

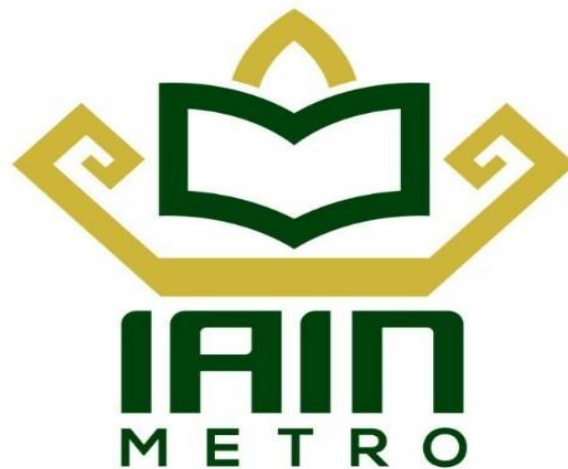
AN UNDERGRADUATE THESIS

**THE INFLUENCE OF HERRINGBONE TECHNIQUE ON STUDENTS'
WRITING SKILL OF RECOUNT TEXT AT THE EIGHTH GRADERS OF
SMP NEGERI 1 TRIMURJO**

By

RIA RIZKI LESTARI

Student Number : 2001050025



Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H / 2024 M

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF HERRINGBONE TECHNIQUE ON STUDENTS'
WRITING SKILL OF RECOUNT TEXT AT THE EIGHTH GRADERS OF
SMP NEGERI 1 TRIMURJO**

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

By:

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APPROVAL PAGE

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STUDENTS' WRITING SKILL OF RECOUNT TEXT AT
THE EIGHTH GRADERS OF SMP NEGERI 1 TRIMURJO

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NOTIFICATION LETTER

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of Ria Rizki Lestari**

To :
The Honorable of the Head of Faculty of
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Assalamu'alaikum, Wr. Wb

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

Name : Ria Rizki Lestari
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Title : THE INFLUENCE OF HERRINGBONE TECHNIQUE ON
STUDENTS' WRITING SKILL OF RECOUNT TEXT AT
THE EIGHTH GRADERS OF SMP NEGERI 1 TRIMURJO

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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Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Judul Skripsi : THE INFLUENCE OF HERRINGBONE TECHNIQUE ON STUDENTS' WRITING SKILL OF RECOUNT TEXT AT THE EIGHTH GRADERS OF SMP NEGERI 1 TRIMURJO

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

Wassalamu'alaikumWr.Wb.

Mengetahui,
Ketua Program Studi TBI

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Metro, 22 Maret 2024
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RATIFICATION PAGE

No. B-1700/11.28.1/D/PP-00.9/04/2024

An Undergraduate thesis entitled: THE INFLUENCE OF HERRINGBONE TECHNIQUE ON STUDENTS' WRITING SKILL OF RECOUNT TEXT AT THE EIGHTH GRADERS OF SMP NEGERI 1 TRIMURJO. Written by: Ria Rizki Lestari, Student Number 2001050025, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday 28 March 2024, at 13:00– 15:00 a.m

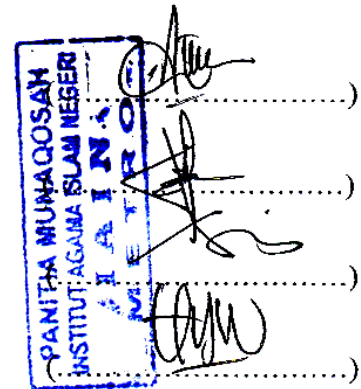
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Examiner II : Aisyah Sunarwan, M.Pd

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The Dean of Tarbiyah and Teacher Training Faculty



THE INFLUENCE OF HERRINGBONE TECHNIQUE ON STUDENTS'
WRITING SKILL OF RECOUNT TEXT AT THE EIGHTH GRADERS OF
SMP NEGERI 1 TRIMURJO

ABSTRACT

By: Ria Rizki Lestari

This research discuss about a students problem in writing skill at SMPN 1 Trimutjo. The purpose in this research to know an influence of herringbone technique in writing skill.

In this research as a source to encourage a students skill. This research used a quantitative method that discuss about hypotesis to collected data. A main data in this research is test and documentation in eighth graders.

The result shows that the method to collect the data is written. collecting technique used is T-test. That found t_{observed} is 5,21. Then t_{table} (5%=2.043) and for (1%=2.756).

From analysis above, it can be seen t_{observed} more than t_{table} (5%=2.043).1%=2756) or it can be written ($2.043 < 5.21 > 2.756$). and the result that there is positive and significant of herringbone technique on students' witing skill of SMP N 1 Trimurjo

Keyword: Quantitative research, herringbone technique

PENGARUH HERRINGBONE TEKNIK TERHADAP MENULIS SISWA PADA RECOUNT TEXT KELAS 8 SMP N 1 TRIMURJO

ABSTRAK

By: Ria Rizki Lestari

Penelitian ini membahas tentang masalah siswa dalam keterampilan menulis siswa di SMP N 1 Trimurjo. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh dari teknik herringbone dalam keterampilan menulis.

Penelitian ini bertujuan untuk menjadi sumber untuk meningkatkan kemampuan siswa. Penelitian ini menggunakan metode penelitian kuantitatif yang membahas hipotesis data dengan mengumpulkan data. Data utama dari penelitian ini adalah test and documentation di kelas 8.

Hasil menunjukkan bahwa Metode pengumpulan data yang digunakan adalah menulis. Teknik pengumpulan data yang digunakan adalah T-test. Yang menemukan bahwa t_{observed} adalah 5,21. Kemudian t_{tabel} (5% = 2.043) dan untuk (1%=2756). Dari analisis tersebut, dapat dilihat bahwa t_{observed} lebih tinggi dari t_{table} (5%=2.043. 1%=2756) atau ditulis ($2.043 < 4,6 > 2756$). Dan hasilnya bahwa ada pengaruh positif dan significant dari herringbone teknik terhadap keterampilan menulis siswa di kelas 8 SMP N 1 trimurjo.

Keyword: *Quantitative research, herringbone technique*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name : Ria Rizki Lestari

Student Number : 2001050025

Department : English Education Department (TBI)

Faculty : Tarbiyah and Teacher Training

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

Metro, 29 Maret 2024
The Researcher,



Ria Rizki Lestari
Student Number:2001050025

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Ria Rizki Lestari
Npm : 2001050025
Jurusan : Tadris Bahasa Inggris
Jurusan : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini adalah hasil dari penelitian saya, kecuali bagian – bagian tertentu yang dirujuk dari sumbernya dan disebutnya dalam daftar pustaka.

Metro, 29 Maret 2024
Penulis



Ria Rizki Lestari
NPM. 2001050025

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥)

Maka, sesungguhnya beserta kesulitan ada kemudahan

(Q.S AL – Insyirah:5)

DEDICATION PAGE

I dedicated this undergraduate thesis to My Beloved parents, Mr. Alm. Suheryanto and Mrs. Sobiyatun, to My sister, my big family, to my friends and to those who love me and those whom I love.

ACKNOWLEDGMENT

Alhamdulillah Robil' Alamin, first of all the researcher would like to express her deepest praise and gratitude to Allah SWT who has given her blessing and merciful to complete this thesis. Solawat and salam always given to our prophet Muhammad S.A.W.

The researcher realized that the many people had given their helps and usefull suggestion for the finishing thid undergraduate thesis. The researcher would like to express her appreciation and thank to:

1. Prof. Dr. Siti Nurjanah, M.Ag PIA, the Rector of the state institute islamic of metro.
2. Dr. Zuhairi, M.Pd, the Dean of tarbiyah and teacher training faculty
3. Dr.Much Deniatur, M.Pd., B.I, the Head of English Education Department of FTIK IAIN Metro.
4. Dr. Aria Septi Anggaira, M.Pd, my supervisor who has spent a time for guidance and suggestion.
5. All English lectures of FTIK IAIN Metro whose cannot mention one by one.
6. I gratefully thank the principal of SMP N 1 Trimurjo allowing me to conduct research in there.
7. And also to the English teacher in SMP N 1 Trimurjo Mam Sugianti, S.Pd allowing to conduct research in her class.

8. Also thanks to my friend who encourage me to finish this thesis. Also thanks to all friend English Education Department. And especially for class B.

Metro, 29 Maret 2024
The Researcher,



Ria Rizki Lestari
NPM. 2001050025

TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER.....	iv
RATIFICATION PAGE	vi
ABSTRACT	vii
STATE OF ORIGINALITY	ix
MOTTO	xi
DEDICATION PAGE.....	xii
ACKNOWLEDGEMENT	xiii
TABLE OF CONTENTS	xv
CHAPTER I INTRODUCTION	1
A. Background of The Study.....	1
B. Problem Identification	4
C. Problem Limitation.....	4
D. Problem Formulation.....	5
E. Objective and Benefit of The Study	5
F. Prior Research	6
CHAPTER II THEORETICAL REVIEW	8
A. The Concept of Writing Skill	8
1. The Definition of Writing Skill	8
2. Process of Writing	10
3. Components of Writing	12
4. The Measurement of Writing Skill.....	13
B. The Concept of Recount Text.....	16
1. The Defintion of Recount Text.....	16
2. Generic Structure of Recount Text.....	17
C. The Concept of Herringbone Technique	18

1. The Definition of Herringbone Technique	18
2. The Procedure of Herringbone Technique.....	19
3. Teaching Writing of Recount Text by Using Herringbone Technique.....	21
4. The Advantages and Disadvantages of Herringbone Technique	22
D. Theoretical Framework and Paradigm	22
1. Theoretical Framework	22
2. Paradigm.....	23
E. Hypothesis	24
CHAPTER III RESEARCH METHODOLOGY	25
A. Research Design	25
B. Operational Definition of Variable.....	26
C. Population, Sample and Sampling Techniques	27
D. Data Collecting Technique	28
E. Instrument Research	29
F. Data Analysis Technique.....	29
CHAPTER IV RESEARCH RESULTS AND DISCUSSION	30
A. Research Results.....	30
B. Discussion.....	42
CHAPTER V CONCLUSION AND SUGGESTION	<u>42</u>
A. Conclusion	<u>42</u>
B. Suggestion	<u>42</u>
BIBLIOGRAPHY	44

CHAPTER I

INTRODUCTION

A. Background of The Study

Writing is one of skill that requires for the students must be mastered. Writing is also a part of language, because through writing we can communicate, express feelings and ideas through a written text. According to Harmer, writing encourages students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.¹ It means that, writing is a way to produce language and express their idea, their thoughts into a written form.

In addition, in Indonesian junior high school several types of genres are taught. For example: descriptive text, recount, procedure, report, and narrative. The researcher focused on recount text, based on the interview with the teacher of SMP N 1 Trimurjo, the researcher got information about some problems in writing text. Especially writing recount texts in the learning process. The problem that happened was that students felt less motivated in writing, students were not interested in writing, students' lack of ideas in writing recount texts so that their ideas were limited in gathering ideas and expressing their ideas.

