

AN UNDERGRADUATE THESIS

**THE USE OF DYADIC ESSAY TECHNIQUE TO IMPROVE
RECOUNT WRITING SKILL AMONG THE EIGHTH
GRADE STUDENTS OF MTs MIFTAHUL HUDA
SEPUTIH RAMAN CENTRAL LAMPUNG**



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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H / 2018 M

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RECOUNT WRITING SKILL AMONG THE EIGHTH
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SEPUTIH RAMAN CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements
For munaqosah
in English Education Study Program

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STUDENTS OF MTS MIFTAHUL HUDA SEPUTIH RAMAN
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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.

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RATIFICATION PAGE

No. B-0055/In-28-1/D/PP-00.9/01/2019

An Undergraduate thesis entitled: THE USE OF DYADIC ESSAY TECHNIQUE TO IMPROVE WRITING RECOUNT SKILL AMONG THE EIGHTH GRADE STUDENTS OF MTS MIFTHAHUL HUDA SEPUTIH RAMAN CENTRAL LAMPUNG, written by Muhammad Jamaludin, student number 14121757, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, November 16th 2018 at 13.30 – 15.30 p.m.

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ABSTRACT

THE USE OF DYADIC ESSAY TECHNIQUE TO IMPROVE RECOUNT WRITING SKILL AMONG THE EIGHTH GRADE STUDENTS OF MTs MIFTAHUL HUDA SEPUTIH RAMAN CENTRAL LAMPUNG

**By:
MUHAMMAD JAMALUDIN**

This research is to show that Dyadic Essay technique improves the students' recount writing skill among the eighth grade students of the MTs Miftahul Huda Seputih Raman in academic year 2018/2019.

This present research is a classroom action research design based on the Kemmis and McTaggart Model. The model is known as the Spiral Action Research. Every cycle consist of planning, acting, observing and reflecting. The data were taken from writing test to figure out the students' knowledge in writing recount text. Furthermore, the data collection method used observation, documentation, and field note.

The result of the research indicated that the average scores of the students' recount writing skill right now are: 62.47 in pre-test, 68.46 in post-test 1, and 77.17 in post-test 2. In short, the use of Dyadic Essay technique can improve the students recount writing skill among the eighth-grade students of MTs Miftahul Huda Seputih Raman in academic year 2018/2019. Besides, the use of Dyadic Essay technique in class can improve the students' recount writing skill, because it promoted their ideas in writing in a class and outside of class.

Keywords: writing skill, recount text, collaborative learning technique, Dyadic Essay.

ABSTRAK

PENGUNAAN TEKNIK PEMBELAJARAN DYADIC ESSAY UNTUK MENINGKATKAN KEMAMPUAN SISWA MENULIS RECOUNT PADA SISWA KELAS DELAPAN DI MTS MIFTAHUL HUDA SEPUTIH RAMAN LAMPUNG TENGAH

Oleh:

MUHAMMAD JAMALUDIN

Penelitian ini bertujuan untuk menunjukkan bahwa Dyadic Essay Technique meningkatkan kemampuan siswa dalam menulis *recount* pada siswa kelas delapan di MTs Miftahul Huda Seputih Raman tahun ajaran 2018/2019.

Penelitian ini merupakan jenis penelitian tindakan kelas yang berdasarkan pada Model Kemmis dan McTaggart. Model tersebut dikenal dengan *Spiral Action Research*. Setiap siklusnya terdiri dari perencanaan, pelaksanaan, pengamatan dan refleksi. Data diambil dari tes menulis untuk mengetahui tingkat pemahaman siswa dalam menulis teks *recount*. Data dikumpulkan melalui observasi, dokumentasi, dan *field note*.

Hasil dari penelitian menunjukkan bahwa nilai rata-rata siswa dalam menulis *recount* saat ini adalah: 62,47 di pre-tes, dan 68,46 di post-tes 1, serta 77,17 di post-tes 2. Ini artinya penggunaan *Dyadic Essay technique* dapat meningkatkan skill siswa dalam menulis *recount* pada siswa kelas delapan di MTs Miftahul Huda Seputih Raman Tahun ajaran 2018/2019. Selain itu, penggunaan *Dyadic Essay technique* di- kelas dapat meningkatkan skill menulis *recount* dikarenakan teknik ini merangsang berkembangnya ide-ide siswa dalam menulis teks *recount* di kelas maupun diluar kelas (pekerjaan rumah).

Kata kunci: kemampuan menulis, *recount text*, teknik pembelajaran kolaborasi, *Dyadic Essay*.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the writer's research, unless the certain parts are the paraphrases which refer to the bibliography mentioned.

Metro, 16 November 2018

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.

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MOTTO

قُلْ بِفَضْلِ اللَّهِ وَبِرَحْمَتِهِ ۖ فَبِذَلِكَ فَلْيَفْرَحُوا هُوَ خَيْرٌ مِّمَّا يَجْمَعُونَ



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

that is better than the (wealth) they hoard.

(Yunus {10}: 57-58)

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

(Albert Einstein)

DEDICATION PAGE

The writer dedicates his undergraduate thesis to:

his parents, Mr. Samiun, S.Pd.I and Mrs. Istikomah, his lovely younger brothers Muhammad Ikhsanudin and Muhammad Azmi Fadhil, his lovely girl Cita Suciati who always support the writer in every steps, his truly friends Gemblung Family and The big family of Pon-Pes Usri Yusron and also to Almamater IAIN Metro.

ACKNOWLEDGEMENT

All praises be to the almighty Allah SWT, the one with His love and mercy the writer able to accomplish this undergraduate thesis. *Sholawat* and salaam may on great prophet Muhammad SAW, the revelation receiver, who was sent down to show the right path to the mankind.

This undergraduate thesis entitles “The Use of Dyadic Essay Technique to Improve Recount Writing Skill Among the Eighth Grade students of MTS Miftahul Huda Seputih Raman Central Lampung”

” The undergraduate thesis was conducted at the eighth Grade Students of MTs Miftahul Huda Rama Gunawan. The writer focuses on the students’ improvement in learning writing recount by using Dyadic Essay technique.

As the undergraduate thesis was done, the writer would like to express his sincere gratitude to some special persons who has contributed their meaningful hands in accomplishing this undergraduate thesis. The writer would like to give the deepest thanks to his beloved parents, his father Mr. Samiun, S.Pd.I and his mother Mrs Istikomah who have given the writer love and strength. His deep gratitude is also given for the both of advisor, Dr. Mahrus As’ad, M.Ag as the first advisor and Ahmad Subhan Roza, M.Pd, as the second advisor, who absolutely gave the writer guidance and useful advices for compiling this proposal.

Furthermore, the writer would like to thank all his friends at English Department of IAIN Metro, particularly Damascus class, and also all teachers and head master of MTs Miftahul Huda Seputih Raman for allowing the writer conducts the experiment these.

The writer expects this proposal would be helpful for further study.

Metro, 16 November 2018

The writer,

A handwritten signature in black ink, appearing to read 'Muhammad Jamaludin', enclosed within a circular flourish.

Muhammad Jamaludin
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CHAPTER I

INTRODUCTION

A. Background of Study

Writing is one of the base important skills that used in writing English not only in the school or at work, but also in social life or personal life. Writing is a process to special delivery thought and idea in the words. People need to get in touch with somebody else, and writing makes easier the information conveyed. There are some kinds of writing paragraph, one of them are recount text. In writing english recount text many students difficult to explore their ideas to be text or paragraph. Writing english in context. Writing English in context, it is stated that writing in a foreign language (English) is the most complex and difficult language skill to master. It means the students should acquire some writing components such as remembering the sequence of sounds, the shapes of letters, vocabulary, grammatical structure, and punctuation. Those components become very difficult to master since there are differences between English and the students' first language.

Those problems appear not only for students but also for teachers of EFL. They must be able to master all of components in writing and must be able to motivate their students to write in english. Teachers also have to deal with the use of L1 in the students' writing. Because of the unfamiliar vocabularies and sentence patterns of English, the students will use their Bahasa as the first draft and try to translate it into English. It will make

students produce an odd English writing since those languages are different. Therefore, teachers should know how to make an English environment in the class. By doing so, it may help students to acquire English. That is not an easy task to do. That means teachers should provide the meaningful teaching and learning process in order to get satisfying result.

Moreover, the students of MTs Miftahul Huda Seputih Raman Central Lampung have difficulties in writing English, especially recount text. They also have difficulties in interpreting of the text. It is proven by the pre-test score, as in the following table.

Table 1.1

The date of Students' Pre-test Score

NO	Students' Code	The Score	Criteria
1	AGS	78	Pass
2	ALB	75	Pass
3	AB	73	Pass
4	ARP	72	Pass
5	AS	71	Pass
6	BA	70	Fail
7	BS	70	Fail
8	DA	68	Fail
9	DH	65	Fail
10	DRS	65	Fail
11	DW	63	Fail
12	DFA	60	Fail
13	EL	60	Fail
14	ESA	60	Fail
15	FES	58	Fail
16	FY	55	Fail
17	GS	55	Fail
18	HAL	55	Fail
19	IKA	55	Fail
20	MI	55	Fail
21	LSM	55	Fail
22	MS	55	Fail
23	NSNS	53	Fail
24	NAFK	53	Fail
25	RAP	50	Fail
26	RSN	50	Fail
27	SNS	50	Fail
28	SRR	50	Fail

Table 1.2*Passing Score Criteria*

SCORE	CRITERIA	TOTAL OF STUDENT	PERSENTAGES
≥ 71	PASS	5	17,8%
≤ 71	FAIL	23	82,2%
TOTAL		28	100%

Table 1.3*Subject of the Research*

Class	Gender	
	Female	Male
VIII	15	13
Total	28	

Therefore, from the data of pre survey conducted on March 27, 2018 at the eighth graders students of MTs Miftahul Huda Seputih Raman Central Lampung in academic year 2018/2019 assumed the levels of writing score, that is, the level of writing score among 28 students is 5 students are included into pass category for the score 71 – 78 (17%), 9 students belong into average category for the score 61 – 70 (21%), and 14 students are fail category for the score 50 – 60 (62%).

Consequently, English teachers should present materials, which are appropriate with the curriculum and apply suitable technique in the teaching and learning process. It is to enable the students master writing skills. One of

the teaching writing methods suggested in the new techniques is by using Dyadic Essay technique in the classroom.

Specifically, Dyadic Essay is a collaborative technique type. It is a technique that focuses on writing. Learning model is to guide students in an integrated approach through the process of reading and then pour in written form to make questions to explore the main idea of a particular matter and provide a response to the specific material. The writer considers that learning of using Dyadic Essay is one of the technique which is the most appropriate to be applied and students can be motivated in the process of learning recount text. In short, Dyadic Essay technique is needed to apply in order to improve the students' writing recount skill.

