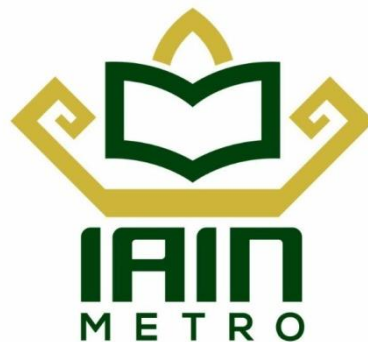


AN UNDERGRADUATE THESIS

**THE USE OF COOP-COOP METHOD TO IMPROVE STUDENTS
WRITING RECOUNT TEXT ABILITY AT THE EIGHT GRADERS OF
MTS AL-HIKMAH BATANGHARI EAST LAMPUNG**

**By:
SHERLINA
STUDENT ID. 14122157**



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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H/2019 M**

**THE USE OF COOP-COOP METHOD TO IMPROVE STUDENTS
WRITING RECOUNT TEXT ABILITY AT THE EIGHT GRADERS OF
MTS AL-HIKMAH BATANGHARI EAST LAMPUNG**

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

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APPROVAL PAGE

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

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

Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE USE OF COOP-COOP METHOD TO IMPROVE STUDENTS WRITING RECOUNT TEXT ABILITY AT THE EIGHT GRADERS OF MTS AL-HIKMAH BATANGHARI EAST LAMPUNG, written by SHERLINA, student number 14122157, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, April 26th 2019 at 08.00- 10.00 p.m.

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ABSTRACT

THE USE OF COOP-COOP METHOD TO IMPROVE STUDENTS WRITING RECOUNT TEXT ABILITY AT THE EIGHT GRADERS OF MTS AL-HIKMAH BATANGHARIEAST LAMPUNG

**By:
SHERLINA**

This aim of this research to know whether the use of Coop-coop Method can improve The Students' in writing recount in English learning.

The kind of this research was a classroom action research (CAR). The research was conducted in two cycles, and each cycle consisted of planning, acting, observing, and reflecting. The object of this research was the students' recount writing ability. In collecting the data, the researcher used observation, test, and documentation. This research was conducted with one of the English Teachers of MTs Al-Hikmah Batanghari.

The result of this research shows that Coop-coop Method had a positive role in improving the recount writing ability among The eight graders of MTs Al-Hikmah Batanghari. It can be proved by the students' average score from pretest to post-test. The average score in pre-test was 6,25, and in the post, a test was 6,95 became 7,71. It can be inferred that using Coop-coop Method can improve recount text writing ability of the eighth graders of MTs Al-Hikmah Batanghari.

Keywords : (coop-coop method, writing ability, classroom action research)

ABSTRAK

PENGUNAAN METODE COOP-COOP DALAM MENINGKATKAN KEMAMPUAN MENULIS TEKS RECOUNT SISWA KELAS DELAPAN MTS AL-HIKMAH BATANGHARI LAMPUNG

**Oleh :
SHERLINA**

Penelitian ini bertujuan untuk mengetahui apakah penggunaan Metode Coop-coop dapat meningkatkan kemampuan siswa dalam menulis recount dalam pembelajaran Bahasa Inggris.

Jenis penelitian ini adalah penelitian tindakan kelas (PTK). Penelitian ini dilakukan dalam dua siklus, dan setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Objek penelitian ini adalah kemampuan menulis deskriptif siswa. Dalam mengumpulkan data, peneliti menggunakan observasi, tes, dan dokumentasi. Penelitian ini dilakukan dengan sebagai salah satu Guru Bahasa Inggris MTs Al-Hikmah Batanghari.

Hasil penelitian menunjukkan bahwa Metode Coop-coop memiliki peran positif dalam meningkatkan kemampuan menulis recount di antara delapan siswa MTs Al-Hikmah Batanghari. Hal ini dapat dibuktikan dengan nilai rata-rata siswa dari pre test hingga post test. Skor rata-rata dalam pre test adalah 6,25, dan dalam post test adalah 6,95 menjadi 7,71. Ini dapat disimpulkan bahwa menggunakan Metode Coop-coop dapat meningkatkan kemampuan menulis text recount siswa.

Kata kunci : (*metode coop-coop, kemampuan menulis, penelitian tindakan kelas*)

STATEMENT OF RESEARCH ORIGINALITY

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The Writer



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

Metro, Maret 2019
Penulis



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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

“Verily, with every difficulty there is relief.”

(QS. Al-Insyirah [94]: 6)

“You have to endure caterpillars if you want to see butterflies.”

(Evan D. Saint)

DEDICATION PAGE

This piece of work is dedicated to:

1. My beloved family, especially my parent (Mr. Sagiyo and Mrs. Nilex), my younger sister (Putri Karisma) who always pray and support in their endless love.
2. My sponsor and Co-sponsor, Drs. Kuryani, M. Pd and Ahmad Subhan Roza M.Pd thanks for guiding.
3. My beloved Almamater of State Institute for Islamic Studies (IAIN) Metro

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To star with, the researcher would like to extend her gratitude to Allah SWT for blessing, health, and also mercy because the researcher can finally accomplish this an undergraduate thesis by title “**The Use of Coop-Coop Method to Improve Students Writing Recount Text Ability At The Eight Graders of MTs AL-HIKMAH Batanghari East Lampung**”. Sholawat is also sent to propet Muhammad SAW who had delivered the truth to human being in general and moslem in particular.

In the second place, the researcher would like to thanks to Prof. Dr. Enizar, M.Ag as Rector of IAIN Metro, Dr. Akla, M.Pd as Dean of The Tarbiyah Faculty, Ahmad Subhan Roza, M.Pd of the head English Departement, The researcher’s thank also goes to Drs. Kuryani, M. Pd and Ahmad Subhan Roza M.Pd as Sponsor and Co-Sponsor.

The writer realized that this undergraduate thesis is nearly imperfect Last but not least, I hope that the result of the research benefical or contribution in teaching learning activity of English Language in MTs AL-HIKMAH Batanghari.

Metro, Maret 2019
The Researcher



Sherlina
NPM. 14122157

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CHAPTER I

INTRODUCTION

A. Background of The Study

It is widely realized that language is fundamentally and profoundly part of communication in the society. With language, most people will be able to do a communication and social context. Language is one of the important aspects of human life. The function of language is to communicate, interact, and negotiate with others.

Moreover, English is the first foreign language in Indonesia. It means that English is a compulsory learning subject where must be taught to the student in the school from the elementary school until university. Mastering English as a foreign language, of course, is not as simple as learning English as a national language. Teacher and student must master and understand what the strategy that suitable to be used in English teaching and learning process. Learning English with suitable strategies can help the students to understand English material well.

As described, writing is one of the skill is very important to be learned. Writing is language skill that can be used to communicate and express with others in written form. As we know, writing is not easy. Among the skills, writing is the most difficult skill to be learned, because it needs hard thinking in producing words, sentences, and paragraph at the same time. Writing is the process of creating text.

Recount text is a paragraph in which writer to picture out an object to the reader. Recount text is a piece of text that retells past event, usually in the order in which they occurred. This text is very essential to be learned in writing class since this text motivates the students to develop their writing. Language is organized as cohesive units that are produced, exchanged, or received as text. Any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film, and soon, are called text. A text stands alone as an act of communication as far as a speech and writing are concerned.

Coop-coop method is model this co-operation process. By relying on present theoretical hypotheses such as the 'Group Cognitive Processes Theory Coop-coop creates tools for systematically identifying and describing a co-operative problem solving activity. Presently, the best models for providing a detailed analysis of co-operative activities are those based on problem solving dialogues. These dialogues have already been the object of several studies in the domain of cognitive psychology (for example. It is for this reason that we have our work on the analysis of problem solving dialogues that could be exploited by designers of Knowledge Production Systems.

Furthermore, Writing is one of the important aspects of language learning. By writing, the student can share information and ideas in the written text. Writing performance can help them to think critically and to clarify their thoughts. Writing is also as a learning tool, helping them to understand and to remember. It means that writing can use when the students make summaries of the material to be memorized easily.

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

In fact, this object is very hard to achieve. Most of the students’ skill is far away from their learning target because the students know or have the ideas what they are going to write but they do not know how to put them into words. They cannot build a good sentence. The following is students test result of recount text at class. VIII 1 MTS AL-HIKMAH Batanghari Lampung.

Table 1
The Score of the Result on the Daily Writing Test

No	Score	Frequency	Percentage (%)	Category
1	> 75	1	4%	Complete
2	< 75	26	96%	Incomplete
Total		27	100%	

Source: The English Teacher Archive, Taken on The Pre-Survey at 4th September 2018

Based on the explanation above the result of recount text writing test, during teaching learning process happened at the VIII 1 students of State MTS AL-HIKMAH Batanghari Lampung, the researcher who is also the English teacher of the class, shows that many students could not express their ideas in written form although they might know what would be written. They still could not understand or create a recount text although the teacher

had explained it. They still found some grammar mistakes or inappropriate vocabulary use. Most students were not able to construct a sentence in present form.

Furthermore, they were not active during teaching-learning process. All these problems happened because the teacher did not use an appropriate approach to teaching the material.

Coop-coop method refers to a work of method that is usually written in prose, usually in recount format. Method a particular form of procedure for accomplishing or approaching something, especially a systematic or established one. Referring the problems, above, the writer interacted to find out whether the use of coop-coop method can improve the student's writing of the eighth MTS A-HIKMAH Batanghari.

B. Problem Identification

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

1. The English writing learning process is boring.
2. The students have problems in building sentences with appropriate grammar and vocabulary.
3. The students don't not writing recount text properly.
4. The students have low recount text ability.

C. Problem Limitation

From the Identification above, the writer limits on the students have problems in building sentences with appropriate grammar and vocabulary.

Therefore, the writer focus the problem by the use of coop-coop method the students writing text at the eighth MTS AL-HIKMAH Batanghari, because the students have low skill writing text, so they still have difficul to write is english writing text.

D. Problem Formulation

The problems formulated as follows can the use of coop-coop method improve students' recount text writing ability and at eight graders in MTS AL-HIKMAH Batanghari Lampung Timur?

E. Objective and Benefit of the Study

The objective of the study is to improve student writing recount text ability and their by using coop-coop method as the eight graders of MTS AL-HIKMAH.

F. The Benefit of Study

The benefits of this study as follows:

1. The Objective of the Study

To improve the students writing recount text ability and their learning activities at eight graders of the MTS AL-HIKMAH Batanghari?

2. Benefits of the Study

a. For the English Teacher

- 1) As information for the English teacher, that one of the method is more effective to be used in teaching recount text writing.

2) As information for the English teacher on how to teach recount text writing as well as to improve the students' writing ability.

b. For the Headmaster

1) As an adaption of curriculum and policy on the real condition and problems faced by the students while writing recount text.

2) As a support for the school in English Learning process by preparing teaching instruments.

c. For the Students

1) As the motivation for the student to improve their writing recount text

2) As an effective way to improve their writing recount text ability

3) A method that is useful for their benefit

CHAPTER II

REVIEW OF RELATED THEORIES

A. The Concept of the Recount Text Writing Ability

1. The Concept of Writing

a. The Definition of Writing

According to Hyland, writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.¹ It means that the writer develop ideas and expand it into writing

Highlights writing is a process of exploration that offers benefits to student and content area teachers alike. As students write to make their ideas clear and comprehensible, they experience the fun of discovery, and so do their teachers.²

Fleming stated that writing is powerful means of self and social expression, potentially communicating to an increasingly wide audience through formal or informal publication, easy and quick copying, and information and communication technology.³ It can be inferred that writer is a tool to express themselves, weaving communication, look for and get information.

¹Ken Hyland, *Second Language Writing*, (USA: Cambridge University Press, 2003), p. 9

²Vicki Urquhart and Monette McIver, *Teaching Writing in the Content Areas*, (Virginia USA: Mid-continent Research for Education and Learning McREL, 2005), p. 8

³Mike Fleming and David Stevens, *English Teaching in the Secondary School*, (USA: Routledge, 2010), p. 89

Kane said recount means sensory experience how something, looks, sounds, tastes.⁴ It means that the writer can be story something from something that looks, sound, and feels.

Oshima and Hague argue that recount writing about how something or someone looks and uses space order.⁵ It means that when we story something with its characteristics and some appearance of this thing, we are writing a recount.

Based on the explanation above, recount writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and/or sounds. A good story is a word picture, the reader can imagine the object, place, or person in his or her mind. The context of this kind of Text is the recount of the particular thing, holiday, person, or others.

Meanwhile, the ability in Oxford Advanced Learner's Dictionary is the fact that somebody is able to do something.⁶ Another definition of it is as follows:

- 1) The equality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something.
- 2) A natural or acquired skill or talent.
- 3) The quality of being suitable for receptive to a specified treatment; the ability of a computer to be configured for use as a file server.

⁴M.F. Parel Dr. And Preaveen M. Jain, *English Language Teaching (Method, Tools & Techniques)*, (Sunrise Publishers & Distributors, 2008), p.125

⁵Alish Oshima and Ann Hogue, *Writing Academic English Fourth Edition*, (Newyork: Pearson Education, 2007), p.30

⁶A.S. Hornby, *Oxford Advanced Learner's Dictionary*, (Oxford University, 2010), p.2

Based on the quotations above, it can be inferred that ability is the level of skill to do something, especially the power to perform, whether physical, mental, financial, and intellectual to accomplish something.

Thus, by writing ability means the level of skill of mental activity to produce or reproduce useful written texts which are the results in a text able to convey messages between writer and reader in good communication.

In this term, the writer concluded that recount writing ability is the ability of the students to express their ideas by written text which is the results in a text able to convey messages between writer and reader in good communication.

b. The Purpose of Writing

According to Miller, to make the writing keep on the track and clear to whom it is written, writing should have some purposes:⁷

1) To Inform

The students usually have more knowledge about a thing that they want to share with readers. Here, the writing is not based on the student's experience but published sources which usually do most frequently in university courses.⁸

⁷Robert Keith Miller, *Motives for Writing*, fifth edition, (New York: McGraw Hill, 2006), p. 5.

⁸George Braine and Claire May, *Writing from Sources: A Guide for ESL Students*, (California: Mayfield Publishing Company, 1995), p. 141.

The information which is given should be accurate, clear, concise, and objective. The students can give the information through a kind form, such as newspapers, nonfiction books, textbook, guidebooks.⁹

2) To Explain

Writing does not only give the information to the readers but also how to deliver or explain it well to make the readers understand the writing. Moreover, not all readers understand easily or have some knowledge about what the students write.¹⁰ In addition, the students also have to ensure that the readers can figure out about the complex topic they made. So, explanation in writing is important to make sure that the readers probably understand or not about the writing, then the students can engage it in meaningful communication in their writing.

3) To Persuade

Persuasion is fundamental to everyday life because it can attempt to get someone to do something that the people want.¹¹ Through writing, the students can accuse or defend and affect the reader's minds, because writing persuades the readers to engage with their thoughts or actions. The examples of persuasive writing

⁹David Nunan, *Language Teaching Methodology*, (New York: Prentice Hall,1991), p. 84

¹⁰Robert Keith Miller, *Motives for Writing.*, p. 173

¹¹*Ibid.*, p. 451

are recipes, maps, instruction on food and tools, telephone directories, ballot paper.¹²

It can be concluded that writing has several purposes to make the reader interested in it. Writing can inform the readers about something that contains the factual information yet the information that they needed, explain the information itself to make the information more understandable, persuade readers to affect the reader's minds and the last amuse the readers by using humor.

c. Teaching Writing

Writing reinforces listening and speaking, and very commonly.¹³ However, Teaching writing is not similar to teaching speaking because both of the activities are different. In speaking, the speaker can express their mind orally and the result can be evaluated directly by the reader. While in writing, the writer might have enough time to express the idea in written form.

