apresiasi</p>	<p>10'</p>

H. Penilaian

Indikator Kompetensi	Pencapaian	Teknik Penilaian	Bentuk Instrumen	Instrumen/Soal
<ul style="list-style-type: none"> Meyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i> dan <i>recount</i>. Menulis teks esai dalam bentuk <i>descriptive</i> dan <i>recount</i>. 		<p>Tes Tertulis</p>	<p>Essay</p>	<p><i>Telling about</i> Berbagai hal terkait dengan pengalaman liburan.</p>

a. Instrumen:

Telling about Berbagai hal terkait dengan pengalaman liburan.

b. Pedoman Penilaian

Competences	Scores	Levels	Standardization
Organization (introduction, body, conclusion)	20-18	Excellent to Good	k. Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan; supporting evidence is existed; conclusion logical and complete.
	17-15	Good to Adequate	l. Adequate title, introduction, and conclusion; body of essay is acceptable; sequence is logical but transitional expression is missed.
	14-12	Adequate to Fair	m. Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalization may not be fully supported by the evidence given; problems of organization interfere.
	11-6	Unacceptable- not	n. Minimally introduction; fully problems of ideas and organization; no evidence and illogical conclusion.
	5-1	College-level work	o. Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition.

Content	20-18 17-15 14-12 11-6 5-1	Excellent to Good Good to Adequate Adequate to Fair Unacceptable- not College-level work	k. Essay addresses the certain topic; the ideas are concrete and thoroughly developed; no irrelevant material; l. Essay addresses the issues but misses some points; ideas could be more fully develop; some irrelevant materials are present. m. Development of ideas not complete or ideas is somewhat off the topic; paragraphs are not divided exactly right. n. Ideas incomplete; less enough effort in area of content. o. Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.
Grammar	20-18 17-15 14-12 11-6 5-1	Excellent to Good Good to Adequate Adequate to Fair Unacceptable- not College-level work	k. Fluency grammar; correct of clauses, preposition, articles, verb forms, modals, tense sequencing. l. Advanced in grammar although the reader aware of them. m. The readers get the ideas but the grammar are in the problem.

			<p>n. Much problems of grammar appears so as to make the reader difficult to read.</p> <p>o. Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.</p>
Mechanical consideration (punctuation and spelling)	<p>20-18</p> <p>17-15</p> <p>14-12</p> <p>11-6</p> <p>5-1</p>	<p>Excellent to Good</p> <p>Good to Adequate</p> <p>Adequate to Fair</p> <p>Unacceptable-not</p> <p>College-level work</p>	<p>k. No errors of spelling and correct punctuation usage.</p> <p>l. Some problems of punctuation and error spelling.</p> <p>m. Spelling problems disturb the reader and punctuation errors disturb the ideas.</p> <p>n. Serious problems of punctuation in sentence and spelling.</p> <p>o. Complete disregard or English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems.</p>
Vocabulary	<p>20-18</p> <p>17-15</p> <p>14-12</p>	<p>Excellent to Good</p> <p>Good to Adequate</p> <p>Adequate to Fair</p>	<p>k. Appropriate vocabulary usage use of parallel structures; brief.</p> <p>l. Good vocabulary and not wordy.</p> <p>m. Some of vocabulary misused and</p>

	11-6	Unacceptable-not	too wordy.
	5-1	College-level work	n. Problems in vocabulary and lack of variety structure. o. Inappropriate use of vocabulary; no concept of register or sentence variety.

Braja Selebah, Juni 2019

Mengetahui,
Guru Bahasa Inggris


Masriqon, S.Pd., M.Pd
NIP.-

The Researcher


Novi Indriah
NPM. 1501070085

Mengetahui:

Kepala Sekolah SMA Ibnu Sina Braja Selebah


Drs. Maskun
NIP.