In teaching writing most of teachers do not use learning strategies or techniques for teaching writing. Teaching writing should not only use

¹ Jeremy Harmer, *How to Teach Writing* (Pearson Education, 2004), 31.

conventional teaching methods, but it also need a technique in the learning process. Teaching techniques that can be used to involve teamwork and enjoyable can make students develop, building creativity, and they can discuss to solve problems together. Therefore, every teacher is expected to choose learning techniques or strategies to be applied in the learning process.

In the teaching of writing, there are many techniques that can be used and have been tested for their influence in the learning of writing. One of the techniques is herringbone technique. Then, the researcher wants to use the herringbone technique at grade 8 of SMP N 1 Trimurjo, because the teacher has not used it. While, in other schools the herringbone technique has been tested and influence in learning writing. Therefore, the researcher wants to know whether this technique can also have an influence on the class.

Herringbone technique is one of the techniques that assigns students to work together in teams. Each team would discuss to get information and complete the herringbone diagram. In this activity, all of the students in the team can express their ideas. Therefore, they don't feel confused about what to start with. The herringbone technique supports comprehend of the text by providing a framework upon which the Who, what, when, why, where, and how questions can be visual organized in relation to the main idea.

Related to writing problems, the researcher has conducted the pre-survey at SMP Negeri 1 Trimurjo. Pre-survey was conducted on September 15th, 2023. Below is the student's test result:

Table 1.1
The Data Pre – Survey of the Students’ Writing Skill Eighth Grade of
SMP N 1 Trimurjo

No	Score	Frequency	Percentage	Category
1	≥ 70	11	36.67%	Complete
2	≤ 70	19	63.33%	Incomplete
Total		30	100%	-

Based data pra – survey above, on September 15th 2023 in students at the eighth grade of SMP N 1 Trimurjo, the researcher got english score data from teacher. The minimum standar criteria for english is 70, it means if a student’s score below 70 not passed the exam. And from the result of pre-survey of 30 students from eighth grade SMPNegeri 1 Trimurjo. We can know there are 19 students fail in exam for the score <70 (63.33%) and 11 students passed in exam for the score >70 (36.67%), it can be concluded that students’ writing score is low.

Based on the table above show that students’ low score in writing subject. From the problems above, researcher would use the herringbone technique as a technique in teaching writing to affect the students’ writing skill. In herringbone technique, learners would work together in group, discuss their answers and write their answers on the diagram.

Thus, working in groups or in pairs is expected to encourage and influence students to improve their writing skill. They can provide comments and can practice critical thinking skills. Additionally, in the group discussion

activity can create a less sense of anxiety for students, and encourage learners to convey their ideas.

Therefore, by using herringbone technique students might overcome their writing anxieties. since every issue or problem that they found related to writing they have discussed. They can share their idea, opinion, and their information what they got and what they know to others. They do not need to feel anxious, they would be more confident and encourage students to be brave in their writing skills. So that, the researcher would conduct a research entitled: **“The Influence of Herringbone Technique on students’ Writing Skill of Recount Text at The Eighth Grade of SMP Negeri 1 Trimurjo”**.

B. Problem Identification

Based on the background above, there are some problems identified as follows:

1. The students have difficulty in developing their idea.
2. The students have anxiety writing in english.
3. The students have a low motivation to write in recount text.
4. The students were not interested in writing.
5. The teacher has not used a variety of techniques.

C. Problem Limitation

Based on problem identification above, the researcher would limit the problem in number 1 and 4 problems that students still low to developing idea and not interest writing recount text.

D. Problem Formulation

Based on problem limitation above, the researcher formulate:”Is there any positive and significant influence of using herringbone technique on students’ writing skill?”

E. Objective and Benefit of The Study

1. Objective of The Study

To know whether there is a positive and significant influence of using herringbone technique on students` writing skill at eighth grade of SMP N 1 Trimurjo.

2. Benefit of The Study

a. For the Students

As a way to give motivation for the students to study english, especially their writing skill in recount text.

b. For the Teachers

The researcher anticipates that this research would serve as a constructive source of inspiration and a valuable reference for educators involved in the teaching and learning process.

c. For the School

- 1) As a beneficial contribution to the teaching of English within the school environment.
- 2) As a way to improve teaching English especially in writing.

F. Prior Research

In this part, the researcher has found three prior researches related to this reasearch. The first research by Alfi Khoirun Nisa and others entitled is “The Effectiveness of Herringbone Technique to Teach Writing Recount Text to the Eighth Grade Students of SMPNegeri 3 Jepara”.² The method was used Quantitative Research. The objective of this research to find out whether there was a significant difference in the ability to write recount texts between students taught using the herringbone technique and those taught without using the herringbone technique. A quasi-experimental design was applied in carrying out this study. the researcher used test to collect the data. The application of the herringbone technique showed effective results in writing recount text. The experimental group have score and average higher after treatment. It was indicated that herringbone technique better method for students to improve in their writing skill.

The second prior research by Safinatul ulya, entitled “The Effect of Herringbone Technique Towards Students’ Writing Skills In Descriptive Text In Eight Grade Of Junior High School Students At Mts Nurul Ulum Gumeng”.³ The research method was carried out in the second research is quantitative research. The sample in the second prior research is the eight grade students of MTs Nurul Ulum Gumeng. The second prior research took

² Alfi Khoirun Nisa, Suwandi, and Faiza Hawa, “The Effectiveness of Herringbone Technique to Teach Writing Recount Text to the Eight Grade Students of SMPNegeri 3 Jepara” 3 (2023): 167.

³ Safinatul Ulya, “The Effect Of Herringbone Technique Toward Students’ Writing Skills In Descriptive Text In Eight Grade of Junior High School Students At MTs Nurul Ulum Gumeng” (Gresik, Universitas Muhammadiyah Gresik, 2018).

two classes as the sample. The design of this research is quasi experimental design. The result of this research showed that after the researcher conducted the experiment, the students' writing skill improved. As shown by the results of there was significant difference between experimental group and control group.

The third prior research was conducted by Novita, with the title "The Implementation of Herringbone Technique in Writing Class Of Junior High School Student".⁴ The researcher used classroom action research that focused on the application of herringbone technique used to improve skill in writing, to describe the implementation of herringbone technique and was able to solve the problem from the students on their writing skill was low, they were confused to arranged the word, etc. then the sample chosen by the researcher in third prior research was class VIII – H of SMPNegeri 7 Surakarta. The research was conducted 2 cycles, and gave students pre – test and post – test. The results of the data on pre-test and post – test showed that the students' scores have increased, and it showed that the students' skill on writing skill have increased.

Based on those several prior researches above, we can find out the similarities with this study. the similarities are using herringbone technique. Another similarity is in the research method which uses quantitative research methods. However, the difference in this research there is a novelty. The novelty is related to a diagram form of herringbone technique.

⁴ Novita Ayu Dewanti, "The Implementation Of Herringbone Technique In Wrting Class Of Junior High School Student," 2017, 1.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing Skill

1. The Definition of Writing Skill

Nunan defines writing is the process of inventing ideas, deciding how to express it, and organizing the ideas into coherent sentences and paragraphs.¹ This is shows that students can convey their ideas, express them and then organize them into sentences or paragraphs obviously.

In addition, H. Douglas Brown states that writing is the written products are often the result of thinking. drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally.² In the sense that writing is not a skill that comes naturally from birth but is developed through practice. In writing there is a thinking process where students can express their ideas into a written text.

Harmer argues that writing often used as a means of reinforcing the language that has been taught.³ It means that through writing activities, in which teachers ask students to do practice writing such as paragraphs, or make sentences in simple form. it can be a means of strengthening and encouraging students to improve their writing performance in language or expressing their ideas.

¹ David Nunan, *Practical English Language Teaching*, First (Singapore: McGraw-Hill, 2003), 88.

² H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2nd ed. (Longman, 2000), 335.

³ Harmer, *How to Teach Writing*, 32.

Sunarwan states that writing is the process of using language in written form, whether through a clause, sentence, or even only a phrase to communicate thought to the reader in a written form so that it would be easily understood by the reader.⁴

According to Ken Hyland writing is a way of sharing personal meanings and writing process emphasize the power of the individual to construct his or her own views on a topic.⁵ Based on this definition, it can be concluded that writing is a process of sharing information through writing. then, writing as a way to train individuals to convey their perspectives, thoughts, and feelings through writing. as well as, with the existence of writing activities can increase students' knowledge or skill, especially in writing skill.

Based on the definition above, it can be concluded that writing skill is the communication skill related to expressing ideas, thoughts, information, feelings and expressing them through written text or written form. To evaluate in writing subject, the task given by the teacher may ask students for example to create a paragraph or sentences in simple form.

⁴ Aisyah Sunarwan, "Increasing Students' Narrative Paragraph Writing Ability Through The Use Of Picture Sequence," *Pendagogy: Journal of English Language Teaching* 4 (2017): 31.

⁵ Ken Hyland, *Teaching and Researching Writing*, 2nd ed. (London: Pearson Education Limited, 2009), 9.

2. Process of Writing

Harmer explains some stages of writing process. The process of writing, such as:

a. Planning

In this process, before starting to write plan what they are going to write. Students can make several lists of ideas or words that they would write about. During the planning process, there are three main issues. The first is determining what to write about, the language used, and the information chosen by the student or researcher. The second is to think about who are the audiences or readers, thus considering the use of language such as formal or informal. And finally consider the content of structure to sequence the facts, ideas or arguments that would be included.

b. Drafting

After they have lists related to the topic, students can start drafting. They write the idea of what they are going to write about.

c. Editing (Reflecting and Revising)

In this stage, after they have drafted and finished their writing. But if the information order is not clear and the writing is confusing. They may move paragraphs around or even use different form of word in certain sentences. They can give each other comments and suggestions to revise their writing. This stage also encourages students to find and revise their mistakes in writing.

d. Final Version

After editing the draft and making changes or revision, they produce a good writing in the final version.⁶

Futhermore, Greeg states that the writing process divided into three distinct phases planning, translating and rewiwing. The explanation of each stage as follows:

a. Planning

Planning process consists of generating, organizing and goal-setting subprocess. The function of the planning process is to gather information from the given task, and use it to determine the goal as well as in creating a writing plan to guide produce a text.

b. Translating

Translating process uses infromation from the researcher's memory under the guidance of the writing plan to produce appropriate language.

c. Reviewing

The reviewing process has a function, consists of a subprocess reading and editing, it aims to enchance to improve the quality of the text generated through translating process.⁷

In process of writing above, the researcher concludes that the process of writing there are several steps that suggested by the expert and the teacher must be guided the students in teaching process.

⁶ Harmer, *How to Teach Writing*, 4–5.

⁷ Lee W. Greeg and Erwin R. Steinberg, *Cognitive Process In Writing* (new Jersey: Lawrence Erlbaum Associates, 1980), 12–13.

