

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF RECAST TECHNIQUE ON WRITING SKILL  
OF THE EIGHTH GRADERS AT SMPN 3 TERBANGGI BESAR  
CENTRAL LAMPUNG**

**By:**

**FERREN MAYESTI  
Student Number Id : 1801071020**



**TARBIYAH AND TEACHERS TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1445 H / 2024 M**

**THE INFLUENCE OF RECAST TECHNIQUE ON WRITING SKILL  
OF THE EIGHTH GRADERS AT SMPN 3 TERBANGGI BESAR  
CENTRAL LAMPUNG**

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

Written by:

**FERREN MAYESTI**  
Student Number Id: 1801071020

Tarbiyah and Teacher Training Faculty  
English Education Departement

**Sponsor: Drs. Kuryani, M.Pd**

**STATE INSTITUTE FOR ISLAMIC STUDENTS OF METRO  
1445H/ 2024M**



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**APPROVAL PAGE**

Title : THE INFLUENCE OF RECAST TECHNIQUE ON  
WRITING SKILL OF THE EIGHTH GRADERS AT  
SMPN 3 TERBANGGI BESAR CENTRAL LAMPUNG

Name : FERREN MAYESTI

Students Number : 1801071020

Department : English Education Department

Faculty : Tarbiyah and Teacher Training Faculty

**APPROVED BY:**

To be Examined in the Munaqosyah in Tarbiyah Faculty of The State Islamic Institute  
of Metro Lampung.

The Head of English Education Department

**Dr. Muzak Demiatu, M.Pd**  
NIP. 198803082015031006

Metro, 19 December 2023  
-Sponsor

**Drs. Kuryani, M.Pd**  
NIP. 196202151995031001



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**NOTA DINAS**

Nomor : -  
Lampiran : -  
Perihal : **Persetujuan Munaqosyah Kepada saudara Ferren Mayesti**

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

*AssalamualaikumWr.Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

Name : FERREN MAYESTI  
Students Number : 1801071020  
Judul Skripsi : THE INFLUENCE OF RECAST TECHNIQUE ON WRITING SKILL  
OF THE EIGHTH GRADERS AT SMPN 3 TERBANGGI BESAR  
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Sudah dapat kami setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*

Ketua Jurusan Tadris Bahasa Inggris

  
**Dr. Muli Deiniatur, M.Pd**  
NIP. 198803082015031006

Metro, 19 Desember 2023  
Sponsor

  
**Drs. Kuryani, M.Pd**  
NIP. 196202151995031001



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Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**NOTIFICATION LETTER**

Number :  
Appendix : -  
Matter : **In order to hold the Munaqosyah of Ferren Mayesti**

To:  
The Honorable the Head of Tarbiyah Department  
At The State Islamic Institute of Metro Lampung

*Assalamu'alaikum, Wr. Wb.*

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

Name : FERREN MAYESTI  
Students Number : 1801071020  
Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education  
Title : THE INFLUENCE OF RECAST TECHNIQUE ON WRITING SKILL  
OF THE EIGHTH GRADERS AT SMPN 3 TERBANGGI BESAR  
CENTRAL LAMPUNG

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

*Wassalamu'alaikumWr. Wb.*



Metro, 19 December 2023  
Sponsor

**Drs.Kuryani, M.Pd**  
NIP. 196202151995031001



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Telp. (0726) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**RATIFICATION PAGE**

No: B-0134/17-23.1/D/PP-00.9/01/2024

An Undergraduate thesis entitled: THE INFLUENCE OF RECAST TECHNIQUE ON WRITING SKILL OF THE EIGHTH GRADERS AT SMPN 3 TERBANGGI BESAR CENTRAL LAMPUNG, written by: Ferren Mayesti, Student Number 1801071020 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, December 29<sup>th</sup>, 2023, at 08.00-10.00 a.m.

**BOARD OF EXAMINERS**

Chairperson : Drs. Kuryani, M.Pd

Examiner I : Dr. Umi Yawisah, M.Hum.

Examiner II : Yeni Suprihatin, M.Pd

Secretary : Yeasy Agustina Sari, M.Pd

(.....)  
(.....)  
(.....)  
(.....)

The Dean of Tarbiyah and Teacher Training Faculty



**Dr. Zuhairi, M.Pd**  
NIP. 19620612 198903 1 006

**THE INFLUENCE OF RECAST TECHNIQUE ON WRITING SKILL  
OF THE EIGHTH GRADERS AT SMPN 3 TERBANGGI BESAR  
CENTRAL LAMPUNG**

**ABSTRACT**

**By:  
FERREN MAYESTI**

The purpose of this study was to know the influence of recast technique on the writing skill of the eighth graders in SMPN 3 Terbanggi Besar Central Lampung. The students problems are the lowness of students' writing skill. Therefore, researchers conducted quantitative research to address these problems.

This research is quantitative research. The population of this study was 295 students VIII grade students, the sample of this study amounted to 33 students, which were determined by purposive cluster sampling technique. Researchers used tests and documentation as data collection tools, to analyze the data the authors used the SPSS application.

In this study, the results of the normality test, are : pre-test Sig. = .220 > 0.05, post-test Sig. = .329 > 0.05 and the result of the homogeneity test is Sig. = .200, then the results of the t-test that have been calculated using the one sample t-test formula are the significant value of the level (2-tailed) post test is lower than alpha ( .060 < 0.05 ). Therefore, it can be concluded that there is a positive and significant effect of using recast technique on the writing skill of class VIII students at SMPN 3 Terbanggi Besar Central Lampung.

**Keywords:** *The Influence, Recast Technique, Writing Skill*

**PENGARUH PENGGUNAAN RECAST TECHNIQUE  
PADA KETERAMPILAN MENULIS SISWA KELAS VIII  
SMP NEGERI 3 TERBANGGI BESAR  
LAMPUNG TENGAH**

**ABSTRAK**

**Oleh:  
FERREN MAYESTI**

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh dari recast technique pada menulis siswa kelas delapan di SMPN 3 Terbanggi Besar Lampung Tengah. Masalah yang dihadapi siswa adalah rendahnya kemampuan menulis siswa. Oleh karena itu, peneliti melakukan penelitian kuantitatif untuk menyikapi permasalahan tersebut.

Penelitian ini adalah penelitian kuantitatif. Populasi dalam penelitian ini adalah 295 siswa kelas VIII, Sampel penelitian ini berjumlah 33 siswa, yang ditentukan dengan teknik purposive cluster sampling. Peneliti menggunakan tes dan dokumentasi sebagai alat pengumpul data, untuk menganalisis data penulis menggunakan aplikasi SPSS.

Dalam penelitian ini, hasil dari normalitas tes yaitu: pre-test Sig. = .220 > 0.05, post test Sig. = .329 > 0.05 dan hasil dari homogenitas tes adalah Sig. = .200, kemudian hasil dari t-tes yang telah dihitung menggunakan rumus one sample t-tes yaitu nilai signifikan level (2-tailed) post tes lebih rendah dari alpha( .060 < 0.05 ). Oleh karena itu dapat disimpulkan bahwa ada pengaruh positif dan signifikan dari penggunaan recast technique pada keterampilan menulis siswa kelas VIII di SMPN 3 Terbanggi Besar Central Lampung.

**Kata Kunci :** *Pengaruh, Recast Technique, Writing Skill*



## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : Ferren Mayesti  
Student Number : 1801071020  
Department : English Education  
Faculty : Tarbiyah and Teachers Training

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

Metro, December 29<sup>th</sup>, 2023

The Researcher



**Ferren Mayesti**

NPM : 1801071020

## ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Ferren Mayesti  
NPM : 1801071020  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, 29 Desember 2023  
Penulis



**Ferren Mayesti**  
NPM : 1801071020

## MOTTO

... يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ... ﴿١١﴾

*Allah will increase the people who believe between you and the people who are given knowledge.*

*(Al-Mujadalah:11)*

## **DEDICATION PAGE**

*This piece of work is dedicated to:*

*My Beloved Parents*

*(Mr. Yuhelmi and Mrs. Enik Setiowati)*

*My Beloved Sister*

*(Prima Dentha)*

*My Lecturer, Drs. Kuryani, M.Pd who always guide me during the writing  
process of my undergraduate thesis*

*My Beloved Lecturers Of English Education Department Of State Institute For  
Islamic Studies Of Metro*

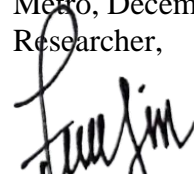
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1. Prof. Dr. Hj. Siti Nurjanah, M.Ag, as the Rector of IAIN Metro Lampung.
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3. Dr. Much Deiniatur, M.Pd,.B.I. as the Chief of English Education Department of IAIN Metro Lampung.
4. Drs. Kuryani, M.Pd, as the advisor for valuable knowledge and support in finishing this a undergraduate thesis.
5. Dr. Umi Yawisah, M.Hum and Yeni Suprihatin, M.Pd as the examiners of the undergraduate examination.
6. All lecturers and staff in English Education Department.

The researcher apologizes for all the mistakes that she has made in writing and finishing this a undergraduate thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this undergraduate thesis can be useful for the researcher in particular, for our college and every reader in general.

Metro, December 29<sup>th</sup> 2023  
Researcher,



Ferrer Mayesti  
St. ID 1801071020

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Writing is related with making text activities, such as: generating and arranging ideas and developing ideas in sentence, such as: create the ideas, organize the ideas, drafting, revising. After that, to produce a good writing query standard, it must fulfill all of the component's standards, those are: paragraph, content, the writing process, purposes and mechanics.

The benefits of writing skill in English, namely, Extensive knowledge, if someone wants to make a written work at least that person has read one or more other written works to add insight into words so that they can be arranged into sentences that are interesting to read. Therefore, there is a term "a good researcher is a good reader". Writing is timeless, as explained earlier that the thoughts set forth in writing are eternal and timeless. Therefore, all religious scriptures are in the form of writings as guidelines and instructions for humans until the end of the world. Immortalize the story, today a lot of information is circulated and spread verbally or by word of mouth without any confirmation of the truth of the information conveyed. In addition, the validity of information conveyed verbally decreases due to the addition or subtraction of information conveyed between one person and another. If the information is made into a work and can be confirmed as true, it is more useful for society and the next generation. Inspiring people, one of the benefits of writing a piece of writing is triggering and enriching the ideas that emerges from the readers.

Works such as books, novels and articles sent to the mass media are quite promising lading profits for anyone who wants to pursue them. Becoming famous people, apart from being able to bring in promising profits, writing works can also have a "side effect" of being famous, especially if the work is in great demand by many people and influences people's lives. Channeling creativity, in addition to drawing, making written works can also be used as a place to channel various creativities that exist within a person. Develop imagination, most of today's written works are fictitious stories. This indicates that to create a work of writing requires a high level of imagination and indirectly sharpens one's ability to imagine. Rule the world, this is the most substantial goal in creating a paper that is able to change the state of a nation. There are many works by famous philosophers whose works have created various understandings which is later used by a country. One example is the philosopher Karl Marx who created communism from the book he wrote.

In teaching writing skill, an effective teaching technique is needed. One such technique is recast. A recast is a technique used in language teaching to correct learners' errors in such a way that communication is not obstructed. Recasts are used both by teachers in formal educational settings, and by interlocutors in naturalistic language acquisition. Recasts can be used for teaching second languages. Sometimes, the teacher repeats the words back to the student, usually with a different intonation or form, or as a question, so that the reading appears as a continuation of the conversation.

The problems that make writing skill difficult to master, namely

linguistic, cognitive, and content problems. The first problem is linguistics. This relates to our shrewdness in writing the correct structure and therefore the sentences that are formed wasable to blend with one another. The result is that the text that is created can be well-explicated by the reader. The second problem is a cognitive problem related to our mastery of language forms, structures, grammar which are useful for effective communication in writing. The organizational problem is of course more complicated than the organizational problem in speaking. The third is the problem of ideas. This relates to anything that we can put in writing. Often we lose ideas in the middle of the writing process.

When learning writing, the first problem of language problem, language problems can be experienced by almost all researchers. This happens because the language used is always changing from time to time. Vocabulary, terms, idioms from day to day are always changing. Professional researchers generally know that. Already they generally already know how to cope in the field of language. They always try to follow the development of the existing language. As for novice researchers, because they do not know the essence of the changes that occur in the language. This becomes a serious problem. Besides that, novice researchers generally have a trivial view of language. Language is only seen as a means of communication, not seen as the main vehicle for thinking.

Organizational Problems, organizing ideas is an essential thing in writing. With good organization, a piece of writing is easily followed by

readers. Researchers who are still beginners, including most students, must often face this problem in the writing process. Some of them even consider this problem as the main problem.

The third is don't know when to start, not knowing when and how to start writing is a big problem that is commonly faced by students or students who have never written. This problem appears in the form of various versions of complaints, such as what topic to work on, when to start working on it, how to do it, how the supervisor's demands are felt to be too high, and a number of other complaints.

To learn perfect writing skill for communication, an expert make so many ways to easy understanding writing, one of that is recast technique. Recasting is a technique used in language instruction to fix students' faults without obstructing dialogue. Both teachers in formal educational contexts and interlocutors in naturalistic language learning employ recasts. Recasts can be utilized in the instruction of foreign languages. In order to make the repetition seem like a continuation of the discussion, the educator occasionally repeats the words to the student in a new tone, form, or as a question. Recognizing teaching is empowering. The more interested a teacher is in knowing how to teach when they teach writing skill, the more likely he is to teach towards a successful learning experience for his students.<sup>1</sup> They can communicate and write with writing by creating natural situations with real materials.

---

<sup>1</sup>Moe, Myat Myat. Teaching writing through communicative language teaching. *International Journal and Advance*.(Universitas of Computer Studies: Myanmar, 2019).

The result of pre-survey on March 29<sup>th</sup> 2022 in the Eighth Graders at SMPN 3 of Terbanggi Besar Central Lampung is that the students have low writing skill. The researcher used Minimum Mastery Criteria to measuring students' abilities according to MMC standards. The result of data pre-survey is presented on the following table.