In relation to teaching writing, Raimes in Reid said that teaching writing is a unique way to reinforce learning.¹⁴ It means teaching writing is very important in order to build students' language skill. Therefore, the teacher should know the problem faced by the students during teaching learning process in order to know the appropriate way to overcome the writing problem in writing class.

¹²David Nunan, *Language Teaching Methodology.*, p.84

¹³Kathleen Graves, *Teachers as Course Developers*, (Cambridge: Cambridge University Press, 1996), p. 120

¹⁴Joy M. Reid, *Teaching ESL Writing*, (New Jersey: Prentice Hall Regents, 1993), p. 27

Furthermore, there is a certain particular consideration that needs to be taken into accounts, such as sentence organization, paragraph, arrangement, and coherence. Teaching writing means that teaching language ability and organization of ideas. More specifically it is said that teaching writing requires the elements of writing including grammar, sentence, organization, vocabulary, and mechanic in order words, teaching writing guides the students not only to write a sentence in the text but also to organize idea in written form.

2. The Concept of Recount Text

a. The Definition of Recount Text

Proposed recount text as a material to use reflective journal According to syllabus of curriculum education in Indonesia named KTSP (*Kurikulum Tingkat Satuan Pelajar*) the first semester of the 10th grade should learn recount text. This type of text is used to retell past event. According to Anderson and Anderson (2002:24), “Recount is a piece of text that retells past event, usually in the order in which they occurred.” This text is very essential to be learned in writing class since this text motivates the students to develop their writing. Language is organized as cohesive units that are produced, exchanged, or received as text. Any completed act of communication such as a greeting between friends in the street, a television advertisement, a

novel, or a film, and soon, are called text.¹⁵ A text stands alone as an act of communication as far as a speech and writing are concerned.¹⁶

Any meaning-producing events which can be in the form of a book, a film, an advertisement, a phone conversation and so on are called text. A text can also be seen in two points of view; a thing in itself which can be recorded, analyzed and discusses; and also the outcome of a process of an occasion that is socially produced.¹⁷ Texts are always created in a context. While individually created texts, texts are created as social subject particularly in a social environment. In short, Text is always related to a social environment and to other texts. Texts are never completely individual or original.¹⁸

In school, students are required to produce whether the literary or factual text in form of speech and writing: they are asked to play drama, perform speech in front of other students, write poems, reports, and short stories in the various genre. In language class, in particular, students are required to write some kinds of texts; narrative texts, descriptive texts, expository texts, and recount text.

According to Siahaan, Recount is also a text. It is a paragraph in which writer tries to picture out an object to the reader. The object

¹⁵Rika Dartiana, "Journal of English Language Teaching", *STAIN Jurai Siwo Metro*, Vol. 50 No 1, p. 57

¹⁶Peter Knapp and Megan Watkins, *Genre, Texts, Grammar: Technologies for Teaching and Mastering Writing*, (Australia: University of New South Wales Press Ltd, 2005), p. 30.

¹⁷*Ibid.*, p. 14

¹⁸*Ibid.*, p. 19

can be anything. It can be a concrete object as a person, or an holiday or plan.¹⁹

One of the texts types used in research is recount text. A recount text is a text that story a particular person, place, and things. It means that recount text is able to provide the factual information. The purpose of recount writing is to share with the reader some object, person, scene, activity, or mood that the writer experienced. In addition to informing and interesting other, story adds to the enjoyment of life.

Recount text can be presented as a writer or spoken texts, in a recount text, the writer as authority informs something to the unknown readers or listener.

b. The Type of Recount Text

The recount text may come in many forms, such as textbooks, encyclopedia, or essay test answers. This is the type of text consists of three main parts, there are identification and description:

- 1) Orientation: which gives the background to the events that took place.
- 2) Event: told in the past tense.
- 3) Re-orientation: consists of optional-closure of events/ ending.

It means that recount text is able to provide detail story about the particular thing in order to make the readers understand what the writer means. Furthermore, the recount text is a text that is used to

¹⁹*Ibid.*, p. 20

story a particular thing, person or place. It talks about one specific thing, person or place by mentioning its characters, parts, quantities, or qualities. The subject being recounted is story as clearly as possible to make the reader or listener able to see or image the subject in their mind clearly as the author sees in his/her.

c. The Characteristic of Recount Text

According to Wikipedia, recount writing has a goal, characteristics, and uses. Here are the explanations:

1) Goal

Recount writing clearly story a person, place, or thing in such a way the reader can visualize the topic and enter into the reader's experience.

2) Characteristics

The general characteristics of recount writing include:

- a) Focus on specific participants: a particular class or thing, person or place (e.g. I the writer, my group).
- b) Used of the attributive and identifying process: action verb.
- c) Use of simple past tense.

3) Uses

Recount writing appears almost everywhere and is often included in another genre, such as in a recount introduction of a character in a recount. The following is the examples of recount text:

Text Organization

Orientation	<p>Last week, I spent my holiday in Jogjakarta.</p> <p>I went to Borobudur Temple. My family and I went there early morning.</p>
Event 1	<p>We went to Borobudur Temple by private car. I had prepared everything before we went to Jogja. While we were driving, we could see some beautiful views of mountains, forests, and waterfalls.</p>
Event 2	<p>My family and I arrived at Borobudur Temple at 11:30 in the afternoon. There, I saw many tourists. Borobudur Temple was crowded in that holiday vacation. I could learn and practice speaking English with one of foreign tourists. His name was Jack. He was very friendly. It was my first time to speak English with foreign tourist.</p>
Re-orientation	<p>We went back at 04:30 in the evening. It was a very interesting vacation.</p>

From the example recount text, it can be seen that the organization of the text consists of three parts: they are orientation, event, re-orientation or sometimes called as identification, introduces the topic being story (Borobudur). In another hand, the story tells the Borobudur more clearly (such as parts and its characteristics).

3. The Concept of Recount Text Writing Ability

a. The Definition of Recount Text Writing Ability

Brown stated that written language is simply the graphic representation of spoken language, and that written performance is much like an oral performance, the only difference lying in graphic instead of auditory signals.²⁰

Recount texts represent states: they story conditions, draw pictures or portraits, portray social milieus, or categorize natural and social phenomena. They represent a single moment in time and a single state of affairs. The story is also found in texts which represent more than one state of affairs if those states of affairs lack the double bond of similarity and contrast or are not connected to a single identical agent or element of setting.²¹

The conclusion of recount writing represents a condition, draw a picture, the categories of the things by written language, that originated from spoken language.

Writing is language skill. Besides reading, speaking, and listening. The written productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of reader (Siahaan,200). Barli (1995) States that “In principle, to write means to try to produce or reproduce written message. And Brown

²⁰H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: San Francisco State University, 2000), p. 355

²¹Wolf Schmid, *Narratology An Introduction*, (New York: AZ Druck and Datentechnik, 2010), p. 5

states that “Writing is simply the graphic representation of speakers. And that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals (Brown, 2001). Furthermore, Siahaan said that “Writing is a psychological activity of the language user to put information in the written text” (Siahaan, 2008). It means that writing is a process communication, which uses a conventional graphic system to convey a message to a reader that should be learnt. We need to learn writing because it cannot mastery naturally. In this process, in order to have skill of writing someone should know the steps of arranging letters, words, sentences, paragraph by using knowledge of structure and some other related to one another. It is also important that communication will be successful if the reader understands what the message means because writing is drawing the graphic symbols that people can understand.

b. The Measurement of Recount Text Writing Ability

In writing, there are topic comments which can be used to know the students writing score. According to J. B. Heaton, the topic comments can be shown in the table below:²²

²²J. B. Heaton, *Writing English Language Tests*, (London and New York: the United States of America, 1988), p. 146.

Table 2
The Measurement of Recount Text Writing

Student Score	Level	Criteria	Topic Comments
Content	30-27	Excellent to Very Good	Knowledgeable, substantive, etc.
	26-22	Good to Average	Sure knowledge of the subject, adequate range, etc.
	21-17	Fair to Poor	Limited knowledge of the subject, little substance, etc.
	16-13	Very Poor	Does not show knowledge of the subject, non- substantive, etc.
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated, etc
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, etc
	13-10	Fair to Poor	Non-fluent, ideas confused or disconnected, etc.
	9-7	Very Poor	Does not communicate, no organization, etc.
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice, and usage, etc.
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of word/idiom form, choice, usage, etc.
	9-7	Very Poor	Essentially translation, little knowledge vocabulary, etc.
Language	25-22	Excellent to Very Good	Effective, complex constructions, etc.
	21-18	Good to Average	Effective but simple construction, etc.
	17-11	Fair to Poor	Major problem in simple/complex constructions, etc.
	10-5	Very Poor	Virtually no mastery of sentence construction rules, etc.

Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, etc.
	4	Good to Average	Occasional errors of spelling, punctuations, etc.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, etc.
	2	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.

B. The Concept of Coop-coop Method

1. The Definition of Coop-coop Method

Coop-coop method is model this co-operation process. By relying on present theoretical hypotheses such as the 'Group Cognitive Processes Theory Coop-coop creates tools for systematically identifying and describing a co-operative problem solving activity. Presently, the best models for providing a detailed analysis of co-operative activities are those based on problem solving dialogues. These dialogues have already been the object of several studies in the domain of cognitive psychology (for example. It is for this reason that we have our work on the analysis of problem solving dialogues that could be exploited by designers of Knowledge Production Systems.²³

²³Department for Education and Child Development Journall, "Engaging in and Exploring Recount Writing", *Department for Education and Child Development Journall*, (Australia: the United States of America, 2012), p.1

2. Using Coop-coop Method in Using Material

In addition to develop writing ability, the coop-coop method can give the positive examples for the social life. Because of that, the teacher needs to choose the stories that are suitable with the social situation and condition.

- a. Writing Activity Strategies
 - 1) Initial attitude:
 - 2) While writing; (makes comments: asks questions: challenges/evaluates: non-verbal responses).
 - 3) After writing (student).

3. The Procedures of Using Coop-coop Method

Generally, the steps for presenting the coop-coop method are;

- a. Opening usually begins with the words like “Last week.....” or “Last holiday.....”
- b. Introducing the characters of the coop-coop method by mentioning the names or showing the pictures of characters.
- c. Mentioning the place and time of events.
- d. The teacher pronounces the name of characters and the key words then the students follow him/her.
- e. Group the main events part by part, these can be done several times in questions form, the purpose is to check the students understanding.
- f. Giving the conclusion at the end of story.

- g. Closing by asking the students about the content of story or asking for the story according to their opinion.²⁴

4. Advantages and Disadvantages of Using Coop-coop Method

a. The Advantages are:

- 1) Groups can help the students develop communication skill, leadership skill, and coop-coop method.
- 2) Groups motivate the students who are boring.
- 3) Can be an excellent assessment/ instruction tool
- 4) Can help teachers gain insights into students' writing strategies when used by teachers who know what they are looking for.
- 5) Easy to construct and easy to score if the exact-word scoring method is applied
- 6) The topic discussed in the material was related to the students' environment.

b. The Disadvantages are:

- 1) Students imitate what teacher does. If the teacher does mistakes, students will do too.
- 2) It is difficult to determine whether a certain word is appropriate to the text or not, so that takes a long time to check.²⁵

²⁴Dahmardeh, et. al, *The Education Coop A Virtual Word Model for Real Word Collaboration*, (Vincent: Datentehnik, 1999), p. 74

²⁵David R. Hall and Ann Hewings, *Innovation In English Language Teaching*,(London; New York: Routledge, 2001), p. 133

Therefore, it can be seen that teaching by using self-created cloze method has more advantages than disadvantages that is a way the researcher applies the self-created close method for teaching descriptive text writing.

C. Action Hypothesis

The action hypothesis in this research by using Coop-Coop Method can improve the Student Writing Recount Text Ability and at the Eight graders of MTS AL-HIKMAH Batanghari East Lampung.

CHAPTER III

RESEARCH METHODOLOGY

A. The Variable and Operational Definition of Variable

The object in this researcher include 2 variables, they are independent variable and dependent variable. Independent is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is using clustering as a technique which can be defined as cluster, design or plan used for explaining or illustrating something in a general way. The two variables can be explained as follow:

1. Independent Variable (X)

The independent variable in this research is simulation method. Independent variable is the major variable which is hoped to investigate. It is the variable which selected, manipulated, and measured by the writer. Independent variable of this research is using Coop-coop Method as a method which can be defined as a tool to help students' easier to write the writing recount text.

Moreover, to measure the teacher performance in using coop-coop method the writer will using on observation school. Indicator of teacher performance as follows:

- a. Students can remember events in the last week or last month
- b. Students can get to know the coop-coop method
- c. Students may mention the place and time of occurrence of events

- d. Students can follow or imitate the pronunciation of the name given by the teacher
- e. Students can be grouped events section
- f. Students can conclude the end of story
- g. Students can conclude the content of story based on their opinions

2. Dependent Variable (Y)

The dependent variable of this research is the variable which is observe to determine the effect of the independent variable. Writing Recount as the dependent variable defined as built from the Writing ability of someone that has to develop or practiced in a classroom. The indicators of writing recount are:

Table 3
The Indicators of Writing Recount

	Random	General Classification & Description
C O N T E N T	27 – 30	Very good excellent: knowledgeable substantive relevant to the topic, provides details of the topic
	22 – 26	Average to good: some knowledge of the subject, mostly relevant to the topic but lack detail
	17 – 21	Poor to fair: limited knowledge of the subject, inadequate development of the topic
	13 – 16	Very poor: does not show knowledge, not pertinent to the topic
O R G A N I Z	18 – 20	Very good excellent: ideas clearly stated, well organized, logical sequencing and relevant to the generic structure
	15 – 17	Average to good: loosely organized, limited support and logical but incomplete sequencing, relevant to the generic structure but sometimes using unclear sentences

A T I O N	10 – 14	Poor to fair: not fluent, ideas confused, lacks logical sequencing, a generic structure not clear
	7 – 9	Very poor: does not communicate, no organization, not enough to evaluate
V O C A B U L A R Y	18 – 20	Very good to excellent: sophisticated range, effective word or idiom choice, and usage, word form mastery, appropriate register
	14 – 17	Average to good: adequate range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured
	10 – 13	Poor of fair: limited range, frequent errors of words/idiom, form, choice, usage, meaning confused or obscured
	7 – 9	Very poor: essentially translation, little knowledge of vocabulary, idiom, word form, or not enough to evaluate
G R A M M A R	22 – 25	Very good to excellent: effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
	18 – 21	Average to good: effective but simple construction, a minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured
	11 – 17	Poor to fair: a major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/or fragment, deletion, meaning confused or obscured
	5 – 10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate
M A C H	5	Very good to excellent: demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	Average to good: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured

A	3	Poor to fair: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
N		
I		
C	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate ¹

B. The Research Setting

This research is classroom action research (CAR). Classroom action research is one of the efforts to improve the teaching program quality. This research was conducted at the eighth grader of MTS AL-HIKMAH Batanghari East Lampung, Balekencono. The researcher chooses class VIII 1 of MTS AL-HIKMAH Batanghari East Lampung. There are 24 students in the class taken on the research at November 4th 2018.

C. The Subject of the Research

This research is the Classroom Action Research (CAR) type, and the subjects of this research are the students of the eighth grade of MTS AL-HIKMAH Batanghari Lampung Timur. This class consists of 24 students.

She was taken one of her classes in which the students had a lower average score. Based on the teacher's experience during teaching and learning process and the students' result test in recount text writing, the teacher found problems such as incapability of the students in creating recount text well. After finishing the problems, she examined the problem solution. The problem solution was teaching recount text writing through Coop-coop method.