YAYASAN PENDIDIKAN ISLAM IBNU SINA
SMA IBNU SINA
TERAKREDITASI
SEKOLAH MENENGAH
ATAS
BRAJA SELEBAH
LAMPUNG TIMUR
LAMPUNG

**Score List of Students' Recount Text Writing Ability
Pre-Test**

NO	Student's Name	OR	CO	GM	MC	VB	Total
1	ABDUL KHAFID	13	14	14	15	14	70
2	AHMAD HARIZ	13	12	12	15	12	64
3	AHMAD SIGIT PRASETYO	13	12	11	11	11	58
4	ALFINA NADIROTUN N	12	12	10	10	11	55
5	ANITA SEPTIANA	12	13	12	11	11	59
6	AYU PUSPITA SARI	14	14	11	11	12	62
7	DINA ANJARWATI	12	13	12	12	13	62
8	EDO PRATAMA	12	13	13	13	13	64
9	ELLA PUSPITA SARI	11	11	10	10	11	53
10	FEBBY WINARNO	12	13	12	14	14	65
11	I GUSTI AYU PUTU. SD	11	11	10	10	11	53
12	KHUSNAN MUTAQIN	14	14	13	13	14	68
13	M BAYU PRASETYO	12	11	11	11	12	57
14	M LUKMAN SYAIFULLAH	12	13	13	12	14	64
15	MELLY TRISNA AMELIA	13	12	12	11	12	60
16	MIKEL VALENTINO DARMA	12	12	13	11	13	61
17	NI KETUT MUTIARA	11	11	11	10	10	53
18	NI WAYAN ANGGUN. M	14	13	13	12	12	64
19	NIDA HEPIANA	14	14	13	12	13	66
20	NUR ROKHIM	11	11	11	11	12	56
21	PUTU NANDA RABELLA. S	14	13	13	12	14	66
22	RAHMA WATI	14	14	12	12	14	66
23	SRI CAHYA UTAMI	15	14	15	13	15	72
24	TRIA SEPTIAN	14	14	13	14	15	70
Total							1488
Average							62
The Highest Score							72
The Lowest Score							53

Note:

OR = Organization

CO = Content

GM = Grammar

MC = Mechanical

VB = Vocabulary

1. Interval (Pre-test)

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log n \text{ 24}$$

$$K = 1 + 3,3 \times 1,380$$

$$K = 1 + 4,55$$

$$K = 5,55$$

$$K = 5$$

R = the highest score – the lowest score

$$R = 72 - 53$$

$$R = 19$$

R

$$I = K$$

$$I = 19$$

5

$$I = 3,8$$

$$I = 4$$

Note :

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total students

Total of interval class (I) in this research was 4.

The Frequency Distribution of Students' Pre-Test Result Towards Recount Text Writing Ability

Interval	Frequency	Percentages %
53-57	6 students	25%
58 – 62	6 students	25%
63 – 67	8 students	33%
68– 72	4 student	17%
Total	24 students	100%

Based on table above can be concluded that most of students of SMA Ibnu Sina get the low score in the pretest, most of them get score < 65. Only 4 students who get score more than 70.

**Score List of Students' Recount Text Writing Ability
Post-Test**

NO	Student's Name	OR	CO	GM	MC	VB	Total
1	ABDUL KHAFID	16	16	16	15	16	79
2	AHMAD HARIZ	16	15	15	15	16	77
3	AHMAD SIGIT PRASETYO	15	15	14	12	15	71
4	ALFINA NADIROTUN N	15	15	14	11	15	70
5	ANITA SEPTIANA	14	14	13	12	12	65
6	AYU PUSPITA SARI	15	15	13	13	15	71
7	DINA ANJARWATI	14	14	13	12	15	68
8	EDO PRATAMA	16	15	15	15	15	76
9	ELLA PUSPITA SARI	15	15	14	11	15	70
10	FEBBY WINARNO	15	16	15	15	16	77
11	I GUSTI AYU PUTU. SD	15	15	14	13	16	73
12	KHUSNAN MUTAQIN	16	16	16	15	16	79
13	M BAYU PRASETYO	15	15	16	14	16	76
14	M LUKMAN SYAIFULLAH	14	15	16	14	16	75
15	MELLY TRISNA AMELIA	15	15	16	13	15	74
16	MIKEL VALENTINO DARMA	15	15	16	12	15	73
17	NI KETUT MUTIARA	14	13	15	14	14	70
18	NI WAYAN ANGGUN. M	15	15	16	15	16	77
19	NIDA HEPIANA	15	16	15	13	15	74
20	NUR ROKHIM	14	13	15	13	15	70
21	PUTU NANDA RABELLA. S	15	15	15	14	16	75
22	RAHMA WATI	15	16	15	13	16	75
23	SRI CAHYA UTAMI	16	16	16	15	16	79
24	TRIA SEPTIAN	15	15	16	15	16	77
Total							1771
Average							73.79
The Highest Score							79
The Lowest Score							65