**Table 1.1**  
**Data Pra-survey of Recast Technique on Writing Skill of the Eighth Graders at SMPN 3 of Terbanggi Besar Central Lampung**

No	Grade	Frequency	Percentage	Criteria
1	$\geq 72$	8 students	24.24%	Complete
2	$\leq 72$	25 students	75.75%	Incomplete
Total		33 students	100 %	

*Source: The English Teacher achieve, taken on March 29<sup>th</sup>, 2022*

From the result on table 1, it can be seen that the student who get grade  $\geq 72$  is 8 students and under the MMC is 25 students. That means that many students has get low score and have the problems with it. It makes the researchers interested to know what the way can be improved the students score. Because of the background at the above the researcher interested in entitled the paper “The Influence of Recast Technique on Writing Skill of the Eighth Graders at SMPN 3 of Terbanggi Besar Central Lampung”.

In the pre-survey the researcher also conducted interview with an English teacher. It was learned from the results of the interview that students had obstacles to learn English. It was pointed out by a lack of English vocabulary. In addition to the students' low English word mastery limitations, it resulted in poor student writing skill in English.



## **B. Problem Identification**

Based on the results of the pre-survey the authors found several problems as follows:

1. Students had a poor English vocabulary.
2. The students have low writing skill.

## **C. Problem Limitation**

Based on the problems that have been identified, the researcher limits the research problem by focusing on the low students writing skill.

## **D. Problem Formulation**

The problem that is formulated as “ is there any positive and significant influence of recast technique on Writing skill of the Eighth Graders at SMPN 3 Terbanggi Besar Central Lampung?

## **E. Objective and Benefit of Study**

### **1. Objective of the Study**

To know whether there is a positive and significant influence of using recast technique on Writing skill of the Eighth Graders at SMPN 3 Terbanggi Besar Central Lampung.

### **2. Benefit of the Study**

The benefit of this research is for all aspects in Learning and teaching process. The meanings are as follow :

- a. For the Teacher

Teachers enhance their experience of teaching writing skill by

recast technique to students. Teachers can solve teaching and learning process problems by paying attention to students' communication and writing skill. By using the recast technique, the results of this study is input for teachers to improve and further develop the teaching and learning process of recast techniques in terms of students' skill of writing.

b. For the Students

Students can understand and know well the writing in communication and writing skills. The students get a simple technique to improve writing skill using recast technique.

c. For the other Researchers

The researchers know the students' ability in writing skill by using recast technique. Beside that, the researchers can increase his knowledge and they get some experience in controlling teaching and learning situations.

a. For Institution

For institutions, it can be used as information to improve English learning activities in the future.

## **F. Prior Research**

This research was conducted by considering several previous studies. The first relevant research was carried out by Mojtaba Mohammadi with the research title Recast and Metalinguistic Feedback in Teaching and Learning L2 Writing: A Comparative Study. The research method is Quantitative

research method. The purpose of this research is to study the efficacy of recast and metalinguistic clues as two types of feedback. The research results is the findings of the study indicated that while both proved efficient to some degree, metalinguistic clues were more efficacious than its counter part, recast. This study also suggested that corrective feedback, no matter what type is being put to use, could provide a highlighted input, for it raises a selective attention for the input on the side of the learners and this physical saliency can work for the betterment of language learning.

The second relevant research was carried out by Samira Zabihi with the research title *The Effect of Recast on Iranian EFL Learners' Writing Achievement*. The research method is Quantitative research method. The purpose of this research is this study presents the findings of an investigation on the effect of recast as a major type of indirect corrective feedback on English language learners' writing skill. The research results is revealed that recast had a positive impact on decreasing errors. The comparison of the pre-test and post-test scores shows that recasts significantly assisted in increasing accuracy of writing.

Recast did not improve students' accuracy in post-test. The third relevant research was carried out by Parviz Maftoon, Masoumeh Ahmadi Shirazi, and Parisa Daftarifard with the research title *The Effect of Recast vs. Self Correction on Writing Accuracy: The Role of Awareness*. The research method is Quantitative research method. The purpose of this research is to examine the differences between recast technique and the correction method for

writing. The research results in this study showed that there is no significant difference between the two methods of correction although students improve after treatment; however, self correction outperformed recast and

The novelty of this research is in the form of the author's attempt to use recast which is complemented by the provision of reading text before the learning process of writing using recast is carried out.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Concept of Writing

##### 1. Definition of Writing

Writing is a complex skill encompassing multiple processes and talents, and some students may trouble with it.<sup>2</sup> It means that writing is an important technique that allows various processes and talents, which might cause difficulties for some learners. It is obvious from the previous statement that writing can require complicated abilities and present obstacles for students.

Moreover, Brown states “writing is a thinking process”.<sup>3</sup> Before it is issued, writing can be prepared and given an infinite number of modifications. The ability to communicate in English, both orally and in writing is expected of the students. Writing is a thinking tool that allows students to express their ideas while also assisting students in understanding and sharing their perspectives on the world.<sup>4</sup> Moreover, writing is a cognitive tool that allows learners to express identities as well helping learners in understanding and sharing their ways of understanding. On the contrary, writing is the creation of comprehensible letters or characters with the goal of conveying message.

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<sup>2</sup>Peter Westwood, *What teachers need to know about Reading and writing difficulties*, (Australian: ACER Press, 2008), 57.

<sup>3</sup>Atikasari Husna, Akhmad Multazim, “Students’ Difficulties in Writing Recount Text at Inclusion Classes”, *LET: Linguistics, Literature and English Teaching Journal* 9, no. 9 (2019): 53.

<sup>4</sup>Sarah Kartchner Clark, *Writing Strategies for Science*, (Huntington Beach: Shell Education, 2014), 6.

Writing usually assumed of as a creative act.<sup>5</sup> Generally, writing is regarded as a creative activity. An understanding of writing is also known as creative activity since it strategies. The researchers ideas into written form. It means writing also referred to as creative action because it funnels the words or ideas into formal writing.

## 2. Kinds of Writing

### a. Prescriptive Writing:

People are instructed on how to use the English language, what forms to employ, and what purposes to fulfill via the classical writing method. Because it enables individuals to speak and write in formal English, prescriptive writing is crucial. Further, "those who follow it (or those who encourage others to follow it) argue that doing so aid in streamlining one's words and make one's language more beautiful.<sup>6</sup> Prescriptive writing is intended to be taught in schools to provide individuals a uniform level of usage.

Examples:

- 1) In English, less goes with mass nouns (e.g., "less money"), and "fewer" goes with count nouns (e.g., "fewer items".)
- 2) In English, speakers should not split infinitives (e.g., "to boldly go;") instead, write or say ("to go boldly.")
- 3) In English, speakers should not use passive voice (e.g., "The

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<sup>5</sup>Cheryl E. Ball and Drew M. Loewe, *Bad Ideas About Writing*, (Morgantown: West Virginia University Libraries, 2017), 78.

<sup>6</sup>Susan Tamasi, Lamont Antieau, *Language and Linguistic Diversity in the US*, Chapter 2 (New York: Grammar Standardization and Language Authority, 2015), 24-25.

meeting was held by the university;”) instead, write or say (“The university held the meeting.”)

- 4) In English, speakers should avoid phrasal verbs (e.g., “come over to have some tea;”) instead, write or say (e.g., “visit me to have some tea.”)

b. Descriptive Writing:

This is the real speech and writing of native English speakers, and it lacks a clear sense of how it should be organized.<sup>7</sup>It focuses on explaining how the English language is used rather than prescribing how it ought to be used. Additionally, it does not imply that there is a proper or improper use of language.

Examples:

- 1) English Adjective order: (opinion, size, physical quality, shape, age, color, origin, material, type, and purpose (e.g., This is a beautiful, small, green, American island.)
- 2) Some native speakers say:
  - a) “I am younger than him” instead of “I am younger than he.
  - b) “He graduated American university” instead of “He graduated from American university.”
  - c) “I ain't going now here” Instead of “I am not going anywhere”.

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<sup>7</sup>*Ibid.*,28

### 3. Indicators of Writing

As teachers, assessment is important. Carter and Nunan says the term assessment is a way of gathering information about a student's abilities.<sup>8</sup> According to Jacob in Sara, the writing scoring has five components such as content, organization, vocabulary, language use or grammar, and mechanics.<sup>9</sup> Meanwhile, the writing grade in this research is based on Heaton as follows:<sup>10</sup>

**Table 2.1**  
**The Scoring of Writing**

No	Aspect	Grade	Level	Criteria
1.	Content	30-27	Excellent to very good	Knowledgeable substantive.
		26-22	Good to average	Some knowledge of subject-adequate range.
		21-17	Fair to poor	Limited knowledge of subject-little substance.
		16-13	Very poor	Does not show knowledge of subject-non-substantive.
2.	Organization	20-18	Excellent to very good	Fluent expression-ideas clearly stated.
		17-14	Good to average	Somewhat choppy-loosely organized but main ideas stand out.
		13-10	Fair to poor	Non-fluent- ideas confused or disconnected.
		9-7	Very poor	Does not communicate-no organization.
3.	Vocabulary	20-18	Excellent to very good	Sophisticated range-effective word/idiom choice and usage.
		17-14	Good to average	Adequate range-occasional errors of

<sup>8</sup>Ronald Carter and David Nunan, *The Cambridge Guide To Teaching English To Speakers Of Other Languages*, (New York: Cambridge University Press, 2011), 137.

<sup>9</sup>Sara Cushing Weigle, *Assessing Writing*, (New York: Cambridge University Press, 2002), 115.

<sup>10</sup>J.B Heaton, *Writing English Language Tests New Edition*, (New York: Longman), 146.



				word/idiom form, choice, usage but meaning not obscured.
		13-10	Fair to poor	Limited range-frequent errors of word/idiom form, choice, usage.
		9-7	Very poor	Essentially translation-little knowledge of English vocabulary.
4.	Language use	25-22	Excellent to very good	Effective complex constructions.
		21-19	Good to average	Effective but simple constructions.
		17-11	Fair to poor	Major problems in simple/complex constructions.
		10-5	Very poor	Virtually no mastery of sentence constructions rules.
5.	Mechanics	5	Excellent to very good	Demonstrates mastery of conventions.
		4	Good to average	Occasional errors of spelling, punctuation.
		3	Fair to poor	Frequent errors of spelling punctuation, capitalization.
		2	Very poor	No mastery of conventions-dominated by errors of spelling, punctuation, capitalization, paragraphing.

Source : Heaton *Writing English Language Tests New Edition*

Based on the table above, each category has a different high grade. That is the content 30 grades, organization 20 grades, vocabulary 20 grades, language use 25 grade, and mechanics 5 grades. Therefore, the highest grade is 100.

#### 4. Benefit of Writing

Learning writing brings positive benefits to those who learn it. Some of the benefits of becoming writing are:<sup>11</sup>

- a. By writing skill, the researchers are able to communicate more freely.

Without writing, communication becomes chaotic or disorganized because they do not understand the English writing it self. It means writing which can lead to cluttered and disorganized communication. Attempts to explain ideas and statements are difficult and can not be easily understood without a thorough understanding and application of the writing.

- b. Improving Writing Skills with Recast Rules

When students want to convey their ideas in sentences, it is very important to learn the structure of the sentences. One has a vocabulary, and the other has Recast rules that exist in the language. According to Burhan Nurgiyantoro in (Damayani, 2014) states that the writing of a sentence actually determines whether the story can be accepted because it makes sense or does not carefully convey a particular meaning. Regarding writing, Djiwandonoin (Damayani, 2014) also argues that -writing is associated with the ability to understand words at the morphological level and sentences at the syntactic level as part of a linguistic explanation.

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<sup>11</sup>Zachnas Damayani, Kesiapan SMA Negeri 7 Purworejo Terhadap Implementasi Kurikulum 2013 Bahasa Prancis, (bachelor's thesis, Universitas Yogyakarta,2014), 42-43.

c. Comprehension and use improvement.

Comprehension includes reading and writing skills listening understanding. Ease of use, on the other hand, includes the ability of students to speak and write. The four language skills are the criteria for educators to judge a student's English proficiency. We may infer from the a fore mentioned notion that writing is crucial to language learning. Writing determines how linguistic skill and knowledge are influenced, both verbally and in writing.

We may infer from the afore-mentioned notion that writing is crucial to language learning. Writing determines how linguistic skill and knowledge are influenced, both verbally and in writing.

## 5. Teaching Writing

Teaching writing in English is a very-very important. Because writing or language structure gives meaning to writing. Writing teaching integration with material that has contemporary cultural value is also recommended considering this helps students in improvement of learning performance on targeted writing items<sup>12</sup>. Inserting language awareness is also another important thing to consider in teaching writing<sup>13</sup>. Referring to these things, there is no doubt about the urgency of learning and teaching writing in English classes. Anthony explained these terms with definitions

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<sup>12</sup> Congchao Hua, BiLin, "Bringing Fun and Meaning into Writing Learning: A Case Study of A Secondary-Level EFL Class in HongKong", *Cogent Education*, Vol. 1, Issue 1 (2015): 13.

<sup>13</sup> Andwi Dwi Nugroho, et al, "The Role of Language Awarenessson Writing Learning in Indonesian Efl Context", *JELLT (Journal of English Language and Language Teaching)*, Vol. 2(2) (2018):37-49.

that were quite easy to understand at the time. <sup>14</sup>The first of the three hierarchical components of English instruction is the approach (approach). The approach is a collection of theories concerning the nature of language instruction and learning. Examples of instructional strategies include communicative approach, direct technique, reading method, audiolingual method, and GTM (writing translation technique), among others. It places the "method" second to the approach. According to him, the approach-based, systematic technique is an overview or overall strategy of how language acquisition would be presented. Examples of methods are CLL (community language learning), the natural approach, silent approach, and suggestopedia. The final word is "technique." According to Anthony, methods are actions that are carried out in the classroom. Techniques must be specific and have a rhythm that is consistent with the technique and approach. So, we can say that This technique involves putting plans and assumptions into practice. The link between approaches, methods, and techniques is depicted in the following figure. <sup>15</sup>

## 6. Writing Testing

One of the key components of language testing is writing testing. Writing assessments play a significant role in language programming because understanding the fundamentals of writing underlies the capacity to utilize language to communicate meaning. This supports Madsen's

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<sup>14</sup> Anthony in Sudjoko and Susilawati, "Peningkatan Penguasaan Grammar Dalam Menulis Kalimat Melalui Teknik Mistake Buster", *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, Vol,5(1) (2019): 367.