3. Components of Writing

According to Heaton he divided componen of writing into five components:

a. Language use

Language use relates to the ability to write correct and appropriate sentences. The students must pay attention to preposition, nouns, verbs, adjective and articles.

b. Mechanical skills

Relates to the ability to use correct words or sentences in written language, such as: punctuation, spelling, capitalization.

c. Treatment of Content

Content in writing is the ability to develop thought and think creatively, excluding all information which is not relevant. It must be clear for readers. So, they can understand the information conveyed.

d. Stylistic skills

Stylistic skills is the ability to manipulate sentences and paragraphs, and use language effectively. So, it is needs the effective of using word or vocabulary choise and usage.

e. Judgement skills

Judgement skills is the ability to write in a way that is appropriate for a particular purpose with a particular audience in mind, together with the ability to select, organize and sequence relevant information.⁸

From the explanation of expert above, the researcher concluded there are five components of writing that important in writing. Before write something we need give attention to those components.

4. The Measurement of Writing Skill

writing asesment can be used to know writing achievement, as follows:

Tabel 2.1
The Measurement Rubic of Writing Skill

Writing Performance	Score	Criteria	Details
Content	30-27	Excellent to very good	Knowledgeable, substantive, etc.
	26-22	Good to average	Some knowlegde of subject, adequate range, etc.
	21-17	Fair to poor	Limited knowledge of subject, little substance, etc.
	16-13	Poor	Does not show knowledge of subject, non substansive, etc.

⁸ J. B. Heaton, *Writing English Language Test* (New York: Longman, 1988), 135.

Organization	20-18	Excellent to very good	Fluent expression, ideas clearly stated, etc.
	17-14	Good to average	Somewhat choppy, loosely organized but main idea stand out, etc.
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, etc.
	9-7	Poor	Does not communicate, no organization, etc.
Vocabulary	20-18	Excellent to very good	Sophisticated range, effective word/idiom form choice and usage, etc.
	17-14	Good to average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, etc.
	9-7	Poor	Essentially translation, little knowledge of english vocabulary.

Language use/grammar	25-22	Excellent to very good	Effective complex constructions, etc.
	21-19	Good to average	Effective but simple constructions, etc.
	17-11	Fair to poor	Major problems in simple/complex constructions, etc.
	10-5	Poor	Virtually no mastery of sentence construction rules, etc.
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions, etc.
	4	Good to average	Occasional errors of spelling, punctuation, etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization, etc.
	2	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc. ⁹

⁹ Heaton, 146.

B. The Concept of Recount Text

1. The Definition of Recount Text

Recount text is a text that retell events or experiences in the past.¹⁰

According Hyland Recount text is a text tell what happened, recount texts contain documentation about a series of events. The narrator usually express their attitude and feelings related to the events in the story recount.¹¹

Meanwhile, according to Juanda and others a recount text is a text that tells the reader about a one story, action, or activity that to entertain the reader or inform about recount is a text which retells a past event or experience.¹²

Furthermore, Mauren define a recount is a text tells about the event or experiences from the past. It can be based on the author's own experience or historical events.¹³

Based on definition above, it can be concluded that a recount text is a text that retells events, experiences or activities that occurred in the past with a chronological sequence. The story can be based on the author's personal experience and the researcher can also convey their feelings.

¹⁰ Fedlysya Triani and Jufri, "Using Experience Text Relationship In Teaching Reading Recount Text To Senior High Schools' Student," *Journal of English Language Teaching* 7, no. 4 (2018): 782.

¹¹ Hyland, *Teaching and Researching Writing*, 87.

¹² Rian Juanda, Samsul Amri, and Syafrizal, "Teaching Writing Recount Text Through Clustering Technique at 10th Grade of MA DDI Pulau Kijang," *J-Shelves Of Indragiri* 3, no. 2 (2022): 137.

¹³ Maureen Hyland, *Writing Text Types* (Western Australia: R.I.C. Publications, 2009), 3.

2. Generic Structure of Recount Text

a. Orientation

The orientation supplies the background information needed to fully understand the retelling. It is to explain the time, place, and who or what participating. Audiences need to know when the event happened, what event happened, who was involved, where it happened or the event took place, and sometimes explains what the reason for was the event.¹⁴

b. Sequence of events

Sequence of events usually involves the narration of events or activities, presented in chronological order with Personal comments or evaluative remarks interwoven throughout the record of events.

c. Re – orientation

Optional-closure of events. A reorientation which rounded off the sequence of events.¹⁵

from the explanation above, the conclusion in the generic structure of recount text has three parts, orientation, sequence of events, and re-orientation. orientation is an opening that contains information about the time setting, who is involved or participating, and what events happened. then, in the sequence of events retells events in sequence. and the last, re-

¹⁴ John Barwick, *Targeting Text: Recount, Procedure, Exposition, Upper Level* (Australia: Blake Education, 1999), 5.

¹⁵ Ken Hyland, *Genre and Second Language Writing* (United States of America: University of Michigan Press, 2004), 135.

orientation is the closing or conclusion of the story which contains comments or feelings.

C. The Concept of Herringbone Technique

1. The Definition of Herringbone Technique

According to Mcknight states that the herringbone Technique organizer is used to organize supporting information or details for the main idea.¹⁶

Then, Thaler said that herringbone technique a useful technique for analyzing an idea or text, so-named because it looks like a fish skeleton. This technique consists of a short graphic organizer. The students answer the question in the fishbone graphic organizer.¹⁷

Meanwhile, Maulina states that the herringbone technique refers to a graphic organizer designed in the shaped of a herringbone or fish skeleton. This diagram includes wh questions. It can be develop students to analyze the main idea and information details by plotting the question 5W+1H (who, what, when, how, and why).¹⁸

According to Balajth and wade states that the diagram of herringbone technique to help students find the main idea of a reading story. When a story or passage is read, they try to answers to wh-questions: who, what, where, when, why, and how. The visual diagram

¹⁶ Katherine S. McKnight, *The Teacher's Big Book of Graphic Organizers* (USA: Jossey-Bass, 2010), 50.

¹⁷ Engelbert Thaler, *Teaching English Literature* (Paderbon: Verlag Ferdinand Schöningh GmbH, 2008), 88.

¹⁸ Silfia Maulina, "The Effect of Herringbone Technique in Teaching Reading Recount Text," *STIKIP PGRI Jombang*, 2022, 2.

can be used to gain information and provides a visual structure for the selection that can be seen at glance.¹⁹

In addition, Rafi'i said that the herringbone technique develops learners' comprehension of the main idea by using of visual diagram of a fish skeleton, the diagram consists of questions who, what, when, where, how and why.²⁰

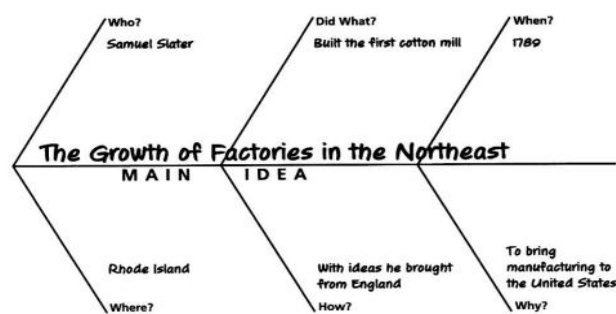
Therefore, based on definition above herringbone is a useful graphic organizer for students gathering detailed information and organize information, this technique helping learners to find a main idea on a text.

2. The Procedure of Herringbone Technique

- a. Select a text for students to read.
- b. Draw a diagram of herringbone on the board or overhead.

Alternatively, a herringbone diagram on a sheet can be used.

Example:



¹⁹ Ernest Balajthy and Sally Lipa-Wade, *Struggling Readers: Assessment and Instruction in Grades K-6* (New York: The Guilford Press, 2003), 131–32.

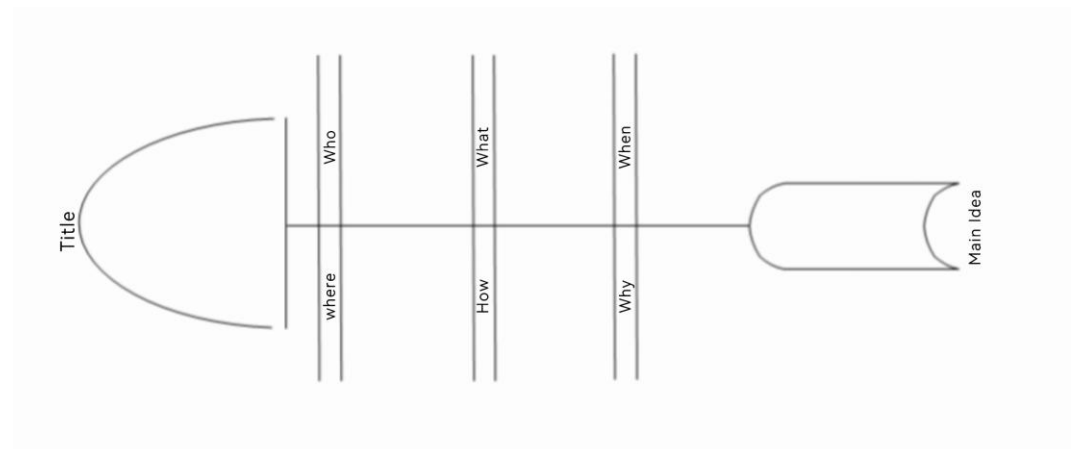
²⁰ Mohammad Rafi'i, "Improving Students Reading Comprehension of VIII Grade Students at SMPNegeri 1 Dako Pemean Through Herringbone Technique," *Jurnal Madako Education* 5, no. 6 (2017): 503.

- c. Discuss how the smaller bones (details) which serves as the foundation that attached to the backbone (main idea) of the fish. Then explain how they all work together to provide structure (comprehension) to the whole body (text).
- d. Explain to the students that they would be tasked to gather information from the answer questions that following: *who* is the text talking about?, what did they do?, *when* did the do it?, *where* did they do it?, *how* did they do it?, *Why* did they do it?.
- e. Give students time to read the text.
- f. Copies of the diagram should be give to them and ask them to answer to question on it.
- g. Show students how the information is organized around a main idea.
- h. By using the information on the diagram student generate the main idea, The main idea is written on the diagram.
- i. After learn the procedures, the students can complete the diagram on their own.
- j. The strategy can be reversed and students can first formulate the main idea and then identify the supporting details.²¹

²¹ Margaret Bouchard, *Comprehension Strategies for English Language Learners* (USA: Scholastic Inc., 2005), 54.

3. Teaching Writing of Recount Text by Using Herringbone Technique

- a. The teacher explains the material about recount text.
- b. The teacher gives an example of recount text
- c. Before the students practice to write recount text, the teacher explains about herringbone technique and show diagram of herringbone technique.



- d. The teacher organized students into several groups.
- e. The teacher gives text about recount. For examples: an experience in holiday, celebrate the national Independence Day, etc.
- f. The teacher gives them a copy of diagram herringbone technique and answer sheet.
- g. The teacher asked them to answer WH questions (what is the title?, who are the characters involved?, where did the event?, when did it happen?, why did they do it?, how the details happened?) and they can discuss it.