Note:

OR = Organization

CO = Content

GM = Grammar

MC = Mechanical

VB = Vocabulary

2. Interval (Post-test)

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log n \ 24$$

$$K = 1 + 3,3 \times 1,380$$

$$K = 1 + 4,55$$

$$K = 5,55$$

$$K = 5$$

R = the highest score – the lowest score

$$R = 79 - 65$$

$$R = 14$$

R

$$I = K$$

$$I = 14$$

5

$$I = 2,8$$

$$I = 3$$

Note :

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total students

Total of interval class (I) in this research was 3.

**The Frequency Distribution of Students' Post-Test Result
Towards Recount Text Writing Ability**

Interval	Frequency	Percentages %
65 – 68	2 students	8%
69 – 72	6 students	25%
73 – 76	9 students	38%
77 – 80	7 student	29%
Total	24 students	100%

Based on the table above can be concluded that the score of the students in the post test is high, the students who get score > 65 is more than 65% of students.

THE DOCUMENTATION OF RESEARCH

1. The condition of the researcher is giving a pre-test



2. The condition of the researcher is giving a treatment



3. The condition of researcher is doing a post-test



Appendix 7

DAFTAR HADIR SISWAS
KELAS X IPS
(PRE TEST)

NO	NAMA	PARAF
1.	ABUL KHAFID	1. <i>[Signature]</i>
2.	AHMAD HARIZ	2. <i>[Signature]</i>
3.	AHMAD SIGIT PRASETYO	3. <i>[Signature]</i>
4.	ALFINA NADIROTUN N	4. <i>[Signature]</i>
5.	ANITA SEPTIANA	5. <i>[Signature]</i>
6.	AYU PUSPITA SARI	6. <i>[Signature]</i>
7.	DINA ANJARWATI	7. <i>[Signature]</i>
8.	EDO PRATAMA	8. <i>[Signature]</i>
9.	ELLA PUSPITA SARI	9. <i>[Signature]</i>
10.	FEBBY WINARNO	10. <i>[Signature]</i>
11.	I GUSTI AYU PUTU. SD	11. <i>[Signature]</i>
12.	KHUSNAN MUTAQIN	12. <i>[Signature]</i>
13.	M BAYU PRASETYO	13. <i>[Signature]</i>
14.	M LUKMAN SYAIFULLAH	14. <i>[Signature]</i>
15.	MELLY TRISNA AMELIA	15. <i>[Signature]</i>
16.	MIKEL VALENTINO DARMA	16. <i>[Signature]</i>
17.	NI KETUT MUTIARA	17. <i>[Signature]</i>
18.	NI WAYAN ANGGUN. M	18. <i>[Signature]</i>
19.	NIDA HEPIANA	19. <i>[Signature]</i>
20.	NUR ROKHIM	20. <i>[Signature]</i>
21.	PUTU NANDA RABELLA. S	21. <i>[Signature]</i>
22.	RAHMA WATI	22. <i>[Signature]</i>
23.	SRI CAHYA UTAMI	23. <i>[Signature]</i>
24.	TRIA SEPTIAN	24. <i>[Signature]</i>

DAFTAR HADIR SISWAS
KELAS X IPS
(POST TEST)