¹Joy M. Reid, *Teaching ESL Writing*, (New Jersey: Prentice Hall Regents, 1993), p. 236

Table 4
The Subject of the Research

No	Class	Sex		Total
		Male	Female	
1	VIII 1	9	15	24
	Total	9	15	24

D. Research Procedure

1. Classroom Action Research

The research is aimed to improve students' writing recount text by using Coop-coop Method, so the writer using classroom action research. According to Tomal, action research is a systematic process of solving educational problems and making improvements.² Action research is different from quantitative and qualitative research but has characteristics of both.

According to Thomas A Angelo, classroom action research is the patient, systematic study of students learning by disciplinary faculty in their classrooms. It is aimed at the producing insights and understanding that can improve teaching and learning.

Depend on David Hopkins; classroom action research is a kind of research in which teacher looked critically at their own classroom primary for the purpose of improving their teaching and quality of education in their school.³

From the definition above, the writer concludes that classroom action research is a research in teaching and learning in the class which the

²Daniel RTomal, *Action Research For Educator*, (United States of America: Scarecrow Press, Inc, 2003), p. 5

³*Ibid.*

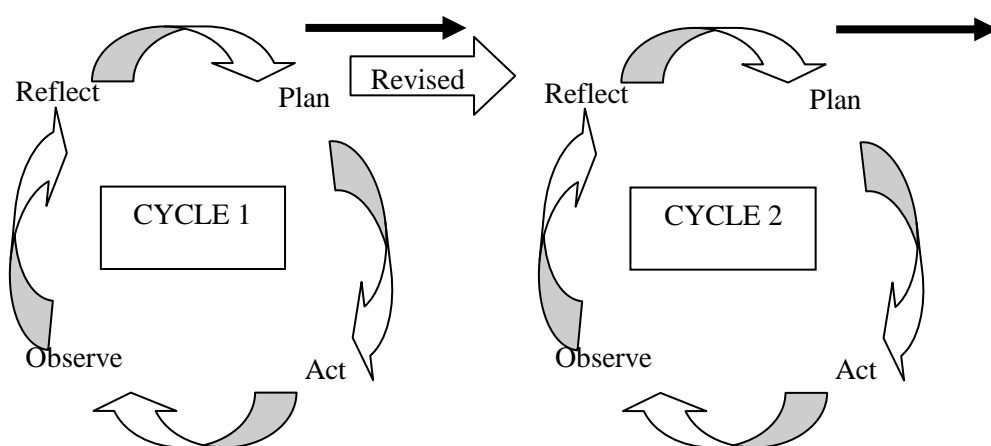
aim is to improve the students' ability and to solve the problem in the learning process.

In the Classroom Action Research, the researcher would like to hold the research in two cycles. There is a relationship between one and the other. They are:

- a. Planning
- b. Acting
- c. Observing
- d. Reflecting

Here is the Classroom Action Research (CAR) design proposed by McNiff Jean, and Whitehead Jack:⁴

Figure 1
Spiral Classroom Action Research



McNiff Jean, and Whitehead Jack

⁴ McNiff Jean, and Whitehead Jack, *Action Research: Principles and Practice Second Edition*, (New York: Routledge Falmer Taylor & Francis Group, 2002), p.41.

2. Action Plan

Based on McNiff Jean, and Whitehead Jack research design, the steps of the research cover four phases in each cycle. They are the following:

a. Cycle 1

There are the four activities in each meeting of cycle 1 such as planning, acting, observing, and reflecting.

1) Planning

Planning is the first steps in each activity. Without planning the activity that the writer does will not be the focus. The planning will be a reference in doing action. Here are steps that the researcher can make in planning:

The writer make lesson plan.

- a) The writer make the material and the teaching media that need in the teaching learning process, such as text book, laptop etc.
- b) The writer make to evaluate the student's activity after teaching learning process.
- c) The writer student to learn English based on the lesson plan.

2) Acting

There are some steps that the researcher does in the action:

- a) The researcher applies the lesson plan.
- b) The researcher teacher by using Coop-coop Method.

- c) The researcher guides the students to solve the problems in writing recount based on the lesson plan.

3) Observing

Observing is the activity of write and action. In this research, the observing was do in a learning process related to the list. The observing in teaching learning process is recorded by used note. The writer was asked the English teacher become observed. The collaborator observes the student activities, in this researcher the writer acted as a teacher who implemented the Coop-coop Method in treatment. This is to know how far the students Writing recount using the coop-coop Method. In this step, the writer observes the process of teaching-learning by using observation sheet.

4) Reflecting

The reflecting is the fourth step. Reflection is an activity to analyze and make conclusions based on test result and observations. The researcher know the strength and weakness of action by reflecting. Reflection is used to analyze the results of observation and tests that are the basis for the next cycle of improvement.

b. Cycle 2

1) Planning

In the first step, before conducting the action in the next step, the writer will repair the problem found in cycle one. It will be explained as follow:

- a) The researcher will analyze the reflection result to obtain the solving problem.
- b) The researcher will revise and prepare the lesson plan based on the problem appears to the previous cycle including teaching procedure, media, and relevant material to be applied in acting step.
- c) The researcher will rearrange observation format and also reforms the evaluation format to improve the planned indicators that have not been achieved yet in the previous cycle.

2) Acting

The second step in action research. The implementation of the planning. In this step the researcher acts as follows:

- a) Pre-Activity
 - (1) The researcher starts the lesson by greeting to the student.
 - (2) The researcher and the student pray together.
 - (3) The researcher checks students' attendance.
 - (4) The researcher informs to the student about the competence, the indicator and the objectives that should be achieved.

b) While Teaching Process

- (1) The teacher apply the lesson plan.
- (2) The teacher give explanation to the student how to link ideas, to the material.
- (3) The teacher by using teacher Coop-coop Method.
- (4) The teacher ask the student to make a recount text
- (5) Ask a of each group to read their in front of the class.

c) Post activity

- (1) The teacher does the treatment to the student.
- (2) The teacher gives the post test.
- (3) The teacher summarise the post test.
- (4) The teacher closes meeting.

3) Observing

The collaborator wild observe and collect the data when the learning process would be going. In this step the researcher observed the process of teching leaning by using format observation, and the outline of observation in this step such as, student ability in coop-coop Method. The important things in teaching learning process were noted by observer.

4) Reflecting

The researcher and the collaborator correct and analyze thye result of the action. By reflecting, the researcher would know the strength and weakness of the action. The improvement can be

seen if the average score of the post-test is higher than pre-test.

This Coop-coop Method to improve the students' activities.

E. Data Collection Method

To collection data, the researcher uses the method as follow:

1. Tests

Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group. The material in pre-test or pos-test are different but have same difficulties. The type of the test is recount text. The test consists of pre-test and post-test.

a. Pre-test

Pre-test is given in the first meeting before doing treatment in order to know ability of the students before doing the action research.

b. Post-test

The pos-test is given in the last meeting after doing treatments to find out whether the treatments give any contribution to the students' achivement in the class or not. The improvment can be seen if the average score of the post-test is higher than pre-test. This step wadone after the treatment.

2. Observation

Observation is the election modification, registration, and coding combination in behavior on organism situation that suitable with empires goals. The researcher used observation sheet. Observation sheet observed

the students activities. The purpose of the observation is to explain the situation being investigated, activities, people, or individual are involved in data collecting strategy in wich the activities of subjects are visually examined.

3. Documentation

Documentation is data collection method by investigating object written such as book, magazine, document, note and others. The researcher use the method to get the data about the history of the school, total of teachers, offical employed and students at MTS AL-HIKMAH Batanghari.

4. Field Note

To collect the data more accurately, the writer field note to make easy when analyzing the data. This is to know students activities during the teaching process. It is done after finishing teaching and learning process.

F. Research Instrument

1. Writing Test

To student writing recount text of the eight graders of MTs AL-HIKMAH Batanghari Lampung, the researcher will apply some writing tests that consist of pre-test and pos-test. Both of the test are in form of asking the students to write recount text base on their project that are related on the topics of writing recount text.

2. Observation Sheet

In order to observe their learning activity and each cycle, the researcher will use observation sheet. It deal whit learning activity such as:

- a. Intraction with classmate
- b. Reaction to particular studens, optimal productive pairs and group of the classroom are more vocal, ect.
- c. Frequency of the student-initiated responses
- d. Quality of teacher-elicited responses

3. Documentation

Documentation a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, ect. The researcher documentation to obtain the data aboute state of students, the history of MTs AL-HIKMAH Batanghari, state of the environment, the state of teachers, staff and organizational stucture, and geographical condition school.

4. Field Note

Field note observation instrument in the form narration in which the observer provides the paper and record the activity related to practice in the clasroom before and after doing the action. I this research, the researcher will use field note to record the student's activity during the learning process in narration form.

G. Data Analysis Method

Data analysis will be conducted by taking the average score of the pre-test and post-test. Furthermore, to know the gain, the writer would compare between pre-test and post-test. Then, the result was matched by the minimum standard in this school at least 75. If from cycle 1 there were some student not successful, so we would be conducted cycle 2. The minimum cycle in CAR (Classroom Action Research) was two cycles if from cycle 2 all of the students were successful, the cycle able to be stopped until cycle 2 only.

Tabulating the result of the test, and finding the mean of the pretest and the post-test. The mean was calculated by applying the following formula:

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

Notes:

\bar{X} : Mean

Σ : Sum of

X : Raw score

N : The total number of subject

Furthermore, to know the result the writer compare the average score between pre-test and post-test for each cycle, and then to know the percentage of increasing score in students learning activities, the writer was used the percentage formula as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Notes:

P = Percentage

$\sum x$ = Total Score of the Students

N = Total of Students.

H. Indicator of Success

To know the gain the data was conducted in each test by taking the average score of pre-test and post-test. After the result is suitable for the minimum standard of writing recount text in this class at least 75. This research will be a success or finish if 75% of students got minimum score 75, and 75% of students active students in learning activity which occur until the last cycle.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. The Recount of Research Location

a. Brief History about the Establishment of MTs Al-Hikmah

This research was conducted at MTs Al-Hikmah Batanghari East Lampung, which was located at the JL. KHB 13 Ds. Balekencono Batanghari east lampung, district of Batanghari, East Lampung. MTs Al-Hikmah Batanghari East Lampung was established on 2006 and has wide about 7.950 m². Because of the expansion in Batanghari region, where the MTs Al-Hikmah Batanghari area was located in East Lampung region,

b. The Leader Headmaster of the School

The leadership period of MTsN 1 East Lampung was as followed :

- 1) Ponidi, S.Pd (1978 – 1980)
- 2) Sumarsih, S.Pd (1980 – 1988)
- 3) Mulyanti (1988 – 1998)
- 4) Drs. Khuldin (1998 – 2004)
- 5) Yunita (2004 – 2005)
- 6) Drs. Mufasir (2005 – 2010)
- 7) M. Nurdianto, S.Ag (2010 – 2015)
- 8) Suraji, S.Pd (2015 – 2018)
- 9) Wahidin, S.Pd.I (2018 until now)

c. Profile of MTs Al-Hikmah Batanghari

School	: MTs Al-Hikmah Batanghari
No. School Statistic / NPSN	: 121118070001/ 10806139
Address	: Jl. KHB 13 Ds. Balekencono Balekencono, subdistrict of Batanghari, East Lampung.
Postal Code	: 34181
Email/ Website	: mtsalhikmah@gmail.com
Wide	: 7.950 m ²
Telephone/HP/Fax	: 0725 7852539
Status	: Country
School Accreditation	: B

d. Vision and Mission of MTs Al-Hikmah Batanghari

1) Vision of MTs Al-Hikmah Batanghari East Lampung

“Achieving in the academic and non-academic fields based on faith and piety”.

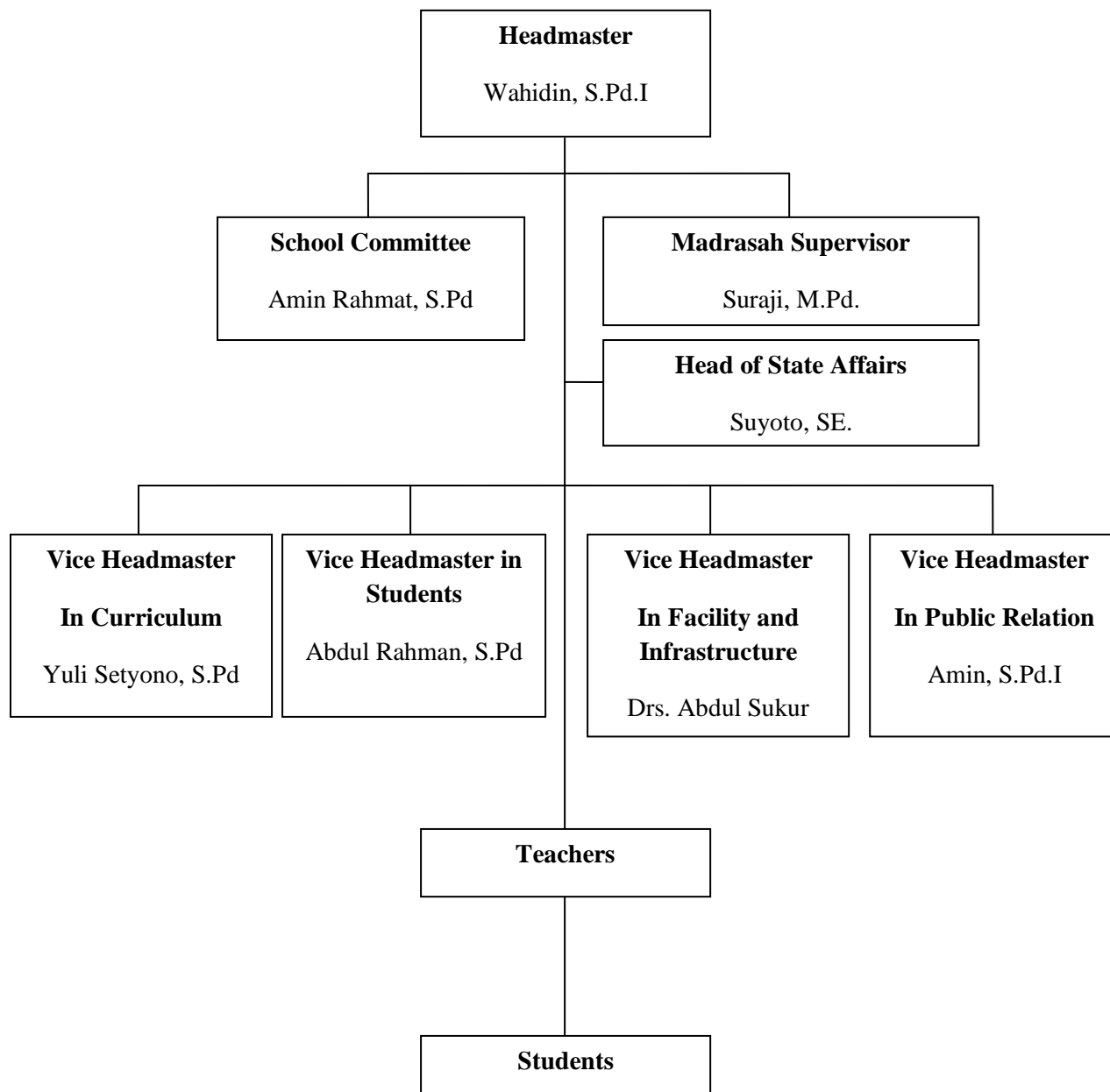
2) Mission of MTs Al-Hikmah Batanghari East Lampung

- a) Carry out learning and guidance on a schedule, effective, and efficient.
- b) Increasing the professionalism of teachers and employees.
- c) Increasing the acquisition of national exam scores, national standard madrasah final exams and madrasah final exams every year.