Based on the reasons above, the writer makes an appropriate technique, so that the students more interest and active in the class. The writer conducts the research entitled: The use of Dyadic Essay technique to improve the students' recount writing skill among the eighth graders students of MTs Miftahul Huda Seputih Raman Central Lampung in the academic year 2018/2019.

B. Problem Identification

The writer has identified the problems above, namely:

1. The students have difficulties to explore the ideas to the text.
2. The students have difficulties to organize the text.
3. They are not active during the learning process.

C. Problem Limitation

In relation to the problems above, the writer limits the research on the students has difficulties to explore their idea to the text. The writer uses Dyadic Essay technique to improve the students' recount writing skill.

D. Problem Formulation

There is a problem which is interesting to be investigated by the writer. The writer tries to formulate the problem become a research question. The subsequent idea is the problem that the writer has identified. Can Dyadic Essay technique improve students' recount writing skill among the eighth graders students of the MTs Miftahul Huda Seputih Raman Central Lampung in academic year 2018/2019?

E. Objectives and Benefits of the Study

1. Objectives of the Study

The objective of the study is Dyadic Essay technique can improves the students' recount writing skill among the eighth graders students of the MTs Miftahul Huda Seputih Raman Central Lampung in academic year 2018/2019.

2. Benefits of the Study

This research not only has objective of the study, but also benefit of the study. It gives the benefit for developing knowledge, at least for the study case which is investigated. Hopefully, this research can be of some

benefits for other people, moreover the teachers of English course in teaching writing recount text.

a. For the students

The study is giving a thought to the students of MTs Miftahul Huda Seputih Raman Central Lampung by exploring their creativity in writing recount text.

b. For the teachers

It visibly gives the contribution in English language teaching and learning process.

c. For the other writers

It can be reference to the other writer in conducting further researches.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Recount Writing Skill

1. The Definition of Recount Writing Skills

A recount text is a text that tells about the past experiences or events that happened in real life. The text can be based on the writer personal experience or historical events. The main goal of this text is to retell an event that is happened in the past¹.

Moreover, recount text is one of the easier nonfiction text types, because this text focuses on telling what happened. It should be retelling of events that have actually happened². The text that recalls and creates events, experiences, achievement from the past in the logical structure called recount text. A recount text always reconstructs the past³

Writing is psychology activity of the language used to put information in the written text. Through writing the students can realize their information in the text. According to Jordan, Writing is method used by human to conduct intercommunication by means of conventional visible marks or symbols. It is also used to deliver or to communicate nonverbal message, idea, expression, feeling, or thought.⁴

¹Maureen Hyland, *Writing Text Types*, (Western Australia: R.I.C Publication, 2009) p.3-4

²Pie Korbett and Julia Strong, *Talk for Writing Across the Curriculum*, (England: Mc Graw Hill, 2011), p.49

³Sue Stubbs, *Targeting Text*, (Sydney: Blake Eductaion, 2010), p.8

⁴Whidiya Ninsiana and Lukman Hakim, 2018. *An Analysis Of Inflexional Affixes Error In Argumentative Writing*. Pedagogy Journal Of English Teaching, Volume 6, Number 1, June 2018

In addition, recount text is a non-fiction text that tells about the events, experiences, etc. It means telling about the adventure or the days' activity. This text can function to inform and to tell the story of past event.

Example of recount text:

Very Tired Day

Last tuesday was a busy day for me. I spent my time to do a lot of activities from my senior high school to my home. I had no time to take a rest.

First, at the morning, I went jogging. After that I went to school to study until 3.00 pm. fom my school , I went to sanggarian sport hall to practice badminton until 8.00 pm. I practiced hard because that I felt very tired. After that, I went home. But when I would sleep, I remembered there was some homeworks that I had to do. I did my homeworks untill 11.40 pm. And finally I could take a rest in my bed.

Those activities made my day busy and I felt very tired.

a. The Structure of Recount Text

Recount text begins with some form of orientation that tells about who, what, where, when, and why the text are introduced. This is followed by a chronological-ordered set of events. There can be some form of concluding statement or re-orientation at the end⁵. A recount text has three main parts or generic structures, they are:

1) *Orientation*

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed by using 5 W (who, what, when, where, and why). The writer needs to give information about what happened, who or what was involved, when and where the events

⁵Maureen Hyland, *Writing Text Types*, p.3

occurred and why an awareness of audience and purpose will assist the author in selecting the amount of detail needed⁶

2) *Event*

Events should be selected carefully to add the audiences' understanding of the topic. Students should be prepared to discard events and detail that are unimportant and uninteresting. The students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

Furthermore, events are usually sequenced chronologically, but students should be encouraged to experiment with flashback or arranging events in order of importance. Unity between paragraph is created through the use of time connectives (before, throughout, finally, and so on)⁷.

3) *Re-orientation*

Re-orientation is the final section in creating the recount text. This final section concludes the recount by summarizing the outcomes or result, evaluating the topic's importance of offering personal comment or opinion. It functions as the closing statement in recount text⁸.

⁶Sue Stubbs, *Targeting Text*, p.9

⁷Ibid.,

⁸Ibid.,

2. The Feature of Recount Writing

Language features are needed in the creating of recount text. It makes easier when the students want to write the recount text. According to Sue Stubbs there are several language feature in writing recount text such as:

- 1) Simple past tense is tense that is used in most recount text. The students tell about events or experiences that had happened.
- 2) Correcting sequence events by using time connectives such as firstly, next, and finally are used to link separate events or paragraphs into a cohesive whole text.
- 3) Words related to time called adverbs, for example yesterday, outside, last year, and so on. The words in 1901, on top of Mt Kosciusko are used to indicate specific times and places.
- 4) Personal comment can be woven into the text or added as a conclusion⁹.

3. The Types of Recount Writing

In the exploring how text work and what is the purpose of the text. Sue Stubbs stated that there are several types of recount text, those are:

a. Factual Recount

A factual recount is related with reminding events accurately. The text can arrange from an everyday task such as a school accident report to a formal, structured research task, for example the historical recount.

⁹Ibid., p.9-10

The use of language in this type has precise, factual and detailed character.

b. Personal Recount

Personal recount is a recount that retelling of an activity that comes from a writer's own experiences. The common forms of this type are letter, diary, journal, and postcard. This type using the first pronoun (I, We), personal responses to the events can be included, particularly at the end and details are often chosen to add interest and humor.

c. Imaginative Recount

Imaginative recount or literary recount entertains the reader by recreating the events of an imaginary world as though they are real, for example "a day in my life as a pet family". Emotive language, specific detail and first pronoun are used to give the writing impact and appeal.

d. Procedural Recount

A procedural recount records the step that is taken in completing a task or procedure. The example of this type are a flow chart of the actions required for making bread, a storyboard of videotaped script, or advertisement. The technical terms, an accurate time sequence and first person (I, We) are used in procedural recount.

e. Biographical Recount

A biographical recount tells the story of a person's life using the third person (he, she, they). The first person (I, We) is used in the case

of autobiography. It is usually accurate and records specific times, places and events¹⁰.

4. Skills to Write Recount Writing

In the process to produce the good recount writing, there are some skills which should be concerned as follows:¹¹

1) Content

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

- a) Students should be able to write the Paragraph Recount.
- b) Students should be able to write and relate the ideas.
- c) Students should be able to develop the ideas through illustration or personal experience.
- d) Students should be able to use the appropriate description, to explain the events.
- e) Students should be able to concern to the focus point of the writing.

2) Organization

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

- a) Students should be able to write an effective introduction.
- b) Students should be able to arrange the ideas in logical sequence.
- c) Students should be able to draw the conclusion.

¹⁰Ibid.,p.8

¹¹ H. Douglas Brown, *Teaching by Principles Second Editions: An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman. Inc, 2001), P. 357-358

- d) Students should be able to determine the length of the writing result.

3) Discourse

In recount writing process, discourse is one of the most important points that should be mastered by the students. This point is related to the cohesion and coherence of a text. Tanskanen states that cohesion is the connection among parts of the text. It refers to the lexical and grammatical elements of the text. Moreover, she also explains that coherence refers to the whole meaning of the text.¹² Therefore, discourse, coherence, and cohesion are closely related. Some skills related to discourse to write recount writing are pointed as follows:

- a) Students should be able to write the topic sentence.
- b) Students should be able to arrange the paragraph unity.
- c) Students should be able to use the correct transitions.
- d) Students should be able to use the correct discourse markers.
- e) Students should be able to build cohesion in the whole writing result.
- f) Students should be able to use reference.
- g) Students should be able to use variation.

4) Syntax

Syntax is also the key of writing. The students should comprehend the knowledge about Syntax to compose the good sentence structure. They are expected to have skills about syntax as follows:

¹²Tanskanen, S. Kaisa, *Collaborating towards Coherence: Lexical Cohesion in English Discourse*, (Philadelphia: John Benjamins Publishing, 2006), p. 7

- a) Students should be able to understand the word order.
- b) Students should be able to understand the phrase structure.
- c) Students should be able to understand the kinds of phrase.
- d) Students should be able to understand the clause structure.
- e) Students should be able to identify the kinds of clause.
- f) Students should be able to mastery the subject-verb agreement.
- g) Students should be able to arrange the phrase and clause into a meaningful sentence.

5) Vocabulary

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

- a) Students should be able to mastery the list of noun, adjective, verb, and adverb.
- b) Students should be able to use the plural and singular noun in sentences.
- c) Students should be able to use regular and irregular verb.
- d) Students should be able to use synonym and antonym.

6) Mechanics

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

- a) Students should be able to write the correct spelling.
 - b) Students should be able to use the correct punctuation.
 - c) Students should be able to write citation of reference (if applicable).
 - d) Students should be able to write the neatly.
- 7) Therefore, there are many skills which should be comprehended by the students to write recount writing. All the skills should be mastered and applied well during the writing process in order to write a good recount writing.