- h. After the students finish their answer on the diagram, they can find main idea from information recorded and they can start to writing a recount text based on their answer in herringbone diagram.

4. The Advantages and Disadvantages of Herringbone Technique

There are some advantages of herringbone technique such as:

- a. Herringbone technique can help students developing their idea.
- b. Herringbone technique help students increase their interest.
- c. Herringbone technique make students would be more active during learning process.
- d. Herringbone technique makes students more enjoy and enthusiasm during discussion process.

Meanwhile, disadvantages of herringbone technique is:

- a. The act of note-taking is likely to decrease when students use graphic representation to study the material. As a result, the lack of note-taking as comprehensive guide those students can refer to when revising material may affect their performance.²²

D. Theoretical Framework and Paradigm

1. Theoretical Framework

This research has two variables: independent variable and dependent variables. The independent variable (X) is herringbone technique, while the dependent variable (Y) is writing skill. Teachers must

²² Margareta, Ihksanudin, and Syarif Husin, "Teaching Reading Descriptive Text Using Herringbone Technique," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 4, no. 3 (2015): 3.

understand about several kinds of methods, teaching media, and technique used in the classroom learning process.

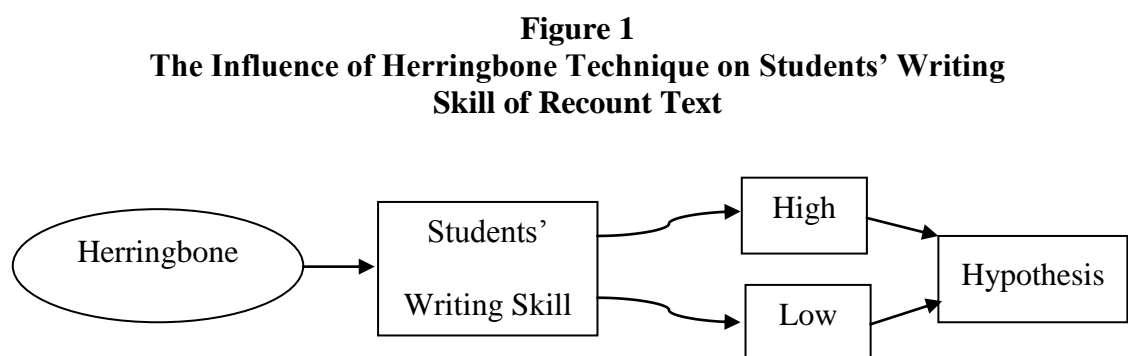
Teachers are advised to select one of the techniques that can be used in the learning process. One of the techniques used by the researcher in this research is the herringbone technique. The Herringbone technique uses a fishbone-shaped graphic with plotting WH questions.

In applying this technique, students are divided into several groups, then they would choose the topic and discuss to answer WH questions and write on a herringbone diagram. After that, they can formulate or write the main idea from the information they have obtained.

So, theoretical framework in this research using herringbone technique. If the Herringbone technique is applied correctly, the students' writing skill would be good. However, if the Herringbone technique is applied incorrectly, the students' writing skill would be poor.

2. Paradigm

Based on the theoretical framework above, the researcher describes the paradigm as follows:



Based on figure paradigm above, it can be explained that the herringbone technique has an influence on students' writing skill. if the students' score is high, there is positive and significant influence by herringbone technique on students' writing skills in writing recount text.

E. Hypothesis

The researcher formulated the hypothesis for this research based on the theoretical framework and paradigm above. There are two kinds of hypothesis of this research as follows:

1. Hypothesis Formulation

a. Alternative Hypothesis (Ha)

There is positive and significant influence of herringbone technique on Students' Writing Skill of Recount Text At The Eighth Grade of SMPNegeri 1 Trimurjo.

b. Null Hypothesis (Ho)

There is no positive and significant influence of Herringbone Technique on Students' Writing Skill of Recount Text At The Eighth Grade Of SMPNegeri 1 Trimurjo.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this research the researcher would use quantitative research. Muji states that quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically base methods (in particular statistics).¹ It can be concluded, in quantitative research we use and collecting numerical data to gather information.

Meanwhile, the design of this research uses pre-experimental with one-group pre-test and post-test. In conducting research, the first step of the pre-test was given before treatment. Then give treatment or applying the experimental treatment to writing. The last, post-test to measure whether there is any positive and significant influence after giving treatment. One-group pre-test and post-test may be illustrated as follows:²

Pretest Y_1	Independent X	Posttest Y_2
-------------------------	---------------------------	--------------------------

Y_1 : **Pretest (before treatment)**

Y_2 : **Posttest (after treatment)**

X : **Treatment**

¹ Daniel Muji, *Doing Quantitative Research in Education* (London: Sage Publication, 2004), 1.

² Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, 8th ed. (USA: Wadsworth Cengage Learning, 2010), 303–4.

B. Operational Definition of Variable

An operational definition defines the meaning of a construct by specifying the operations to measure or manipulate the construct that the researcher has to conduct.³ Operational definitions are used in quantitative research to determine how variables would be measure in the research. There are two types variables:

1. Independent Variable

Independent variables which is a variable that provide influence or input within a person or in the environment that affects their behavior. This variable is the factor which is measured, manipulated. Or to determine its relationship with observed phenomena, selected by the researcher.⁴

Independent variable (X) in this research is Herringbone Technique. As previously written, Herringbone technique is one of the techniques that assigns students to work together in teams. Each team would discuss to get information and complete the herringbone diagram. it can make students feel confident and also make them comfortable when writing recount text and they can share their opinions with each other. The treatment by using herringbone technique was given by the researcher after they did the pre-test.

2. Dependent Variable

The dependent variable is response or output variable. It is an observed aspect of the behaviour of an organism that has been stimulated. The dependent variable is that factor which is observed and measured to

³ Ary, Jacobs, and Sorensen, 36.

⁴ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International, 2006), 63.

determine the influence of the independent variable.⁵ Dependent variable in this research is the writing skill. The researcher would measure students's writing skill or dependent variable by using test.

C. Population, Sample and Sampling Techniques

1. Population

Jack R. Fraenkel Assumes that the population refers to all the member of particular group. It is the interested groups and would like to generalize by researcher in the results of the study.⁶ Meanwhile, Donal Ary explains that population is defined as all members of any well-defined class of people, events, or objects.⁷ It means that population is all members of group that is determined through research, including people, event ot objects. The population in this reasearch is students at eighth grader of SMP N 1 Trimurjo Central Lampung. There were eighth classess at the eighth grade of SMP N 1 Trimurjo.

2. Sample

A sample is portion of a population.⁸ Sample is the smallest part or small group of a population. In this research, the research sample consists of one class. The researcher took from VIII-H which consist of 30 students as the sample.

⁵ Singh, 63.

⁶ Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How To Design And Evaluate Research In Education*, 8th ed. (New York: McGraw-Hill, 2012), 92.

⁷ Ary, Jacobs, and Sorensen, *Introduction to Research in Education*, 148.

⁸ Ary, Jacobs, and Sorensen, 148.

3. Sampling techniques

In this research, the sampling technique used was random sampling. The researcher choosed class VIII-H as the experimental class, consisting of 30 students as the sample.

D. Data Collecting Technique

1. Test

Test is a method of measuring a person's ability or knowledge in a given domain.⁹ The researcher uses test as a data collecting technique to measure writing skill on students by giving test.

a. Pre – test

Before conducting the students to writing or make recount text by using herringbone technique, the teacher gave a test to the students. Pre – test was given to the class before treatment.

b. Post – test

Post – test was given to the class after giving treatment that was using herringbone technique. The test was given in order to know whether there is positive and significant influence of students' writing.

2. Documentation

Documentation would be use in this research to get information. This method used by the researcher to obtain detail information about the history of the school, the location skecth of school, facilities of school, and the organization structures of SMP N 1 Trimurjo.

⁹ Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, 384.

E. Instrument Research

1. Instrument Blueprint

a. Test guidance

1) Pre-test

Pre-test was given before the experimental treatment. It was in the form of an essay test. The pre-test was conducted to measure students' ability in writing recount text before given experimental treatment through the use of herringbone technique. The researcher tested the students by asking them to make a recount text based on the topic or their personal experience.

2) Post-test

The researcher gives a post-test to know students' writing skill in writing recount text by using herringbone technique. The researcher gives the students test by asking them to write a recount text from the previous topic by using herringbone technique.

F. Data Analysis Technique

To investigate whether there is any positive and significant influence of herringbone technique on students' writing skill of recount text at the eighth grade of SMP N 1 Trimurjo. The researcher analyzes the data using T-test to compare the pre-test and post-test in one class studied by the researcher.

CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

A. Research Results

1. Profile At SMP N 1 Trimurjo

a. The History of SMP N 1 Trimurjo

SMP Negeri 1 Trimurjo is located on Jl. Raya Metro Wates, 13A Purwodadi Village, Trimurjo and Central Lampung. It has wide about 20.080 m2. It was built on October, 9th 1982. The identity of SMP N 1 Trimurjo, as follows:

School Name	: SMP N 1 Trimurjo
NPSN	: 10801923
Phone Number	: 07357858835
Address	:Jl. Raya Metro Wates, 13A Puwodadi Village, Trimurjo, Central Lampung, Lampung, 34172
Email	: SMP n1trimurjo@yahoo.co.id
Name of principal	: Prayitno Untoro, S.Pd., M.M.
Accreditation	: A
Learning Time	: Morning

b. Vission and Mission

1) Vission:

“foremost in achievement based on faith and taqwa” indicated by:

- a) The realizing of a religious atmosphere for all school members.
- b) Creating a condusive learning.

- c) Creating excellent students and global; knowledge related with P5.
- d) Creating a curriculum development.

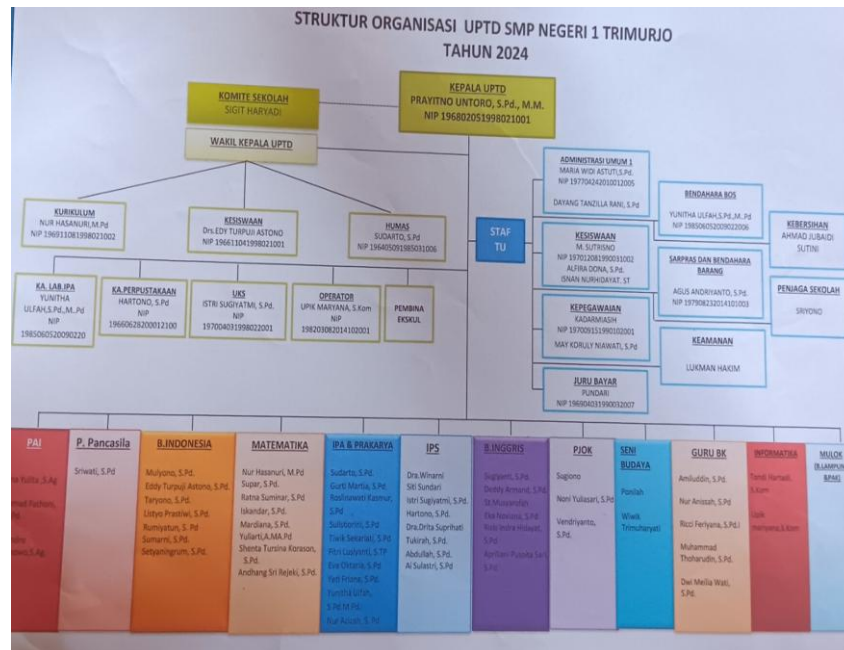
2) Mission:

- a) Creating a behavior of students who have noble character and diligent in worship.
- b) Implementing the habituation of smile, greeting, salutation, politeness, and manners.
- c) Implementing learning activity that friendly for students.
- d) Creating a comfortable learning environment.
- e) Creating an active learning, creative, effective and fun.