- d) Improving the quality and quantity of facilities and infrastructure.
- e) Fostering the sense of pride from teacher, employees and students toward MTs Al-Hikmah Batanghari East Lampung.
- f) Making students have a strong and obedient faith in worship.
- g) Helping students behave in Islamic ways.
- h) Growing confidence in students to behave in a discipline, honest and have noble character in accordance with the character of the nation's culture.

e. Organization Structure of MTs Al-Hikmah Batanghari

Figure 2
The Organization Structure of MTs Al-Hikmah Batanghari



Source: Documentation of MTs Al-Hikmah East Lampung in Academic Year 2018/2019

f. Condition of Teachers and Official Employees at MTs Al-Hikmah Batanghari

The total of teachers and official employees in MTs Al-Hikmah Batanghari in academic year 2018/2019 that can be identified as followed:

Table 5
Condition of Teachers and Official Employees
in MTs Al-Hikmah Batanghari

No.	Name	Subject
1.	Wahidin, S.Pd.I	Headmaster
2.	Abdul Rahman, Ps, S.Ag	Vice Headmaster in Students
3.	Drs. Abdul Sukur	Vice Headmaster in Facility and Infrastructure
4.	Amin Abdullah M.Pd.I	Vice Headmaster in Public Relation
5.	Yuli Setyono, S.Pd	Vice Headmaster in Curriculum
6.	Eni Yunanti , S.Pd	Biology Teacher
7.	Dra. Sri Budi Utami	Civics Teacher
8.	Endang Puji Lestari, S.Pd	Physics Teacher
9.	Rostalina S.Pd.I	English Teacher
10.	Ryan Setiawan	Mathematics Teacher
11.	Dra. Rulia	Indonesian Language Teacher
12.	Dra. Siti Tsaniyah	History Teacher
13.	Sejo Winarno, BA	Economic Teacher
14.	Drs. Akhmad Zazuli	Physics Teacher
15.	Drs. Abdul Sukur	Fiqh Teacher
16.	Fatmah, S.Pd	Indonesian Language Teacher
17.	Nasyiatun Budiarti, S.Pd	Art Teacher
18.	Maryono, S.Pd	Sport Teacher
19.	Atik Setiana S.Pd	Biology Teacher
20.	Rosita, S.P.d	Counselor Teacher
21.	Rubangi, S.Pd	Counselor Teacher
22.	Muhammad Nurdin, S.Pd	Chemistry Teacher
23.	Fahmi Ratna Dewi, S.Pd.I	Counselor Teacher
24.	Dicky Saputra, S.Pd	Geographic Teacher
25.	Abdul Hanan	Officer
26.	Ferlia Yunita Sari, S.Pd	Librarian
27.	Nurrahman	Cleaning Officer
28.	Taufik Walhidayah	Security Officer
29.	Ponidi	Staf TU
30.	Uzu Nuhir	Staf TU

Source: Documentation of Data in MTs Al-Hikmah Batanghari 2018/2019

g. Facilities in MTs Al-Hikmah Batanghari

The facilities of MTs Al-Hikmah Batanghari have rooms division and building, there were:

Table 6
The Facilities in MTs Al-Hikmah Batanghari

No.	Facilities	Quantity	Condition
1.	Headmaster Room	1	Good
2.	Teacher Room	1	Good
3.	Administration Room	1	Good
4.	Classrooms	19	Good
5.	Computer Laboratory	1	Good
6.	Science Laboratory	1	Not Bad
7.	Language Laboratory	1	Good
8.	Multipurpose Hall	1	Good
9.	Mosque	1	Good
10.	Students' Toilet	7	Not Bad
11.	Teachers' Toilet	8	Good
12.	Library	1	Good

Source: Documentation of Data in MTs Al-Hikmah Batanghari 2018/2019

h. Condition of Students in MTs Al-Hikmah Batanghari

MTs Al-Hikmah in academic year 2018/2019 consist of 500 person. There were VII class consist of 184 students, VIII class consist of 178 students, and IX class consist of 138 students.

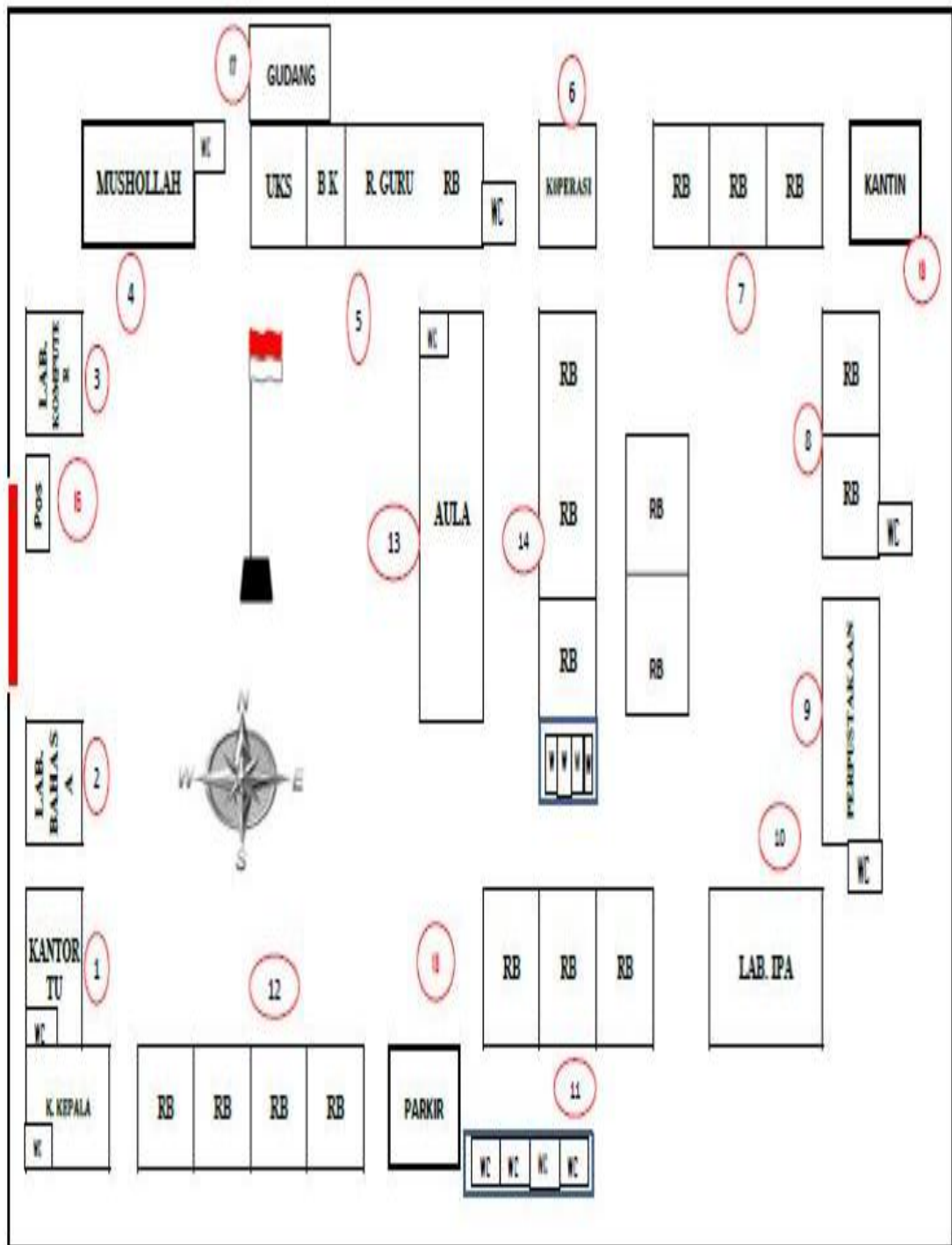
Table 7
Condition of the Students in MTs Al-Hikmah Batanghari
in Academic Year 2018/2019

No.	Class	Sex		Total
		Male	Female	
1.	VII	54	131	184
2.	VIII	67	111	178
3.	IX	33	105	138
Total				500

Source: Documentation of Data in MTs Al-Hikmah Batanghari 2018/2019

i. The Location Sketch of MTs Al-Hikmah Batanghari

Figure 3
Location Sketch of MTs Al-Hikmah Batanghari 2018/2019



Note:

1. Administration Room
2. Language Laboratory
3. Computer Laboratory
4. Mosque
5. UKS, BK, and Teacher Room
6. Cooperation
7. Study Room
8. Study Room
9. Library
10. Science Laboratory
11. Study Room
12. Study Room
13. Multipurpose Hall
14. Study Room
15. Study Room
16. Security Post
17. Warehouse
18. Parking Area
19. Canteen
20. Toilet

Source: Documentation of Data in MTs Al-Hikmah Batanghari 2018/2019

B. The Recount of Research Data**1. Action and Learning at Pre-Test**

This research used classroom action research whose had purpose to improve the students' activity and the result of the study in MTs Al-Hikmah Batanghari. It was conducted in two cycles. The researcher used Coop-coop Method to improve the students writing ability.

In this research before the process of cycle one, the research conducted the pre test on Tuesday, January 12th 2019. The researcher gave a pre-test for the students to see how far the students' writing recount text

fore the treatment was given. In pre-test activity, the researcher gave an test. The researcher gave the theme to the students describe. Then the result of pre-test could be seen on the table below:

Table 8
The Students' Pre-test Result of Writing Recount Text

No	Name	Score	Note
1	AP	56	Incomplete
2	AIC	75	Complete
3	ASB	63	Incomplete
4	AS	56	Incomplete
5	DH	60	Incomplete
6	DKW	61	Incomplete
7	DR	76	Complete
8	FS	59	Incomplete
9	HED	66	Incomplete
10	IC	63	Incomplete
11	IC	62	Incomplete
12	KH	58	Incomplete
13	LR	67	Incomplete
14	LRW	61	Incomplete
15	MKK	70	Incomplete
16	MY	60	Incomplete
17	NN	57	Incomplete
18	NRI	40	Incomplete
19	NS	68	Incomplete
20	RA	59	Incomplete
21	RA	58	Incomplete
22	SNH	59	Incomplete
23	SN	64	Incomplete
24	TA	75	Complete
Total		1494	
Average		6,22	
High Score		76	
Low Score		40	

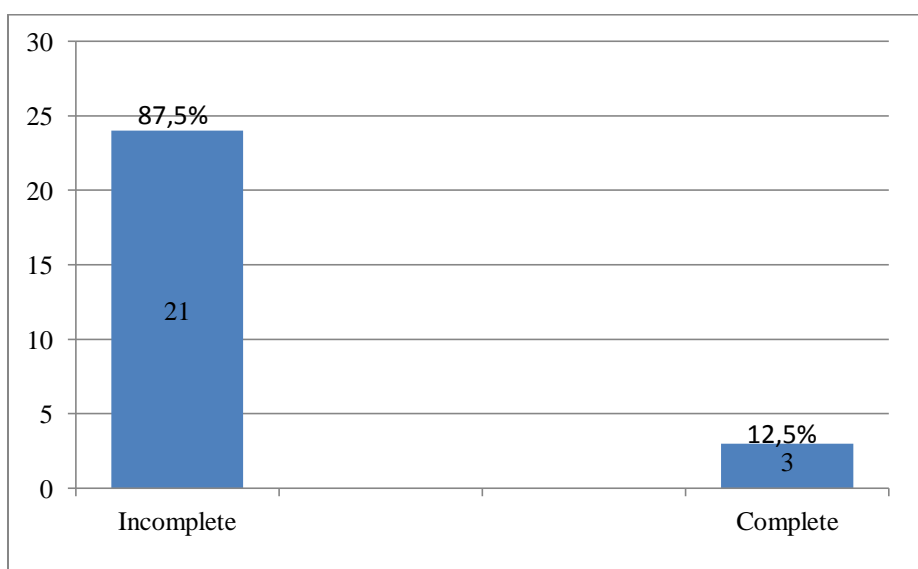
Source: The Result of Pre-test on February 12th 2019

Table 9
Percentage Students' Score of Pre-test of Writing Recount Text

No	Score	Frequency	Percentages	Category
1	>75	3	12,5%	Complete
2	<75	21	87,5%	Incomplete
Total		24	100%	

Source: The Result of Pre-test on February 12th 2019

Graphic 4
The Comparision of Students' Activity in Pre Test



Source: The Result of Pre Test

Based on table above, it can be seen just only 3 students were complete and 24 students were incomplete. while standard minimum for English lesson in MTs Al-Hikmah Batnghari is least 75. It was the reason why the researcher implemented the Coop-coop Method to improve their writing recount text.

2. Action and Learning Activity in Cycle 1

a. The First Meeting

The first meeting was conducted on Tuesday, January 12th 2019, for 2x45 minutes. The steps of learning activity at the first meeting as follows:

1) Planning

In this step, the researcher prepared the lesson plan, material and methode that would be used in teaching learning process. The material was Recount text. The material included description and the example of recount text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2) Acting

Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 10
The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1 st	Tuesday, February 12 th 2019	12.30 – 01.55 a.m
2 nd	Thursday, February 14 th 2019	10.20– 11.45 a.m

The first meeting was conducted on Tuesday, February 12th 2019, for 2x45 minutes. The meeting was started by praying, At the beginning of teaching learning process, the researcher greeted

students by saying “Assalamualaikum wr.wb and good afternoon” and all of students answered by saying “Waalaikumsalam wr. Wb and good afternoon miss” . Then, the researcher asked about their condition first before checked attendance list. The condition of the class was less effective because the collaborator handed the class to make sure the students’ effectiveness before the researcher was doing research in the class. It showed that some students gave their full nice attention to the researcher during the learning process. The researcher started the lesson by asking question about the students’ daily activity. After that, the researcher explained material about recount text and coop coop method. Coop-coop method is aimed to inspire and to suggest students what they should write in recount text. After they discover what their new problem is about the best solution to the problem.

After finishing the explanation, the researcher gave the students a chance to ask question. He asked them “do you understand about recount text? Is there any question?” there was no comment of question from the students. Yes miss, the students answered. Then, the researcher asked students to read a text about Borobudur. after it the researcher asked the student about the text. “do you understand about the text?” There were some students understand about it. The researcher said “Let’s reread the text of Catso I can ask you think aloud about the text while you read the

story. Right here on the first alinia it says “Cat is one of the holiday in world ”. The researcher story Holiday. You can create image in your mind about holiday”. The researcher gave the provide a paper that contains a fill in the blank in the form as the used method, to inspired the students to write the recount text. After finished working on fill in the blank, the researcher instructs the students to write the recount text about other holiday, and then after finished the researcher asked the student about the text that consist on two skill, such as: identification and description.

In this session, the students were more active to follow the teaching learning process, because they enjoyed following the learning process. But, there were still some problem faced by students. Such as many students just silent when the teacher gave a question, there were some students who were passive when learning process and some student difficult to comprehend the text.