5. The component of Writing Measurement Skill

Table 2.1¹³

Aspect	Score	Levels	Standardize
Content	30-27	Excellent	The students really understand and they are able to express knowledge which matching of the title in content widely and completely.
	26-22	Good	Students are able to understand express knowledge which matching of the title in content widely and completely although it is not effective.
	21-17	Fair	Students are able to understand the content limitedly.
	16-13	Poor	Students are not able to understand the content effectively.
	20-18	Excellent	Students are really able to organize the generic structure of writing clearly and effectively.
	17-14	Good	Students are able to organize

¹³J.Charles Alderson and Lyle F. Brahman, *Assesing Writing Sara Chusing Weigle*, New York, Cambridge press, 2002. P 16

Organization			the generic structure clearly.
	13-10	Fair	Students are less able to organize the generic structure clearly and effectively.
	9-7	Poor	Students are not able to organize the generic structure of writing clearly and effectively.
Vocabulary	20-18	Excellent	Students are really able to use and choose vocabulary widely and effectively.
	17-14	Good	Students are able to use and choose vocabulary widely and effectively.
	13-10	Fair	Students are able to use and choose vocabulary limitedly.
	9-7	Poor	Students are not able to use and choose vocabulary.
Grammar	25-22	Excellent	Students are really able to use grammar in arrange the sentences.
	21-18	Good	Students are able to use the grammar in arrange the sentences.
	17-11	Fair	Students have many mistakes in arrange the sentence grammatically.
	10-15	Poor	Students are not able to mastery grammar in using arrange sentences.
Mechanic	5	Excellent	Students really mastery the mechanical of words and punctuations.
	4	Good	Students are able to mastery the mechanical of words and punctuations.
	3	Fair	Students are less able to mastery the mechanical of words and punctuations.
	2	Poor	Students are not able to mastery and produce the mechanical of words and punctuations effectively.

B. The Concept of Dyadic Essay Technique

1. The Definition of Dyadic Essay Technique

According to Barkley, Cross, and Major, Dyadic Essay technique is a technique in which the students in pairs write essay questions and model answers for each other, exchange questions, and after responding, compare their answers to the model answer. It is particularly useful for identifying

the most important feature of a learning activity and formulating and answering questions about the activity.¹⁴

Dyadic Essay technique is a kind of collaborative learning technique. Barkley, Cross, and Major also states that “The students individually write an essay question and a model answer on a reading assignment, lecture, or other presentation of content”.¹⁵ In the next class period, students in pairs exchange questions write a response to the partner’s question, and then trade, read, and compares model in-class answers. Then, the students write an essay or text based on their model answers they have discussed. After that, the students collaboratively discuss and revise their essay writing.

2. The Principles of Dyadic Essay Technique

Dyadic Essay technique is a kind of collaborative learning technique. This collaborative learning technique gives students practice identifying the most important feature of a learning activity and formulating and answering questions about that activity. It also gives students an opportunity to rehearse responding to essay questions with the added advantage of having a sample response with which to compare their answers. In this collaborative learning technique, the students also get the peer revision from their partners. So, they will be able to compare and revise their writing.

¹⁴ Elizabeth F. Barkley, K. Patricia Cross, and Claire Howell Major, *Collaborative Learning Techniques: A Handbook for College Faculty*, (San Francisco: Jossey-Bass, 2005), p. 235.

¹⁵ *Ibid.*, p. 246.

There are some advantages of Dyadic Essay technique in writing field. Firstly, it is for sharing, gathering, and generating ideas as the most valuable feature of a process in which two people fully collaborate in writing a text from the very beginning. Second, students get the chance to clarify the vagueness in writing and thinking about the readers. Third, students can get assist from any other students in dealing with grammar, vocabulary, and spelling. Also, students enrich their interpersonal skills, principally learning to compromise.¹⁶

Moreover, Falchikov states that Dyadic Essay technique can help develop a wide variety of useful skills, including that of writing itself. It is based on post-modern thought, higher-level thinking processes and the introduction of conceptual conflict, arousal and motivation through integrating the writing process into the psychology curriculum'.¹⁷

From the definition above, it can be concluded that Dyadic Essay technique is a technique in teaching writing in which the students in pairs write essay questions and their answers on separate sheet. Then, they exchange their questions and their answers with others', compare their model and discuss together with their partners.

¹⁶ Ali Asghar Agbar and Mohammed Alam, *Teaching The Writing Process Through Full Dyadic Writing*, (Department of English: Indiana University Pennsylvania, 1992), p. 14.

¹⁷ Nancy Falchikov, *Learning Together Peer Tutoring in Higher Education*, (London: Routledge Falmer, 2001), p. 17.

3. The Use of Dyadic Essay Technique to Improve Recount Writing Skills

Dyadic essay technique is one of technique that can we use to learn recount writing. Students can improve their ability especially in writing recount text by using Dyadic Essay Technique.

The conceptual framework shows the process of the research to improve the students' recount writing skill by using dyadic essay technique that students will be more interested in writing when they are given opportunity to improve the statement from each student to be topic. Through dyadic essay technique they will be able to focus on key information and to develop their ideas, vocabularies, and sentences easily during the writing process. Moreover, dyadic essay technique will help the students to open their mind.

In applying that technique, firstly the teacher makes planning, action, and observation and prepares teaching material. In the action, the teacher will apply steps of graphic organizers technique to improve the students' learning activities and the students' score in recount writing.

a. The Procedures

There are some procedures to apply the technique, The procedures are¹⁸:

1. Students read assigned material, such as a text book chapter, and prepare an essay question. The students with their essay question on one sheet of paper, include the question.
2. Randomly-paired students exchange questions, spending about 10 minutes writing an answer either closed or open book depending on the complexity of the material to their partner's essay question.
3. The two then read, compare, and discuss the answers, looking in particular for the differences between the in-depth response prepared before class and the spontaneously produced in class response.

b. The Steps

Dyadic Essay technique is a kind of collaborative learning technique. Dyadic Essay technique have steps teaching in the class, that are¹⁹:

- 1) The Teacher gives introduction about material and gives explanation about the assigned material.
- 2) The Teacher asks the students to read the text book and prepare the essay question.

¹⁸Lawrence W. sherman, *Cooperative Learning in Post Secondary Education: Implications from Social Psychology for Active Learning Experiences*, (United State: Chicago, paper preasented at the Annual Meeting of the American Educational Research Association, 1991), p. 35-36.

¹⁹*Ibid.*, p. 36-37

- 3) The Teacher asks students to exchange the question randomly spending about 10 minutes.
- 4) The students answer the question of the partner, then compare and discuss the answer.
- 5) The teacher asks to each group to explain the answer, then the teacher make conclusion of the students answer to make paragraph recount writing.

C. Action Hypothesis

Based on the theoretical framework above, the writer formulates the action hypothesis that the use of Dyadic Essay technique can improve the recount writing skills among the eighth gradersrs students of MTs Miftahul Huda Rama Gunawan in academic year 2018/2019.

CHAPTER III

RESEARCH METHODOLOGY

A. Setting

The researcher conducted the research at the eighth graders students of MTs Miftahul Huda Seputih Raman Central Lampung. The writer took one of the classes, because the students had lowest average score.

This research was the Classroom Action Research type, and conducted at the eighth graders students of MTs Miftahul Huda Seputih Raman Central Lampung where the location was in Seputih Raman Central Lampung Village, Seputih Raman Central Lampung, in academic year 2018/2019.

B. Subject of The Study

The subject of this research was the eighth grade students in academic year 2018/2019. The researcher choosed class VIII which consists of 28 students. It dealt with the characteristics of the research by choosing one class.

C. Classroom Action Research

According to Burns, Action research is part of a large movement that has been applying on in education, commonly for several times, which is linked to the ideas of reflecting practice and teacher as researcher. It involves taking a self-reflective, critical, and systematic approach to exploring teachers' own teaching context.²⁰ So, the teacher was not just becoming an

²⁰Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 14.

investigator or explorer of his or her personal teaching context, while at the same time being one of the participants in it.

Furthermore, action research is suitable for educators as a practical process. The researcher uses appropriate approach to collect and analyze the data and then apply actions to deal with learning issues.²¹ Thus, in action research, the researcher is using a systematic process in solving educational problems and making improvements.

Carr and Kemmis state that action research is simply a form of self-reflection enquiry undertaken by participant in social situation in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out.²²

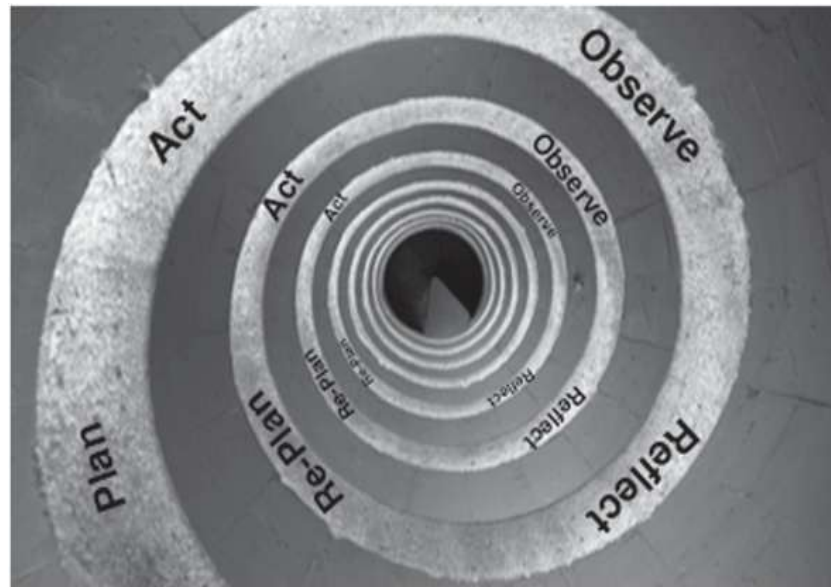
The aims of action research are to contribute both to the practical concerns of people in an immediate problematic situation and the goals of social science by joint collaboration within a mutually acceptable ethical framework.²³

In this classroom action research, the research conducted in two cycles. Every cycle consisted of planning, acting, observing, reflecting. This was the step of classroom action research design:

²¹ Daniel R. Tomal, *Action Research for Educators*, (Oxford: The Scarecrow, 2003), p. 23.

²² Wilfred Carr and Stephen Kemmis, *Becoming Critical: Education, Knowledge and Action Research*, (New York: Taylor & Francis Inc., 2004), p.222.

²³ Anne Burns, *Doing Action*, p, 29.

Figure 3.1*Action research sequences*²⁴*The spiral action research*

Based on Kemmis and McTaggart model on the figure above, the researcher made planning base question, how could she stimulated the students, changed curriculum and changed the question. Of course the researcher chose appropriate technique which is Dyadic Essay technique to encourage students. The next step is acting and observing. The researcher does the acting in the class such as used the technique to teach and observe the learning process. In reflecting step, the researcher think deeply about learning process and the learning result is not good enough, the researcher revises planning with continued the general aim and does the acting, observing, reflecting again until the score of students improve much.