3) Objectives of SMP N 1 Trimurjo

- a) The forming students' profil thas has strong faith in god.
- b) The forming of students' character related with p5.
- c) foremost comfortable school environment.
- d) foremost child friendly school in learning process.
- e) To creating an effective teaching and learning process.
- f) To creating a conducive, safe and orderly environment.
- g) To creating a school free drugs.

c. Organization Structure of SMP N 1 Trimurjo



Source : Documentation of SMP N 1 Trimurjo

d. Condition of Students of SMP N 1 Trimurjo

Table 4.1
Condition of Students of SMP N 1 Trimurjo

NO	Class	Total
1.	VII	320
2.	VIII	261
3.	IX	259

2. The Description of Research Result

The research was conducted to achieve the research objectives, the researcher gave pretest to students in form of written test. And after that, the researcher gave a treatment and after gave a treatment the researcher gave a posttest for students. The explanation of each research is as follow:

a. Pre-Test Result

The researcher conducted a pre – test on March 7th 2023 by giving writing test to the eight graders at SMP N 1 Trimurjo. this type of writing was conduct by asking the students make a simple recount text and choose the one topic related with holiday such as swimming pool or go to beach.

In the pre-test process, the students worked seriously and each student write recount text in form of english. The pre-test result:

Table 4.2
The Pre-Test Result experimental class

No	Name	Aspect of Writing					Total
		Co	Or	Vo	Gr	Me	
1.	AKI	15	15	15	10	3	58
2.	AP	11	14	17	15	3	60
3.	AAP	16	16	15	11	3	60
4.	ASC	19	19	15	10	3	60
5.	AS	16	16	11	17	3	63
6.	D	16	16	16	11	3	60
7.	DDA	15	10	15	10	3	58
8.	DN	15	15	15	10	3	58
9.	FI	13	12	11	8	3	47
10.	F	15	15	15	10	3	58
11.	FNAD	19	15	17	17	3	68
12.	HO	17	15	11	17	3	58
13.	HH	19	15	17	17	3	68
14.	I	17	15	20	17	3	70
15.	J	15	16	15	11	3	58
16.	K	16	16	15	10	3	58
17.	L	20	16	16	17	3	72
18.	M	15	16	17	17	3	68
19.	M	14	12	13	9	2	50
20.	N	15	15	15	10	3	58
21.	R	16	16	11	17	3	63
22.	R	15	15	15	10	3	58
23.	R	14	17	17	15	3	71
24.	R	12	14	17	16	3	62
25.	R	15	15	15	10	3	58
26.	S	15	15	15	10	3	58
27.	U	14	16	16	9	3	58

28.	V	13	14	15	15	3	60
29.	Z	16	16	15	4	3	60
30.	J	14	16	16	9	3	58
Total							1816
Average							60,53
Highest							72
Lowest							47

The test is followed by 30 students and their score for highest score was 72 and the lowest score 47 with total score 1816 and the average score 60,53. Based on table above, the researcher measured the class interval.

Range = Range

K = a lot classes that would be created

P = class interval

R = the highest score – the lowest score

$$= 72 - 47$$

$$= 25$$

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

$$= 1 + 3,3 \log 30$$

$$= 1 + 4,88$$

$$= 5,88 \rightarrow 6$$

P = $\frac{R}{K} = \frac{25}{6} = 4,16$

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution as follows:

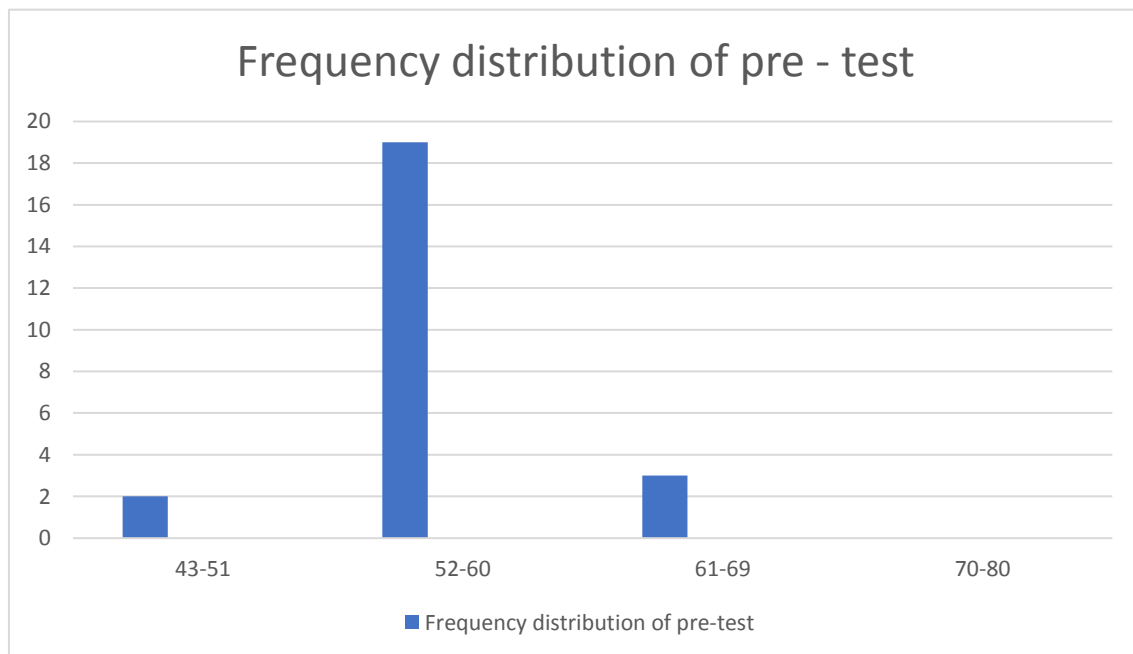
Table. 4.3
The table frequency distribution of pretest score

NO	Class interval	Frequency	Category	Percentage
1	43-51	2	Very poor	6,7%
2	52-60	19	Poor	63,3%
3	61-69	6	Enough	20%
4	70-80	3	Good	10%
5	85-100	0	Very good	0%
Total		30		100%

Based on the table frequency distribution above, it can be concluded:

- 1) For the class interval of 43-51, there were 2 students who are in the poor category
- 2) For the class interval of 52-60, there were 19 students who are in the category poor.
- 3) For the class interbal of 61-69, there were 6 students who are category enough.
- 4) For the class interval 70-80, there were 3 students who are in category good
- 5) For the class interval 85-100, there were 0 students who are in very good category. So, the pretest is categorized into the poor category.

Diagram 4.1
Frequency distribution of pre-test



b. Post – Test Result

After doing a pretest and analyzing the weakness of students in recount text. The researcher conducted the treatment to help students. After the students in this class has been given treatment and they have understood. Further the researcher give post-test to measure. The result of this test:

Tabel 4.4
The Post-Test Result experimental class

No	Name	Aspect of Writing					Total
		Co	Or	Vo	Gr	Me	
1.	AKI	25	17	17	19	4	82
2.	AP	25	17	17	19	4	82
3.	AAP	25	17	17	19	4	82
4.	ASC	25	17	17	19	4	82
5.	AS	25	17	17	19	4	82
6.	D	25	17	17	19	4	82
7.	DDA	25	17	17	19	4	82
8.	DN	25	17	17	19	4	82

9.	FI	25	17	17	21	4	84
10.	F	25	17	17	21	4	84
11.	FNAD	25	17	17	21	4	84
12.	HO	25	17	17	21	4	84
13.	HH	25	17	17	21	4	84
14.	I	25	17	17	21	4	84
15.	J	25	17	17	21	4	84
16.	K	25	17	17	21	4	84
17.	L	25	16	14	21	4	80
18.	M	25	16	14	21	4	80
19.	M	25	16	14	21	4	80
20.	N	25	16	14	21	4	80
21.	R	25	16	14	21	4	80
22.	R	25	16	14	21	4	80
23.	R	22	16	14	21	4	80
24.	R	22	20	13	17	3	75
25.	R	22	20	13	17	3	75
26.	S	22	20	13	17	3	75
27.	U	22	20	13	17	3	75
28.	V	22	20	13	17	3	75
29.	Z	22	20	13	17	3	75
30.	J	22	20	13	17	3	75
Total							2413
Average							80,43
Highest							84
Lowest							75

The test is followed by 30 students and their score for highest score was 84 and the lowest score 75 with total score 2413 and the average score 80,43. Based on table above, the researcher measured the class interval.