After 2 x 45 minutes the ball rang and the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

3) Observing

The observing was done by researcher during learning process; there was observation that had been done such as, observation on the student’s activities.

b. The Second Meeting

The second meeting was conducted on Thursday, february 14th 2019, for 2x45 minutes. The steps of learning activity at the first meeting as follows:

- 1) Planning
 - a) Preparing the material of recount text.
 - b) Preparing the lesson plan.
 - c) Making instruments of data collection that are the observation sheet of the teacher's activities and the students' activities
- 2) Acting

The second meeting was done on Tuesday, January 29th 2019. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about recount text. The text was about holiday. The researcher asked the students to read the text. After it the researcher asked student "do you understand about the text. Most of students did not understand. The researcher said "Let's reread the text, " birthday party. I got it as my birthday present.". and then researcher gave the clue. After gave the clue the researcher asked students to image it. Then, at the end of this meeting the researcher gave post-test cycle 1 with the similar task on pre-test before. The students had to write story 40 minutes. The students did it seriously. It seemed that the students'

score will be improved. The score of post-test cycle 1 can be seen on the table below:

Table 11
The Students' Post-test 1 Result of
Writing Recount Text in Cycle 1

No	Name	Score	Note
1	AP	68	Incomplete
2	AIC	80	Complete
3	ASB	75	Complete
4	AS	68	Incomplete
5	DH	70	Incomplete
6	DKW	70	Incomplete
7	DR	80	Complete
8	FS	75	Complete
9	HED	75	Complete
10	IC	70	Incomplete
11	IC	75	Incomplete
12	KH	68	Incomplete
13	LR	77	Complete
14	LRW	70	Incomplete
15	MKK	73	Complete
16	MY	75	Complete
17	NN	67	Incomplete
18	NRI	68	Incomplete
19	NS	75	Complete
20	RA	65	Incomplete
21	RA	75	Complete
22	SNH	67	Incomplete
23	SN	68	Incomplete
24	TA	58	Incomplete
Total		1668	
Average		6,95	
High Score		80	
Low Score		58	

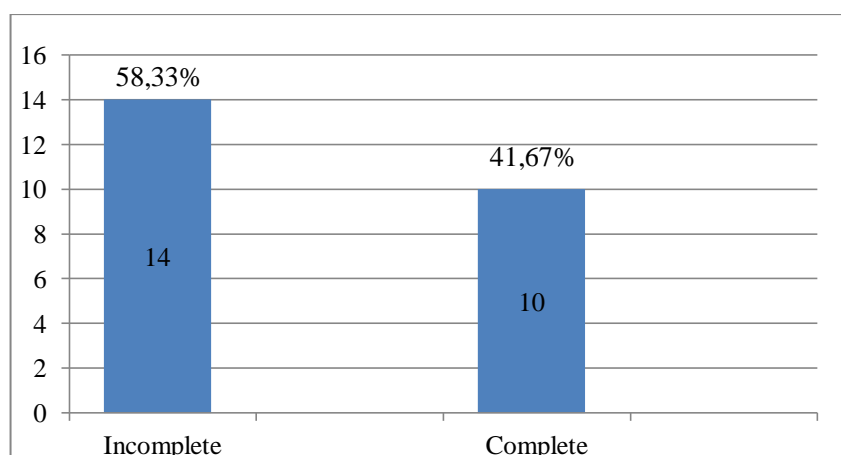
Source: The Result of Post-test on February 14th 2019

Table 12
Frequency of Students' Score of Post test I of
Writing Recount Text

No	Score	Frequency	Percentages	Category
1	>75	10	41,67%	Complete
2	<75	14	58,33%	Incomplete
Total		24	100%	

Source: The Result of Post-test I on February 14th 2019

Graphic 5
The Comparison of Students' Complete in Post Test I



Source: The Result of Post Test I

Based on the data above, it can be seen that 14 students' got high score and 10 students' got average score. It was higher than the result of pre-test. The criterion of students' who got minimum score 75. Learning process is said success, when 70% got score above 75. The fact showed that the result was unsatisfactory.

3) Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 13
The Result of Students Activity in Cycle 1

No	Aspect Of The Research	Frequency	Percentage
1	Pay attention of the teacher's explanation	20	83,33%
2	Ask/answer the question from the teacher	7	29,17%
3	Active in teaching learning	13	54.17%
4	The students able do the task	24	100%
Total			166.67%
Average			6,94%

From table above, it was revealed that there were 20 students (83,33%) who paid attention to the teacher explanation, 7 students (29,17%) ask/answer question from the teacher, 13 students (54,17%) were active in group, and 24 students doing the task, the average from the cycle 1 was 6,94%.

According to the result of observation above, it can be concluded that the learning process was sufficient. The weaknesses in the implementation of the learning process in cycle I were the some studentmade noisy and still confuse with the material was given.

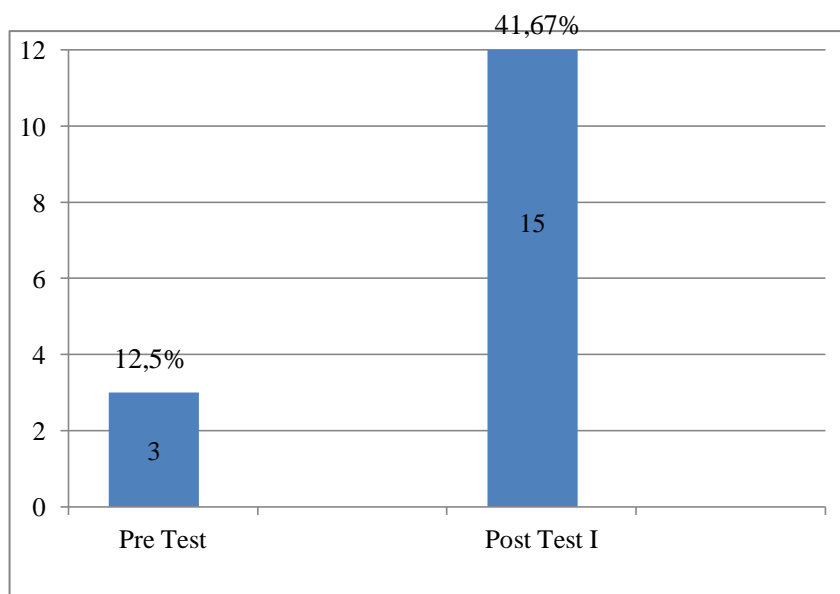
4) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students was interested enough in learning process, but the research should be

continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' average have not achieved the standard minimum criteria yet.

After the researchers held a pre test and post test 1 researchers get students who have not met the indicator, therefore researchers will continue to cycle 2.

Graphic 6
The Comparison of Students' Complete
in Pre test and Post Test 1



Source: The result Complete of Pre test and Post Test 1

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

3. Action and Learning Activity in Cycle 2

The actions in the cycle 2 consist of 2 meetings, one meeting for the action, and one meeting for the test 2 as follows:

a. The First Meeting

1) Planning

In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and methode that would be used in teaching learning process. The material was recount text. The material included identification and story and the example of recount text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2) Acting

In this session, they were looked more enthusiasm and more active in following the learning process. They more asked the question or answered it. They also could deliver their result discussion well. The first meeting was done on Wednesday, Januari 30th 2019. At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle 2 was focused on the weakness of cycle 1. The researcher found the students' problems were is low vocabulary and confused to imagination. The researcher asked about the previous material before she explained more about it. After that, the researcher explained again what is

recount and how to understand it. Then, the researcher gave an example of recount text.

Next, the researcher gave a text about My Family. The student read the text, and then researcher asked student about the text. Most of student did not understand. The researcher said “Let’s reread the text. Right here on the first line it says “My family is my life”. Researcher discribe about My Family. Then, student creat image in their maind about My Family. The researcher gave the provide a paper that contains a fill in the blank in the form as the used method, to inspired the students to write the recount text. The students looked very enthusiastic to read the text. In this second meeting, the students seemed more active than previous meeting.

Finally, the bell rang after 2 x 45 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about recount text.

b. The Second Meeting

1) Planning

Based on the problem, faced in the first cycle, the researcher made a lesson plan that focused on it, she also prepared observation sheet of the student.

2) Acting

The second meeting was done on Thursday, January 24th 2019. The researcher began the class by greeted the students. After

that, the researcher asked about their condition and checked the attendance list. The researcher reviewed explanations the material of recount text. The researcher gave the Borobudur Temple text. The researcher said "Let's reread the text of Borobudur Temple. Right here on the first line it says "Borobudur temple is the largest and the most beautiful Hindu temple which ever built on the java island". Researcher describe about the beautiful Hindu temple. Then, student create image in their mind. The researcher gave the clue until the last line. The researcher asked to the students whether they have any question about the material. Then, the researcher gave feedback to the students about their question.

After that, the researcher gave post-test cycle 2 with the similar task on post-test cycle 1 before. He gave 40 minutes to the students to finish their task. The score of post-test cycle 2 can be seen on the table below:

Table 14
Table of the Result Score of Students' Writing Recount Text Cycle II

No	Name	Score	Note
1	AP	75	Complete
2	AIC	82	Complete
3	ASB	79	Complete
4	AS	75	Complete
5	DH	75	Complete
6	DKW	75	Complete
7	DR	84	Complete
8	FS	78	Complete
9	HED	77	Complete
10	IC	76	Complete
11	IC	77	Complete
12	KH	75	Complete
13	LR	80	Complete
14	LRW	75	Complete
15	MKK	75	Complete
16	NY	78	Complete
17	NN	75	Complete
18	NRI	75	Complete
19	NS	80	Complete
20	RA	81	Complete
21	RA	84	Complete
22	SNH	75	Complete
23	SN	78	Complete
24	TA	68	Incomplete
Total		1852	
Average		7,71	
High Score		84	
Low Score		68	

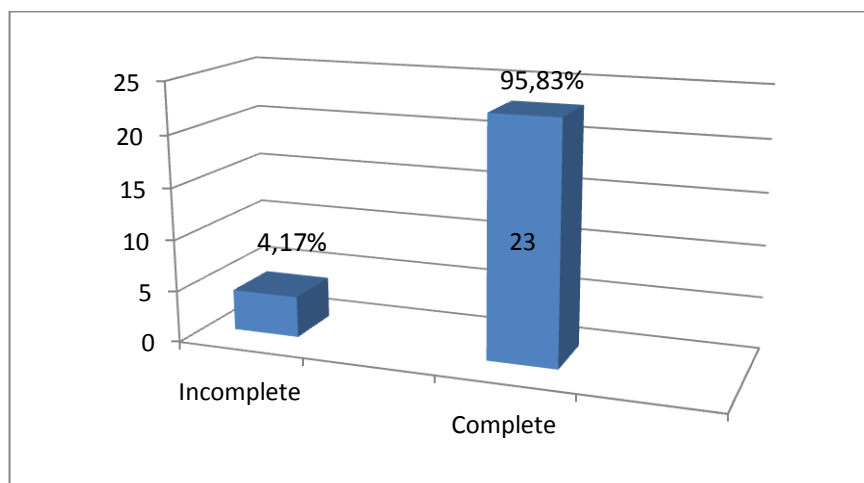
Source: The Result of Post test on February 14th 2019

Table 15
Percentage Students' Score of Pos-test in Cycle II

No	Score	Frequency	Percentages	Category
4	>75	23	95,83%	Complete
5	<75	1	4,17%	Incomplete
Total		24	100%	

Source: The Result of Post-test on January 24th 2019

Graphic 7
The Comparison of Students' Complete in Post Test II



Source: The Result of Post Test II

The table above is the result of students' score at post test 2. It can be seen that there was an improving from the score of post test 1 and post test 2. There were 4,17% got average score and 95,83% got high score. The lowest score was 68 and the highest score was 84 and the average score was 7,71. The average on post-test 1 was 72,4. It means that there was an improving from post-test 1 and post-test 2.

3) Observing

In this stage, the observation was done by the researcher. There were some observations that had been done such as; observation on the students activities, and observation on the result of the evaluation.

The observing was done by the researcher that is presented in meeting II in cycle 2. After doing the treatment and observation,

the researcher got the result of the students' learning activities from the collaborator as follows:

Table 16
The Result of Students Activity in Cycle II

No	Aspect Of The Research	Frequency	Percentage
1	Pay attention of the teacher's explanation	23	95,83%
2	Ask/answer the question from the teacher	10	41,67%
3	Active in teaching learning	20	83,33%
4	The students able do the task	24	100%
Total			220,83%
Average			9,20%

From table above, it was revealed that there were 23 students (95,83%) who paid attention to the teacher explanation, 10 students (41,67%) ask/answer question from the teacher, 20 students (83,33%) were active in group, and 24 students doing the task, the average from the cycle II was 220,83% doing the task. Based on table above, it can be seen that the activity of the students is better than before and there was increase from the cycle 1 and cycle 2. It is from the average of the cycle 1 about 9,20% to be 7,71%, it could be concluded that the learning process was successful. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

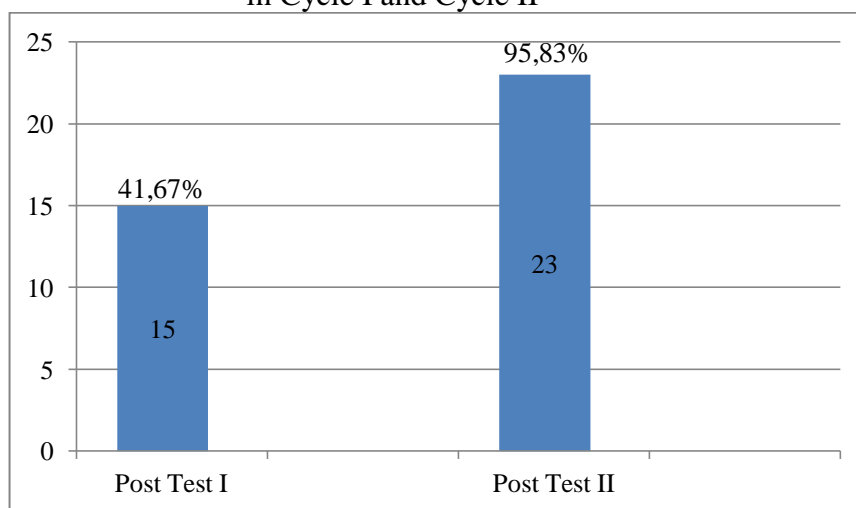
4) Reflecting

The result of cycle II is better than cycle I, it can be seen that the most of the students have not difficulty to story thema of the text. It happened because the student was easy to think aloud in

their mind. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I. In the cycle II, the students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using Coop-coop Method. The teacher help student to comprehend the text by think aloud in their main, so they was easy to understand about the text. And their writing recount text were improving.

Graphic 8
The Comparision of Students' Complete
in Cycle I and Cycle II



Source: The Result of Cycle I and Cycle II

Because the students already meet the indicators of cycle I and cycle II then the researcher. So researcher did not proceed to Cycle III.

C. Interpretation

1. The Result of Pre Test

To see the students' writing recount text before implementing the treatment, the researcher conducted the pre-test. It carried out on Tuesday, February 12th 2019.

Based on the result of the students' pre-test, just 3 (12,5%) students passed The Standard Minimum Criteria that was 75. In pre-test, the researcher found the students' problem such as they still confused to write down the idea. The problem could be seen by the students' score in pre-test. There were 24 students who got score less than 75. It showed that the result of students' writing recount text was still low. So, it needs improvement by using Coop-coop Method.

2. Action and Learning Result at Cycle I

English learning process at cycle I was successful enough, although the students' average score is low. Nevertheless, there was an improvement score of the students post test 1 than pre-test score. This is the illustration score in cycle I.