NO	NAMA	PARAF
1.	ABUL KHAFID	1. <i>[Signature]</i>
2.	AHMAD HARIZ	2. <i>[Signature]</i>
3.	AHMAD SIGIT PRASETYO	3. <i>[Signature]</i>
4.	ALFINA NADIROTUN N	4. <i>[Signature]</i>
5.	ANITA SEPTIANA	5. <i>[Signature]</i>
6.	AYU PUSPITA SARI	6. <i>[Signature]</i>
7.	DINA ANJARWATI	7. <i>[Signature]</i>
8.	EDO PRATAMA	8. <i>[Signature]</i>
9.	ELLA PUSPITA SARI	9. <i>[Signature]</i>
10.	FEBBY WINARNO	10. <i>[Signature]</i>
11.	I GUSTI AYU PUTU. SD	11. <i>[Signature]</i>
12.	KHUSNAN MUTAQIN	12. <i>[Signature]</i>
13.	M BAYU PRASETYO	13. <i>[Signature]</i>
14.	M LUKMAN SYAIFULLAH	14. <i>[Signature]</i>
15.	MELLY TRISNA AMELIA	15. <i>[Signature]</i>
16.	MIKEL VALENTINO DARMA	16. <i>[Signature]</i>
17.	NI KETUT MUTIARA	17. <i>[Signature]</i>
18.	NI WAYAN ANGGUN. M	18. <i>[Signature]</i>
19.	NIDA HEPIANA	19. <i>[Signature]</i>
20.	NUR ROKHIM	20. <i>[Signature]</i>
21.	PUTU NANDA RABELLA. S	21. <i>[Signature]</i>
22.	RAHMA WATI	22. <i>[Signature]</i>
23.	SRI CAHYA UTAMI	23. <i>[Signature]</i>
24.	TRIA SEPTIAN	24. <i>[Signature]</i>

Name	:
Class	:

PRE TEST

Direction:

1. Choose one of the following topics below (based on your experience)!
 - a. Holiday at Grandmother’s Home
 - b. Vacation with Family
 - c. Happiest Moment
 - d. Unforgettable Moment
2. Write a recount text based on the topic that you have chosen.

Answer:

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Good Luck!

Name	:
Class	:

POST TEST

Direction:

- 3. Choose one of the following topics below! (based on your experience)!
 - c. EID Al-fitr
 - c. School Holidays
 - d. Holiday at Way Kambas
 - d. Vacation at Padang Savana
- 4. Write a recount text based on the topic that you have chosen.

Answer:

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Good Luck!

Name Ni WATAN ANGGUN

Class :

POST TEST

Direction:

1. Choose one of the following topics below! (based on your experience!)
 - a. EID Al-fitr
 - b. Holiday at Way Kambas
 - c. School Holidays
 - d. Vacation at Padang Savana
2. Write a recount text based on the topic that you have chosen.

Answer:

holiday at way kambas

Last Sunday my family and I went to the way kambas. We went to the way kambas at 9 am used motorcycle. It spends about 2 hours

After morning, my father buy ticket and cost of the tiket is 15.00 every motorcycle.

After that we was memakirkan my motorcycle. The we saw some elephant here, we take a picture with elepant.

After we take a picture, we bought some snacks and we bought coconut water. After that my family and I decided to go home

DR = 15

CO = 15

DM : 16

MC : 15

VB : 16

$$\begin{array}{r} 16 \\ + \\ 15 \\ \hline 31 \\ + \\ 16 \\ \hline 47 \\ + \\ 15 \\ \hline 77 \end{array}$$

Good Luck!

Appendix 10

Name : Ni Wayan Anggun

Class : X

PRE TEST

Direction:

1. Choose one of the following topics below (based on your experience)!
 - a. Holiday at Grandmother's Home
 - b. Vacation with Family
 - c. Happiest Moment
 - d. Unforgettable Moment
2. Write a recount text based on the topic that you have chosen.

Answer:

Vacation With Family

Holiday I and family go to water fun pukul 10.00
I and family happyes vacation way Jepara Lampung Timur

There so much sneck and ramai orang vacation
There, and There I and family menghabiskan weeks
holiday. I and family swimming together,
we very enjoyed this moment

Before we decided to go home, we take a
picture together I very happy because it was
the first time I vacation with family.

OR = 14
CO = 13
GM = 13
MC = 12
VB = $\frac{12}{+}$
69
=

Good Luck!