²⁴Stephen Kemmis, Robin McTaggart, and Rhonda Nixon, *The Action Research Planner: Doing Critical Participatory Action Research*, (Singapore: Springer, 2014) p.19.

1. Cycle I

a. Planning

This phase involves developing a viable plan of action for gathering data, and considering and selecting a range of appropriate research methods. The plan is aimed at testing a particular course of action and collecting data on the outcomes of this action.²⁵ Without the planning, the researcher would find it difficult to apply this research and would not focus yet.

So, the following points were the steps in planning:

- 1) The researcher identified and solved the problems of the students' writing skill by using appropriate technique, which was Dyadic Essay technique.
- 2) The researcher made and prepared the lesson plan, such as; material, media, place and time.
- 3) The researcher found the good sources such as English book that relevant to the teaching learning activity.
- 4) The researcher used a short recount text as a material. The topic is about daily life to interact with the students' surroundings area.
- 5) The researcher gave the students an assignment and evaluation after teaching learning process.

²⁵ Anne Burns, *Doing Action*, p. 37.

b. Acting

In this section the researcher did pre-test, treatment and post-test to the students. This section would be conducted some meeting. Without this acting, planning as first phase was useless. The researcher implemented the acting by using Dyadic Essay technique in English learning. Here were the steps:

- 1) The teacher applied lesson plan.
- 2) The teacher explained about recount text.
- 3) The teacher took recount writing by using Dyadic Essay technique.
- 4) The teacher guided the students to learn English based on the lesson plan.
- 5) The teacher gave some question to the students.
- 6) Both teacher and student made a conclusion.
- 7) The teacher gave the student assignment, gave the students advice and motivated them.

c. Observing

Observation has functioned for documenting the action to know the influence of the study.²⁶ The observation was acting during the learning process. Observing has the outline like student ability to answer the question, the participants of the student, repetition command, the writing error etc. The researcher observes the students

²⁶Ibid.,p.73.

activity by using observation sheet to know how far the student movement on learning process. Every important thing in teaching learning process would be noted by the researcher. It might be the nice students' participation, students' capability to answer the questions, also the students' collaboration in discussing the answer. Thus, between the teacher as a researcher and observer as collaborator were needed a positive relationship in order to discuss the next steps on cycle two.

d. Reflecting

In Kemmis and McTaggart's model, analyzing is not treating as a separate component of action research. However, in this experience, close analysis of data is often the stimulus for reflection so that these two elements become conflated.²⁷ Therefore, it is considered as a combination of both analysis and reflection.

The researcher analyzes and discusses the result during teaching learning process to find the difficulties from the acting phase. It was to create the more effective learning in writing recount. This reflection is to decide the next cycle focus on the weaknesses in previous cycle. So that, the weaknesses will less than before, likewise it will not appear anymore.

²⁷ Anne Burns, *Doing Action*, p.38.

2. Cycle II

a. Planning

- 1) The teacher found and solved the problem that appear in cycle one.
- 2) The teacher created the material and lesson plan.
- 3) The teacher prepared the learning process sources.
- 4) The teacherprepared the observing format.
- 5) The teacher gave the task and evaluation to the students.

b. Acting

The researcher applied the next action on cycle two.

- 6) The Teacher give introduction about material and give explanation about the assigned material.
- 7) The Teacher ask the students to read the text book and prepare the essay question.
- 8) The Teacher ask students to exchange the question randomly spending about 10 minutes.
- 9) The students answer the question of the partner, then compare and discuss the answer.
- 10) The teacher ask to each group to explain the answer, then the teacher make conclusion of the students answer to make paragraph recount writing.

c. Observing

The researcher observed the learning process by using field note and observing format to collect the data on cycle two. The researcher studied on the observation result as a field note.

d. Reflecting

In this phase, the researcher compared the score of pre-test and post-test. It reviewed and reflected on students' activity and teacher performance. Reflection and evaluation of cycle two was doing because the researcher did not satisfy enough about the result and how the problem was solved. So, the researcher needs to go to next cycle.

D. Data Collection Method

To collect the data, the researcher uses method as follows:

1. Test

Test was the questions that deliver to someone or group to find condition or level of their development like, achievement, interest, aptitude, etc. commonly in classroom action research, there were two kind of test:

a. Pre Test

Pre Test is the test that delivers before the students given treatment. This test has purpose to know achievement the students before conduct the research.

b. Post Test

Post Test is the test that given to student after treatment, the purpose of this test is to find out whether the treatment make influence to the

student's achievement or not. This test will be done after the treatment to know whether Dyadic Essay technique can improve the student recount text.

2. Observation

Observation is a mainstay of action research. It enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur.²⁸ In this research, the researcher gets the data observation about the learning process such as students' error writing ability to answer the question, student participant and other. Observer did this was to observe all students in class VIII.

3. Documentation

Documents are a readily accessible source of data in action research as many already exist in the institutional system. There is a wide range of documents that can be pertinent to the research focus, including student portfolios of written work, student records and profile, lesson plans, materials, letters, class memos and newsletters, and previous test or examination papers.²⁹ It meant that the researcher take the documentation which informed the total of student of MTs Miftahul Huda Seputih Raman Central Lampung, teacher, building, facilities etc.

²⁸ Anne Burns, *Doing Action*, p.80.

²⁹ Ibid., p.140.

4. Field Note

Field note is a note which is made by the researcher or participants of the research to observe the object or subject of the research. Notes are usually made related to the events as they happen, and they are such a diary and journal. Ideally, field notes should be written after a lesson as soon as possible. The researcher takes field notes related to the classroom situation, classroom management, classroom interactions between teacher and students or students with students, etc.

The advantages of field notes in action research are:³⁰

- a. Field notes focus on a particular issue or teaching behavior over a period of time.
- b. Field notes reproduce the general impressions of the classroom and its climate.
- c. Field notes offer a current description of a character child that is willing to analysis and use in case study.
- d. Field notes record the developments as a teacher.

³⁰ David Hopkins, *A Teacher's guide to Classroom research*, (England: Open University Press, 2008), p. 105.

E. Data Analysis Method

Data analysis was shows step by step to take the average student score of the pre-test and the post-test. In addition, to know the improvement, the researcher compares between pre-test and post-test.

The researcher uses the following formula to get the average:³¹

$$x = \sum \frac{x}{n}$$

$$X = \text{Average}$$

$$\sum x = \text{Total Score}$$

$$n = \text{Total Student}$$

F. Indicator of Success

The researcher decided the indicator of success in order to know whether Dyadic Essay technique can be used to improve the students' recount writing skill. Indicator of the success research is if $\geq 75\%$ of the 70% students get score minimum 70 in the post test. It means that the use of Dyadic Essay as technique in English learning to successfully improve the students' writing skill.

³¹Donald Ary, *Introduction to Research in Education*, (USA: Wadsworth, 2010), p. 108.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of The Research Area

a. The History of MTs Miftahul Huda

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

- | | |
|------------------|----------------------------------|
| 1) Name | : MTs Miftahul Huda |
| 2) School status | : Swasta |
| 3) NPSN | : 10813324 |
| 4) NSS/NDS | : 212180216205 |
| 5) Address | : Rama Gunawan |
| District | : Rama Gunawan village |
| City | : Seputih Raman, Central Lampung |
| Province | : Lampung |
| 6) Zip code | : 34155 |
| 7) Accreditation | : B |

b. Vision and Mission of MTs Miftahul Huda

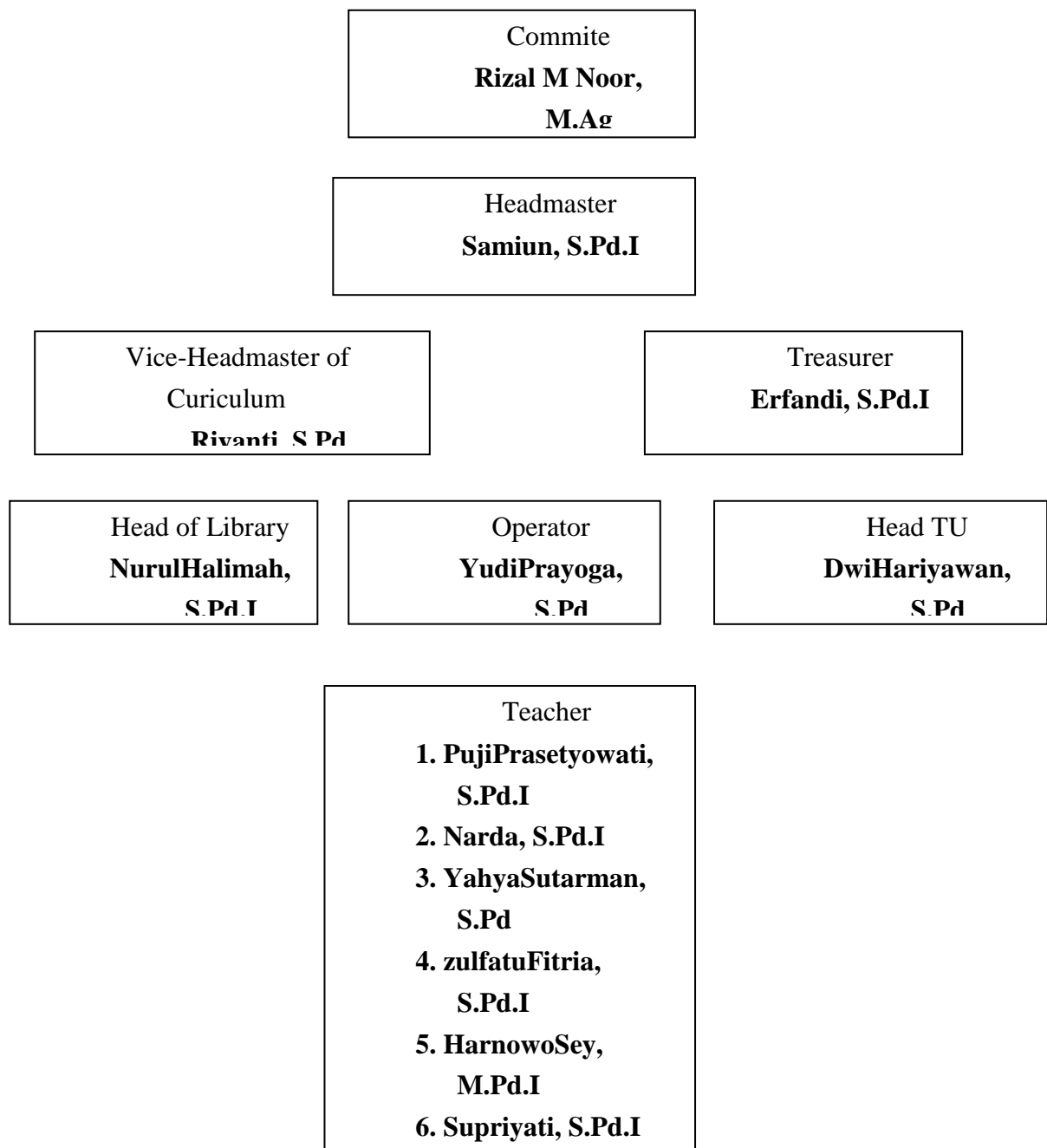
- 1) Vision of MTs Miftahul Huda is: “Madrasah Tsanawiyah who excel in achievement (Academic non Academic) based on the value of faith and piety”.
- 2) Mission :
 - a) Implement the learning and guidance effectively so that every day students develop optimally in accordance with the potential they have.
 - b) Growing spirit of excellence intensively to all madrasah citizens.
 - c) Create a healthy competition climate in achieving achievement to all madrasah students.
 - d) Growing appreciation and practice of Islamic religious teachings as well as national culture so as to be part of the pattern of daily behavior.
 - e) Encourage and help each student to recognize his or her potential so that it can be developed optimally.