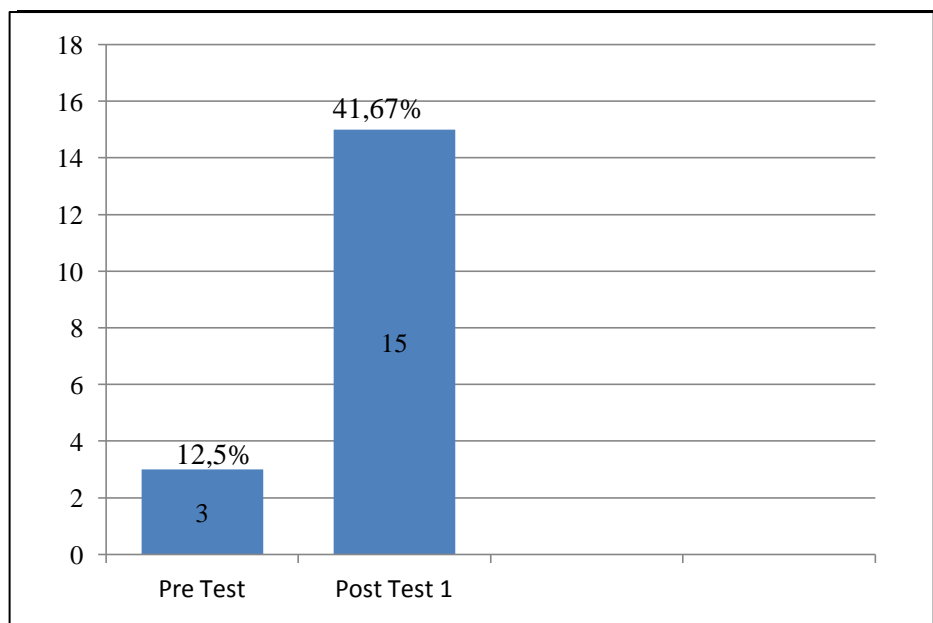
Table 17
The Result Score of Students' Pre-test and Post-test 1

No	Student's Code	Students Result			Category
		Pre test	Post test 1	Improve	
1	AP	56	68	12	Improve
2	AIC	75	80	5	Improve
3	ASB	63	75	12	Improve
4	AS	56	68	12	Improve
5	DH	60	70	10	Improve
6	DKW	61	70	9	Improve
7	DR	76	80	4	Improve
8	FS	59	75	16	Improve
9	HED	66	75	9	Improve
10	IC	63	70	7	Improve
11	IC	62	75	13	Improve
12	KH	58	68	10	Improve
13	LR	67	77	10	Improve
14	LRW	61	70	9	Improve
15	MKK	70	73	3	Improve
16	MY	60	75	15	Improve
17	NN	57	67	10	Improve
18	NRI	40	68	28	Improve
19	NS	68	75	7	Improve
20	RA	59	65	6	Improve
21	RA	58	75	17	Improve
22	SNH	59	78	19	Improve
23	SN	64	76	12	Improve
24	TA	53	58	5	Improve
Total		1494	1668		
Average		6,22	6,95		

Table 18
Comparison of Pre-test and Post-test

Score	Pre-Test	Post Test 1	Implementation
>75	3	10	Complete
<75	21	14	Incomplete

Graphic 9
The Comparison of Students' Complete in Pre test and Post Test I



Source: The Result of Students Complete in Pre test and Post test I

In this research, the researcher gave pre-test and post-test. It aimed to know the students' ability before and after treatment. From the average score of pre-test and post-test 1 above, it can be seen that there was an improving of students' Writing Recount Text. The average score in pre-test is 6,22 improved to 72,4 in post test 1, so there is an improving 10,16 points.

3. Action and Learning Result at Cycle II

Teaching and learning process at cycle II was on climax situation. The students score was improve significantly and the condition in the class conducive.

Table 19
The Result Score of Students' Post test 1 and Post-test II

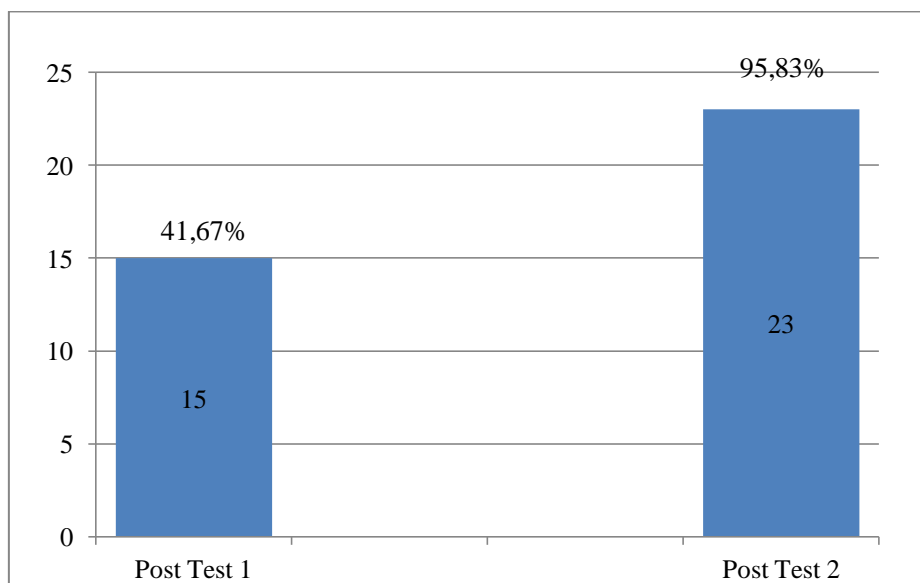
No	Student's Code	Students Result			Category
		Post test 1	Post test 2	Improve	
1	AP	68	75	7	Improve
2	AIC	80	82	2	Improve
3	ASB	75	79	4	Improve
4	AS	68	75	7	Improve
5	DH	70	75	5	Improve
6	DKW	70	75	5	Improve
7	DR	80	84	4	Improve
8	FS	75	78	3	Improve
9	HED	75	77	2	Improve
10	IC	70	76	6	Improve
11	IC	75	77	2	Improve
12	KH	68	75	7	Improve
13	LR	77	80	3	Improve
14	LRW	70	75	5	Improve
15	MKK	73	75	2	Improve
16	MY	75	78	3	Improve
17	NN	67	75	10	Improve
18	NRI	68	75	7	Improve
19	NS	75	80	5	Improve
20	RA	65	70	5	Improve
21	RA	75	78	3	Improve
22	SNH	78	80	2	Improve
23	SN	76	81	5	Improve
24	TA	58	68	10	Improve
Total		1494	166		
Average		6,22	6,91		

Source: The Result of Post test 1 and Post test 2

Table 20
Comparison of Post-test 1 and Post-test 2

Score	Post Test 1	Post Test 2	Implementation
>75	10	23	Complete
<75	14	1	Incomplete

Graphic 10
The Quantity of Students' Complete on Post-test I and Post-test II



Source: The Result of Post test I and Post test I

a. The Result of Students' Score Pre-test, Pos test I and Post test II

Never Thales, there is an improvescore of the students' post test I than pre-test. At the cycle II, the improve of post test II better than post test I. This is the illusion score of them.

Table 21
The Result Score of Students' Pre-test, Post test I and Post test II

No	Name	Students' Result			Category
		Pre test	Post test I	Post test II	
1	AP	56	68	75	Improve
2	AIC	75	80	82	Improve
3	ASB	63	75	79	Improve
4	AS	56	68	75	Improve
5	DH	60	70	75	Improve
6	DKW	61	70	75	Improve
7	DR	76	80	84	Improve
8	FS	59	75	78	Improve
9	HED	66	75	77	Improve
10	IC	63	70	76	Improve
11	IC	62	75	77	Improve
12	KH	58	68	75	Improve

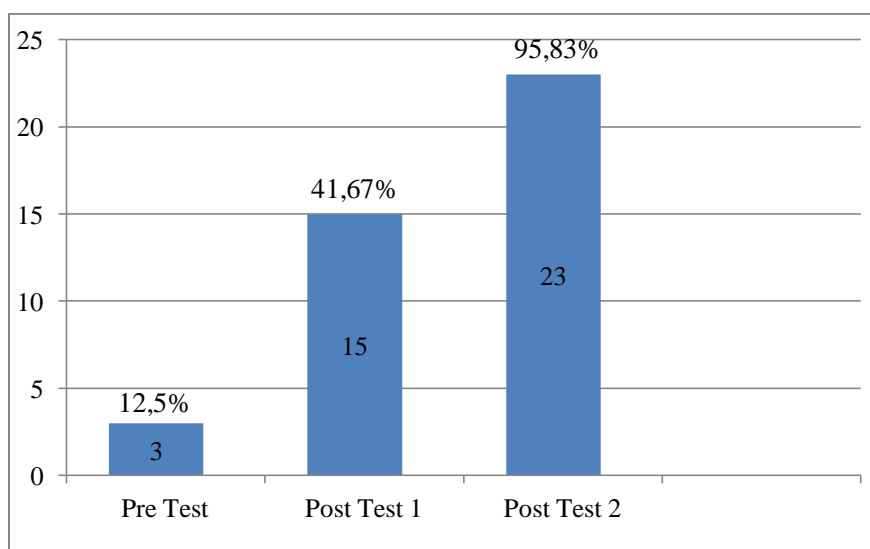
13	LR	67	77	80	Improve
14	LRW	61	70	75	Improve
15	15	70	73	75	Improve
16	MY	60	75	78	Improve
17	NN	57	67	75	Improve
18	NRI	40	68	75	Improve
19	NS	68	75	80	Improve
20	RA	59	65	70	Improve
21	RA	58	75	78	Improve
22	SNH	59	78	80	Improve
23	SN	64	76	81	Improve
24	TA	53	58	68	Improve
Total		1494	1668	1852	
Average		6,22	6,95	7,71	

Source: The Result of Pre test, Post test I and Post test II

Table 22
Comparison of Pre-test and Post-test 1 and Post test 2

Score	Pre-Test	Post Test 1	Post Test 2	Implementation
>75	3	10	23	Complete
<75	21	14	1	Incomplete

Graphic 11
The Quantity of the Complete of The Students' Score at Pre test Post test Cycle I and Post test Cycle II



Source: The Result of Pretest, Post test I and Post test II

4. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow:

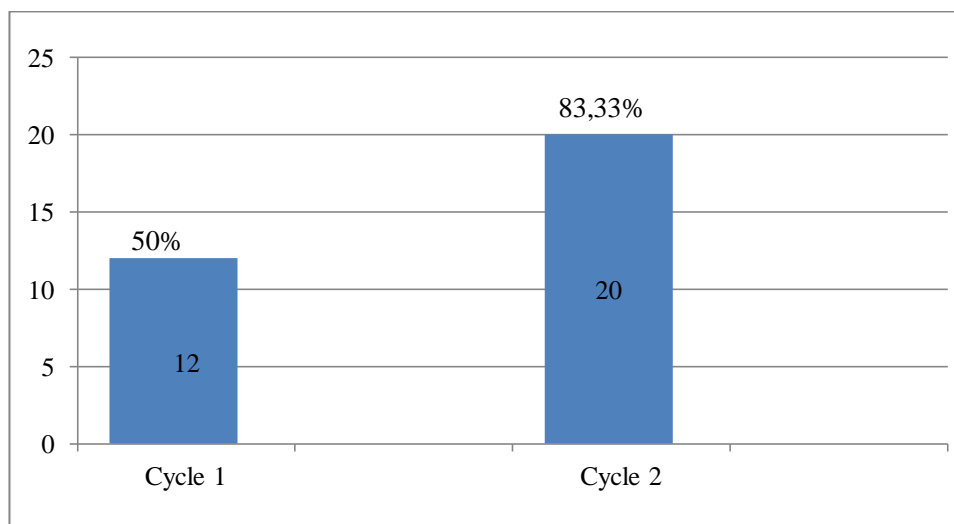
Table 23
The Result of The Students' Activity in Cycle I & II

No	Name	Cycle 1	Cycle II
1	AP	4	4
2	AIC	4	4
3	ASB	4	4
4	AS	3	4
5	DH	3	3
6	DKW	1	2
7	DR	4	4
8	FS	3	4
9	HED	4	4
10	IC	2	3
11	IC	3	4
12	KH	4	4
13	LR	3	4
14	LRW	1	3
15	MKK	4	3
16	MY	3	4
17	NN	2	4
18	NRI	4	4
19	NS	3	4
20	RA	4	4
21	RA	2	4
22	SNH	3	2
23	SN	4	4
24	TA	2	4
Total		74	88
Average		3,08	3,66

Table 24
Percentage Students' Activity in Cycle I & II

Score	Cycle 1	Cycle 2	Implementation
4	10	23	Complete
<4	14	1	Incomplete

Graphic 12
The Comparison of Percentage Students' Activity in Cycle I and Cycle II



Source: The Result of the Students' Activity in Cycle I & II

Based on the table and graphic above, it could be concluded that there was an improving of students' activities during the learning process of cycle I and cycle II through using the method. It means that Coop-coop Method had positive effect to improve the teaching learning process.

Related this research until cycle II, the result score and the result activities of the students was achieved the target that was decided on indicator of success 70% from students got minimum score 75. Based on the result of this research was known that more than 70% from the students got minimum score 75. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

D. Discussion

There were some problems based on pre survey in teaching writing at the eight grade of MTs Al-Hikmah Batanghari, such as some students' difficulties to put the ideas down. The researcher chose coop-coop method to improve the students' writing recount text.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of coop-coop method could improve the students' writing recount text. There was a progress in average score from pre-test was 6,22 post-test I was 6,95 and become 7,71 in post-test II. It could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

The researcher chose this method because are the effective.. Using this method made students felt that studying is more interesting and the result is that their score increased. The students were able to understand more about recount text, and they could conclude the ideas better than before.

Based on the discussion above, it can be concluded that by using coop-coop method, the student felt more attracted to study and to understand about recount text. It is shown in their learning result which are improve well while using coop-coop method in the learning process from cycle 1 up to cycle 2.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of classroomaction research, the researcher would like to conclude the research as follows:

Using Coop-coop Method as the method especially in English subject was very effective to improve the student recount text writing ability of eight graders in MTs Al-Hikmah Batanghari. Even though in cycle 1 the students' recount text writing ability got enough score but the cycle 2 most of student could achieve the target of succes in this research.

Based on the explanation of cycle 1 and cycle 2, it could be concluded that the use of coop-coop mrrthod could improve students' wriring recount text. There was a progress based on their average score in the pre test which was 6,25 improve to 6,95 in post test 1 and finally became 7,71 in post test 2. It could be seen that there was an effective progress from pre tset, post test 1, and post test 2. The amount of score improvement from post test 1to post test 2 was 4,63.

In improving the students' writing recount text, the researcher used coop-coop method as method to train the students' writing recount text and made the students more understand recount text in writing also interested in learning english writing. Because coop-coop method made students more attracted to study and understand about recount text. Using coop-coop method

made students easier to write a recount text. As result, the students' score is improve because they have been trained with coop-coop method.

Furthermore, it can be inferred from the discussion above that by using coop-coop method, the students had an improvement in writing recount text. The students felt easier better than before, and they were also able to write a good recount text. It is proven in their learning result, which was showed a significant improvement from pre test until cycle 2.

B. Suggestion

Based on the results of research conducted and conclusions obtained, the researcher would like to suggest as follow:

1. The students are suggested to be active in learning process in order to they can understand the material and improve their result especially in recount text.
2. The English Teacher are suggested to use coop-coop method in order to improve the students writing recount text ability in learning process.
3. The principle is supposed to give more motivation to the students in order to the students can be more excite in English learning.