Name : Sri Cahyati
Class : Ulami

PRE TEST

Direction:

1. Choose one of the following topics below (based on your experience)!
 - a. Holiday at Grandmother's Home
 - b. Vacation with Family
 - c. Happiest Moment
 - d. Unforgettable Moment
2. Write a recount text based on the topic that you have chosen.

Answer:

Vacation with family

Last month, I went to my parents home in Tulang Bawang because I live with my grandfather. I left at 07.30 am and I arrived at 09.30 pm.

I looked beautiful view at sunrise and sun set with orange sky. First day I went to market to bought fish with my father. then we ate fish fried together. I went to my uncle to picked coconut, orange and guava.

I live in Tulang Bawang ~~Selangor~~ during one month. Then I went to my grandfather home. I left at 0800 am. It was a happiest moment with my family.

OR = 15
CO = 14
GM = 15
MC = 13
VB = 15
-----+
72

Good Luck!

Name : I Gusti Ayu Putri
Class : X

PRE TEST

Direction:

- Choose one of the following topics below (based on your experience)!
 - Holiday at Grandmother's Home
 - Vacation with Family
 - Happiest Moment
 - Unforgettable Moment
- Write a recount text based on the topic that you have chosen.

Answer:

Unforgettable Moment

When I was 12 years old. My parents put me in school, SMP Islam YPI 1 yang bertempat di Braja Harjosari, yang letaknya lumayan far from house I.

I school di SMP Islam YPI 1 ini very happy because di sini the teacher is good and all of them are friendly and friendly. Moment what I can't forget here is when I was parting in the 3rd grade of middle school. Moment separation ini adalah moment saat kita berpisah sama bestfriend yang kita love.

$$OR = 11$$

$$CO = 11$$

$$GM = 10$$

$$MC = 10$$

$$VB = 11$$

$$53$$

Good Luck!

Name : Gusti Ayu Putri

Class : X

POST TEST

Direction:

1. Choose one of the following topics below! (based on your experience)!
 - a. EID Al-fitr
 - b. Holiday at Way Kambas
 - c. School Holidays
 - d. Vacation at Padang Savana
2. Write a recount text based on the topic that you have choosen.

Answer:

School Holidays

⇒ When the school holidays arrived, I decided to take a holidays to my aunty's house especially in Sukadana. I stayed for a week there.

⇒ During my time in sukadana, I was invited by my aunty to visit several tourist attraction in Sukadana such as Taman Purbakala and Agro Wisata. I enjoyed the view while I was in the Taman Purbakala.

⇒ After I was satisfied to play, my aunty and I decided to go home. Before go home, my aunty and I bought empok - empok was very famous in sukadana.

$$\begin{array}{r}
 DR = 15 \\
 CO = 15 \\
 GM = 19 \\
 MK = 13 \\
 VB = 16 \\
 \hline
 77 + \\
 \hline
 //
 \end{array}$$

Good Luck!

Name : Sri Cahyati
Class : Utami

POST TEST

Direction:

1. Choose one of the following topics below! (based on your experience)!
 - a. EID Al-fitr
 - b. Holiday at Way Kambas
 - c. School Holidays
 - d. Vacation at Padang Savana
2. Write a recount text based on the topic that you have chosen.

Answer:

EID AL-FITR

Three days after Eid al-fitr, my friends and I went to my teachers home. I was pick up my friends and we went together.

First, we went to Mr. Pinoto, Mrs. Partin, Mr. Imam in Braja Kencana. Then we went to Mrs. Atmiah in Braja Hargosari. After that, we went to Mrs. Rodah in Braja Indah, then we went to Way Jepara.

As we arrived there, we lost our way in Way Jepara. We so tired and hungry, so we ate in Ayam Geprek, as we finished, we went to home.

OR = 16

CO = 16

GM = 16

MC = 15

VB = 16

79

Good Luck!