c. Organization Structure of MTs Miftahul Huda

The organization structure of MTs Miftahul Huda Seputih Raman in academic year 2018/2019 is drawn as follows:

Figure 4.1

The organization structure of MTs Miftahul Huda



d. The Condition of the Teacher and Officer

The table below shows the condition of the teachers and officers of MTs Miftahul Huda Seputih Raman in academic year 2018/2019.

Table 4.1

Total of teachers and officers in MTs Miftahul Huda Seputih Raman

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

Source: Documentation of MTs Miftahul Huda Seputih Raman in academic year 2018/2019

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

e. The Students in MTs Miftahul Huda Seputih Raman

The total of the students in MTs Miftahul Huda Seputih Raman in academic year 2018/2019 can be seen as follow:

Table 4.2

Total of students in MTs Miftahul Huda Seputih Raman

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

Source: Documentation of MTs Miftahul Huda Seputih Raman in academic year 2018/2019

In short, the total of students in MTs Miftahul Huda Seputih Raman in academic year 2018/2019 is 74 persons. They are divided into three grades. Students of grade VII consist of 29 students. Students of grade VIII include 28 students. While, students of grade IX consist of 17 students.

f. The Condition of the Structure and Infrastructure

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

Table 4.3
Infrastructure in MTs Miftahul Huda Seputih Raman

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

Source: Documentation of MTs Miftahul Huda Seputih Raman in academic year 2018/2019

Table 4.4
Facilities in MTs Miftahul Huda Seputih Raman

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

Source: Documentation of MTs Miftahul Huda Seputih Raman in academic year 2018/2019

2. Description of the Research Result

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

a. Cycle 1

1) Planning

In this step, the researcher found that the students have some problems which made them having low skill in writing recount. It was proven by their pre-survey result. This is why the researcher arranged a lesson plan which was used in teaching and learning

process. Then, the researcher decided to apply an appropriate technique to solve the students' problem. It was Dyadic Essay technique. The researcher also prepared the observation sheet. The observation sheet was filled by collaborator, the English teacher, to monitor the students' activities in learning process.

2) Acting

Cycle 1 began on Monday, Juli16 at 10.30 am until 11.50. The researcher gave to know the students that the researcher would do a research in their class. The schedule of action in cycle 1 was shown in the following table.

Table 4.5
The schedule of Action in cycle 1

Meeting	Day, Date	Time	Activities
1 st	Monday, Juli 16, 2018	10.30-11.50	Giving pre-test
2 nd	Tuesday, Juli17, 2018	10.30-11.50	Doing action by using Dyadic Essay technique

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

Table 4.6
The students' result in Pre-test

No	Name	Score	No	Name	Score
1	AGS	65	15	LNC	55
2	ALB	63	16	MA	50
3	AB	55	17	MAA	70
4	ARP	55	18	NS	50
5	AS	55	19	NRF	53
6	BA	60	20	RMA	53
7	BS	72	21	RAP	70
8	DA	68	22	RA	65
9	DH	55	23	RMI	55
10	DRS	75	24	SBAP	60
11	DW	58	25	SR	73
12	DFA	50	26	VAS	55
13	EL	71	27	WNK	78
14	ESA	50	28	YP	60
TOTAL					1749
AVERAGE					62.47

Table 4.7
Distribution of Students' score in Pre-test

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

Based on the table above, it can be said that the students' skill in writing recount was still poor. From the result of pre-test, the average of the score was 62.47 and the highest score was 78. Therefore, the result was not satisfying and needed an improvement

much. It was the best reason for the researcher to improve the students' skill by using Dyadic Essay technique.

The cycle 1 was begun in the first and second meeting. The treatment was given in the second meeting by using Dyadic Essay technique. In the second meeting, the students were performed the post-test 1. The theme in post-test 1 was "Holiday". Moreover, the students should write their own recount by using Dyadic Essay technique as it ever given in the treatment of the second meeting.

The students' score of the post-test 1 can be seen as follow:

Table 4.8
The students' result in post-test 1

No	Name	Score	No	Name	Score
1	AGS	77	15	LNC	68
2	ALB	70	16	MA	80
3	AB	60	17	MAA	75
4	ARP	60	18	NS	63
5	AS	63	19	NRF	60
6	BA	70	20	RMA	58
7	BS	78	21	RAP	75
8	DA	75	22	RA	78
9	DH	69	23	RMI	60
10	DRS	80	24	SBAP	65
11	DW	61	25	SR	75
12	DFA	55	26	VAS	58
13	EL	82	27	WNK	81
14	ESA	58	28	YP	63
TOTAL					1917
AVERAGE					68,46

Table 4.9
Distribution of Students' score in Post-test 1

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

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

3) Observing

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

Here is the result of the activities in cycle 1:

Table 4.10
The Students' Activities Result in Cycle 1

No	Name	Indicators			
		1	2	3	4
1	AGS	√	√		√
2	ALB	√	√	√	
3	AB	√	√		
4	ARP	√	√	√	
5	AS	√	√		
6	BA			√	√
7	BS	√	√	√	
8	DA	√	√		√
9	DH	√	√		√
10	DRS	√	√		
11	DW	√	√		
12	DFA	√	√	√	
13	EL	√	√	√	√
14	ESA			√	√
15	FES	√	√	√	
16	FY			√	√
17	GS	√	√	√	
18	HAL	√	√	√	
19	IKA			√	
20	MI			√	
21	LSM	√	√	√	
22	MS			√	√
23	NSNS	√	√	√	
24	NAFK			√	√
25	RAP	√	√	√	
26	RSN	√	√		
27	SNS	√	√	√	√
28	SRR	√	√	√	
Total		21	21	2	10

Indicators:

1. The students read assigned material.
2. The students come to class with their own recount.
3. The students are randomly-paired to write an answer.
4. The students read, compare and discuss the answers.

In cycle 1, the students' activities were described as follows:

- a) There were 21 students who read assigned material and prepared an essay question as homework. Some of them did the homework at school.
- b) Most of the students came to class with their essay question and just 7 of them who were not.
- c) The students who would be randomly-paired to write an answer were 20 students. Thus, there were 8 students who would not be randomly-paired.
- d) The students were rarely read, compared and discuss the answers. There were just 10 students who really would to read, compared and discuss their answers. While most of them were not read, compared and discuss to the right answers which their partner wrote in another sheet.

4) Reflecting

In relation to the result of cycle 1, the average of the students' score on recount writing was improving namely from 62,47 in the pretest to 68,46 in the post-test 1. In other words, the

students' activity was also improving. However, the result was unsatisfactory enough since the students who passed the minimum passing grade was only 5 students (18%) in the pretest and 10 students (36%) in the post-test 1. Therefore, the research must be continued to cycle 2.

b. Cycle 2

1) Acting

Cycle 2 began on Monday, July23 at 10.30 until 11.50. Action in cycle 2 was divided into two meetings which can be seen in the following table:

Table 4.11

The schedule of Action in cycle 2

Meeting	Day, Date	Time	Activities
1 st	Monday, Juli23, 2018	10.30-11.50	Doing action by using Dyadic Essay Technique
2 nd	Tuesday, Juli24, 2018	10.30-11.50	Giving the post-test 2

In the first meeting in cycle 2, the researcher gave deeper material about recount text and how to write it correctly. The researcher taught as the teacher and the collaborator followed the class by observing the students' activities. In addition, the Dyadic Essay technique was applied during the learning process.

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

Table 4.12
The students' result in post-test 2

No	Name	Score	No	Name	Score
1	AGF	99	15	LNC	75
2	AS	78	16	MA	98
3	ANP	80	17	MAA	82
4	AJR	78	18	NS	75
5	ARR	78	19	NRF	71
6	BPF	78	20	RMA	71
7	DL	85	21	RAP	80
8	DLS	90	22	RA	80
9	EDP	73	23	RMI	75
10	FMS	81	24	SBAP	75
11	FIS	75	25	SR	83
12	ITF	73	26	VAS	78
13	IAS	99	27	WNK	97
14	KMP	71	28	YP	78
TOTAL					2176
AVERAGE					77.71

Table 4.13
Distribution of Students' score in Post-test 2

Score	Frequency	Percentage
71-74	5	18%
75-79	11	39%
80-84	6	21%
85-89	1	4%
90-94	2	7%
95-99	3	11%
Total	28	100%

The above table showed that the result of post-test 2 could reach 100% of 28 students, which meant all students passed the minimum passing grade. The result also showed that the lowest score was 71 and 99 for the highest score. The average score was 77.71 which meant that the students successfully passed the material.

2) Observing

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

Table 4.14
The Students' Activities Result in Cycle 2

No	Name	Indicators			
		1	2	3	4
1	AGF	√	√	√	√
2	AS	√	√	√	√
3	ANP	√	√	√	
4	AJR	√	√	√	
5	ARR	√	√	√	
6	BPF	√	√	√	√
7	DL	√	√	√	
8	DLS	√	√	√	√
9	EDP	√	√	√	√
10	FMS	√	√	√	
11	FIS	√	√	√	
12	ITF	√	√	√	
13	IAS	√	√	√	√
14	KMP			√	√
15	LNC	√	√	√	
16	MA			√	√
17	MAA	√	√	√	√
18	NS	√	√	√	
19	NRF	√	√	√	
20	RMA	√	√	√	
21	RAP	√	√	√	√
22	RA			√	√
23	RMI	√	√	√	
24	SBAP			√	√
25	SR	√	√	√	√
26	VAS	√	√	√	
27	WNK	√	√	√	√
28	YP	√	√	√	√
Total		2	2	28	1

Indicators:

1. The students read assigned material.
2. The students come to class with their own recount.
3. The students are randomly-paired to write an answer.
4. The students read, compare and discuss the answers.