<sup>15</sup> *Ibid.*, 373.

assertion that "Writing assessments are used to gauge pupils' proficiency in a variety of areas, including syntax and inflection. Word connections in a phrase, including as word order, the use of the negative, question forms, and conjunctions, are referred to as syntax." Madsen offers two fundamental approaches to evaluate the writing proficiency of early-level students.<sup>16</sup>

a. Individual Test

A test called an individual test is one that uses an oral examination to evaluate each student separately. These requests may only be looking for non verbal movements or simple spoken responses. Both the vocabulary and the structure that students have been taught for this test must be used in the test questions.

b. Group Test

The educator administers assessments to the class through guided physical reactions. Each new vocabulary word is first explained and shown by the teacher. Following that, he instructed the kids to draw what the educator had said.

Teachers may also utilize a variety of writing assessments to gauge their students' proficiency in these courses. And according to Heaton, a number of different categories are frequently employed to evaluate a language's writing properties. According to Heaton in many tests, including:<sup>17</sup>

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<sup>16</sup>Harold S. Madsen, *Techniques in Testing* (New York: Oxford University Press, 1983), 34.

<sup>17</sup>J. B. Heaton, *Writing English Language Test* (New York: Longman Group, 1988), 34.

1) Multiple choice

This exam has the benefit of being simple to assess and can swiftly cover a lot of writing elements.

2) Error correction

Writing tests can benefit from the use of error correction items. Students are given sentences with mistakes as part of error correction tasks. Students must determine which of four marked-with-letters words or phrases in a sentence has a mistake.

## B. Recast Technique

### 1. Definition Recast Technique

Recast is one of the effective techniques for repairing learner mistakes.<sup>18</sup> Teachers may now address errors made by pupils without putting them in a vulnerable or embarrassing position. Since they are able to own up to their errors, students are better able to learn from them and accept instructor corrections. The pupils wanted to try again after they had finally overcome their fear. Modeling also includes recasting. When a learner's utterance is recast, the facilitator changes it by introducing new or different writing information (syntactic information) or word meaning (semantic information). Imagine a facilitator saying, "The New Thing" or "The Right Thing".<sup>19</sup>

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<sup>18</sup>Laura Hawkes, Hossein Nassaji, "The Role of Extensive Recasts In Error Detection And Correction By Adult EFL Students", *Studies in Second Language Learning and Teaching*, Vol.6(1) (2016): 19-41.

<sup>19</sup> Robin Parker, "Recasting: A Language Facilitation Strategy" retrieved from <https://praacticalaac.org/strategy/recasting-a-language-facilitation-strategy/> diunduh pada 5

Recast is a feedback technique that is feared by teachers, especially in Indonesia, which uses English as a foreign language. It is a corrective strategy through which language learners make mistakes when their English skills have to be reformulated. Writing, reading, and speaking are the actual core focus skills, with speaking taking the lead. Rephrased as: Students must get corrective feedback to help them improve their speaking abilities, but the instructor must be aware of the circumstances before correcting them.<sup>20</sup> Some learners enjoy receiving correction from the teacher, while others do not. Recasting can actually lower the proportion of pupils who experience discomfort when receiving instructor corrections.

From the definition above recast above The researcher assumed that recast is the technique when the conversation partner repeats what the youngster stated in more precise or appropriate words, the term "recast" is employed. This is done to justify what is said in accordance with the writing and language references used.

## **2. The Benefit of Recast Technique**

The benefit used recast technique according to Shandra and Suryoputro are<sup>21</sup>:

- a. Recast encourages pupils to be linguistically conscious.

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November 2022.

<sup>20</sup> Abedi et al, "Comparing the effects of recasts. Direct feedback on EFL students' pronunciation accuracy," *International Journal of Educational Investigations*, Vol. 2(3) (2017): 159-169.

<sup>21</sup> Gunawan Suryoputro et al, "Case Study: The Use of Recast in the EYL Classroom," *Journal of ELT Research*, Vol. 2(1) (2017): 7.

- b. Recast makes the learning process more enjoyable.
- c. Recast maintains pupils' drive and spirit.
- d. Recast promotes independent and self-directed learning.

This is the sample used recast technique:<sup>22</sup>

<b>Learner</b>	<b>Facilitator</b>
"want cookie"	"I love cookies, my favorite are chocolate chips" OR "I want the cookie please"
"he walket in"	"yes, he WALKED in"
"boy are playing"	"wow, the boy is playing ball"
I want read.	"oh you want TO read".OR "What do You want to read?"

### 3. The Strategies of Teaching Recast Technique

Recasts are simply one of several potential remedial technique that teachers may employ to address student mistakes. In addition to recasts, Lyster and Ranta suggested five remedial techniques (i.e. explicit correction, request for clarification, metalinguistic information, elicitation and repetition):<sup>23</sup>

- a. Explicit correction: The instructor corrects the student directly, making it apparent that what they stated was incorrect.
- b. Recasts: The teacher rephrases all or a portion of the student's remarks without directly stating that the speech is incorrect.
- c. The teacher asks for clarification by using expressions like "Excuse me" and "I don't understand."
- d. Metalinguistic information: The instructor offers observations, details,

<sup>22</sup> Robin Parker, *Recasting: A Language Facilitation Strategy*.

<sup>23</sup> Roy Leyster & Leila Ranta, "Corrective Feedback And Learner Uptake: Negotiation Of Form In Communicative Classroom," *Studies in Second language Acquisition*, Vol. 19 (1997):37.



or queries on how the students' speech is formed.

- e. Elicitation: The instructor asks questions such, "How do we put that in French?" or pauses to let students finish the teacher's speech or asks them to reformulate their own speech in order to directly elicit reformulation from the class.
- f. Repetition: The instructor emphasizes errors by repeating the student's incorrect statements with a different tone.

Figure 1 depicts how Long and Robinson classified the re-engineering as implicitly negative evidence.<sup>24</sup> Long and Robinson included explicit actions such putting the target form on the board, underlining essential aspects, stressing the feature excessively, and making students repeat the same object or phrases in their description of the many forms of form-focusing techniques.<sup>25</sup> This action is referred to as explicit feedback on mistakes as opposed to recasts. Recasts differ from other form-focused processes in that they are implicit, do not isolate the language's form characteristic that is the subject of feedback, and do not temporarily impede the flow of meaningful interactions.

#### **4. Teaching Steps Using Recast Technique**

In recasting, the teacher attract the student's attention to what he or she has just said, with the expectation that the student self-correct.

The teacher attempts to get a student to notice the student's error in writing. In the process of giving correction to the students' writing, the

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<sup>24</sup>C.J. Doughty & J. William, *Focus On Form In Classroom Second Language Acquisition* (Cambridge: Cambridge University Press. 1998), 15.

<sup>25</sup>*Ibid.*, 45

teacher repeats what the student's error in writing.

The teacher emphasizes the forms that need to be changed to draw sufficient attention to the need to repair the utterance.

If the student does not respond, the teacher models the correct form, and the student then incorporates it.

Student : He goes out at 8 o'clock.

Teacher : I see.

Student : And then he. . .

Teacher : But, uhm, goes, goes, is that correct?

Student : No. . . uhm, went. He went out

Jose : I think the worm will go under the soil.

Teacher : *I think* that the worm *will* go under the soil?

(no response)

Teacher : *I thought* that the worm *would* go under the soil.

Jose : *I thought* that the worm *would* go under the soil<sup>26</sup>.

## C. Theoretical Framework and Paradigm

### 1. Theoretical Framework

Quantitative research is used in this study. The goal of this study is to learn more about the interactions between the independent and dependent variables. In this study, there are two variables: an independent variable (X) and a dependent variable (Y). Recast Technique is the

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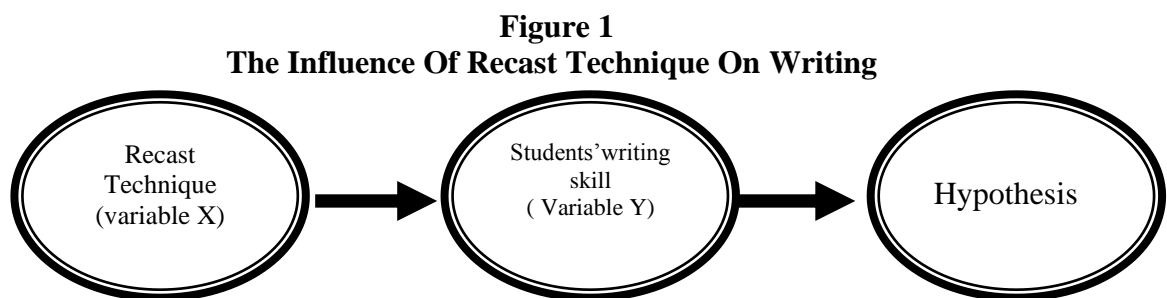
<sup>26</sup>Ron Cowan, "The Teacher's Grammar of English, (Amerika: Cambridge University, 2008)

independent variable (X), while Writing skill is the dependent variable (Y). Therefore, the explanation from Recast Technique is a technique to improve students' writing.

The theoretical framework in this research is “if Recast Technique is applied perfectly for the proses of writing learning, so the students' writing is good. Whereas, if recast technique is not applied perfectly towards proses of the teaching and learning, so students writing is bad.

## 2. Paradigm

In light of the afore mentioned theoretical framework, The researcher provides the following description of the paradigm:



Based on the figure above, Recast Technique gives the influence for the students' writing. The researcher assumes that there are positive and significant Recast Technique On Writing Skill.

## D. Hyphotesis

Based on Theoretical Framwork and paradigm, There are two kinds of hypothesis of this reseach as follow<sup>27</sup>:

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<sup>27</sup>Laurencia Veronika Santoso, “Analisis Pengaruh Price, Overall Satisfaction, dan Trust Terhadap Intention to Return Pada Online Store LAZADA”, *Agora*, Volume 6, No 1 (2018).

## 1. Hypothesis Formulation

**(Ha)** : There is positive and significant influence of recast technique on writing skill of the Eighth Graders at SMPN 3 of Terbanggi Besar Central Lampung.

**(Ho)** : There is positive and significant influence of recast technique on writing skill of the Eighth Graders at SMPN 3 of Terbanggi Besar Central Lampung.

## 2. Statistical Hypothesis

In determining the level of statistical significance, The researcher determines the Statistical Hypothesis as follows:

If  $F_o \geq F_{table}$ , then (Ho) is rejected, (Ha) is accepted.

If  $F_o < F_{table}$ , then (Ho) is accepted, (Ha) is rejected.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

A quantitative research design is used to conduct the research. Quantitative data analysis is a powerful research method that is rooted in the positive is the tradition. It is frequently associated with large-scale investigations, but it can also serve smaller-scale investigations, such as case studies, action research, correlation research, and experimental research.<sup>28</sup> Quantitative research is a type of research that collects data in numerical form and compares the number of variables or evaluates the effectiveness of various interventions. The research design of this research is quasi experiment research. In quasi experiments, the investigator uses control and experimental groups but does not randomly assign participants to groups.<sup>29</sup> A quasi experiment is a type of research design that attempts to establish a cause-and-effect relationship. The researcher chose two classes as experimental and control class. The researcher administrated pre-test and post-test to those experimental and control class. The researcher asked the students to do pre-test, to be active in treatment, and to do post-test. The treatment was conducted after pre-test. The pre-test was intended to find out the students' writing skill before giving the treatment, while the post-test was intended to find out the significant influence of students' using recast technique after the

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<sup>28</sup>Louis Cohen, Lawrenc Manion & Keith Morrison, *Research Method in Education*, (Canada: Routledge: 2007), 501.

<sup>29</sup>John W. Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches*, (Calivornia: SAGE Publications inc, 2014)

treatment has be given.

Quantitative research was used to perform the study. When conducting quantitative research, the author chooses an issue to address based on current trends in the industry or the requirement to provide an explanation for an event. The researcher conducted the research at the Eighth Graders of SMPN 3 of Terbanggi Besar Central Lampung in academic years 2022/2023.

## **B. Operational Definition of Variable**

### **1. Independent Variable**

The independent variable is (likely) a variable cause, impact, or outcome. They may also be known as treatments. Recast technique is a research's independent variable which is defined as a technique that develops students awarness of themselves, their feeling and values, and the feeling and values of their fellow students. Recasting is a technique used in language instruction to fix students' mistakes without obstructing dialogue.

### **2. Dependent variable**

A variable that depends on an independent variable is said to be dependent. It is the results or consequences of the independent variable's influence. The dependent variable in this study is writing skill.

Additionally, depending on the justification provided, the researcher used the Recast technique to this study's treatment of eighth graders of SMPN 3 of Terbanggi Besar Central Lampung in the academic

year 2022/2023. In addition, the researcher collected the data by using writing skill.

## C. Population, Sample and Sampling Technique

### 1. Population

The population is divided into the same number of groups as the number of treatments to be tested.<sup>30</sup> A population is a subset of the population, whereas a population is a whole group of people with certain characteristics.<sup>31</sup> It means that the population is all subjects who have certain qualities and characteristics determined by the researcher and was observed in this study. The population of this study consisted of all students of class VIII SMPN 3 Terbanggi Besar Central Lampung that consisted of eight classes totaling 295 students.

### 2. Sample

The sample is composed of people who were selected in this study.<sup>32</sup> The sample of this study consisted of two classes because the type of quantitative research used is Quasi Experimental; therefore, the sample of this study consisted of two classes, namely class VIII I and class VIII H. Class VIII I as the experimental class and class VIII H as the control class. The number of students in each class is 33 students so that the total sample is 66 students.