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
 Telp.(0725) 41507, Faksimili (0725) 47296; Email: tarbiyah.iain@metrouniv.ac.id; Website: www.tarbiyah.metrouniv.ac.id

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

Nama : Novi Indrias
 NPM : 1501070085

Jurusan : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Wednesday, 28-08-2019	✓		- Revise Cover - Revise abstract - Revise dedication page - Revise acknowledgement - Revise Bab V	
2.	6-9-2019	✓		Acc to mungah	

Mengetahui :

Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
 NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Novi Indrias
 NPM : 1501070085

Jurusan : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday, 16-08-2019		✓	- Revise abstract - Revise chapter IV	
2.	Tuesday, 19-08-2019		✓	Revise chapter IV - Revise chapter ✓	
3.	Friday 25/08/19		✓	M. Anunggoro Su Indrisot	

Mengetahui :
 Ketua Jurusan TBI

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

Dosen Pembimbing II

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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 FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3447/In.28.1/J/TL.00/10/2018
 Lampiran : -
 Perihal : IZIN PRA-SURVEY

Kepada Yth.,
 KEPALA SMA IBNU SINA
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : NOVI INDIAS
 NPM : 1501070085
 Semester : 7 (Tujuh)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Pendidikan Bahasa Inggris
 Judul : THE INFLUENCE OF USING EXPERIENCE, GENERALIZATION, REINFORCEMENT, APPLICATION (EGRA) TECHNIQUE ON STUDENTS' WRITING RECOUNT TEXT ABILITY AT THE ELEVENTH GRADE OF SMA IBNU SINA EAST LAMPUNG

untuk melakukan *pra-survey* di SMA IBNU SINA.

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.

31 Oktober 2018
 Kepala Jurusan
 Pendidikan Bahasa Inggris

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



**YAYASAN PENDIDIKAN ISLAM IBNU SINA
SEKOLAH MENENGAH ATAS (SMA) IBNU SINA
BRAJA SELEBAH LAMPUNG TIMUR**

NSS. 302120416023

NPSN. 10806031

NDS. L. 02074005

Jl. Kampus Ibnu Sina Po. Box 02 Braja Harjosari Kec. Braja Selebah Lampung Timur 34196 ☎ 0725-7643037

Nomor : 422/049/SK/15/SMA-IBSI/XI/2018
Lampiran : -
Perihal : Memberikan Izin *Pra Survey*

Kepada
Ketua Jurusan
Tadris Bahasa Inggris
Di – Tempat.

Assalamualaikum, Wr, Wb.

Yang bertanda tangan di bawah ini :

Nama : Drs. Maskun
Jabatan : Kepala Sekolah
Unit Kerja : SMA Ibnu Sina Braja Selebah
Alamat : Braja Harjosari Kecamatan Braja Selebah Lampung Timur,

Memberikan izin untuk melakukan Pra Survey di SMA Ibnu Sina Braja Selebah kepada :

Nama : Novi Indrias
NPM : 1501070085
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Demikian surat kami sampaikan atas perhatiannya diucapkan terima kasih.

Wassalamualaikum, Wr, Wb.



Braja Selebah, 21 Nopember 2018
Kepala Sekolah,

Maskun
Drs. MASKUN



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Lingsulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-1726 /In.28.1/J/PP.00.9/5/2019

28 Mei 2019

Lamp :-

Hai : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)

2. Ahmad Subhan Roza, 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 : Novi Indrias
 NPM : 1501070085
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : The Influence Of Using Experience, Generalization, Reinforcement, Application (EGRA) Technique On Studetns' Recount Text Writing Ability Among The Tenth Graders At SMA Ibnu Sina Braja Seleh East 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.