Range = Range

K = a lot classes that would be created

P = class interval

R = the highest score – the lowest score

$$= 84 - 75$$

$$= 9$$

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

$$= 1 + 3,3 \log 30$$

$$= 1 + 4,88$$

$$= 5,88 \rightarrow 6$$

$$P = \frac{R}{K} = \frac{9}{6} = 1,5$$

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution as follows:

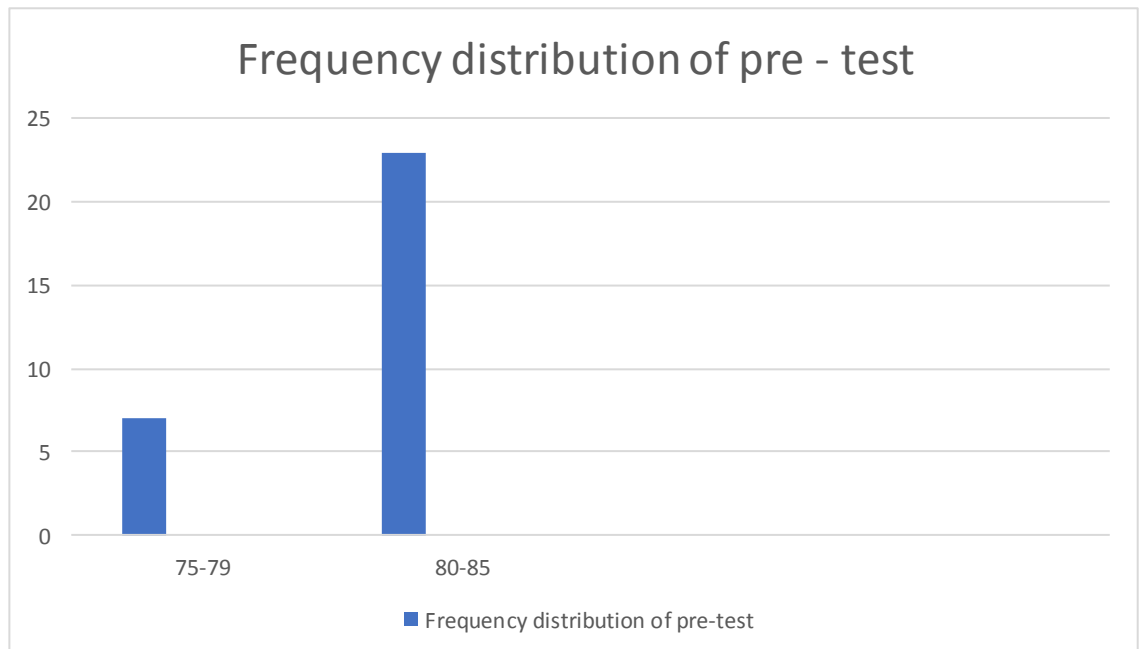
Table 4.4
The table frequency distribution of post-test score

NO	Class interval	Frequency	Category	Percentage
1	80-85	23	Very good	76,67%
2	75-79	7	Good	23,33%
Total		30		100%

Based on the table frequency distribution above, it can be concluded:

- 1) For the class interval of 80-85, there were 23 students who are in the enough.
- 2) For the class interval of 75-79, there were 7 students who are in the good category. So, the post test is categorized into the good category.

Diagram 4.2
Frequency distribution in post-test



3. Hypothesis Testing

After applying the treatment and test, the researcher analyzed the data by using t – tes to prove whether there is influence of using herringbone technique on students' writing skill at the eighth graders SMP N 1 Trimurjo.

a. Putting the data into formula t-test

T-test

$$\frac{\bar{X}_D}{\sqrt{\frac{\sum d^2}{N(N-1)}}$$

$$T = \frac{19,53}{\sqrt{\frac{12,22}{30(30-1)}}$$

$$= \frac{19,53}{\frac{\sqrt{12,22}}{870}}$$

$$= \frac{19,53}{3,74}$$

$$T = 5,21$$

Here in how to counted the data from excel:

To find T count by finding XD the difference or average from pre-test and post-test score reduction in excel. Then, to find d is Difference-Average from pre-test and post-test. To find d2 is dxd for example 22x22. After finding the data, we can fill in the formulate. Tcount the result of the division between XD: $\sqrt{\sum d^2:n(n-1)}$.

And then, we find the result is 5,21.

Therefore, from formulate above by using T-test, $t_{\text{observation}}$ is 5,21.

To know critical value of t_{test} (t_{table}), firstly counte df, df is degree of freedom. The formulation of $df = N-1$. N is number of research population.

$$\begin{aligned} df &= N-1 \\ &= 30 - 1 \\ &= 29 \end{aligned}$$

After considering the Ttest by using df29, it can be found that:

figure 4.6
Critical value of Ttable

Level of significant	5%	1%
df29	2.043	2.756

Based on data analysis above, it can be found that:

- 1) " $t_{\text{observation}}$ " = 5,21

2) “ t_{table} ” level of 5% = 2.043

3) “ t_{table} ” level of 1% = 2.756

It means that “ $t_{observed}$ ” higher than “ t_{table} ” can be written as $2.043 < 5.21 > 2.756$. From value above, it can be concluded there is positive and significant influence of herringbone technique on students’ writing skill at SMP N 1 Trimurjo.

B. Discussion

The researcher has formulated the alternative hypothesis (H_a) and hypothesis null as follows:

1. Interpretation

a. Alternative hypothesis (H_a)

There is a significant influence of using herringbone technique on students’ writing skill at the eighth graders SMP N 1 Trimurjo.

b. Null hypothesis (H_0)

There is not significant influence of using herringbone technique on students’ writing at the eighth graders of SMP N 1 Trimurjo.

After H_a and H_0 above were formulated the researcher consulted $t_{observed}$ to t_{table} as follows:

a. If $t_{observed} > t_{table}$ H_a is accepted and H_0 is rejected.

b. If $t_{observed} < t_{table}$ H_a is rejected and H_0 is accepted.

Finally, the data confirmed that “ $t_{observed}$ ” = 5.21 higher than “ t_{table} ” 2.043 at 5 % significant level and 2.756 at the 1% significance level.

So, it can be concluded that “there is positive and significant influence of herringbone technique.

CHAPTER V

CONCLUSION AND SUGGESTION

A. conclusion

In this chapter, the researcher concludes this research. Writing is one of the form of communicating by using written language. The one of the kinds writing is recount text. Recount text is researcher tries to make the readers to tell about experience and their activity, etc. One of the problems when writing recount text is the student feel difficult to express their idea. Herringbone technique is one of the technique that used in writing. In the learning process, the students are more interested when the researcher applied this technique. Herringbone Technique make the student more active and can improve their knowledge of writing.

From data analysis, it can be seen that $t_{\text{observed}} (5,21)$ is higher than $t_{\text{table}} (2.043=5\%)$ and $(2.756=1\%)$. Therefore, it can be conclude tha H_a is accepted H_o is rejected. So, there is the influence of herringbone technique on students' writing skill at the eighth graders.

B. Suggestion

After conducting this research, the researcher wants to give suggestions for the English teacher, the students, and other researchers. The first for teacher, from this research the researcher suggests to teacher may be able to help the students to solve the problems related to the writing.

The second is for the students, it is suggested to be more confident. Students more learn about writing. For examples the students always practice in class with the classmate or in home to build their confidence, and join English course to get knowledge about writing.

The last is for the next researchers, the researcher hopes this research are expected to encourage others researchers to conduct the research related with writing skill. Therefore, for other researcher who would conduct research would be better.

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APPENDICES

DOCUMENTATION

1. The researcher asks permission to the reasearch



2. Pre-test



3. treatment



4. post-test



Lesson Plan

Penyusun	: Ria Rizki Lestari
Satuan Pendidikan	: SMP
Mata Pelajaran	: Bahasa Inggris
Fase/Kelas/Semester	: D/ VIII/1
Tahun Pelajaran	: 2023/2024
Materi	: Recount text
Alokasi Waktu	: 110 menit Pertemuan/ 3 JP
Kompetensi Awal	
<p>Pada Fase ini peserta didik diharap mampu memahami dan mengetahui definisi recount text, mengetahui generic structure recount text, mengetahui unsur kebahasaan serta dari beberapa pembahasan yang tertulis peserta diharapkan mampu mengingat dan meningkatkan hasil belajar.</p>	
Profil Pelajar Pancasila	
<ul style="list-style-type: none"> - Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia - Berkebhinekaan - Bernalar Kritis - Mandiri - Kreatif - Bergotong royong 	
Sarana Prasarana	
<p>Papan Tulis, Penghapus, Spidol, Kamus, Smartphone, buku paket</p>	
Target Peserta Didik	
<ul style="list-style-type: none"> ➤ Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar. ➤ Peserta didik dengan kesulitan belajar: memiliki gaya belajar yang terbatas hanya satu gaya misalnya dengan audio. Memiliki kesulitan dengan bahasa dan pemahaman materi ajar, kurang percaya diri, kesulitan berkonsentrasi jangka panjang, dsb. ➤ Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir aras tinggi (HOTS), dan memiliki keterampilan memimpin. 	
Model Pembelajaran	
<ul style="list-style-type: none"> ❖ Pembelajaran tatap muka dan <i>blended learning</i> ❖ Metode Pembelajaran Ceramah, Diskusi, Penugasan 	
Tujuan Pembelajaran	
<ul style="list-style-type: none"> ➤ Peserta didik mengetahui pengertian recount text ➤ Peserta didik mengetahui penggunaan Recount text 	

- Peserta didik mampu menganalisis formula pada kalimat simple past tense

Pemahaman Bermakna

Peserta didik memiliki pemahaman tentang recount text

Pertanyaan Pemantik

- What is the definition of Recount text?
- What is the function of Recount text?
- What is the structure of Recount text?

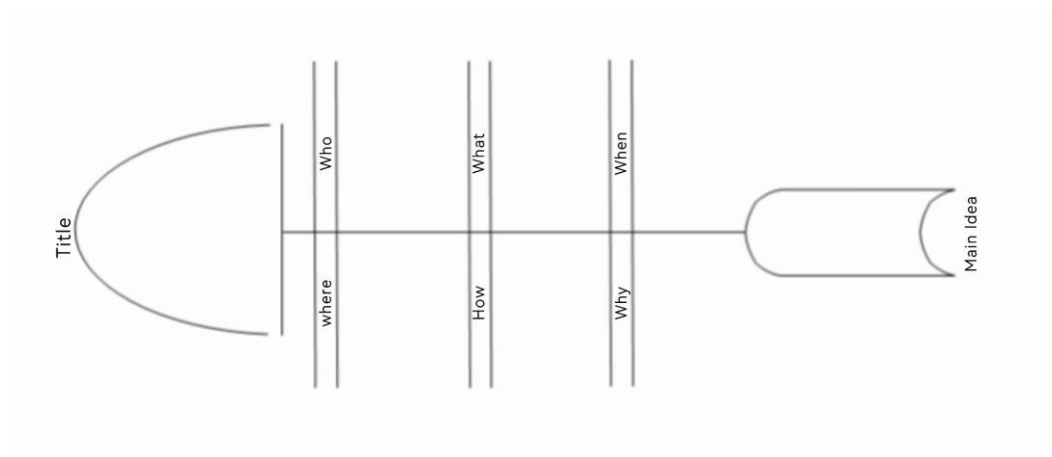
Kegiatan Pembelajaran

1. Pendahuluan

- Guru membuka kegiatan pembelajaran dengan mengucapkan salam
- Perwakilan siswa memimpin doa.
- Guru mengecek kehadiran siswa.
- Guru memberikan apersepsi atau mengaitkan tentang materi sebelumnya.
- Guru menyampaikan tujuan pembelajaran yang ingin dicapai.

2. Kegiatan Inti

- The teacher explains the material about recount text.
- The teacher gives an example of recount text
- Before the students practice to write recount text, the teacher explains about herringbone technique and show diagram of herringbone technique.



- The teacher organized students into several groups.
- The teacher gives text about recount. For examples: an experience in holiday, celebrate the

national Independence Day, etc.

- f. The teacher gives them a copy of diagram herringbone technique and answer sheet.
- g. The teacher asked them to answer WH questions (what is the title?, who are the characters involved?, where did the event?, when did it happen?, why did they do it?, how the details happened?) and they can discuss it.