From the table above, it can be seen that there were an improvement of the students' activities between cycle 1 and cycle 2. It described as follows:

- a) There were 24 students who read assigned material and prepared an essay question as homework. Thus, just 4 of them did the homework at school.
- b) Almost of the students came to class with their essay question and just 4 of them who were not.
- c) All of students would be randomly-paired to write an answer. Thus, no one who was not.
- d) The students were still rarely read, compared and discuss the answers, but it had improved from 10 students in cycle 1 to 15 students in cycle 2.

3) Reflecting

Concerning on the result in cycle 2, the average of students' score on recount writing was improving successfully. It started from 68, 46 in the post-test 1 to 77, and 71 in post-test 2. In the same way, the students' activity was also improving.

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

B. Interpretations

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

1. Cycle 1

The following table presented the result of cycle 1:

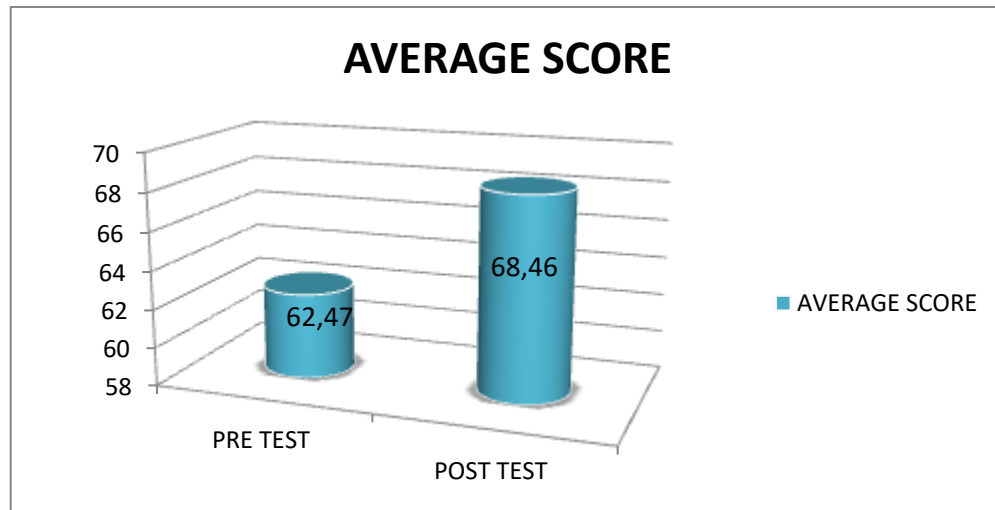
Table 4.15
The Improving Point of Students' Score between Pretest and Posttest 1

No	Name	Pre-test	Post-test 1	Improving	Explanation
1	AGS	65	77	12	PASSED
2	ALB	63	70	7	IMPROVED
3	AB	55	60	5	IMPROVED
4	ARP	55	60	5	IMPROVED
5	AS	55	63	8	IMPROVED
6	BA	60	70	10	IMPROVED
7	BS	72	78	6	PASSED
8	DA	68	75	7	PASSED
9	DH	55	69	14	IMPROVED
10	DRS	75	80	5	PASSED
11	DW	58	61	3	IMPROVED
12	DFA	50	55	5	IMPROVED

No	Name	Pre-test	Post-test 1	Improving	Explanation
13	EL	71	82	11	PASSED
14	ESA	50	58	8	IMPROVED
15	FES	55	68	13	IMPROVED
16	FY	50	80	20	PASSED
17	GS	70	75	15	PASSED
18	HAL	50	63	13	IMPROVED
19	IKA	53	60	7	IMPROVED
20	MI	53	58	5	IMPROVED
21	LSM	70	75	5	PASSED
22	MS	65	78	13	PASSED
23	NSNS	55	60	5	IMPROVED
24	NAFK	60	65	5	IMPROVED
25	RAP	73	75	2	PASSED
26	RSN	55	58	3	IMPROVED
27	SNS	78	81	3	PASSED
28	SRR	60	63	3	IMPROVED
TOTAL		1749	1917	194	
AVERAGE		62.47	68.46	6.93	

In cycle 1, based on the above table, there was an improving point especially in the average score of 28 students in class VIII in which in pre-test the average was 62.47 and in the post-test 1 was 68.46. There were 17 students which the scores were improved in the post-test 1, and there were 11 of them who could pass the minimum passing grade (MPG). The improvement was drawn at the following chart.

Figure 4.2
Chart of the Students' Result in Pre-test and Post-test 1



2. Cycle 2

The following table presented the result of cycle 2:

Table 4.16
The improving point of students' score between post-test 1 and post-test 2

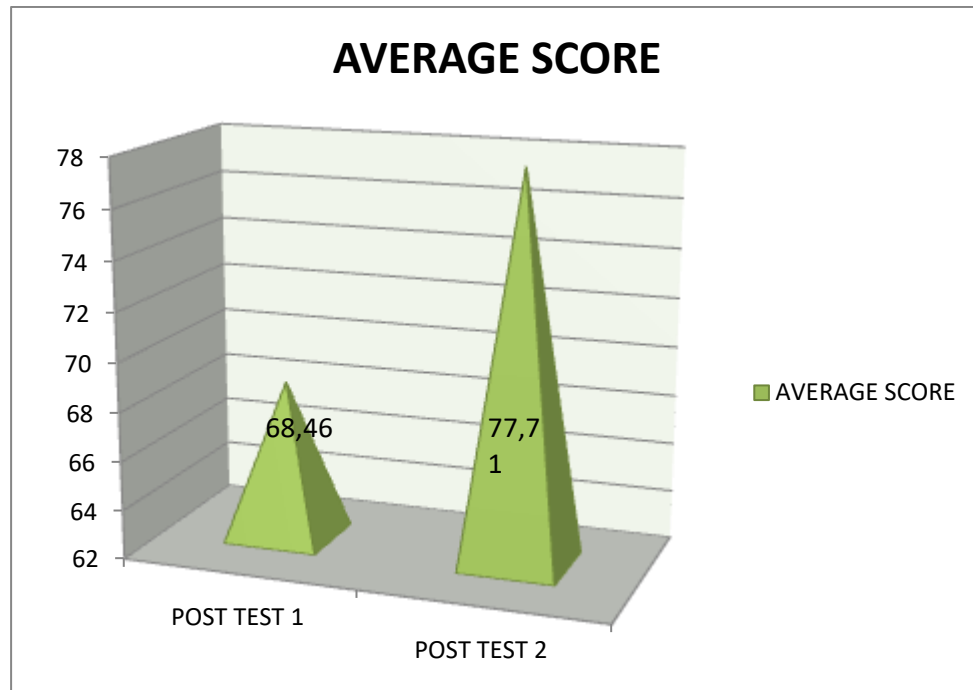
No	Name	Post test 1	Post test 2	Improving	Explanation
1	AGS	77	99	22	PASSED
2	ALB	70	78	8	PASSED
3	AB	60	80	20	PASSED
4	ARP	60	78	18	PASSED
5	AS	63	78	15	PASSED
6	BA	70	78	18	PASSED
7	BS	78	85	8	PASSED
8	DA	75	90	15	PASSED
9	DH	69	73	4	PASSED
10	DRS	80	81	1	PASSED
11	DW	61	75	14	PASSED
12	DFA	55	73	18	PASSED
13	EL	82	99	17	PASSED
14	ESA	58	71	13	PASSED

No	Name	Post test 1	Post test 2	Improving	Explanation
15	FES	68	75	7	PASSED
16	FY	80	98	18	PASSED
17	GS	75	82	7	PASSED
18	HAL	63	75	12	PASSED
19	IKA	60	71	11	PASSED
20	MI	58	71	3	PASSED
21	LSM	75	80	5	PASSED
22	MS	78	80	2	PASSED
23	NSNS	60	75	15	PASSED
24	NAFK	65	75	5	PASSED
25	RAP	75	83	8	PASSED
26	RSN	58	78	20	PASSED
27	SNS	81	97	16	PASSED
28	SRR	63	78	15	PASSED
TOTAL		1917	2176	335	
AVERAGE		68.46	77.71	11.96	

The result between post-test 1 and post-test 2 was highly improved.

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

Figure 4.3
Chart of the Students' Result in Post-test 1 and Post-test 2



3. Result of the Study

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

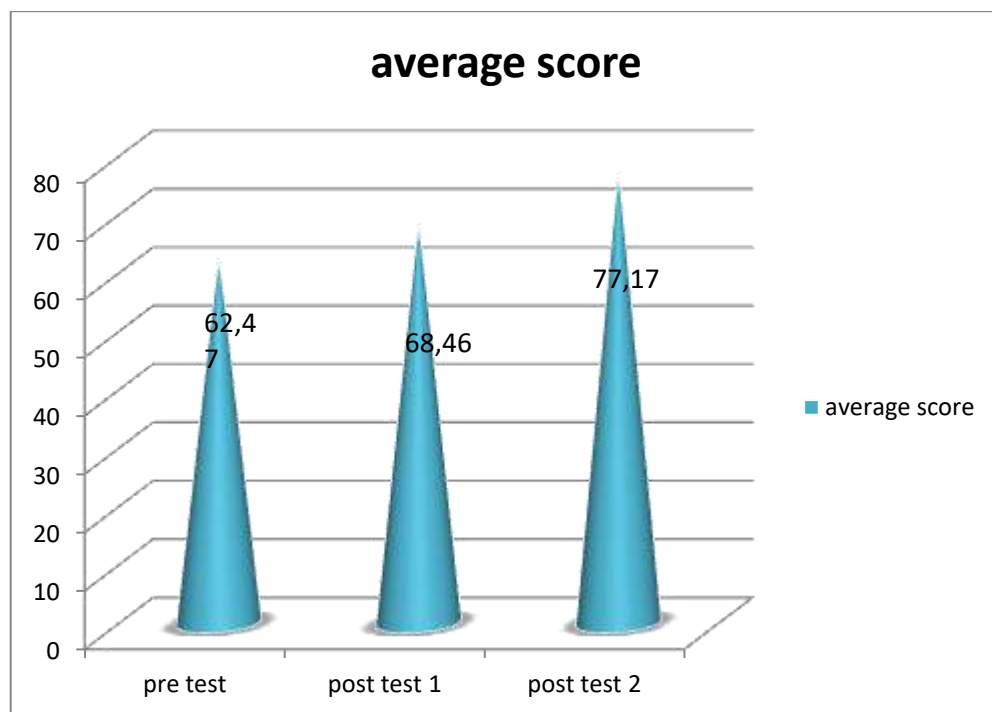
Table 4.17
The Recapitulation of Students' Improvement