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SILABUS

Standar Kompetensi : Membaca

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	<ul style="list-style-type: none"> • Teks Essai berbentuk <i>narrative / recount</i> • Ciri kebahasaan Teks Essai berbentuk <i>narrative / recount</i> • Tujuan komunikatif teks esai <i>narratif / recount</i> • Langkah retorika <i>narrative / recount</i> 	<ol style="list-style-type: none"> 1. Tanya jawab mengembangkan kosakata berdasarkan gambar cerita populer 2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar 3. Mendengarkan teks <i>narrative / recount</i> yang dibaca guru 4. Membaca nyaring teks <i>narrative / recount</i> dengan ucapan dan intonasi yang benar 5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca 6. Menentukan tujuan komunikatif teks <i>narrative / recount</i> yang di baca 7. Menentukan langkah retorika dari teks <i>narrative / recount</i> yang di baca 8. Menentukan ciri kebahasaan teks <i>narrative / recount</i> yang di baca 9. Membaca teks <i>narrative / recount</i> lainnya 	<ul style="list-style-type: none"> • Membaca nyaring dan bermakna teks esai berbentuk <i>narrative / recount</i> • Mengidentifikasi berbagai makna teks <i>narrative / recount</i> • Mengidentifikasi tujuan komunikatif teks <i>narrative / recount</i> • Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative / recount</i> 	<p>Tes tertulis</p> <p>Tes tulisan</p>	<p>Membaca nyaring</p> <p>Essay</p> <p>Isian singkat</p> <p>Pertanyaan tertulis</p>	<p><i>Read the story aloud.</i></p> <p><i>Write the right answer based on the text.</i></p> <p><i>Complete the following sentences using the information from the text.</i></p> <p><i>Answer the following questions based on the text.</i></p>	2 x 45 menit	<ol style="list-style-type: none"> 1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar	
				Teknik	Bentuk Instrumen	Contoh Instrumen			
11.2	Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar	<ul style="list-style-type: none"> • Teks fungsional : undangan - pengumuman - pesan • Tujuan komunikatif • Ciri kebahasaan 	<ol style="list-style-type: none"> 1. Mencermati teks fungsional pendek terkait materi 2. Menyebutkan jenis teks fungsional yang dicermati 3. Membaca nyaring teks fungsional terkait materi 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menyebutkan ciri-ciri teks fungsional yang dibaca 6. Membaca teks fungsional pendek lainnya dari berbagai sumber 	<ul style="list-style-type: none"> • Mengidentifikasi berbagai informasi dalam teks fungsional • Mengidentifikasi tujuan komunikatif teks fungsional • Mengidentifikasi ciri kebahasaan teks fungsional 	Tes tulis	Essay	<i>Write the right answer by crossing, a,b,c or d</i>	2 x 45 menit	<ol style="list-style-type: none"> 1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar
11.3	Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>								

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MTs Al-Hikmah Batanghari
 Mata Pelajaran : Bahasa Inggris
 Kelas/semester : VIII/2
 Materi Pokok : RecountText
 Alokasi Waktu : 2 Pertemuan (4 x 45 Menit)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (Toleransi gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan dan pergaulan dan keberadaannya
3. Memahami pengetahuan (factual, konseptual dan procedural), berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mencoba, mengolah, dan menyaji 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

Siswa mampu: 3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta	<ul style="list-style-type: none"> • Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya. • Struktur teks - Memulai 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menanyakan dan - Menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan
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<p>informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)</p> <p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dengan There is/are - Kata jumlah yang tidak tertentu: little, few, some, many, much, a lot (of). - Frasa kata depan: in, on, under, in front of, below, above, dan lain lain. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<p>sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang - Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar - Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks
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C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengidentifikasi tujuan komunikatif teks (recount text) secara individual atau kelompok
2. Mengidentifikasi struktur teks atas peristiwa yang pernah dialami
3. Mengidentifikasi kata kerja, kata sifat, kata keterangan yang terdapat dalam teks.

D. Materi Pembelajaran

Recount text merupakan teks yang digunakan untuk menceritakan kembali tentang kejadian-kejadian atau pengalaman-pengalaman di masa lampau.

1. Fungsi Sosial

Mendeskripsikan kejadian, peristiwa, tempat atau objek tertentu yang ada di sekitar siswa.

2. Struktur Teks

- a. Memberikan pendahuluan (identifikasi) dengan menyebutkan gambaran umum tentang objek yang akan dideskripsikan.
- b. Memberikan penjelasan dengan memberi ciri – ciri khusus tentang suatu benda atau kejadian yang akan dideskripsikan.

3. Unsur Kebahasaan

- a. Kata kerja dalam simple present tense dan present continuous tense
- b. Kosakata : kata kerja yang menunjukkan sifat atau kriteria suatu objek
- c. Adverb of manner (cara): carefully, beautifully, fast, happily, hard, sadly, dsb.
- d. Frasa preposisional petunjuk waktu: now, yesterday, last month, immediately, in the morning, dsb.

E. Teknik Pembelajaran

Teknik : Coop-Coop Method

F. Media, Alat, dan Sumber Belajar

1. Power Point Presentation dan Students' Work Sheet
2. Laptop dan LCD
3. Buku Bahasa Inggris, *When English rings the bell, unit 10*

G. Langkah-langkah Kegiatan Pembelajaran

1. Pendahuluan

- a. Guru memberi salam (*greeting*)
- b. Guru memeriksa kehadiran siswa.
- c. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- d. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

2. Kegiatan Inti

a. Mengamati

- 1) Siswa menulis pengalaman pribadi dengan tulisan tangan yang rapi dan teks tentang kegiatan, kejadian, tempat atau objek tertentu.
- 2) Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.
- 3) Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya struktur teks (termasuk antara lain gagasan utama dan informasi rinci) dari setiap teks.

b. Menanya

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

c. Mengumpulkan Informasi

- 1) Secara kolaboratif siswa mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, tempat dan objek tertentu.

- 2) Siswa membaca rujukan dari berbagai sumber, termasuk buku, teks, untuk mengetahui fungsi sosial, structural teks dan unsur kebahasaan dari teks tentang kejadian dan peristiwa pendek dan sederhana.
- 3) Siswa membaca semua teks tentang descripsi kegiatan, kejadian, tempat dan objek tertentu.
- 4) Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, tempat dan objek teretntu, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.

d. Mengasosiasi

- 1) Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks recount tentang kegiatan, kejadian, tempat dan objek tertentu yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- 2) Siswa memperoleh umpan balik dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang meraka hasilkan.

e. Mengkomunikasikan

- 1) Siswa membuat beberapa teks yang mendeskripsikan tentang kegiatan, kejadian, tempat dan objek tertentu yang ada dalam kehidupan siswa di rumah, kelas, sekolah dan sekitarnya dalam bahasa inggris dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai.
- 2) Siswa berupaya berbicara secara lancar dengan ucapan tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar , serta tulisan yang jelas dan rapi.
- 3) Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptive tentang kegiatan, kejadian, tempat dan objek teretntu menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

3. Penutup

- a. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- b. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- c. Guru memberikan penugasan berupa tugas mandiri membuat teks tentang pengalaman pribadinya
- d. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- e. Peserta didik dan guru mengucapkan salam perpisahan.

H. Penilaian Keterampilan (Autentic Assessment)

Teknik penilaian : Tertulis

Bentuk Instrumen : Text berbentuk Recount Teks

I. Rubrik Penilaian

Evaluation Criteria Recount	Score				Comments
	4	3	2	1	
<i>Content and Structure</i>					
Begins with an orientation, establishing who was involved, where and when the events happened.					
Sequence the past events in a clear order					
Ends the essay appropriately					
<i>Language feature</i>					
Uses the present tense accurately					
Uses times expressions appropriately					
Uses a range of appropriate words to describe the events					

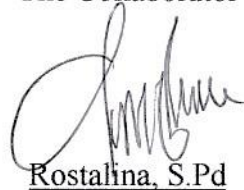
Criteria of the score: 4 = Excellent

3 = Pretty Good

2 = Average

1 = Need Important

Mengetahui,
The Collaborator



Rostalina, S.Pd
NIP.

Metro, November 22th 2018
The Researcher



Sherlina
NPM. 14122157

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MTs AL-Hikmah Batanghari
 Mata Pelajaran : Bahasa Inggris
 Kelas/semester : VIII/2
 Materi Pokok : Recount Text
 Alokasi Waktu : 2 Pertemuan (4 x 45 Menit)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (Toleransi gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan dan pergaulan dan keberadaannya
3. Memahami pengetahuan (factual, konseptual dan procedural), berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mencoba, mengolah, dan menyaji 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

Siswa mampu: 3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan	<ul style="list-style-type: none"> • Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya. • Struktur teks 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menanyakan dan - Menyebutkan keberadaan orang, benda, binatang di
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<p>memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)</p> <p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dengan There is/are - Kata jumlah yang tidak tertentu: little, few, some, many, much, a lot (of). - Frasa kata depan: in, on, under, in front of, below, above, dan lain lain. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<p>rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang - Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberaaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar - Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks
--	---	--

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengidentifikasi tujuan komunikatif teks (recount text) secara individual atau kelompok
2. Mengidentifikasi struktur teks atas peristiwa yang pernah dialami
3. Mengidentifikasi kata kerja, kata sifat, kata keterangan yang terdapat dalam teks.

D. Materi Pembelajaran

Recount text merupakan teks yang digunakan untuk menceritakan kembali tentang kejadian-kejadian atau pengalaman-pengalaman di masa lampau.

1. Fungsi Sosial

Mendeskripsikan kejadian, peristiwa, tempat atau objek tertentu yang ada di sekitar siswa.

2. Struktur Teks

- a. Memberikan pendahuluan (identifikasi) dengan menyebutkan gambaran umum tentang objek yang akan dideskripsikan.
- b. Memberikan penjelasan dengan memberi ciri – ciri khusus tentang suatu benda atau kejadian yang akan dideskripsikan.

3. Unsur Kebahasaan

- a. Kata kerja dalam simple present tense dan present continuous tense
- b. Kosakata : kata kerja yang menunjukkan sifat atau kriteria suatu objek
- c. Adverb of manner (cara): carefully, beautifully, fast, happily, hard, sadly, dsb.
- d. Frasa preposisional petunjuk waktu: now, yesterday, last month, immediately, in the morning, dsb.

E. Teknik Pembelajaran

Teknik : Coop-Coop Method

F. Media, Alat, dan Sumber Belajar

1. Power Point Presentation dan Students' Work Sheet
2. Laptop dan LCD
3. Buku Bahasa Inggris, *When English rings the bell, unit 10*

G. Langkah-langkah Kegiatan Pembelajaran

1. Pendahuluan

- a. Guru memberi salam (*greeting*)
- b. Guru memeriksa kehadiran siswa.
- c. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- d. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

2. Kegiatan Inti

- a. Mengamati
 - 1) Siswa menulis pengalaman pribadi dengan tulisan tangan yang rapi dan teks tentang kegiatan, kejadian, tempat atau objek tertentu.
 - 2) Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.
 - 3) Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya struktur teks (termasuk antara lain gagasan utama dan informasi rinci) dari setiap teks.
- b. Menanya

Dengan bimbingan dan arahan guru siswa menanyakan tentang fungsi social, struktur teks, dan unsure kebahasaan dari setiap teks tersebut.
- c. Mengumpulkan Informasi
 - 1) Secara kolaboratif siswa mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, tempat dan objek tertentu.

- 2) Siswa membaca rujukan dari berbagai sumber, termasuk buku, teks, untuk mengetahui fungsi sosial, structural teks dan unsur kebahasaan dari teks tentang kejadian dan peristiwa pendek dan sederhana.
 - 3) Siswa membaca semua teks tentang descripsi kegiatan, kejadian, tempat dan objek tertentu.
 - 4) Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, tempat dan objek teretntu, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.
- d. Mengasosiasi
- 1) Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks descripsi tentang kegiatan, kejadian, tempat dan objek tertentu yang telah dikumpulkan dari berbagai sumber tersebut di atas.
 - 2) Siswa memperoleh umpan balikan dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan.
- e. Mengkomunikasikan
- 1) Siswa membuat beberapa teks yang mendeskripsikan tentang kegiatan, kejadiaan, tempat dan objek tertentu yang ada dalam kehidupan siswa di rumah, kelas, sekolah dan sekitarnya dalam bahasa inggris dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai.
 - 2) Siswa berupaya berbicara secara lancar dengan ucapan tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar , serta tulisan yang jelas dan rapi.
 - 3) Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptive tentang kegiatan, kejadian, tempat dan objek teretntu menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

3. Penutup

- a. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- b. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- c. Guru memberikan penugasan berupa tugas mandiri membuat teks tentang pengalaman pribadinya
- d. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- e. Peserta didik dan guru mengucapkan salam perpisahan.

H. Penilaian Keterampilan (Autentic Assessment)

Teknik penilaian : Tertulis

Bentuk Instrumen : Text berbentuk Descriptive Teks

I. Rubrik Penilaian

Evaluation Criteria Recount	Score				Comments
	4	3	2	1	
<i>Content and Structure</i>					
Begins with an orientation, establishing who was involved, where and when the events happened.					
Sequence the past events in a clear order					
Ends the essay appropriately					
<i>Language feature</i>					
Uses the present tense accurately					
Uses times expressions appropriately					
Uses a range of appropriate words to describe the events					

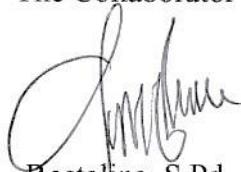
Criteria of the score: 4 = Excellent

3 = Pretty Good

2 = Average

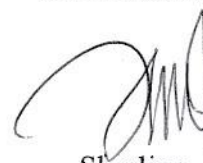
1 = Need Important

Mengetahui,
The Collaborator



Rostalina, S.Pd
NIP.

Metro, November 22th 2018
The Researcher



Sherlina
NPM. 14122157

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE I

No	Student's Name	Activity				Score
		Pay attention of the teacher's explanation	Ask/answer the question from the teacher	Active in Class	The students able do the task	
1	AP	✓			✓	2
2	AIC	✓	✓	✓	✓	4
3	ASB		✓		✓	2
4	AS	✓	✓		✓	3
5	DH	✓	✓		✓	3
6	DKW	✓			✓	2
7	DR	✓	✓	✓	✓	4
8	FS	✓	✓			2
9	HED	✓		✓		2
10	IC	✓			✓	2
11	IC		✓	✓		2
12	KH	✓			✓	2
13	LR			✓	✓	2
14	LRW	✓	✓		✓	3
15	MKK	✓		✓		2
16	MY		✓		✓	2
17	NN	✓		✓		2
18	NRKS	✓	✓		✓	3
19	NS	✓	✓		✓	3
20	RA	✓	✓		✓	3
21	RA		✓		✓	3
22	SNH	✓		✓		2
23	SN		✓		✓	2
24	TA	✓		✓		2
Total		18	14	9	17	59
Percentage (%)		%	%	%	%	

Percentage of students' activities:

$$P = \frac{I}{n} \times 100\%ss$$

P= Percentage

I= Indicator

n= total of students

Mengetahui,
The Collaborator



Rostalina, S.Pd
NIP.

Metro, February 14th 2019
The Researcher



Sherlina
NPM. 14122157

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE II

No	Student's Name	Activity				Score
		Pay attention of the teacher's explanation	Ask/answer the question from the teacher	Active in Class	The students able do the task	
1	AP	✓			✓	2
2	AIC		✓		✓	2
3	ASB	✓		✓		2
4	AS	✓	✓	✓	✓	4
5	DH	✓			✓	2
6	DKW		✓		✓	2
7	DR	✓	✓	✓	✓	4
8	FS	✓	✓		✓	3
9	HED	✓			✓	2
10	IC	✓	✓		✓	3
11	IC	✓			✓	2
12	KH	✓			✓	2
13	LR	✓	✓		✓	3
14	LRW	✓	✓			2
15	MKK		✓		✓	3
16	MY	✓			✓	2
17	NN	✓	✓		✓	3
18	NRI	✓			✓	2
19	NS	✓	✓		✓	3
20	RA	✓		✓	✓	3
21	RA	✓	✓		✓	3
22	SNT		✓		✓	2
23	SN	✓		✓		2
24	TA	✓			✓	2
Total		20	13	5	21	60
Percentage (%)		%	%	%	%	

Percentage of students' activities:

$$P = \frac{I}{n} \times 100\%$$

P= Percentage

I= Indicator

n= total of students

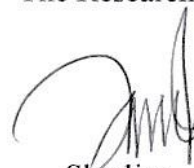
Mengetahui,
The Collaborator



Rostalina, S.Pd

NIP.

Metro, February 14th 2019
The Researcher



Sherlina

NPM. 14122157

OBSERVATION SHEET OF THE TEACHER'S ACTIVITIES (CYCLE I)

Day/Date : Tuesday, February 12th 2019
 School : MTS AL-Hikmah Batanghari
 Class : VIII

Teacher's Activity	Good	Enough	Less
1. Pre Teaching a. Prepare the lesson plan b. Prepare the material that will be given c. Ability in opening the learning process	✓ ✓ ✓		
2. While teaching a. Inform the objective of learning b. Explain the material chronological c. Guide students to learn by using coop-coop method. 1. Opening usually begins with the words like "Last week....." or "Last holiday....." 2. Introducing the characters of the coop-coop method by mentioning the names or showing the	✓ ✓ ✓ ✓	✓	

<p>pictures of characters.</p> <p>3. Mentioning the place and time of events.</p> <p>4. The teacher pronounces the name of characters and the key words then the students follow him/her.</p> <p>d. Provide treatment from coop-coop method to students</p> <p>e. Motivate the students</p> <p>f. Guide the students to practice the material</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	
<p>3. Post teaching</p> <p>a. Conclude the result Learning</p> <p>b. Close the learning activity</p>	<p>✓</p> <p>✓</p>		

Metro, 12th February 2019

Collaborator



Rostalina, S.Pd
NIP.