89

Ahmad Subhan Roza, M.Pd
 1507506102008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telepon (0725) 41507, Faksimil (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2306/In.28/D.1/TL.01/07/2019

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

Nama : NOVI INDRIAS
 NPM : 1501070085
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA IBNU SINA BRAJA SELEBAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING EXPERIENCE, GENERALIZATION, REINFORCEMENT, APPLICATION (EGRA) TECHNIQUE ON STUDENTS' RECOUNT TEXT WRITING ABILITY AMONG THE TENTH GRADERS OF SMA IBNU SINA BRAJA SELEBAH EAST 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 : 12 Juli 2019





KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 4111
 IAIN METRO Telephone (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2307/In.28/D.1/TL.00/07/2019
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
 KEPALA SMA IBNU SINA BRAJA
 SELEBAH
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2306/In.28/D.1/TL.01/07/2019,
 tanggal 12 Juli 2019 atas nama saudara:

Nama : **NOVI INDRIAS**
 NPM : 1501070085
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA IBNU SINA BRAJA SELEBAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING EXPERIENCE, GENERALIZATION, REINFORCEMENT, APPLICATION (EGRA) TECHNIQUE ON STUDENTS' RECOUNT TEXT WRITING ABILITY AMONG THE TENTH GRADERS OF SMA IBNU SINA BRAJA SELEBAH EAST LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

12 Juli 2019
 Widyadekan I,

 Siti Fatonah MA
 19670531 199303 2 003



YAYASAN PENDIDIKAN ISLAM IBNU SINA
SEKOLAH MENENGAH ATAS (SMA) IBNU SINA
BRAJA SELEBAH LAMPUNG TIMUR

STATUS TERAKREDITASI

NSS. 302120416023

NPSN. 10806031

NDS. L. 02074005

Jl. Kampus Ibnu Sina Po. Box 02 Braja Harjosari Kec. Braja Selebah Lampung Timur 34196 ☎ 0725-7643037

SURAT KETERANGAN

Nomor : 422/070/SK/15/SMA-IBSI/VIII/2019

Perihal : Surat Balasan Research/ Penelitian

Lampiran : -

Kepada Yth,
Bapak/ Ibu Dekan Fakultas Tarbiyah Institut Agama Islam Negri Metro
Di – Tempat,

Assalamualaikum Wr, Wb,

Berdasarkan surat nomor : B-2307/In.28/D.1/TL.00/07/2019

Perihal izin Research/ OFFenelitian di SMA Ibnu Sina Braja Selebah bersama ini kami sampaikan bahwa Mahasiswi yang berketerangan dibawah ini :

Nama : NOVI INDRIAS
NPM : 1501070085
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)
Program Studi : S1 Tadris Bahasa Inggris (TBI)
Judul Skripsi : 'THE INFLUENCE OF USING EXPERIENCE, GENERALIZATION, REINFORCEMENT, APPLICATION (EGRA) TECHNIQUE ON STU STUDENT RECOUNT TEXT WRITING ABILITY AMONG THE TENTH GRADERS OF SMA IBNU SINA BRAJA SELEBAH EAST LAMPUG'

Telah melakukan research atau penelitian di SMA Ibnu Sina Braja Selebah.

Demikian surat ini kami sampaikan ,agar digunakan sebagai mana mestinya, atas perhatiannya diucapkan terima kasih.

Wassalamualikum , wr, wb.

Braja Selebah, 20 Agustus 2019

Kepala Sekolah,



Drs. MASKUN

PREREQUISITE TEST

1. Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.140	24	.200 [*]	.958	24	.393
Posttest	.127	24	.200 [*]	.946	24	.221
a. Lilliefors Significance Correction						
*. This is a lower bound of the true significance.						

2. Homogeneity Test

Test of Homogeneity of Variances			
Pre Test			
Levene Statistic	df1	df2	Sig.
4.035	1	46	.050

3. Hypothesis testing

a. The result of one sample T-test

One-Sample Test						
	Test Value = 70					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
pretest	-7.005	23	.000	-8.00000	-10.3626	-5.6374
posttest	4.965	23	.000	3.79167	2.2118	5.3715
t						

CURRICULUM VITAE



The name of writer is Novi Indrias. She was born in Braja Gemilang, on November 10th, 1996. She is the last child of happy couple, Mr. Sukirno and Mrs. Rasminah.

In 2009, she graduated from SDN 01 Braja Gemilang, East Lampung. At the time 2012, she graduated from SMP Ibnu Sina Braja Sebah. Then, she continued her study to SMA Ibnu Sina Braja Sebah and graduated in 2015. In 2015, she entered S1 English Education Program of State Islamic Studies of Metro (IAIN Metro).