No	Name	Pre-test	Post test 1	Post test 2	Explanation
1	AGS	65	77	99	PASSED
2	ALB	63	70	78	PASSED
3	AB	55	60	80	PASSED
4	ARP	55	60	78	PASSED
5	AS	55	63	78	PASSED
6	BA	60	70	78	PASSED
7	BS	72	78	85	PASSED
8	DA	68	75	90	PASSED
9	DH	55	69	73	PASSED
10	DRS	75	80	81	PASSED
11	DW	58	61	75	PASSED
12	DFA	50	55	73	PASSED
13	EL	71	82	99	PASSED
14	ESA	50	58	71	PASSED
15	FES	55	68	75	PASSED
16	FY	50	80	98	PASSED
17	GS	70	75	82	PASSED
18	HAL	50	63	75	PASSED
19	IKA	53	60	71	PASSED
20	MI	53	58	71	PASSED
21	LSM	70	75	80	PASSED
22	MS	65	78	80	PASSED
23	NSNS	55	60	75	PASSED
24	NAFK	60	65	75	PASSED
25	RAP	73	75	83	PASSED
26	RSN	55	58	78	PASSED
27	SNS	78	81	97	PASSED
28	SRR	60	63	78	PASSED
Total		1749	1917	2176	
Average		62.47	68.46	77.71	
The Lowest Score		50	55	71	
The Highest score		78	81	99	

The data on the table above showed the improvement score of students in recount writing skill. It could be said that in pre-test the average score was only 62, 47 which was far from satisfactory. After using the Dyadic Essay technique in the class, the score improved much, that was 68,46 points up to 77,71.

After giving more materials, the students' score improved from post-test 1 to post-test 2 which can be seen from the average score between post-test 1 and post-test 2, which were 68, 46 to 77.71. Absolutely, the improvement was 9.25 point. It also can be seen in the following chart:

Figure 4.5
Chart of the Students' Result in Pretest, Posttest 1, and Posttest 2



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

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the Recount writing skills could be improved by using Dyadic Essay technique, as follows:

1. Dyadic Essay technique can be used as an alternative way in learning process of writing. The students' activities in the implementation of cycle I and II is very active. It means that Dyadic Essay technique can improve the students' activeness. The average of students' activities are 62, 47 in pre-test, 68, 46 in post-test 1, and 77, 17 in post-test 2
2. Dyadic Essay technique can needed to improve the students understanding of the Recount Writing skills. While, Dyadic Essay technique is also able to improve the Recount writing score. It can be seen on the progress from pre-test to cycle I and cycle II. The average score of pre-test is 62,47 and in cycle I is 68,46 while in cycle II is 77,17.

Based on the description above, it can be inferred that Dyadic Essay technique can improve the students' recount writing skills. It can be seen that there was an increasing score of the students.

B. Suggestion

From the conclusion above, the writer suggestions go to:

1. The teacher, the writer suggests that they can improve the learning writing by using Dyadic Essay technique. This technique is one of the useful techniques in teaching writing so that teachers want to continue to improve and extend it in each English class.
2. For the students, the writer suggests that they will learn a recount text effectively by using Dyadic Essay technique.

For the other researchers, the writer suggests that they can study more about the use of Dyadic Essay technique in other education fields.

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Nomor : B-1162/In.28.1/J/TL.00/04/2018
 Lampiran : -
 Perihal : **IZIN PRA-SURVEY**

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

Assalamu'alaikum Wr. Wb.

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


Nama : **MUHAMMAD JAMALUDIN**
 NPM : 14121757
 Semester : 8 (Delapan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Pendidikan Bahasa Inggris
 Judul : THE USE OF DYADIC ESSAY TECHNIQUE TO IMPROVE THE STUDENTS RECOUNT WRITING SKILL AMONG THE EIGHT GRADERS STUDENTS OF MTS MIFTAHUL HUDA RAMA GUNAWAN

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 11 April 2018
 Ketua Jurusan
 Tadris Bahasa Inggris


Ahmad Subhan Roza, M.Pd.
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**YAYASAN PENDIDIKAN MIFTAHUL HUDA
MTs MIFTAHUL HUDA RAMA GUNAWAN
KECAMATAN SEPUTIH RAMAN LAMPUNG TENGAH**

SURAT KETERANGAN PRA-SURVEY

Nomor : B/192/437/MTs-MH/RG/IV/2018

Menindak lanjuti surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor : B-1162/In.28.1/J/TL.00/04/2018, Tanggal _____ 2018 Perihal izin Pra Survey. Dengan ini Kepala Madrasah Tsanawiyah Miftahul Huda Rama Gunawan Seputih Raman Menerangkan bahwa :

Nama : Muhammad Jamaludin
NPM : 14121757
Jurusan : Pendidikan Bahasa Inggris

Nama tersebut diatas telah melaksanakan Pra-Survey di MTs Miftahul Huda Rama Gunawan Seputih Raman Selama 1 (satu) hari, dengan Judul Skripsi " **The Use of Dyadic Essay Technique to Improve Writing Recount Skill Among The Eighth Grade of Mts Miftahul Huda Seputih Raman Central Lampung**".

Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Rama Gunawan,
Kepala Madrasah

SAMIUN, S.Pd.I

April 2018



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Nomor : 2023 /In 28.1/J/PP.00.9/6/2018

28 Juni 2018

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag
 2. Ahmad Subhan Roza, M.Pd
- Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama	: Muhammad Jamaludin
NPM	: 14121757
Fakultas	: Tarbiyah dan Ilmu keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE USE OF DYADIC ESSAY TECHNIQUE TO IMPROVE RECOUNT WRITING SKILL AMONG THE EIGHTH GRADE STUDENTS OF MTS MIFTAHUL HUDA SEPUTIH RAMAN CENTRAL LAMPUNG

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Dosen TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014



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

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

SURAT TUGAS

Nomor: B-2292/In.28/D.1/TL.01/07/2018

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

Nama : MUHAMMAD JAMALUDIN
NPM : 14121757
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS MIFTAHUL HUDA SEPUTIH RAMAN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF DYADIC ESSAY TECHNIQUE TO IMPROVE RECOUNT WRITING SKILL AMONG THE EIGHTH GRADE STUDENTS OF MTS MIFTAHUL HUDA SEPUTIH RAMAN CENTRAL LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 11 Juli 2018

Mengetahui,
Pejabat Setempat

SAHILUN Spd

Wakil Dekan I,

Isti Fatonah

Dra. Isti Fatonah MA

NIP. 19670531 199303 2 003



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

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

Telpon (0725) 415017, Faksimili (0725) 47296, Website: www.tarbiyah.metroain.ac.id, e-mail: tarbiyah.ain@metroain.ac.id

Nomor : B-2293/In.28/D.1/TL.00/07/2018

Lampiran : -

Perihal : **IZIN RESEARCH**

Kepada Yth.,

KEPALA MTS MIFTAHUL HUDA

SEPUTIH RAMAN

di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2292/In.28/D.1/TL.01/07/2018, tanggal 11 Juli 2018 atas nama saudara:

Nama : **MUHAMMAD JAMALUDIN**
NPM : 14121757
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MIFTAHUL HUDA SEPUTIH RAMAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF DYADIC ESSAY TECHNIQUE TO IMPROVE RECOUNT WRITING SKILL AMONG THE EIGHTH GRADE STUDENTS OF MTS MIFTAHUL HUDA SEPUTIH RAMAN, CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 11 Juli 2018

Wakil Dekan I,

Dra. Isti Fatonah MA

NIP 19670531 199303 2 003



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

SURAT KETERANGAN RESEARCH

Nomor : B/201/437/MTs-MH/RG/VII/2018

Menindak lanjuti surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor : B-2292/In.28/D.1/TL.01/07/2018, Tanggal _____ tentang izin Research. Dengan ini Kepala Madrasah Tsanawiyah Miftahul Huda Rama Gunawan Seputih Raman Menerangkan bahwa :

Nama : Muhammad Jamaludin
NPM : 14121757
Jurusan : Pendidikan Bahasa Inggris

Nama tersebut diatas telah selesai melaksanakan Research di MTs Miftahul Huda Rama Gunawan Seputih Raman Selama 4 (empat) hari, dengan Judul Skripsi " **The Use of Dyadic Essay Technique to Improve Writing Recount Skill Among The Eighth Grade of Mts Miftahul Huda Seputih Raman Central Lampung**" dengan hasil baik.

Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Rama Gunawan, 23 Juli 2018
Kepala Madrasah

SAMIUN, S.Pd.I



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

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296, Website: digilib.metrouniv.ac.id, pustaka.iaing@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0691/In.28/S/OT.01/09/2018**

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

Nama : Muhammad Jamaludin
NPM : 14121757
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 14121757.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan sepenuhnya.