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<sup>30</sup>Ranjit Kumar, *Research Methodology a step-by-step guide for beginners 3<sup>rd</sup>ed*, (Los Angeles: SAGE Publication Ltd, 2011), 104.

<sup>31</sup>Leroy R. Thacker II and PhD, "What Is the Big Deal About Populations in Research?" *Sage: Progress in Transplantation* 30, No.3, (2019), 1.

<sup>32</sup>Elizabeth DePoy, *Introduction to Research Understanding and applying Multiple Strategies 5<sup>th</sup>ed*, (USA: Elsevier, 2016), 191.

#### **D. Sampling Technique**

The researcher used cluster random sampling technique in this research. This technique was used to determine the sample that has the same characteristic. In addition, this technique is not about personal but about the group or class. The researcher used the VIII I as the experimental class and VIII H as the control class to ensure that every member of the population in this study had the opportunity to become a sample.

#### **E. Data Collection Technique**

In the data collecting procedure, there are three steps that have to follow in this research:

##### **1. Test**

Test is usually performed by using that element of the survey and determining how it work. In this study, two tests was used, and they are as follows:

##### **a. Pre-test**

Pre-test is given to the experimental class and controlled class before giving a treatment to measure students' writing ability. The experimental and control class received the same pre-test.

Pre-test was held with a writing test. The researcher distributed the pre-test was done by asking the students to write the descriptive text in English for writing test.

##### **b. Post-test**

After giving the treatment, the researcher gave a post-test for



both the experimental class and control class to find out the results of the treatment exam to see whether or not the usage of the Recast technique was successful in teaching students writing skill. The post-test was done by asking the students to write the descriptive text in English.

## 2. Documentation

One of the numerous procedures that go along with audit work is documentation, and its primary goal is to put all audit-related actions and information in paper.<sup>33</sup> Books, magazines, notes, data from the internet, journals, and other materials was utilized as documentation instrument/tools. The researcher use the documentation method to collect data regarding:

- a. The history of SMPN 3 of Terbanggi Besar Central Lampung.
- b. The condition teachers and officials employes in SMPN 3 of Terbanggi Besar Central Lampung.
- c. The quantity of the students of SMPN 3 of Terbanggi Besar Central Lampung.
- d. Organization structure of SMPN 3 of Terbanggi Besar Central Lampung.
- e. The regulation of SMPN 3 of Terbanggi Besar Central Lampung

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<sup>33</sup>Henning Kagermann et al, *Internal Audit Handbook*, (Jerman: Springer, 2008), 432.

## **F. Research Instrument**

### **1. Writing Test**

To identify the students' writing of the Eighth Graders of SMPN 3 of Terbanggi Besar Central Lampung, the researcher applied writing test. The test evaluates students' ability with the writing test.

### **2. Observation Sheet**

Observation Sheet is used to observe all of the aspects that can improve and support the students' writing in the process of learning such as the facilities in that school. An observation sheet was also utilized to record the 33 conditions that occurred during the teaching and learning process. It was completed by the English teacher who served as the observer and provided feedback to the researcher on all of the students' activities.

### **3. Documentation sheet**

It alludes to archival data that aids in the researcher's data collection. The researcher makes use of the object research-related documents, such as the list of students' names and the names of the teachers.

## **G. Data Analysis Technique**

Marczyk, Geoffrey R. assumed that a written test is used to examine the difference in mean between the two groups. In general, they require a single dichotomous independent variable and a single continuous dependent

variable.<sup>34</sup>

To investigate whether there is a positive and significant influence between the use of recast technique and students' writing skill, The researcher analyzed the data using an Independent Sample written test with the SPSS 25.0 for windows program with the following hypothesis.

Ho: There is no positive and significant influence of the use of recast technique on the writing skill of class VIII students of SMPN 3 Terbanggi Besar Central Lampung in the 2022/2023 academic year.

Ha: There is a positive and significant effect of using recast technique on the writing skill of VIII grade students of SMPN 3 Terbanggi Besar in the 2022/2023 academic year.

Independent Sample t-test Guidelines.

1. If probability or Sig. < (0.05), then the null hypothesis (Ho) is rejected.
2. If the probability or Sig. > (0.05), then the null hypothesis (Ho) is accepted.

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<sup>34</sup>Geoffrey Marczyk, David De Matteo and David Festinger, *Essentials Of Research Design And Methodology*, (New Jersey: John Wiley & Sons, Inc, 2005), 220.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Research Result**

##### **1. Profile at SMPN 3 Terbanggi Besar Central Lampung**

###### **a. The Historical Background**

SMPN 3 Terbanggi Besar Central Lampung has undergone several changes in school name. In the beginning, SMPN 3 Terbanggi Besar Central Lampung was named SMP Negeri Bandarjaya since 1987-1988, which is located approximately 500 meters from Bandarjaya City with the first-time accepting grade 1 students as many as 2 classes managed under the supervision of SMP Negeri 1 Poncowati.

After a year later received the Decree of Enforcement dated February 8, 1988 with No: 052 / 0 / 1988 was appointed to be the first principal since getting the Decree. The Enforcement was MR. Dwi JoJD, BA, starting his duties on February 1, 1989 by accepting students in each of the two classes, namely: Class I as many as 2 classes, class II as many as 2 classes and class III as many as 2 classes.

Then since October 1, 1991 there has been a change of Principal, namely Mr. Paulus Marji, BA. Starting in 1994 SMP Negeri Bandarjaya was assigned to open filial classes, namely:

- 1) Filial SMP Negeri 2 Bandarjaya, namely class I received 3 classes in the 1994– 1995 school year.

- 2) Filial SMP Negeri Karang Endah, where class I received 2 classes in the 1994 – 1995 academic year.
- 3) Filial SMP Negeri Simpang Agung, where class I received 5 classes in the 1994 – 1995 academic year.
- 4) Filial SMP Negeri Onoarjo in the 1997–1998 academic year.

SMP Negeri Bandarjaya has undergone three name changes, first SMP Negeri Bandarjaya changed to SMP Negeri 7 Terbanggi Besar and changed again to SMP Negeri 3 Terbanggi Besar until now. In leadership, there was also a change of Principal, namely:

- 1) Mr. Dwijo JD, BA 1987 –1991
- 2) Mr. Paulus Marji, BA in 1991– 1998
- 3) Mrs. Hj Elsa F Shalta, S.Pd in 1998–2006
- 4) Mr. Suharlan, S.Pd, M.Pd in 2006–2012
- 5) Mrs. Nirmalasari, S.Pd, MM in 2012–2016
- 6) Mr. Drs. Sukisno, MM in 2017–2022
- 7) Mr. Muhamad Almuhammad, S.Pd in 2022–2023
- 8) Mr. Siswandi, S.Pd. M.M in 2023 until now

<sup>35</sup>SMPN 3 Terbanggi Besar Central Lampung has a Vision and Mission:

- 1) Vision:

The realization of a smart, active, dynamic, and devoted generation as the embodiment of the Pancasila.

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<sup>35</sup>Source: *The Profile got from English The Researcher at SMPN 3 Terbanggi Besar Central Lampung.*

2) Mission:

- a) Having habits of worship, imtaq, clean living, good manners, discipline and noble character.
- b) Having innovative learning with appropriate strategies/methods/approaches.
- c) Having achievement of academic and non-academic achievements.
- d) Increasing the human resources of educators and education personnel who are qualified and have a personality.
- e) Having a dequate infrastucture/facilities.
- f) Having school computerization system

**b. The Condition of the Teachers and Official Employees**

1) The state of Teachers and Employees

a) Headmaster

The head of SMPN 3Terbanggi Besar Central Lampung is Mr. Siswandi, S.Pd. M.M who has served from 2023-present.

b) Teachers and Employees

SMPN 3 Terbanggi Besar Central Lampung has 46 teachers and employees. An overview of presence of teachers with various distributions can be seen as follows.<sup>36</sup>

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<sup>36</sup>Source: *The Condition of Teachers and official Employers got from English The researcher at SMPN 3 Terbanggi Besar Central Lampung.*

**c. The Students Quantity**

The quantity of students at SMPN 3 Terbanggi Besar Central Lampung is illustrated on the table below:

**Table 4.1**  
**The Students Quantity**

No	Grade	The students
1.	VII	291
2.	VIII	295
3.	IX	301
	Total The Students	887

**d. The Condition of Infrastructure Facilities**

In terms of the physical building, SMPN 3 Terbanggi Besar Central Lampung has the following facilities and infrastucture:<sup>37</sup>

**Table 4.2**  
**The Condition of Infrastucture Facilities**

No	Infrastucture and Facilities	Amount
1.	Classroom	26
2.	Teacher room	1
3.	Principal room	1
4.	Principal of school room	1
5.	Library	1
6.	Security room	1
7.	Osis room	1
8.	Mosque	2
9.	Canteen	5
10.	Since Laboratory	1
11.	School Healty Serves (UKS)	1
12.	Toilet Students	2
13.	Toilet Teacher	2
14.	Kitchen	1
15.	School cooperative	1
16.	Counseling room	1
17.	School guard house	1

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<sup>37</sup>Source: Condition of Infrastructure Facilities at SMPN3 Terbanggi Besar Central Lampung.

## 2. The Description of Research Result

The research was conducted to achieve the research objective, namely, to find out whether there is any positive and significant influence of recast technique toward students' writing test on descriptive text at the eighth grade SMPN 3 Terbanggi Besar Central Lampung. The result of this research includes a description of the students' pre-test scores, treatment and post-test. The explanation of each research is as follows:

### a. Pre-Test Result

The researcher conducted a pre-test on April 12<sup>st</sup>, 2023 by giving writing test to the eighth graders at SMPN 3 Terbanggi Besar Central Lampung.<sup>38</sup> This type of writing test was conducted by asking students to compose a descriptive text and choose the one topic such as describing your parents.

In the pre-test process, the students worked seriously, and each student partially writes descriptive text in form of English. The pre-test results are illustrated in the following table:

**Table 4.3**  
**The Pre-Test Result of Experimental Class of the Students' Writing Test**

No	Name	Grade
1	AP	66
2	AFS	52
3	AH	76
4	AP	61
5	APS	75
6	ADP	70
7	AO	50
8	EAS	54

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<sup>38</sup>Source: SMPN 3 Terbanggi Besar Central Lampung Pre-test Data



9	EN	75
10	EA	71
11	ERW	72
12	ESC	47
13	FA	73
14	GRA	49
15	GJP	57
16	GA	48
17	HAA	56
18	MKP	69
19	MJP	58
20	MAH	54
21	MAP	80
22	PAD	49
23	PDP	51
24	RSP	47
25	RGM	50
26	RAP	65
27	RP	57
28	SA	71
29	SD	69
30	SA	51
31	SAS	73
32	ZA	58
33	ZS	80
Total		2.034
Average of the students' grade		62

Note:

1) Interval (Pre-Test Experimental Class)

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

$$K = 1 + 3,3 \log n \text{ 33}$$

$$K = 1 + 3,3 \times 1,5$$

$$K = 1 + 4,95$$

$$K = 5,95$$

$$K = 6$$

R = the highest score – the lowest score

$$R = 80 - 47$$

$$R = 39$$

$$I = \frac{R}{K}$$

$$I = \frac{39}{6}$$

$$I = 5,5$$

$$I = 7$$

Note:

K = number of interval class

R = distance of maximum and minimum scores

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

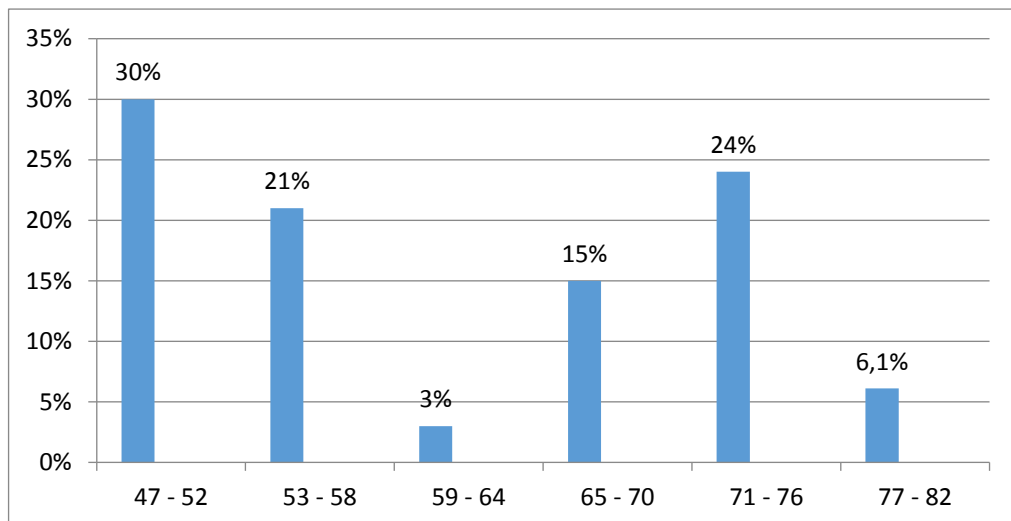
N = total students

Total of interval class (I) in this research was 6

**Table 4.4**  
**The Frequency Distribution of Students' Score in Pre-Test of Experimental Class**

No.	Class Interval	Frequency	Percentage %
1.	76- 82	6	18
2.	69- 75	7	21
3.	62-68	6	18
4.	55- 61	5	15
5.	48- 54	5	15
6.	41-47	4	12
Total		33	100 %
Total Tabel		2.084	
Average		63	

**Figure 1**  
**The Pre-Test Result of Experimental Class**



**Table 4.5**  
**The Pre-Test Result of Control Class of the Students' Writing Test**

No	Name	Grade
1.	AN	70
2.	AKN	50
3.	AP	53
4.	AMS	52
5.	ATA	61
6.	AFZ	40
7.	ASR	45
8.	DA	75
9.	DIW	62
10.	DDA	67
11.	DAD	53
12.	FMS	47
13.	FDT	51
14.	FDN	63
15.	GR	66
16.	GKA	74
17.	HES	52
18.	HRR	70
19.	MDA	44
20.	MKR	61
21.	MAF	64
22.	NAP	47
23.	NSP	53
24.	NAN	65
25.	NA	55
26.	NDA	43
27.	NAL	49
28.	PAS	50
29.	PF	58
30.	RD	65
31.	RD	73
32.	SJT	47
33.	SPP	52
Total		1.877
Average of the students' grade		57