3. Penutup

- h. Guru mengevaluasi tentang materi yang telah dipelajari atau yang telah disampaikan dan dijawab oleh peserta didik.
- i. Guru memberikan gambaran sekilas untuk materi yang akan dipelajari selanjutnya.
- j. Untuk menambah pengetahuan siswa terkait materi, guru memberikan tugas kelompok atau pekerjaan rumah (PR)
- k. Guru menutup pembelajaran dengan mengucapkan salam.

Asesmen

- a) Asesmen Formatif :
 - Penilaian formatif melalui tugas, dan kuis.
 - Penilaian proyek yang dikerjakan peserta didik.
 - Penilaian sikap dilakukan melalui observasi dengan jurnal penilaian sikap
- b) Asesmen Sumatif : Penilaian harian/ Penilaian Tengah Semester/ Penilaian Akhir Semester

Pengayaan dan Remedial

Pengayaan: (untuk peserta didik yang menguasai materi)
 Pengayaan diberikan kepada peserta didik dengan berupa penambahan bacaan dari teks serupa atau menyimak video berkaitan dengan materi untuk meningkatkan pengetahuan.

Remedial: (untuk peserta didik yang belum memahami materi)
 Memberikan pengulangan materi dasar serta peserta didik diminta mengerjakan ulang pada soal-soal yang belum dapat dikerjakan dengan baik.

Refleksi Peserta Didik dan Guru

- Bagaimana memastikan peserta didik agar dapat memahami materi recount text.
- Memahami recount text.

LAMPIRAN:

1. Bahan Bacaan Guru dan Peserta Didik

Recount text adalah teks yang menceritakan kembali kegiatan, kejadian, atau pengalaman yang terjadi di masa lampau/ sudah terlewati. Tujuan Teks Recount Untuk menceritakan kembali kejadian – kejadian/ pengalaman di masa lampau/

sudah terlewati. Fungsi Sosial Melaporkan, mengambil teladan, dan membanggakan.

Struktur Teks Dapat mencakup:

- Orientasi : memberikan pembaca informasi latar belakang (background knowledge) yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.
- Urutan kejadian/kegiatan: serangkaian peristiwa/kejadian yang diurutkan secara kronologis
- Orientasi ulang : sebuah komentar pribadi tentang peristiwa atau apa yang terjadi pada akhirnya.

Trimurjo,

2024

Mengetahui,

Guru Mata Pelajaran

Mahasiswa Peneliti

Sugianti, S.Pd.
NIP.

Ria Rizki Lestari
NPM.2001050025

SILABUS

Nama Sekolah : SMP N 1 Trimurjo

Mata Pelajaran : Bahasa Inggris

Kelas : 8

Semester : Genap

Kompetensi Dasar	Materi pelajaran	Kegiatan pembelajaran	indikator	penilaian	Alokasi waktu	Sumber/bahan ajar
1.1 Teks recount 1.2 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan. 1.3 Menyusun teks recount sangat pendek dan sederhana, terkait pengalaman.	Teks tulis berbentuk recount text:	- menjawab pertanyaan yang berhubungan dengan recount text - mendiskusikan secara bersama - sama	- Membuat teks – teks pendek tulisan tangan tentang pengalaman pribadi. - menuliskan teks pendek tentang recount text	Tes tulis (Essay)	2x45	- Buku penunjang - Internet - Kamus - kertas

Mengetahui
Guru mata pelajaran

Sugianti, S.Pd
NIP.196604241988032008

Mahasiswa Peneliti,

Ria Rizki Lestari
NPM. 2001050025



Kepala Sekolah SMP Negeri 1 trimurjo

Yanto Untoro, S.pd., M.M.
NIP. 1968020519998021001

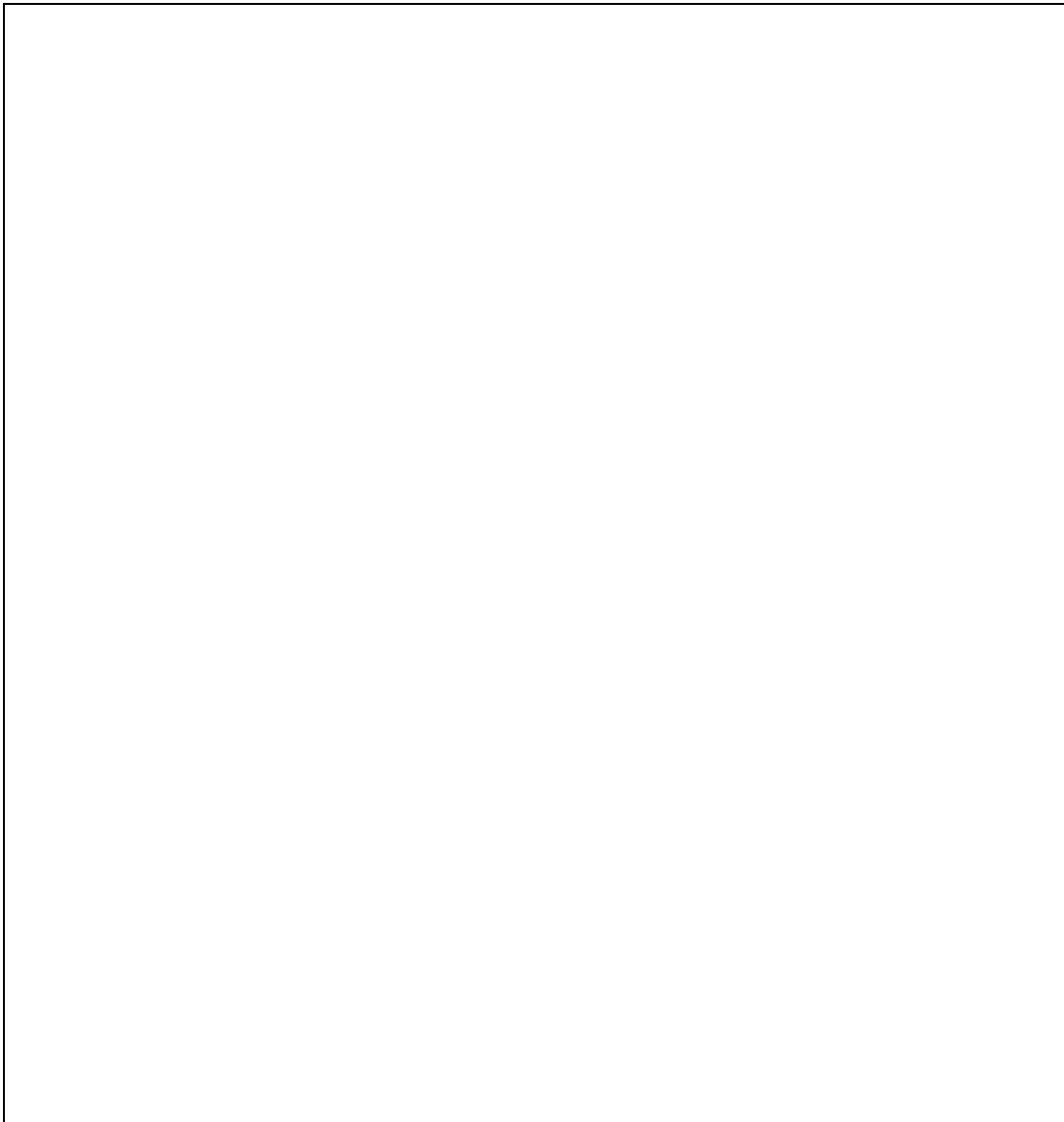
Guidance for Test**Pre-test**

Name of Students :

Class :

Instruction!

Write a recount text about your experience in holiday!



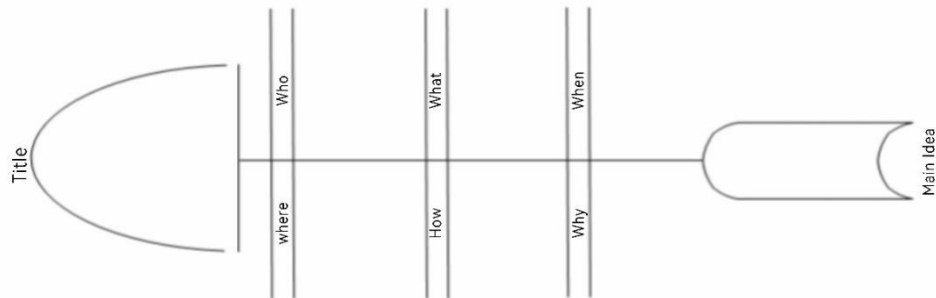
Post-test

Name of Students :

Class :

Write a recount text about your experience about the celebrate independent day by using the following herringbone technique!

what is the title?, who are the characters involved?, where did the event?, when did it happen?, why did they do it?, how the details happened?



Pre - Test

Name of Students : Ubay Fatkhul Muizz
 Class : VIII.8

Instruction!

Write a recount text about your experience in holiday!

Freeday to Garden

Last week me and my family go to garden metro, after to arrive^d at garden
 me and family around for saw garden, after saw the garden I and
 my family go home.

⇒

Liburan ketaman

Minggu lalu saya dan keluarga saya pergi ke taman metro sesudah sampai
 di taman saya dan keluarga saya berkeliling untuk melihat taman, sesudah
 melihat taman saya dan keluarga saya pulang.

C	:	15
Q	:	15
Y	:	15
L	:	10
M	:	3
		<hr/>
		58

Pre - Test

Name of Students : Najwa Alhikmatu Azzahwa
 Class : VIII.8

Instruction!

Write a recount text about your experience in holiday!

Holiday in Tangerang

Last year, I'm and my family visit the uncle and
 auncy's house, Tangerang. At Tangerang, I'm and
 my family went to traditional market. I'm buys some
 food. I have new friend, I'm happy.

I'm and my family back to home after spend sometime.

I'm verry happy.

Q : 16
 O : 16
 V : 14
 L : 17
 M : 3 +

63

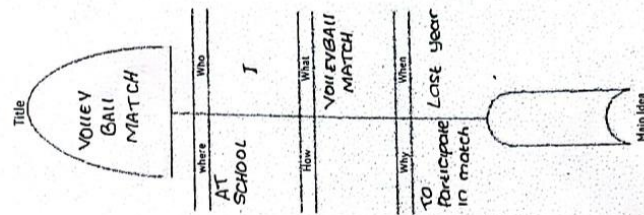
Post-test

Name of Students : Hanifah Oktaviani

Class : VIII.8

Write a recount text about your experience about the celebrate independent day by using the following herringbone technique!

what is the title?, who are the characters involved?, where did the event?, when did it happen?, why did they do it?, how the details happened?



TITLE : VOLLEYBALL MATCH

LAST YEAR, I joined volleyball match with my classmate. The volleyball match held in my school to commemorate the national independent day.

At first, we choosed the team members by ourself and we planed to joined the match. After that, we met with our opponent in the match we and competed with a strong opponent. we trusted that our team could win.

finally, my team won match. And we got prizes because of we won, we are so happy about it.