Researcher



Sherlina
St. Number 14122157

OBSERVATION SHEET OF THE TEACHER'S ACTIVITIES (CYCLE I)

Day/Date : Thursday, November 22st 2018

School : MTs AL-Hikmah Batanghari

Class : VIII

Teacher's Activity	Good	Enough	Less
4. Pre Teaching d. Prepare the lesson plan e. Prepare the material that will be given f. Ability in opening the learning process	✓ ✓ ✓		
5. While teaching g. Inform the objective of learning h. Explain the material chronological i. Guide students to learn by using coop-coop method. j. Provide treatment from coop-coop method to students k. Motivate the students l. Guide the students to practice the material	✓ ✓ ✓ ✓ ✓	✓ ✓	

6. Post teaching			
c. Conclude the result Learning	✓		
d. Close the learning activity	✓		

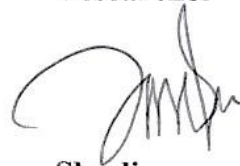
Collabolorator



Rostalina, S.Pd
NIP.

Metro, 12th February 2019

Researcher



Sherlina
St. Number 14122157

OBSERVATION SHEET OF THE TEACHER'S ACTIVITIES (CYCLE II)

Day/Date : Tuesday, February 14th 2019

School : MTsAL-Hikmah Batanghari

Class : VIII

Teacher's Activity	Good	Enough	Less
7. Pre Teaching g. Prepare the lesson plan h. Prepare the material that will be given i. Ability in opening the learning process	✓ ✓ ✓		
8. While teaching m. Inform the objective of learning n. Explain the material chronological o. Guide students to learn by using coop-coop method. 1. Opening usually begins with the words like "Last week....." or "Last holiday....." 2. Introducing the characters of the coop-coop method by mentioning the names	✓ ✓ ✓ ✓		

or showing the pictures of characters.	✓		
3. Mentioning the place and time of events.	✓		
4. The teacher pronounces the name of characters and the key words then the students follow him/her. ¹			
5. Group the main events part by part, these can be done several times in questions form, the purpose is to check the students understanding.	✓	✓	
6. Giving the conclusion at the end of story.	✓		
7. Closing by asking the students about the content of story or asking for the story according to their opinion.			
p. Provide treatment from coop-coop method to students		✓	
q. Motivate the students		✓	

r. Guide the students to practice the material		✓	
9. Post teaching			
e. Conclude the result Learning	✓		
f. Close the learning activity	✓		

Mengetahui,
The Collaborator



Rostalina, S.Pd
NIP.

Metro, February 14th 2019
The Researcher



Sherlina
NPM. 14122157

OBSERVATION SHEET OF THE TEACHER'S ACTIVITIES (CYCLE II)

Day/Date : Tuesday, February 14^h 2019

School : MTs AL-Hikmah Batanghari

Class : VIII 1

Teacher's Activity	Good	Enough	Less
10. Pre Teaching j. Prepare the lesson plan k. Prepare the material that will be given l. Ability in opening the learning process	✓ ✓ ✓		
11. While teaching s. Inform the objective of learning t. Explain the material chronological u. Guide students to learn by using coop-coop method. v. Provide treatment from coop-coop method to students w. Motivate the students x. Guide the students to practice these material	✓ ✓ ✓ ✓ ✓ ✓	✓	

12. Post teaching			
g. Conclude the result Learning	✓		
h. Close the learning activity	✓		

Mengetahui,
The Collaborator



Rostalina, S.Pd

NIP.

Metro, February 14th 2019
The Researcher



Sherlina

NPM. 14122157

PRE-TEST INSTRUMENT OF RECOUNT TEXT

Subject : English
Class : VIII 1
Time Allocation : 45 Minutes

Direction :

1. Write your name on answer sheet.
 2. Select one of the topics.
 3. Please use your own hand writing and write carefully.
-

Please write a recount text at least 7 sentences. You may choose one of the topics below:

1. Lebaran day
2. Christmas day
3. New year holiday

**INSTRUMENT OF RECOUNT TEXT
POST TEST 1**

Subject : English
Class : VIII
Time Allocation : 45 Minutes

Direction :

1. Write your name on answer sheet.
 2. Select one of the topics.
 3. Please use your own hand writing and write carefully.
-

Please write a recount text at least 2 paragraph. You may choose one of the topics below:

1. My birthday party
2. The best experience
3. The worst experience

**INSTRUMENT OF RECOUNT TEXT
POST TEST 2**

Subject : English
Class : VIII
Time Allocation : 45 Minutes

Direction :

1. Write your name on answer sheet.
 2. Select one of the topics.
 3. Please use your own hand writing and write carefully.
-

Please write a recount text at least 3 paragraph . You may choose one of the topics below:

1. My first day at the school
2. A trip to the beach
3. Visiting my grandparents' village

THE STUDENTS' SCORE IN PRE-TEST

No	Name	Score	Note
1	AP	56	Incomplete
2	AIC	75	Complete
3	ASB	63	Incomplete
4	AS	56	Incomplete
5	DH	60	Incomplete
6	DKW	61	Incomplete
7	DR	76	Complete
8	FS	59	Incomplete
9	HED	66	Incomplete
10	IC	63	Incomplete
11	IC	62	Incomplete
12	KH	58	Incomplete
13	LR	67	Incomplete
14	LRW	61	Incomplete
15	MKK	70	Incomplete
16	MY	60	Incomplete
17	NN	57	Incomplete
18	NRI	40	Incomplete
19	NS	68	Incomplete
20	RA	59	Incomplete
21	RA	58	Incomplete
22	SNH	59	Incomplete
23	SN	64	Incomplete
24	TA	75	Complete
Total		1494	
Average		62,24	
High Score		76	
Low Score		40	

THE STUDENTS' SCORE IN POST-TEST I

No	Name	Score	Note
1	AP	68	Incomplete
2	AIC	80	Complete
3	ASB	75	Complete
4	AS	68	Incomplete
5	DH	70	Incomplete
6	DKW	70	Incomplete
7	DR	80	Complete
8	FS	75	Complete
9	HED	75	Complete
10	IC	70	Incomplete
11	IC	75	Incomplete
12	KH	68	Incomplete
13	LR	77	Complete
14	LRW	70	Incomplete
15	MKK	73	Complete
16	MY	75	Complete
17	NN	67	Incomplete
18	NRI	68	Incomplete
19	NS	75	Complete
20	RA	65	Incomplete
21	RA	75	Complete
22	SNH	67	Incomplete
23	SN	68	Incomplete
24	TA	58	Incomplete
Total		1668	
Average		72,4	
High Score		80	
Low Score		58	

THE STUDENTS' SCORE IN POST-TEST II

No	Name	Score	Note
1	AP	75	Complete
2	AIC	82	Complete
3	ASB	79	Complete
4	AS	75	Complete
5	DH	75	Complete
6	DKW	75	Complete
7	DR	84	Complete
8	FS	78	Complete
9	HED	77	Complete
10	IC	76	Complete
11	IC	77	Complete
12	KH	75	Complete
13	LR	80	Complete
14	LRW	75	Complete
15	MKK	75	Complete
16	NY	78	Complete
17	NN	75	Complete
18	NRI	75	Complete
19	NS	80	Complete
20	RA	81	Complete
21	RA	84	Complete
22	SNH	75	Complete
23	SN	78	Complete
24	TA	68	Incomplete
Total		1852	
Average		77,03	
High Score		84	
Low Score		68	

Post Test 1

Using Coop-coop Method as Teaching Recount Writing in Class



Practice in Front of the Class



Post Test 2

Handling Class in Writing Recount Text Using Coop-coop Method



Make Practice and Task Based on Coop Method



Make Practice and Task Based on Coop-coop Method



Pre Test

Conditioning Class in Pre Test



The Students Were Given a Task to Measure Their Writing Ability





**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.iaim@metrouniv.ac.id

Nomor : B-2565/In.28.1/J/TL.00/08/2018
 Lampiran : -
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
 KEPALA MTS AL-HIKMAH BATANGHARI
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **SHERLINA**
 NPM : **14122157**
 Semester : **9 (Sembilan)**
 Fakultas : **Tarbiyah dan Ilmu Keguruan**
 Jurusan : **Pendidikan Bahasa Inggris**
 Judul : **THE USE OF COOP-COOP METHOD TO IMPROVE STUDENT WRITING ABILITY RECOUNT TEXT AT THE EIGHT GRADERS OF MTS AL-HIKMAH BATANGHARI IN ACADEMIC YEARS 2018/2019**

untuk melakukan *pra-survey* di MTS AL-HIKMAH BATANGHARI.

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

Wassalamu'alaikum Wr. Wb.





**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

SURAT TUGAS

Nomor: B-0274/In.28/D.1/TL.01/01/2019

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

Nama : SHERLINA
NPM : 14122157
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS AL-HIKMAH BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF COOP-COOP METHOD TO IMPROVE STUDENTS WRITING RECOUNT TEXT ABILITY AT THE EIGHT GRADERS OF MTS AL-HIKMAH BATANGHARI EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 16 Januari 2019

Mengetahui,
Pejabat Setempat

Din, S.Pd.

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



**YAYASAN PUSAT PENDIDIKAN ISLAM LAMPUNG
MADRASAH TSANAWIYAH AL – HIKMAH
BATANGHARI KABUPATEN LAMPUNG TIMUR
TERAKREDITASI B**

Alamat : Jl. KBH 13 Ds. Balekencono Kec. Batanghari Kab. Lampung Timur Kode Post . 34181

SURAT KETERANGAN

Nomor : MTs.08.07/0013/PP.00.5/007/III/2019

Kepala Madrasah Tsanawiyah Al Hikmah Balekencono Kecamatan Batanghari Kabupaten Lampung Timur menerangkan bahwa :

Nama : **SHERLINA**
NPM : 14122157
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Telah mengadakan Riset/Penelitian di MTs. Al Hikmah Batanghari dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi yang berjudul “ THE USE OF COOP-COOP METHOD TO IMPROVE STUDENTS WRITING RECOUNT TEXT ABILITY AT THE EIGHT GRADERS OF MTS AL HIKMAH BATANGHARI EAST LAMPUNG” yang dimulai dari tanggal **16 Januari 2019 s.d. 16 Februari 2019**.

Demikian keterangan ini dibuat agar dipergunakan sebagaimana mestinya.

Batanghari, 15 Maret 2019

Kepala Madrasah



WAFUDIN, S.Pd.I



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

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

Nama : Sherlina
 NPM : 14122157

Jurusan : TBI
 Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Kamis, 20 September		✓	Revisi cover Revisi word connector Revisi foot-note Revisi chapter II Revisi chapter III	
2			✓	Revisi chapter III	
3			✓	Ah Senior	

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
 NIP. 19750610200801 1 014



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

Nama : Sherlina
 NPM : 14122157

Jurusan : TBI
 Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	SEMIN / 12 March	✓		Konsultasi Judul	
2	5/10 2028	✓		Dalam penulisan formatasi Bibliography LITAT BUKU PEDOMAN	
3	10/10 2028	✓		Revisi Chapter I	
4	12/10 2028	✓		Revisi Chapter II	
5	17/10 2028	✓		Revisi Chapter III	
6	24/10 2028	✓		ACC Seminar	

Mengetahui,
 Ketua Jurusan TBI

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 NIP. 19750610200801 1 014

Dosen Pembimbing I

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



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INSTITUT AGAMA ISLAM NEGERI METRO**

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

Nama : Sherlina

Jurusan : TBI

NPM : 14122157

Semester : IX

No	Hari/Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
				<i>ke instrumente</i>	

Mengetahui

Ketua Jurusan TBI

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

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Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

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

Nama : SHERLINA

Fakultas / Jurusan

: Tarbiyah / TBI

NPM : 14122157

Semester / T.A

: IX / 2018-2019

No	Hari/ Tanggal	Pembimbing		Hal Yang Dibicarakan	Tanda Tangan
		I	II		
1	21 12 2018	✓		<p>Obs sheet of Tesha Performance - Document guidance</p>	
2	28 12 2018	✓		Acc IPD.	

Mengetahui,
 Ketua Jurusan TBI

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

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Drs. Kuryani Utih, M.Pd.
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KEMENTERIAN AGAMA
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Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

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

Nama : SHERLINA




Fakultas / Jurusan

: Tarbiyah / TBI

NPM : 14122157

Semester / T.A

: X / 2018-2019

No	Hari/ Tanggal	Pembimbing		Hal Yang Dibicarakan	Tanda Tangan
		I	II		
1	07/03-2019		✓	Revisi Abstract, Dedication-page, Revisi Chapter IV	
2	08/03 2019		✓	Revisi chapter V	
3			✓	Revisi Munggaran & 1 Adversus	

Mengetahui,
Ketua Jurusan TBI



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

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

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

Nama : Sherlina

Jurusan : TBI

NPM : 14122157

Semester : X

No	Hari/ Tanggal	Pembimbing		Hal Yang Dibicarakan	Tanda Tangan
		I	II		
1	13 03 2019	✓		Foto & bayangan ketangy Penelitian keahli jawa sana kras dirian - Sikel melone Pisch.	
2	20 03 2019	✓			
3	4 07 2019	-		Revise the story of MK. Al hik - Revise based on notisa	
4	20 5 2019	✓		Perish pebutage prosumela grotle	
5	22 3 2019	✓		Revise chapter 1 & 2	
6	27 3 2019	✓		Acc Neungayen	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : *Sherlina*

NPM : *19122157*

Fakultas : *FTIK*

Angkatan : *19*

Telah menyerahkan buku berjudul :

Speaking for yourself

Metro,

Ketua Jurusan TBI



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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : *Sherlina*

NPM : *19122157*

Fakultas : *FTIK*

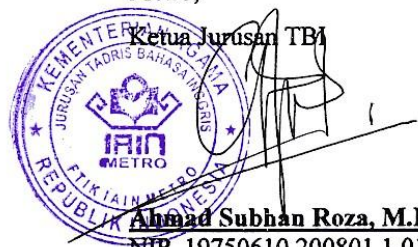
Angkatan : *19*

Telah menyerahkan buku berjudul :

Speaking for yourself

Metro,

Ketua Jurusan TBI



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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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UNIT PERPUSTAKAAN**

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-181/In.28/S/OT.01/03/2019**

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

Nama : Sherlina
NPM : 14122157
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14122157.

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

Demikian Surat Keterangan ini dibuat, agar pdapat dipergunakan seperlunya.

Metro, 18 Maret 2019
Kepala Perpustakaan



Drs. Mokhtaridi Sudin, M.Pd.
NIP. 196808311981031001

CURRICULUM VITAE



The name of the researcher is Sherlina. She was born on July 11th 1996 at Mulya Jaya. She is the first daughter of Mr. Sagiyo and Mrs. Nilex. She has a younger sister, her name is Putri Karisma. She was enrolled in her study at SD Negeri 02 Mulya Jaya, Mulya Jaya from 2002 until 2008. In line with her focus on the study, she continued her study at SMP Negeri 03 Sumber Bening in 2009 and graduated in 2011. She decided to continue her study at SMA Negeri 5 Kota Metro and took a science program from 2011 until 2014. Then, in the same year, she was registered as an S1 student in the English Education Department of the State Institute of Islamic Studies (IAIN) of Metro.