Note:

1) Interval (Pre-Test Control Class)

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

$$K = 1 + 3,3 \log n \text{ 33}$$

$$K = 1 + 3,3 \times 1,5$$

$$K = 1 + 4,95$$

$$K = 5,95$$

$$K = 6$$

R = the highest score – the lowest score

$$R = 75 - 40$$

$$R = 35$$

$$I = \frac{R}{K}$$

$$I = \frac{35}{6}$$

$$I = 5,83$$

$$I = 6$$

Note:

K = number of interval class

R = distance of maximum and minimum scores

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

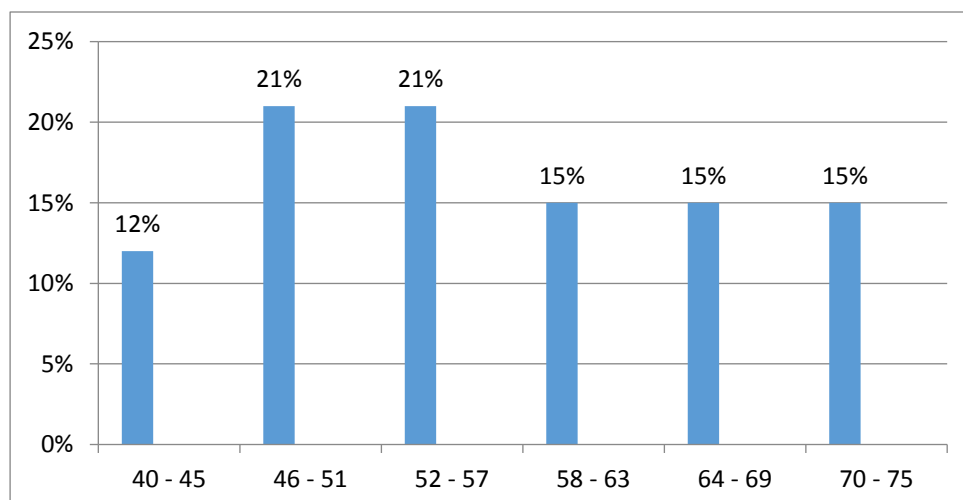
N = total students

Total of interval class (I) in this research was 6

**Table 4.6**  
**The Frequency Distribution of Students' Score in Pre-Test of Control Class**

No.	Class Interval	Frequency	Percentage %
1.	70 – 75	5	15
2.	64 – 69	5	15
3.	58 – 63	5	15
4.	52 – 57	7	21
5.	46 – 51	7	21
6.	40 – 45	4	12
Total		33	100 %

**Figure 2**  
**The Pre-Test Result of Control Class**



b. Treatment by Using Recast Technique

In this research, the researcher conducted treatment by using Recast Technique in the research process. In conducting the treatment, the researcher did treatments in the three meetings. The First treatment of this research was carried out on April 12<sup>st</sup>, 2023 which was carried out directly by the researcher. In the first treatment, the researcher directed the students to write a descriptive text in English using Recast technique related to the topic of *cow*. In the second treatment, the researcher conducted the teaching process on April 14<sup>rd</sup>, 2023 by asking the students to write a description text with the topic of *mouse*.

c. Post-Test Result

The Researcher was conducted a Post-Test on April 19<sup>th</sup>, 2023, by giving a writing <sup>test</sup> to the eighth graders of class I as experimental class and the eighth graders of class H as control class at SMPN 3 Terbanggi Besar Central Lampung. The type of writing test is the students are asked to compose a description text in English with the topic of *describing giraffe* or *describing tortoise*. The researcher asked the students to compose a description text and choose one topic. Post-test results are illustrated in the following table:

**Table 4.7**  
**The Post-Test Result of Experimental Class of the Students’**  
**Writing Test**

<b>No</b>	<b>Name</b>	<b>Grade</b>
1.	AP	81
2.	AFS	71
3.	AH	57
4.	AP	65
5.	APS	70
6.	ADP	75
7.	AO	80
8.	EAS	85
9.	EN	67
10.	EAS	74
11.	ERW	55
12.	ESC	50
13.	FA	46
14.	GRA	56
15.	GJP	60
16.	GA	75
17.	HAA	76
18.	MKP	82
19.	MJP	85
20.	MAH	83
21.	MAP	69
22.	PAD	73
23.	PDP	78
24.	RSP	57
25.	RGM	47
26.	RAP	63
27.	RP	68
28.	SA	59
29.	SD	64
30.	SA	52
31.	SAS	81
32.	ZA	71
33.	ZS	57
Total		2.232
Average of the students' grade		68

Note:

1) Interval (Post-Test Experimental Class)

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

$$K = 1 + 3,3 \log n \text{ 33}$$

$$K = 1 + 3,3 \times 1,5$$

$$K = 1 + 4,95$$

$$K = 5,95$$

$$K = 6$$

R = the highest score – the lowest score

$$R = 85 - 46$$

$$R = 39$$

$$I = \frac{R}{K}$$

$$I = \frac{39}{6}$$

$$I = 6,5$$

$$I = 7$$

Note:

K = number of interval class

R = distance of maximum and minimum scores

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

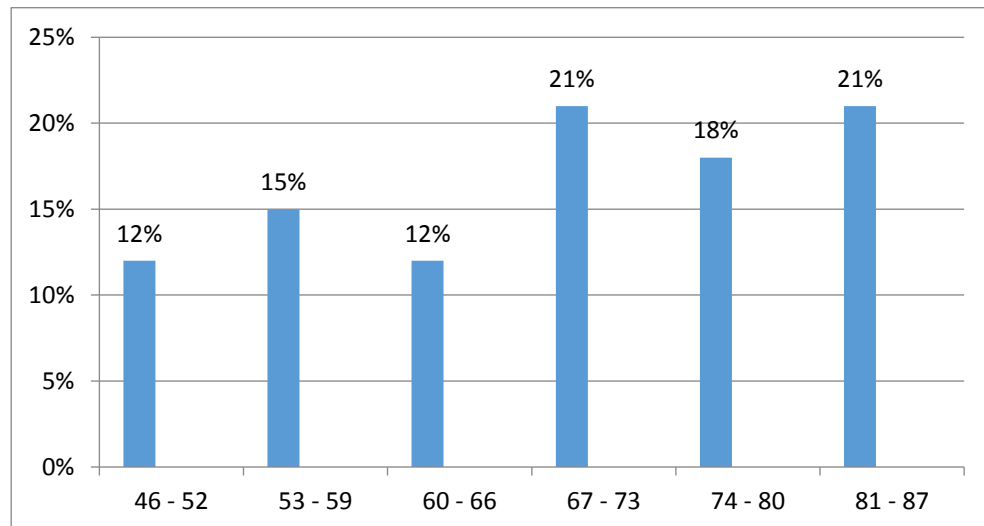
N = total students

Total of interval class (I) in this research was 7

**Table 4.8**  
**The Frequency Distribution of Students' Score in Post-Test of**  
**Experimental Class**

No.	Class Interval	Frequency	Percentage %
1.	81 – 87	7	21
2.	74 – 80	6	18
3.	67 – 73	7	21
4.	60 – 66	4	12
5.	53 – 59	5	15
6.	46 – 52	4	12
Total		33	100%

**Figure 3**  
**The Post-Test Result of Experimental Class**



**Table 4.9**  
**The Post-Test Result of Control Class of the Students' Writing Test**

No	Name	Grade
1.	AN	73
2.	AKN	54
3.	AP	58
4.	AMS	57
5.	ATA	65
6.	AFZ	45
7.	ASR	50
8.	DA	80
9.	DIW	67
10.	DDA	72
11.	DAD	58
12.	FMS	54
13.	FDT	57
14.	FDN	69
15.	GR	71
16.	GKA	79
17.	HES	57
18.	HRR	76
19.	MDA	49
20.	MKR	66
21.	MAF	69
22.	NAP	52
23.	NSP	58
24.	NAN	70



25.	NA	60
26.	NDA	48
27.	NAL	54
28.	PAS	55
29.	PF	63
30.	RD	70
31.	RD	71
32.	SJT	59
33.	SPP	58
Total		2.044
Average of the students' grade		62

Note:

1) Interval (Post-Test Control Class)

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

$$K = 1 + 3,3 \log n \text{ 33}$$

$$K = 1 + 3,3 \times 1,5$$

$$K = 1 + 4,95$$

$$K = 5,95$$

$$K = 6$$

R = the highest score – the lowest score

$$R = 80 - 45$$

$$R = 35$$

$$I = \frac{R}{K}$$

$$I = \frac{35}{6}$$

$$I = 5,8$$

$$I = 6$$

Note:

K = number of interval class

R = distance of maximum and minimum scores

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

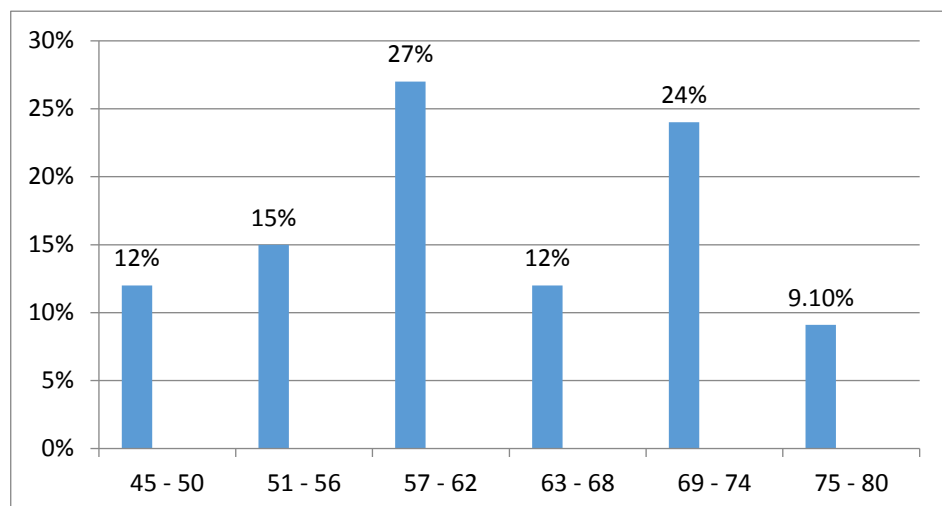
N = total students

Total of interval class (I) in this research was 6

**Table 4.10**  
**The Frequency Distribution of Students' Score in Post-Test of Control Class**

No.	Class Interval	Frequency	Percentage %
1.	75 – 80	3	9,1
2.	69 – 74	8	24
3.	63 – 68	4	12
4.	57 – 62	9	27
5.	51 – 56	5	15
6.	45 – 50	4	12
Total		33	100%

**Figure 4**  
**The Post-Test Result of Control Class**



Based on the result of post-test above, it was investigated that the average grade in experimental class is 68 and the average grade in control class is 62. <sup>39</sup>It shows the students' writing test after the treatment. After getting the complete data, the researcher investigated the influence of using recast technique towards students' writing test on description text by using SPSS.

<sup>39</sup>Source: SMPN 3 Terbanggi Besar Central Lampung Post-Test Data.

Before processing data use independent sample t-test, the researcher first tested normality and homogeneity students' score. The normality test result is illustrated in the following table:

**Table 4.11**  
**The Normality Test Result**

Tests of Normality						
Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimen Class	,096	33	.200*	,958	33	,220
Control Class	,149	33	,060	,964	33	,329

\*.This is a lower bound of true significance.

Based on the results of the table regarding the test of normality it is known that the value of Sig. obtained is (.200). it means that the value of Sig. must be  $> 0.05$ , that is because according to Andy Field data is called normal data classified as normally distributed if the value of Sig.  $> 0.05$ . Therefore, it can be concluded that the data from this study were normally distributed.

After the normality test, the researcher continued the test by testing the data with the homogeneity test. The researcher carried out the homogeneity testusing SPSS use the Levene test to tests the hypothesis that the variances in different groups are equal.

**Table 4.12**  
**The Homogeneity the Result**  
**Test of Homogeneity the Result score**

Levene Statistic	df1	df2	Sig.
1.678	1	64	.200

Based on the homogeneity research data, it is known that the value of Sig. Research is (.200). That means the value of Sig. Research

results  $> 0.05$ . If the value of Sig.  $> 0.05$  then the research data is homogeneous. Therefore, it can be concluded that the data from this study are homogeneous. The researcher found that the research data were normally distributed and homogeneous, so the researcher continued to process the data parametric test, namely by applying the independent sample t test. Independent sample t test is this test is used when there are two experimental conditions and different participants were assigned to each condition.

If Sig. 2-tailed is less than 0.05, so the hypothesis is that there is a positive and significant effect from the use of applying variable X to variable Y. The following is the SPSS result of independent sample t test.

**Table 4.13**  
**The SPSS Computation Result about the influence of Using Recast**  
**Technique toward Students Writing Test on Descriptive Text**  
**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
score Equal variances assumed	1.678	.200	2.219	64	.030	5.697	2.567	.568	10.826
Equal variances not assumed			2.219	61.373	.030	5.697	2.567	.564	10.830

Based on this information it is known that the Sig. 2 tailed is .030. It means that the Sig. 2 tailed resulting in 0.05, it is proven that there is a positive and significant influence of the recast technique on writing test.

**Table 4.14**  
**Critical Value of t-table**

Level of Significant	5%	1%
Df	1.66901	2.38604

- 1) The critical value of t-test (t-table) for the 5% level is 1.66901.
- 2) The critical value of t-test (t-table) for the 1% level is 2.38604.

From all the data analysis above, it can be found that:

- 3) "t-observed" = 2.219
- 4) "t-table" level of significant 5% = 1.66901
- 5) "t-table" level of significant 1% = 2.38604

It means that "t-observed" is higher than "t-table" or it can be written as  $1.66901 < 2.219 > 2.38604$ . Based on the value above, there was any positive and significant influence of Recast Technique writing test on description text at SMPN 3 Terbanggi Besar Central Lampung it can be seen from the result of the students pre –test and post-test.