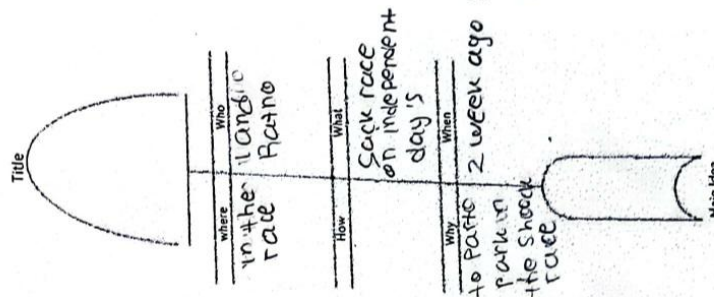
24
17
17
21
24

Post-test

Name of Students : Ubay Fatkhul Muizz
Class : VIII.8

Write a recount text about your experience about the celebrate independent day by using the following herringbone technique!

what is the title?, who are the characters involved?, where did the event?, when did it happen?, why did they do it?, how the details happened?



2 weeks ago, I and my friend joined a sack race on independent days that held at Mr Ratno
I was waiting for the match to start, at first, I was left at the beginning.
Of the match however, I was able to pass my friend and reach the finish line. I got first position in race.
Finally, I won and got the prize. I was happy and this is could be a memorable event.

C = 22
O = 70

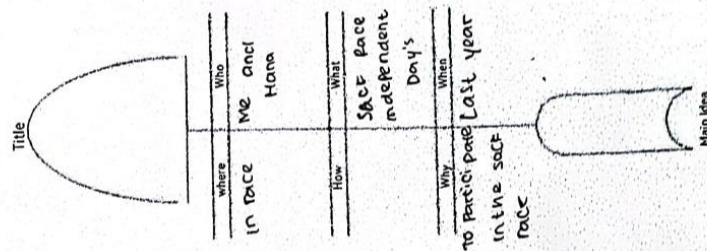
Post-test

Name of Students : PEVANIA Julia Siska

Class : VIII.8

Write a recount text about your experience about the celebrate independent day by using the following herringbone technique!

what is the title?, who are the characters involved?, where did the event?, when did it happen?, why did they do it?, how the details happened?



SACK RACE INDEPENDENT DAY'S

Last year, I took part in sack race to entertain the national independence day with Hana. My neighbor

I passed the start line when the whistle was blown. ~~At~~ At first, I came first in the race because I was good at jumping. However, Hana overtook me. Then, I came second in race

Finally, I won ~~second~~ second place in the sack race

C = 21
 O = 20
 V = 13
 17

Nilai Pre-test

No	Name	Aspect of Writing					Total
		Co	Or	Vo	Gr	Me	
1.	AKI	15	15	15	10	3	58
2.	AP	11	14	17	15	3	60
3.	AAP	16	16	15	11	3	60
4.	ASC	19	19	15	10	3	60
5.	AS	16	16	11	17	3	63
6.	D	16	16	16	11	3	60
7.	DDA	15	10	15	10	3	58
8.	DN	15	15	15	10	3	58
9.	FI	13	12	11	8	3	47
10.	F	15	15	15	10	3	58
11.	FNAD	19	15	17	17	3	68
12.	HO	17	15	11	17	3	58
13.	HH	19	15	17	17	3	68
14.	I	17	15	20	17	3	70
15.	J	15	16	15	11	3	58
16.	K	16	16	15	10	3	58
17.	L	20	16	16	17	3	72
18.	M	15	16	17	17	3	68
19.	M	14	12	13	9	2	50
20.	M	15	15	15	10	3	58
21.	N	16	16	11	17	3	63
22.	R	15	15	15	10	3	58
23.	R	14	17	17	15	3	71
24.	R	12	14	17	16	3	62
25.	R	15	15	15	10	3	58
26.	S	15	15	15	10	3	58
27.	U	14	16	16	9	3	58
28.	V	13	14	15	15	3	60
29.	Z	16	16	15	4	3	60
30.	J	14	16	16	9	3	58
Total							1816
Average							60,53
Highest							72
Lowest							47

Nilai post-test

No	Name	Aspect of Writing					Total
		Co	Or	Vo	Gr	Me	
1.	AKI	25	17	17	19	4	82
2.	AP	25	17	17	19	4	82
3.	AAP	25	17	17	19	4	82
4.	ASC	25	17	17	19	4	82
5.	AS	25	17	17	19	4	82
6.	D	25	17	17	19	4	82
7.	DDA	25	17	17	19	4	82
8.	DN	25	17	17	19	4	82
9.	FI	25	17	17	21	4	84
10.	F	25	17	17	21	4	84
11.	FNAD	25	17	17	21	4	84
12.	HO	25	17	17	21	4	84
13.	HH	25	17	17	21	4	84
14.	I	25	17	17	21	4	84
15.	J	25	17	17	21	4	84
16.	K	25	17	17	21	4	84
17.	L	25	16	14	21	4	80
18.	M	25	16	14	21	4	80
19.	M	25	16	14	21	4	80
20.	M	25	16	14	21	4	80
21.	N	25	16	14	21	4	80
22.	R	25	16	14	21	4	80
23.	R	22	16	13	17	4	80
24.	R	22	20	13	17	3	75
25.	R	22	20	13	17	3	75
26.	S	22	20	13	17	3	75
27.	U	22	20	13	17	3	75
28.	V	22	20	13	17	3	75
29.	Z	22	20	13	17	3	75
30.	J	22	20	13	17	3	75
Total							2413
Average							80,43
Highest							84
Lowest							75

No	pre-test	post-test	D	d	d2
1	58	82	24	4,466667	19,95111
2	60	82	22	22	484
3	60	82	22	22	484
4	60	82	22	22	484
5	63	82	19	19	361
6	60	82	22	22	484
7	58	82	24	24	576
8	58	82	24	24	576
9	47	84	37	37	1369
10	58	84	26	26	676
11	68	84	16	16	256
12	58	84	26	26	676
13	68	84	16	16	256
14	70	84	14	14	196
15	58	84	26	26	676
16	58	84	26	26	676
17	72	80	8	8	64
18	68	80	12	12	144
19	50	80	30	30	900
20	58	80	22	22	484
21	63	80	17	17	289
22	58	80	22	22	484
23	71	80	9	9	81
24	62	75	13	13	169
25	58	75	17	17	289
26	58	75	17	17	289
27	58	75	17	17	289
28	60	75	15	15	225
29	60	75	15	15	225
30	58	75	6	6	36
Total	1816	2413	586	566,4667	12217,95
Average	60,53333	80,43333	19,53333		



PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 1 TRIMURJO
 Jl. Raya Metro-Wates Km5 Purwodadi 13a Trimurjo Lampung Tengah
 e-mail: smpn1trimurjo@yahoo.co.id web. smpn1trimurjo.sch.id tlp. (0725) 7858835



SURAT BALASAN IZIN PENELITIAN
 Nomor: 422/672/03/C.16/D.a.VI.01/2024

Yang bertanda tangan di bawah ini Kepala UPTD SMP Negeri 1 Trimurjo:

Nama : PRAYITNO UNTORO, S.Pd., M.M.
 NIP : 19680205 199802 1 001
 Pangkat/ Gol : Pembina Tk.1 IV/b

Berdasarkan surat dari Fakultas Tarbiyah dan ilmu keguruan , nomor: B-1487/In.28/PN.01.00/2023 perihal: Permohonan Observasi, maka UPTD SMP Negeri 1 Trimurjo memberikan izin kepada :

NO	NAMA	NPM	JURUSAN/PRODI
1	RIA RIZKI LESTARI	2001050025	TADRIS BAHASA INGGRIS

untuk mengadakan observasi di UPTD Satuan Pendidikan SMP Negeri 1 Trimurjo yang dilaksanakan pada tanggal 06 Maret 2024 sebagai syarat menyelesaikan tugas mata kuliah Penyelesaian skripsi.

Demikianlah Surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Trimurjo, 06 Maret 2024
 An. Kepala UPTD Satuan Pendidikan
 Waka Akademik
 SMP Negeri 1 Trimurjo


NUR HASANURI, M.Pd.
 NIP 196911081998021002



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SURAT TUGAS

Nomor: B-1486/In.28/D.1/TL.01/03/2024

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

Nama : **RIA RIZKI LESTARI**
NPM : 2001050025
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 1 TRIMURJO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF HERRINGBONE TECHNIQUE ON STUDENTS' WRITING SKILL OF RECOUNT TEXT AT THE EIGHTH GRADERS OF SMP NEGERI 1 TRIMURJO".
 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 : 06 Maret 2024

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





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Nomor : B-1299/In.28.1/J/TL.00/02/2024
Lampiran :-
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Aria Septi Anggaira (Pembimbing 1)
(Pembimbing 2)

di-
Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **RIA RIZKI LESTARI**
NPM : 2001050025
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **THE INFLUENCE OF HERRINGBONE TECHNIQUE ON STUDENTS' WRITING SKILL OF RECOUNT TEXT AT THE EIGHTH GRADERS OF SMP NEGERI 1 TRIMURJO**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Februari 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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 IAIN METRO

Nama : Ria Rizki Lestari
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Program Studi : TBI
 Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Kamis. 19/ 12	✓	Chapter I - Introduction. Chapter 2. - Add some concept	
2.	Jum'at, 12/2024 01	✓	Chapter I, II, III. - Revise k3f, sks, - some concept.	
3.	Rabu, 17/ 01	✓	Chapter, I, II, III Checking grammar again Acc for proposal seminar	



Dosen Pembimbing

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Program Studi : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	21/03 2024		Acc for Moradal	



Dosen Pembimbing

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 IAIN METRO**

Nama : Ria Rizki Lestari
 NPM : 2001050025

Program Studi : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
L.			Chapter 4, 5	



Dosen Pembimbing

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SURAT KETERANGAN BEBAS PUSTAKA

Nomor : P-146/ln.28/S/U.1/OT.01/03/2024

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

Nama : RIA RIZKI LESTARI
NPM : 2001050025
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001050025

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 22 Maret 2024
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002



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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Ria Rizki Lestari

NPM : 2001050025

Program Studi: Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 22 Maret 2024

Ketua Program Studi TBI



Deniatur, M.Pd.B.I.

NIP. 198803032015031006

RIA RIZKI LESTARI 2001050025
(THE INFLUENCE OF
HERRINGBONE TECHNIQUE ON
STUDENTS' WRITING SKILL OF
RECOUNT TEXT AT THE EIGHTH
GRADERS OF SMP NEGERI 1
TRIMURJO)

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CURRICULUM VITAE



Ria Rizki Lestari usually called Ria by everyone. She was born on April 4th, 2002 in Lampung. She is the second child in her family. Her father's name is Alm. Suheryanto and her mother's name is Sobiyatun. She has an older sister named Veny Fatmawati. She wants to finish her study and get a job. She started attending elementary school in 2008, then she continued in SMP N 2 Pekalongan, and graduated in 2017. After that, she continued to SMK N 3 Metro, and after graduating from SMK, she continued to IAIN Metro.