- 1) If  $t\text{-observed} > t\text{-table}$ ,  $H_a$  is accepted and  $H_o$  is rejected.
- 2) If  $t\text{-observed} < t\text{-table}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

The researcher has formulated the alternative Hypothesis ( $H_a$ ) such as: "There is a positive and significant influence of Using Recast technique toward students' writing test on description text at SMPN 3 TERBANGGI BESAR CENTRAL LAMPUNG". Finally, the data confirmed that "t-observed" = 2.219 was higher than "t-table" level of significant 5% = 1.66901 and "t-table" level of significant 1% = 2.38604. Therefore, it can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. It means that there was a positive and significant the influence of Using Recast technique toward students' writing test on description text at SMPN 3 TERBANGGI BESAR CENTRAL LAMPUNG.

## B. Discussion

The study was conducted on the basis of a problem that researcher found out from a recent survey of incomplete English skills particularly associated with writing skill. On the basis of researcher conducted quantitative research into Quasny's research experiments with a recast technique. In conducting this study, researcher involve two classes of experiment (class i) and control class (class h), before treatment the researcher pre-test first and after treatment the researcher already has a post-test in both classes. After doing the data processing researcher get that result it was investigated that the result of *sig.2-tailed* value is 0.00. It is clear that if the probability or  $sig. > \alpha(0.05)$ , the alternative hypothesis ( $H_a$ ) is accepted. It means that there is a positive and significant influence of recast technique on the students writing test. In the other words,  $H_a$  is accepted and  $H_o$  is rejected.

Furthermore, it was investigated that the t-observe is 2.219. Meanwhile t-value in t-table for the 5% significant level for *df* 64 is 1.66901. While the significant level of 1% *df* 64 is 2.38604. This shows that the t-observed is higher than the t-value in the t-table. Therefore, the statistical hypothesis shows Recast Technique can have a positive and significant influence toward students' writing test. In addition, this technique is beneficial in recast the students to develop their ideas in the writing process indeepreflection. Therefore, it is concluded that there is a positive and significant influence of Recast Technique toward students' writing test on descriptive text at SMPN 3 Terbanggi Besar Central Lampung.

The results of this research are relevant to the result of research by Traver Rob that Recast Technique is the fundamental query that directs the search for understanding.<sup>40</sup>The result of the research she conducted showed that Recast Technique is the fundamental query that directs the search for understanding. This relevant research reinforces that the use of Recast Technique is effective in learning writing because can encourage the students to pour down his thought ideas in a written form of description text, it can have a positive influence on the students writing test.

In addition, this research is also relevant with research conducted by James *Shiveley*. Their research shows that Recast Technique one of useful technique in learning to writing because it can motivate the students to writing English and stimulate them. This relevant research reinforces that the use of Recast Technique is influence in learning to write because it can have a positive influence toward students' writing test. The positive and significant influence of Recast Technique on writing test is relevant to Jase moussa Inaty. The result of her research points out that this technique helps students to develop their own thinking in process of writing.

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<sup>40</sup>Traver,Rob“WhatIsa Recast Technique question,”*Educational Leadership* 55,no.6(1998):1.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In this chapter, the researcher concludes this research. It was investigated that the result of *sig.2-tailed* value is 0.00. It is clear that if the probability or  $sig.>\alpha(0.05)$ , the alternative hypothesis ( $H_a$ ) is accepted. It means that there is a positive and significant influence of recast technique on the students' writing skill. In the other words,  $H_a$  is accepted, and  $H_o$  is rejected.

The researcher concluded that recast technique can influence students' writing skill. By the use of the recast technique steps the student can specifically be given the opportunity to develop good writing skill.

#### B. Suggestion

The researcher provides some suggestion for the students, the teacher, and the headmaster, as follow:

##### 1. To the Students

It is suggested that the students to be more active in learning English, particularly in writing the English text. Therefore, the students can compose a descriptive text in form of English.

##### 2. To the Teacher

It is recommended for teachers to be more creative in motivating the students to learn English with a variety of application of learning technique one of them recast technique in the teaching process, especially

in writing ability to engage the students to be active in the learning process.

3. To the Headmaster

It is recommended to headmaster to support teachers in motivating the teachers to implement the effective learning techniques. One of them is by the use of recast technique in learning process because it can teach the students' writing test and the students become more active.

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## **APPENDICES**

### The Conditions of Teachers and Official Employees

No	Name	Occupation
1.	Siswandi, S.Pd. M.M	Principal
2.	Gianto, S.Pd.	Assistent Principal of Curriculum
3.	Isni Khairiyah, S.Pd.	Assistent Principal of students affairs
4.	Suntari, S.Pd.	Assistent Principal of infrastructure and facilities
5.	Suwidarko, S.Pd.	Assistent Principal of public ralations
6.	Megawati	Treasurer
7.	Novan Mughni H, S.Pd.	Gym Teacher
8.	Danny Jakosa, S.Kom.	Computer Teacher
9.	Martha Gracia Simanjuntak, S.Pd,	Counselor Teacher
10.	Stella Octarine, S.Pd.	Indonesian Teacher
11.	Nelfiyanti, S.Pd.	Math Teacher
12.	Nindy Savira, S.Pd.	Indonesian Teacher
13.	Sinta Amelina, S.Pd.	Counselor Teacher
14.	Roza Citra, S.Pd.	Science Teacher
15.	Widya Rahmatatul Setiani, S.Pd.	Math Teacher
16.	Irval Aulia, S.Pd.	Science Teacher
17.	Rizki Amelia, S.Pd.	Indonesian Teacher
18.	Lina Nuramalia, S.Pd.	English Teacher
19.	Agustrawansa, S.Pd.	Computer Teacher
20.	Romizon, S.Pd.	Gym Teacher
21.	Bina Rosdanti Syahdan, S.Pd.	Indonesian Teacher
22.	Emilia Sari N, S.Pd I	Teacher of Islam
23.	Anastya Kusuma Dewi, S.Pd.	Social Studies Teacher
24.	Yunita Sari, S.Pd.	English Teacher
25.	Marlina, S.Pd.	Science Teacher
26.	Ilfaferi, S.Pd.	Counselor Teacher
27.	Dra. Sri Ihda Kesumawati	Teacher of Islam
28.	SM. Wardatul Fauziah, S.Pd.	Indonesian Teacher
29.	Zayana Nuri Solikhati, S.Pd.	Math Teacher
30.	Ernizar, S.Pd.	Social Studies Teacher
31.	Nur Wahyu Rohma, S.Pd.	Math Teacher
32.	Samuji, S.Pd.	Science Teacher
33.	Edi Siswanto, S.Pd.	Gym Teacher
34.	Cik Imah, S.Pd.	Science Teacher
35.	Novianita, S.Pd.	Social Studies Teacher
36.	Musonif Efendi, S.Pd I	Teacher of Islam
37.	Susrideti, S.Pd.	Math Teacher
38.	Ana Ekawati, S.Pd.	Guidance Counselor
39.	Sukarni, S.Pd.	Cultural arts Teacher
40.	Ratnawati,S.Pd.	ScienceTeacher
41.	EstiHastuti,S.Pd.	ScienceTeacher

42.	YuliIswahyuni,S.Pd.	EnglishTeacher
43.	Saiful,S.Pd.	IndonesianTeacher
44.	WiwikMarantatik,S.Th.	ChristianreligiousTeacher
45.	Rima Karunia Sari,S.Pd.	EnglishTeacher
46.	MardotillahNurrezka,S.Pd.	Guidance Counselor
47.	Isnaini,S.Pd.	TeacherofIslam
48.	WikaChristianP,S.Pd.	Guidance Counselor
49.	Samuji,S.Pd	ScienceTeacher
50.	Ilfaferi,S.Pd	CounselorTeacher

### The Blue Print of the Writing Test

No	Basic Competence	Indicator	Test Item
1.	4.12 Compose written descriptive texts in short and simple, about people, animals and objects, taking into account social functions, text structures and linguistic elements that are correct and in context.	4.12.1 Students are able to compose written descriptive texts, short and simple, about people, animals, and objects, taking into account social functions, text structures, and linguistic elements that are correct and in context.	<p>a. Pre-test</p> <p>Students are asked to compose the written descriptive text in English of at least 2 paragraphs within 60 minutes based on one of the following topics:</p> <ol style="list-style-type: none"> <li>1. Describing your parents.</li> <li>2. Describing your best friend.</li> </ol> <p>b. Post-test</p> <p>Students are asked to compose the written descriptive text in English of at least 2 paragraphs within 60 minutes based on one of the following topics:</p> <ol style="list-style-type: none"> <li>1. Describing giraffe.</li> <li>2. Describing tortoise.</li> </ol>

Source: Silabus bahasa inggris kelas 8 kurikulum 2013 descriptive text



## SILABUS PEMBELAJARAN

**Satuan Pendidikan** : SMPN 3 Terbanggi Besar Lampung Tengah  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : VIII (Delapan)

### Kompetensi Inti

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait teks deskriptif sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> <li>Descriptive Text (Simple Present Tense)</li> </ul>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Peserta didik mengamati sebuah teks deskriptif pengalaman pribadi. Kemudian mendengarkan guru yang membacakan teks deskriptif tersebut. Lalu peserta didik membacakan kembali apa yang telah dibacakan gurunya dengan baik.</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>Peserta didik berdiskusi dengan teman dan guru terkait dengan deskriptif teks dengan baik dan benar</li> </ul>	<p><b>Sikap Observasi</b></p> <ul style="list-style-type: none"> <li>Penilaian diri, penilaian antar peserta didik, atau jurnal tentang informasi terkait teks deskriptif, pendek dan sederhana (descriptive text) simple present tense.</li> </ul>		
4.1. Teks deskriptif 4.1.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur		<p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Peserta didik mencari beberapa teks deskriptif yang berkaitan lingkungan sekitar dari berbagai</li> </ul>	<p><b>Pengetahuan: Tes Tertulis</b></p> <p>dan penugasan berkaitan dengan informasi terkait teks deskriptif, pendek dan sederhana</p>		

<p>kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (deskriptif)</p>		<p>sumber atau referensi. Kemudian mencatatnya dengan baik.</p>	<p>(descriptive text) simple present tense.</p>		
<p>4.1.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait lingkungan sekitar (deskriptif), dengan memperlihatkan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>		<p><b>Menalar / Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Peserta didik membuat teks deskriptif yang berkaitan dengan lingkungan sekitar</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Peserta didik membacakan hasil teks deskriptif masing-masing didepan kelas.</li> </ul>	<p><b>Keterampilan</b></p> <ul style="list-style-type: none"> <li>• Membuat portofolio dan tes praktik tentang deskriptif teks, pendek dan sederhana (descriptive text) simple present tense.</li> </ul>		

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMPN 3 Terbanggi Besar Lampung Tengah  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII/2  
 Materi Pokok : Descriptive Text ( Cow, Mouse ), Recast Technique

### A. Kompetensi Inti

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait teks deskriptif sesuai dengan konteks penggunaannya.	3.11.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait teks deskriptif sesuai dengan konteks penggunaannya.
	3.11.2 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan kalimat dan teks yang berkaitan dengan writing skill (Simple Present Tense).
4.1 Teks deskriptif	
4.1.1 Menangkap makna secara kontekstual	4.1.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan
<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>

Terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait dengan sekitar (deskriptif)		Unsur kebahasaan teks deskriptif lisan dan tulis.
	4.1.1.2	Menangkap makna kalimat dan teks yang berkaitan dengan writing skill (Simple Present Tense).
4.1.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait dengan sekitar (deskriptif), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.1.2.1	Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, sekitar lingkungan (descriptive text).
	4.1.2.2	Menyusun kalimat dan teks yang berkaitan dengan writing skill (Simple Present Tense).

### C. Tujuan Pembelajaran

#### Pertemuan Pertama dan Kedua

1. Peserta didik dapat membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait teks deskriptif, pendek dan sederhana.
2. Peserta didik dapat membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan kalimat dan teks yang berkaitan dengan descriptive text (Simple Present Tense).
3. Peserta didik dapat menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis.
4. Peserta didik dapat menangkap makna kalimat dan teks yang berkaitan dengan descriptive (Simple Present tense)
5. Peserta didik dapat menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait dengan sekitar (deskriptif).
6. Peserta didik dapat menyusun kalimat dan teks yang berkaitan dengan descriptive (Simple Present Tense).

#### Pertemuan Ketiga dan Keempat

1. Peserta didik dapat memahami teknik menulis teks deskriptif dengan menggunakan recast dengan menerapkan fungsi sosial, struktur teks, dan

unsur kebahasaan kalimat dan teks yang berkaitan dengan descriptive (simple present tense).

2. Peserta didik dapat menerapkan teknik menulis teks deskriptif dengan menggunakan recast technique.
3. Peserta didik dapat menyusun kalimat dan teks.

#### **D. Materi Pembelajaran**

##### **Pertemuan Pertama dan Kedua**

##### **1. Descriptive text (Simple Present Tense)**

Descriptive text.

##### **Pertemuan ketiga dan Keempat**

##### **2. Technique (Recast Technique)**

Recast.

#### **E. Metode Pembelajaran**

1. Pendekatan : Pendekatan *Scientific*.
2. Model Pembelajaran : Pembelajaran *Discovery Learning* (Penemuan).
3. Metode : Pengamatan, Diskusi.

#### **F. Sumber Pembelajaran**

Website

#### **G. Media Pembelajaran**

1. Media : Teks Deskriptif.
2. Alat : Papan Tulis dan Spidol

#### **H. Langkah-langkah Kegiatan Pembelajaran**

##### **Pertemuan Pertama dan Kedua**

##### **Pendahuluan**

1. Guru mengondisikan peserta didik untuk mengikuti pembelajaran dengan berdo'a dan presensi.
2. Guru menyampaikan tujuan pembelajaran tentang informasi terkait teks deskriptif, pendek dan sederhana (descriptive text).
3. Guru memberikan pertanyaan tentang materi yang akan dipelajari.

**Kegiatan Inti****Mengamati**

1. Peserta didik mengamati sebuah teks deskriptif. Kemudian mendengarkan guru yang membacakan teks deskriptif tersebut.

**Menanya**

1. Peserta didik berdiskusi dengan teman dan guru terkait dengan teks deskriptif dengan baik dan benar.

**Menalar**

1. Peserta didik membuat teks deskriptif yang berkaitan dengan sekitar.

**Mencoba dan Mengomunikasikan**

1. Peserta didik membacakan hasil teks deskriptif masing-masing.

**Penutup**

1. Peserta didik dengan panduan guru menyimpulkan materi pembelajaran tentang informasi terkait teks deskriptif, pendek dan sederhana (Descriptive Text).
2. Peserta didik menyampaikan kesan atas materi pembelajaran yang dipelajari.
3. Penugasan untuk pertemuan yang akan datang.

**Pertemuan Ketiga dan Keempat****Pendahuluan**

1. Guru mengkondisikan peserta didik untuk mengikuti pembelajaran dengan berdo'a dan presensi.
2. Guru menyampaikan tujuan pembelajaran tentang teknik menulis teks deskriptif menggunakan recast technique.
3. Guru memberikan pertanyaan tentang materi yang akan dipelajari.

**Kegiatan Inti****Mengamati**

1. Peserta didik mengamati sebuah teks deskriptif.

**Menanya**

1. Peserta didik berdiskusi tentang penggunaan recast dalam kegiatan menulis teks deskriptif.

**Menalar**

1. Peserta didik berdiskusi tentang kata yang berkaitan dengan topik.

**Mencoba dan Mengomunikasikan**

1. Peserta didik menyampaikan beberapa kata terkait dengan topik.  
Kemudian menuliskannya di kertas.

**Penutup**

1. Peserta didik dengan panduan guru menyimpulkan materi pembelajaran tentang teknik menulis teks deskriptif menggunakan recast.
2. Peserta didik menyampaikan kesan atas materi pembelajaran yang dipelajari.
3. Penugasan untuk pertemuan yang akan datang.

**I. Penilaian**

1. Pengetahuan : Tes tertulis (*Essay*) (terlampir)

### **Pre-Test Question**

The instruction: Choose the one topic below and write a English descriptive text

1. Describing your parents.
2. Describing your best friend.



**Treatment 1**  
**( Cow )**  
**Sapi**

**Treatment 2**  
**( Mouse )**  
**Tikus**

### The answers of pre-test in experimental class

Name : Safira Dewi  
 Number of students : 20  
 Class : 8 i

#### Describing your Parents

My Father works in a Factory. After returning from the factory, My Father always sold martabak near the house.

Even so, once a ~~month~~ month, father invites us to go to beach to play, or eat a restaurant, you just have to choose. I really wanted to buy a gift for him, but he always said NO.

Content	:	14
Organization	:	16
Vocabulary	:	16
Language use	:	20
Mechanics	:	3

(69) +

Name : raden surya pamungkas  
 Number of students : 24  
 Class : 8i

### Describing your Best Friend

i have a lot of friends in my school, but moui has been my best friend since elementary school. we dont study in the same class, but we meet at school every day during recess and after school.

Mouie is good looking. She not too fat, with fair skin and wavy black hair that she often puts in a ponytail.

Content : 16  
 Organization : 10  
 vocabulary : 9  
 language use : 13  
 mechanics : 4

52

### The answer of pre-test in control class

Name : Dhirgham 1232 w-i  
 Number of students : 9  
 Class : BH

#### Describing your Parents

My parent are very patient. They were so patient with my behavior. My parent very good. often advised and well educated, often give money always working hard for his children basically my parents are the best. thank you my parent, who have patiently educated.

Content	: 16
Organization	: 13
Vocabulary	: 13
Language Use	: 15
Mechanics	: 5 +

(62)

Name : nazwa andiya nasya  
 Number of students : 24  
 Class : 8 H ~~(24)~~

### Describing your Best Friend

I have a friend named ajeng. The first time we met was at SMP 3 Terbanggi Besar and at the that time SMP 3 was holding a class cleanup because at that time we were about to enter grade 7 school, before I entered grade 7 to clean up the class at time I didn't know the class where I called did to ask where class 7h was and at that that time I met ajeng.

Content	: 13
Organization	: 7
Vocabulary	: 11
Language use	: 10
Mechanics	: 2

43

**The Student's writing Activity Result in Treatment  
Treatment 1**

Nama = Alifan Hairunnisa

Kelas = VIII / i

Abson \*

COW

I have two ~~the~~ cattle, one cow and one calf. They have brown coat with some black spots. The cow has been raised for about two year and the calf is only three month and still drink the mother milk.

My ~~F~~ father keeps them in a small barn in the backyard. He rarely let cow roam freely, but ~~is~~ occasionally when the grass is abundant nearby in rainy season, he let them roam around to graze. My father raises the cow only to sell, so we never take the milk or the meat.

## Treatment 2

Nama : Fani Dewi Tirani  
Kelas = VIII / H

### Mouse

A mouse is a small rodent with a pointed nose, furry round body, large ears and a long, often hairless, tail.

Mice come in a wide variety of color and sizes. Some common mouse colors are white, brown and ~~large~~ grey. Some are very tiny and others are around the size of a potato.



### **Post Test Question**

The instruction: Choose the one topic below and write an English descriptive text

1. Describing giraffe.
2. Describing tortoise.

### The answers of post-test in experimental class

Name : Eni Agustini  
 Number of students : 10  
 Class : 8i

#### Describing Tortoise

Tortoise are omnivores. They eat living or dead plant and animal. They eat smaller creatures, involving snails, insects, worm, ~~fish~~ jellyfish, clam, Crayfishes, and other ~~to~~ crustaceans. However, many tortoises are herbivores, eat only plants.

Tortoise have a hard shell surrounds their body, protecting their vital organs like a suit of ~~an~~ armor.

C : 15  
 O : 16  
 V : 19  
 L : 13  
 M : 3

71

Name : noval ardiansyah  
 Number of students : 25  
 Class : 8 A

### Describing Giraffe

the giraffe is an herbivore. It reaches the leaves, tender shoots twigs at the top of the trees using its great height and long neck.

The thick hide of giraffe ~~can~~ ~~corke~~ covered with short hair, mottled brown and yellow. giraffe often two short horns on the forehead which are covered by skin and hair.

C : 15  
 D : 15  
 V : 11  
 L : 16  
 M : 3 +  
 (60)

### The answers of post-test in control class

Name : Eni Agustini  
 Number of students : 10  
 Class : 8i

#### Describing Tortoise

Tortoise are omnivores. They eat living or dead plant and animal. They eat smaller creatures, involving snails, insects, worm, ~~fish~~ jellyfish, clam, Crayfishes, and other ~~to~~ crustaceans. However, many tortoises are herbivores, eat only plants.

Tortoise have a hard shell surrounds their body, protecting their vital organs like a suit of ~~an~~ armor.

C : 15  
 O : 18  
 V : 19  
 L : 19  
 M : 3

(7A)

**Writing Rubric**  
**The Pre-Test Result of Experimental Class**

No	StudentName	Writing Aspects					Grade
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	Aditya Priatmaja	19	19	18	17	3	76
2	Ahmad Farizha Saputra	19	15	11	18	3	66
3	Alifah Hairunnisa	16	16	9	8	3	52
4	Anisa Putri	16	18	11	12	3	60
5	Asyifa Putri Setyani	17	18	15	12	3	65
6	Atika Dini Pratiwi	17	19	17	14	3	70
7	Avgan Oktoandisti	17	19	20	17	2	75
8	Efan Ari Sulisdianto	22	19	20	17	2	80
9	Endini Nuzululliaty	13	15	15	17	2	62
10	Eni Agustin	13	17	16	11	2	59
11	Eva Rahma Wijaya	14	11	12	10	3	50
12	Evan Sander Caniago	13	14	8	7	3	45
13	Fadila Anggraini	12	11	8	7	3	41
14	Genatha Rezky Alfahri	15	15	11	7	3	51
15	Gerry Jandigo Perkasa	16	15	12	10	3	56
16	Ghulam Azhar	19	15	17	17	2	70
17	Habib Ahmad Afghan	19	17	15	17	3	71
18	Mouli Keagungan Putri	17	19	18	19	3	76
19	Moza Jesyca Putri	21	19	18	19	3	80
20	Muhammad Aqil Haziq	21	19	18	17	3	78
21	Mutiara Adinda Pangestu	16	12	16	17	3	64
22	Pandu Adjie Dinata	16	14	16	18	4	68
23	Pramudia Darma Pasha	19	15	16	19	4	73
24	Raden Surya Pamungkas	16	10	9	13	4	52
25	Rafael Gaza Markues	16	10	7	7	2	42
26	Rizqy Anugerah Putra	16	18	10	12	2	58
27	Robby Pratama	18	16	15	12	2	63
28	Safa Almaira	16	17	9	10	2	54
29	Safira Dewi	14	16	16	20	3	69
30	Saiful Ansori	13	9	8	14	3	47
31	Salwa Amanda Scesarianty	19	15	16	19	4	73
32	Zahra Alfaira	16	18	10	12	2	58
33	Zuraya Shary	22	19	20	17	2	80

**Writing Rubric**  
**The Pre-Test Result of Control Class**

No	Student Name	Writing Aspects					Grade
		Content	Organization	Vocabulary	LanguageUse	Mechanics	
1	Alifah Nurjanah	27	20	14	6	3	70
2	Amanda Keychia Naumira	14	13	9	10	4	50
3	Angelina Patrisia	16	13	14	5	5	53
4	Anisa Maharani Safitri	16	13	14	5	4	52
5	Assifa Tri Andini	20	13	15	11	2	61
6	Atikah Fadhilah Zalinda	13	7	13	5	2	40
7	Aulia Syifa Ramadhani	15	12	11	5	2	45
8	Dewan Ardiansyah	27	13	13	17	5	75
9	Dhirgham I'zaz Wihandaru Iskandar	16	13	13	15	5	62
10	Diaz Dirga Aditya	17	14	15	16	5	67
11	Dimas Agus Dwi Saputra	17	13	9	10	3	53
12	Fajarani Mei Shafira	14	12	9	9	3	47
13	Fani Dewi Tirani	15	14	11	9	2	51
14	Farisa Deswita Nuraini	19	16	14	11	3	63
15	Galang Rahmanto	18	15	15	15	3	66
16	Galih Khoirul Anwar	22	16	17	16	3	74
17	Habiburrohim El Shirazy	19	11	8	12	2	52
18	Hafidz Raffi Rabbani	19	16	19	13	3	70
19	Muhammad Dzaqi Alfadli	12	10	9	10	3	44
20	Mutiara Kasya Ramadani	12	12	15	19	3	61
21	Myisila Aufa Farras	12	12	18	19	3	64
22	Nabila Anjani Puspita	14	11	14	5	3	47
23	Nayaka Sahasika Prabawa	13	16	16	5	3	53
24	Nazwa Anaiya Nasya	13	7	11	10	2	43
25	Noval Ardiansyah	14	14	11	12	4	55
26	Nugraha Dwi Aditya	17	18	19	9	2	65
27	Nur Alvi Laili	13	10	13	11	2	49
28	Putri Ajeng Sekarwati	13	10	14	11	2	50
29	Putri Febriana	13	14	17	12	2	58
30	Rahmat. D	13	18	19	13	2	65
31	Rahmawati	22	16	17	15	3	73
32	Sandi Julian Toro	14	11	14	5	3	47
33	Sigit Prabowo Putra Ristianto	13	16	16	5	3	53

**Writing Rubric**  
**The Post-Test Result of Experimental Class**

No	Student Name	Writing Aspects					Grade
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	AP	22	19	8	18	4	81
2	AFS	19	18	15	16	3	71
3	AH	13	13	12	16	3	57
4	AP	18	14	14	16	3	65
5	APS	15	18	20	14	3	70
6	ADP	17	18	17	19	4	75
7	AO	19	20	19	18	4	80
8	EAS	26	20	17	18	4	85
9	EN	15	15	19	15	3	67
10	EA	15	18	19	19	3	74
11	ERW	15	14	12	11	3	55
12	ESC	13	10	10	14	3	50
13	FA	13	10	10	11	2	46
14	GRA	13	15	15	11	2	56
15	GJP	13	10	20	14	3	60
16	GA	19	18	18	18	3	75
17	HAA	19	17	18	18	4	76
18	MKP	28	16	18	16	4	82
19	MJP	28	19	18	16	4	85
20	MAH	28	16	17	18	4	83
21	MAP	17	18	19	13	2	69
22	PAD	21	17	14	16	3	73
23	PDP	16	17	22	19	4	78
24	RSP	15	11	15	13	3	57
25	RGM	17	8	9	11	2	47
26	RAP	16	16	15	13	3	63
27	RP	16	18	17	14	3	68
28	SA	17	10	16	13	3	59
29	SD	14	17	16	14	3	64
30	SA	14	12	9	14	3	52
31	SAS	22	19	8	18	4	81
32	ZA	19	18	15	16	3	71
33	ZS	15	11	15	13	3	57

**Writing Rubric**  
**The Post-Test Result of Control Class**

No	Student Name	Writing Aspects					Grade
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	AN	18	17	16	19	3	73
2	AKN	14	11	11	15	3	54
3	AP	14	14	15	12	3	58
4	AMS	13	14	15	12	3	57
5	ATA	15	15	20	12	3	65
6	AFZ	13	11	10	9	2	45
7	ASR	13	15	11	9	2	50
8	DA	27	20	20	10	3	80
9	DIW	17	17	20	10	3	67
10	DDA	17	16	18	18	3	72
11	DAD	14	13	13	15	3	58
12	FMS	14	13	10	15	2	54
13	FDT	16	13	11	15	2	57
14	FDN	17	16	15	18	3	69
15	GR	17	18	15	18	3	71
16	GKA	19	19	19	19	3	79
17	HES	16	11	9	18	3	57
18	HRR	18	17	19	19	3	76
19	MDA	13	12	9	12	3	49
20	MKR	14	16	19	14	3	66
21	MAF	14	19	17	16	3	69
22	NAP	16	12	11	10	3	52
23	NSP	16	12	14	13	3	58
24	NAN	16	18	17	16	3	70
25	NA	15	15	11	16	3	60
26	NDA	15	9	10	12	2	48
27	NAL	18	11	12	11	2	54
28	PAS	18	11	10	11	2	55
29	PF	13	13	17	17	3	63
30	RD	16	18	16	17	3	70
31	R	17	18	15	18	3	71
32	SJT	16	12	15	13	3	59
33	SPP	16	12	14	13	3	58





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : B-5203/In.28/J/TL.01/12/2021  
Lampiran : -  
Perihal : **IZIN  
PRASURVEY**

Kepada Yth.,  
KEPALA SMP N 3 TERBANGGI  
BESAR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **FERREN MAYESTI**  
NPM : 1801071020  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris  
Judul : **THE INFLUENCE OF RECAST TECHNIQUE ON GRAMMAR  
MASTERY OF THE EIGHTH GRADERS AT SMP N 3  
TERBANGGI BESAR CENTRAL LAMPUNG**

untuk melakukan prasurvei di SMP N 3 TERBANGGI BESAR, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 09 Desember 2021  
Ketua Jurusan,



**Andianto M.Pd**  
NIP 19871102 201503 1 004



**PEMERINTAH KABUPATEN LAMPUNG TENGAH**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**UPTD SATUAN PENDIDIKAN**  
**SMP NEGERI 3 TERBANGGI BESAR**

Jl. G. Subroto Bandarjaya Barat, Terbanggi Besar Lampung Tengah Telp. (0725) 25924  
 NSS : 201120202111 NPSN : 10801895 Email : [smpn3tebes@yahoo.co.id](mailto:smpn3tebes@yahoo.co.id) Akreditasi : A

**SURAT IZIN MELAKSANAKAN PRASURVEY**

Nomor : 420/118/03/C.2/D.1/2022

Dasar : Surat dari Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Metro  
 Fakultas Tarbiyah dan Ilmu Keguruan, Nomor : B-5203/In.28/J/TL.01/12/2021  
 Tanggal 09 Desember 2021.

Yang bertanda tangan dibawah ini :

Nama : **MUHAMAD ALMUHAJIR, S. Pd.**  
 NIP : 197111101997021001  
 Pangkat / Golongan : Pembina / IV/a  
 Jabatan : Kepala UPTD Satuan Pendidikan  
 Unit Kerja : SMP Negeri 3 Terbanggi Besar

Memberikan Izin Melaksanakan Prasurvey kepada :

Nama : **FERREN MAYESTI**  
 NPM : 1801071020  
 Jurusan : Tadris Bahasa Inggris  
 Fakultas : Tarbiyah dan Ilmu Keguruan

Sebagai syarat untuk menyelesaikan studi Strata Satu (S1) Institut Agama Islam Negeri Metro  
 Fakultas Tarbiyah dan Ilmu Keguruan dengan judul " **THE INFLUENCE OF RECAST TECHNIQUE ON  
 GRAMMER MASTERY OF THE EIGHTH GRADERS AT SMPN 3 TERBANGGI BESAR CENTRAL  
 LAMPUNG**"

Demikian Surat Izin Melaksanakan Prasurvey ini kami buat untuk dapat dipergunakan sebagaimana  
 mestinya, terima kasih.

Bandarjaya, 10 September 2022  
 Kepala UPTD Satuan Pendidikan  
 SMP Negeri 3 Terbanggi Besar,

**MUHAMAD ALMUHAJIR, S. Pd.**  
 NIP. 197111101997021001



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

Nomor : B-1247/In.28/D.1/TL.00/03/2023  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMPN 3 TERBANGGI  
BESAR LAMPUNG TENGAH  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1248/In.28/D.1/TL.01/03/2023,  
tanggal 17 Maret 2023 atas nama saudara:

Nama : **FERREN MAYESTI**  
NPM : 1801071020  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 3 TERBANGGI BESAR LAMPUNG TENGAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF RECAST TECHNIQUE ON WRITING OF THE EIGHTH GRADERS AT SMPN 3 TERBANGGI BESAR CENTRAL LAMPUNG".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 17 Maret 2023  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



**PEMERINTAH KABUPATEN LAMPUNG TENGAH**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**UPTD SATUAN PENDIDIKAN**  
**SMP NEGERI 3 TERBANGGI BESAR**

Jl. G. Subroto Bandarjaya Barat, Terbanggi Besar Lampung Tengah Telp. (0725) 25924  
 NSS : 201120202111 NPSN : 10801895 Email : [smpn3tebes@yahoo.co.id](mailto:smpn3tebes@yahoo.co.id) Akreditasi : A

**SURAT IZIN MELAKSANAKAN PENELITIAN**

Nomor : 420/044/03/C.2/D.1/2023

Dasar : Surat dari Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Metro  
 Fakultas Tarbiyah dan Ilmu Keguruan, Nomor : B-1247/In.28/D.1/TL.00/03/2023  
 Tanggal 17 Maret 2023.

Yang bertanda tangan dibawah ini :

Nama : **MUHAMAD ALMUHAJIR, S. Pd.**  
 NIP : 197111101997021001  
 Pangkat / Golongan : Pembina / IV/a  
 Jabatan : Kepala UPTD Satuan Pendidikan  
 Unit Kerja : SMP Negeri 3 Terbanggi Besar

Memberikan Izin Melaksanakan Penelitian kepada :

Nama : **FERREN MAYESTI**  
 NPM : 1801071020  
 Jurusan : Tadris Bahasa Inggris  
 Fakultas : Tarbiyah dan Ilmu Keguruan

Sebagai syarat untuk menyelesaikan studi Strata Satu (S1) Institut Agama Islam Negeri Metro  
 Fakultas Tarbiyah dan Ilmu Keguruan dengan judul " **THE INFLUENCE OF RECAST TECHNIQUE ON  
 WRITING OF THE EIGHTH GRADERS AT SMPN 3 TERBANGGI BESAR CENTRAL LAMPUNG** "

Demikian Surat Izin Melaksanakan Penelitian ini kami buat untuk dapat dipergunakan sebagaimana  
 mestinya, terima kasih.



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

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

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Nomor : B-1158/In.28.1/J/TL.00/03/2023  
Lampiran :-  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Kuryani (Pembimbing 1)  
(Pembimbing 2)

di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

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

Nama : **FERREN MAYESTI**  
NPM : 1801071020  
Semester : 10 (Sepuluh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : **THE INFLUENCE OF RECAST TECHNIQUE ON WRITING OF THE EIGHTH GRADERS AT SMPN 3 TERBANGGI BESAR CENTRAL LAMPUNG**

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, 13 Maret 2023

Ketua Jurusan,



**Andianto M.Pd**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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**SURAT TUGAS**

Nomor: B-1248/In.28/D.1/TL.01/03/2023

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

Nama : FERREN MAYESTI  
NPM : 1801071020  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMPN 3 TERBANGGI BESAR LAMPUNG TENGAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF RECAST TECHNIQUE ON WRITING OF THE EIGHTH GRADERS AT SMPN 3 TERBANGGI BESAR CENTRAL LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro  
Pada Tanggal : 17 Maret 2023

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003





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



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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Ferren Mayesti  
NPM : 1801071020


Jurusan : TBI  
Semester : VIII / 2022

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 28 / 03 / 2022		Bimbingan BAB I	
2.	Senin 04 / 04 / 2022		Revisi BAB I 1. Menambahkan data pre survey 2. Memperbaiki problem formulation dan objective and benefit of study sesuai metode kuantitatif 3. Paraphrase dan jelaskan novelty di prior research	

Mengetahui  
Ketua Jurusan TBI

  
**Andianto, M.Pd.**  
NIP. 19871102 201503 1 004

Dosen Pembimbing,

  
**Drs. Kuryani, M.Pd**  
NIP. 19620215 199503 1 001



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 34111  
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

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

Nama : Ferren Mayesti  
 NPM : 1801071020

Jurusan : TBI  
 Semester : VIII / 2022

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3.	Senin 25 / 04 / 2022		Revisi BAB I Memperbaiki isi Perjela- san dari problem formulation dan Objec- tive and Benefit of study	
4.	Jum'at 27 / 05 / 2022		Revisi BAB I : 1. Memperbaiki problem limitation 2. Perbaiki Objective and Benefit of study	
5.	Jum'at 27 / 05 / 2022		ACC BAB I lanjut BAB II	

Mengetahui  
 Ketua Jurusan TBI

Andianto, M.Pd.  
 NIP. 19871102 201503 1 004

Dosen Pembimbing,

Drs. Kuryani, M.Pd.  
 NIP. 19620215 199503 1 001





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

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

Nama : Ferren Mayesti  
 NPM : 1801071020

Jurusan : TBI  
 Semester : VIII / 2022

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6.	Kamis 09 / 06 2022		Bimbingan BAB II	
7.	Selasa 21 / 06 2022		Revisi BAB II 1. Teori tentang pengukuran / penilaian grammar mastery 2. Menambahkan langkah-langkah Penerapan RECAST TECHNIQUE 3. Menambahkan theoretical frame work and paradigm	

Mengetahui  
 Ketua Jurusan TBI

Andianto, M.Pd.  
 NIP. 19871102 201503 1 004

Dosen Pembimbing,

Drs. Kurvani, M.Pd.  
 NIP. 19620215 199503 1 001



**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 34111

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

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Ferren Mayesti  
NPM : 1801071020

Jurusan : TBI  
Semester : VIII / 2022

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
8.	Jum'at 22 / 07 2022		Revisi BAB II  1. Menambahkan teori pengukuran grammar mastery  2. Theoretical Frame work and paradigm  3. Tambahkan hipotesis statistik	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd.**  
NIP. 19871102 201503 1 004

Dosen Pembimbing,

**Drs. Kurvani, M.Pd**  
NIP. 19620215 199503 1 001





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

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


**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Ferren Mayesti  
NPM : 1801071020


Jurusan : TBI  
Semester : IX / 2022

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
9.	Rabu 03 / 08 / 2022		Revisi BAB II 1. Memperbaiki Theoretical and paradigm 2. Hyphotesis	
10.	Senin 08 / 08 / 2022		ACC BAB II lanjut ke BAB III	

Mengetahui  
Ketua Jurusan TBI

  
**Andiarto, M.Pd.**  
NIP. 19871102 201503 1 004

Dosen Pembimbing,

  
**Drs. Kuryani, M.Pd**  
NIP. 19620215 199503 1 001



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Ferren Mayesti  
NPM : 1801071020

Jurusan : TBI  
Semester : IX / 2022

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
11.	Sabtu 13 / 08 / 2022		Bimbingan BAB III	
12.	Kamis 01 / 09 / 2022		Ace Seminar	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd.**  
NIP. 19871102 201503 1 004

Dosen Pembimbing,

**Drs. Kurvani, M.Pd.**  
NIP. 19620215 199503 1 001



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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo 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

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
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Nama : Ferren Mayesti  
NPM : 1801071020

Jurusan : TBI  
Semester : X / 2023

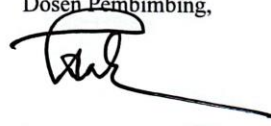
No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa 14 / 02 / 2023	✓	Bimbingan APD	
2.	Jum'at 17 / 02 / 2023	✓	Acc APD	

Mengetahui  
Ketua Jurusan TBI



**Dr. Much Deiniatur, M.Pd,B.I**  
NIP. 198803082015031006

Dosen Pembimbing,



**Drs. Kuryani, M.Pd**  
NIP. 19620215 199503 1 001



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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo 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

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

Nama : Ferren Mayesti  
 NPM : 1801071020

Jurusan : TBI  
 Semester : XI / 2023

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu 08 / " 2023	✓	Bimbingan skripsi BAB IV, V	
2.	Rabu 15 / " 2023	✓	Revisi skripsi BAB IV, V - Buat tabel frekuensi untuk penelitian kuantitatif - Menjelaskan what, why and how di bagian Discussion	
3.	Kamis 30 / " 2023	✓	Menambahkan daftar pustaka	
4.	Jum'at 01 / " 2023	✓	Acc Munasosyah	

Mengetahui  
 Ketua Jurusan TBI



**Dr. Much Deiniatur, M.Pd.**  
 NIP. 19880308 201503 1 006

Dosen Pembimbing,



**Drs. Kurvani, M.Pd.**  
 NIP. 19620215 199503 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

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Yang bertanda tangan dibawah ini. Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Ferren Mayesti  
 NPM : 1801071020  
 Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi pinjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 19 Desember 2023

Ketua Prodi TBI





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

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Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1123/ln.28/S/U.1/OT.01/08/2023**

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

Nama : Ferren Mayesti  
NPM : 1801071020  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022/2023 dengan nomor anggota 1801071020

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, 13 September 2023  
Kepala Perpustakaan

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



FERREN MAYESTI 1801071020  
(THE INFLUENCE OF RECAST  
TECHNIQUE ON WRITING SKILL  
OF THE EIGHTH GRADERS AT  
SMPN 3 TERBANGGI BESAR  
CENTRAL LAMPUNG)

by TBI IAIN Metro

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## CURRICULUM VITAE



The name of the researcher is Ferren Mayesti. She was born in Lampung, on October 11<sup>nd</sup> 1999, she is the last child of Mr. Yuhelmi and Mrs. Enik Setiowati. She got her study kindergarten education at TK Aisyiah Tualang completed in 2005/2006. She continued to Elementary Education at SD Negeri 06 Tualang Barat and finished in 2011/2012. Moreover, she continued the Education to the First Middle School level at Junior High School of SMP Negeri 4 Tualang and completed in 2014/2015.

In addition, she continued to Senior High School at SMA Negeri 2 Tualang with the language studies Major and completed in 2017/2018. At the same year she registered as S-1 college student of IAIN Metro Lampung in English Education Department starting in 2018.