Metro, 27 September 2018
Kepala Perpustakaan,

Drs. Mokhammad Sudin, M.Pd.
(NIP. 195608311981031001)





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 Jl. Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
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 iainmetro@metrouniv.ac.id

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

Nama : MUHAMMAD JAMALUDIN
 NPM : 14121757

Jurusan : TBI
 Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Kamis, 05/04 2018			✓ Revisi Background of study - Revisi Problem Identification	
	Kamis, 12/04 2018			✓ Revisi Proceed of Dyadic - Revisi footnote	
	Kamis, 19/04 2018			✓ Revisi Summary	

Mengetahui:
 Ketua Jurusan TBI

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

Dosen Pembimbing II

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



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

Nama : Muhammad Jamaludin
 NPM : 14121757

Jurusan : TBI
 Semester : VIII/2018

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.)	Senin, 23/04 2018	✓		- Revisi Table of Content - Revisi background of study	
2.)	Senin, 07/05 2018	✓		- Revisi objective of the study - Revisi indicator of success (chapter II)	
3.)	Jum'at 18/05 2018	✓		- Revisi chapter II	
4.)	22 Selasa, 22/05 2018	✓		- Revisi submateri Chapter II	
5.)	Rabu, 30/05 2018	✓		Final Series 1 Red of seminar	

Mengetahui,
 Ketua Jurusan TBI

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

Dosen Pembimbing I,

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



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

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

Nama : Muhammad Jamaludin
NPM : 14121757

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
			✓ ✓	Mr - 3 Mr. Mubandah	

Mengetahui
Ketua Jurusan TBI



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

Dosen Pembimbing II



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



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

Nama : Muhammad Jamaludin
NPM : 14121757

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
		✓		Revisi instrument	
		✓		Revisi skripsi, dan laporan	

Mengetahui
Ketua Jurusan TBI

Dosen Pembimbing I

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

Dr. Mahrus As'ad, M.Ag
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KEMENTERIAN AGAMA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Muhammad Jamaludin
 NPM : 14121757

Jurusan : TBI
 Semester/ TA : VIII/2018

No	Hari/ Tanggal	Pembimbing		Hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
	3/10/18			✓ Revisi chapter IV	
	10/10/18			✓ Revisi cycle II	
	24/10/18			✓ A. Mungond	

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Reza, M.Pd.
 NIP. 19750610 200601 1 014

Pembimbing II

Ahmad Subhan Reza, M.Pd.
 NIP. 19750610 200601 1 014



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

Nama : Muhammad Jamaludin
 NPM : 14121757

Jurusan : TBI
 Semester/ TA : IX/2018

No	Hari/ Tanggal	Pembimbing		Hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
	27/ 2018	✓		- Revisi Abstract	
	1/08	✓		- Revisi table of Content	
	30/ 2018	✓		- -- Table of Content	
	5/ 2018	✓		- Revisi Chapter II	
	5/09	✓		- Revisi Hypotesis	
	9/ 2018	✓		- Revisi Rubric Writing	
	9/ 109	✓		- Revisi steps	
	10/ 2018	✓		- Revisi chapter III	
	10/09	✓		- Revisi action	
	17/ 2018	✓		- Revisi chapter V	
	21/ 2018	✓		- Revisi Conclusion	
	21/09			Revisi ditinjau: 100%	
	24/ 2018			dan layak untuk diuji	
	24/09				

Mengetahui,
 Ketua Jurusan TBI

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

Dosen Pembimbing I

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

SILABUS

Nama Sekolah : MTs Miftahul Huda Seputih Raman

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Kompetensi Inti :

KI 1: Menghargaidan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

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

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan	teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan	Mengamati <ul style="list-style-type: none"> Siswa menyalin dengan tulisan 	KRITERIA PENILAIAN	16 J	<ul style="list-style-type: none"> Buku Teks wajib

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.14 Menangkap makna teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p> <p>4.15 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan</p>	<p>peristiwa</p> <p>fungsi sosial</p> <p>melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.</p> <p>struktur text</p> <p>gagasan utama dan informasi rinci)</p> <p>a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pelebaran yang akan disampaikan</p> <p>b. Menguraikan urutan kejadian secara kronologis, urut dan runtut.</p> <p>c. Menutup dengan memberikan komentar</p>	<p>tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut. <p>Menanya</p> <p>dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, dan 	<ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i>. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapian tulisan tangan. Sikap tanggung jawab, kerjasama, 	<p>P</p>	<ul style="list-style-type: none"> Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resources_files

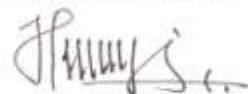
Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>atau penilaian umum tentang peristiwa/kejadian/ pengalaman yang telah disampaikan (opsional).</p> <p>panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <ol style="list-style-type: none"> (1) Kata kerja dalam Simple Past tense, Past Continuous Tense (2) Kosakata: kata kerja yang menunjuk tindakan atau kegiatan (3) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb. (4) Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, on Monday, an hour ago, immediately</i>, 	<p>peristiwa, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</p> <ul style="list-style-type: none"> • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. • Siswa membaca semua teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> - fungsi sosial setiap teks - orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan - urutan kejadian secara 	<p>cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i>.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>ugas menganalisis dan menghasilkan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa nyata di lingkungan sekitar.</p> <p>Observasi:</p> <p>penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p>		<p>english.britishcouncil.org/en/</p> <p>- https://www.google.com/</p>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>dsb.</p> <p>(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p>Topik</p> <p>peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan</p>	<p>kronologis,urut dan runtut</p> <ul style="list-style-type: none"> - komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional, jika ada) - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <ul style="list-style-type: none"> • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di 	<ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	bertanggung jawab.	<p>atas.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan. <p>Engkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb). Siswaberupaya berbicara secara lancardengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan 	<p>kelas.</p> <p>Penilaian diri:</p> <p>ernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>embaca dan menulis teks yang menuntut pemahaman dan kemampuan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa.</p> <p>Portofolio</p>		


Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>yang jelas dan rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<ul style="list-style-type: none"> Kumpulan karya teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa yang telah dibuat. Kumpulan hasil analisis tentang beberapa teks <i>recount</i>. Lembar soal dan hasil tes 		

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTs Miftahul Huda Seputih Raman
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / 1
Materi Pokok : Recount text / *Holiday*
Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji dan menalar dalam ranah konkret (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

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

Indikator :

- a. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi di waktu lampau

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

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

Indikator :

- a. Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.
- b. Siswa mampu menangkap makna yang terdapat dalam teks recount tertulis
- c. Siswa mampu menangkap tentang kegiatan/peristiwa,kejadian.

C. Tujuan Pembelajaran :

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

D. Materi Pembelajaran

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

E. Metode Pembelajaran

1. Scientific Approach, Tanya Jawab, Penugasan

F. Media, Alat dan Sumber Pembelajaran

1. Buku Siswa “When English Rings A Bell”
2. Picture

3. Whiteboard

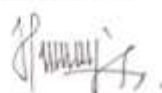
4. Worksheet

G. Langkah – langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas; <i>Assalamualaikum, Good Morning.</i> Mengecek kehadiran siswa. Memberikan apersepsi yang berkaitan dengan materi <i>Recount Text</i>. 	5 menit
Kegiatan Inti	<p>1.Observing</p> <ul style="list-style-type: none"> Mengamati gambar tentang beberapa tempat yang telah disiapkan oleh guru. Memperhatikan penjelasan guru tentang <i>Recount Text</i> <p>2.Questioning</p> <ul style="list-style-type: none"> Menanyakan berbagai hal yang berkaitan dengan kalimat-kalimat yang berkaitan dengan gambar Menanyakan pemahaman siswa tentang <i>Recount Text</i>. Memberikan latihan kepada siswa untuk membuat paragraf tentang <i>Recount Text</i> tentang <i>place</i> <p>3.Collecting Data</p> <ul style="list-style-type: none"> Memberi konfirmasi pada hasil pekerjaan 	50 menit

	<p>yang sudah dikerjakan oleh siswa.</p> <ul style="list-style-type: none"> • Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks.. • Mencari informasi fungsi sosial teks <p>4.Associating</p> <ul style="list-style-type: none"> • Menanyakan tentang kesulitan dalam menulis paragraph <i>Recount Text</i> <p>5.Communicating</p> <ul style="list-style-type: none"> • Mengajak siswa untuk melakukan refleksi tentang materi <i>Recount Text</i> • Menanyakan kepada siswa secara lisan tentang <i>Recount Text</i> 	
Penutup	<ul style="list-style-type: none"> • Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari. • Guru memberikan motivasi kepada siswa untuk selalu rajin belajar. • Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya. • Salam penutup; “<i>Wassalamualaikum, See you next time</i>” 	5 menit

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTs Miftahul Huda Seputih Raman
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : VIII / 1
 Materi Pokok : Recount text / *Daily Activity*
 Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji dan menalar dalam ranah konkret (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

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

Indikator :

- a. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi di waktu lampau

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

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

Indikator :

- a. Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.
- b. Siswa mampu menangkap makna yang terdapat dalam teks recount tertulis
- c. Siswa mampu menangkap tentang kegiatan/peristiwa,kejadian.

C. Tujuan Pembelajaran :

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

D. Materi Pembelajaran

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

E. Metode Pembelajaran

1. Scientific Approach, Tanya Jawab, Penugasan

F. Media, Alat dan Sumber Pembelajaran

1. Buku Siswa “When English Rings A Bell”
2. Picture

3. Whiteboard
4. Worksheet
5. Ma
6. rker

G. Langkah – langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas; <i>Assalamualaikum, Good Morning.</i> • Mengecek kehadiran siswa. • Memberikan apersepsi yang berkaitan dengan materi <i>Recount Text</i>. 	5 menit
Kegiatan Inti	<p>1. Observing</p> <ul style="list-style-type: none"> • Mengamati gambar tentang <i>daily activity</i> yang telah disiapkan oleh guru. • Memperhatikan penjelasan guru tentang <i>Recount Text</i> • Memperhatikan penjelasan guru tentang teknik Clustering dan cara pengaplikasiaannya. <p>2. Questioning</p> <ul style="list-style-type: none"> • Menanyakan berbagai hal yang berkaitan dengan teknik Clustering • Menanyakan pemahaman siswa tentang <i>Recount Text</i>. • Memberikan latihan kepada siswa untuk 	50 menit

	<p>membuat diagram tentang <i>Recount Text</i> sesuai tema yang ditentukan menggunakan teknik clustering terlebih dahulu.</p> <p>Menuliskan atau menyalin isi diagram ke dalam bentuk paragraph <i>Recount</i>.</p> <p>3. Collecting Data</p> <ul style="list-style-type: none"> • Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa. • Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks.. • Mencari informasi fungsi sosial teks <p>4. Associating</p> <ul style="list-style-type: none"> • Memeriksa paragraf yang telah dibuat sesuai atau tidak dengan diagram atau skema yang telah dibuat • Menanyakan tentang perbedaan sebelum dan sesudah menggunakan tehnik clustering. <p>5. Communicating</p> <ul style="list-style-type: none"> • Mengajak siswa untuk melakukan refleksi tentang materi <i>Recount Text</i> • Mengajak siswa untuk • melakukan reflesksi penggunaan <i>Dyadic Essay Technique</i>. • Menanyakan kepada siswa secara lisan tentang <i>Recount Text</i>. 	
Penutup	<ul style="list-style-type: none"> • Guru membuat kesimpulan bersama siswa 	5 menit

	<p>tentang materi yang telah dipelajari.</p> <ul style="list-style-type: none"> • Guru memberikan motivasi kepada siswa untuk selalu rajin belajar. • Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya. • Salam penutup; <i>“Wassalamualaikum, See you next time”</i> 	
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTs Miftahul Huda Seputih Raman
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : VIII / 1
 Materi Pokok : Recount text / *Birthday Party*
 Alokasi Waktu : 2 x 45 menit

H. Kompetensi Inti

5. Menghargai dan menghayati ajaran agama yang dianutnya
6. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan.
7. Memahami dan menerapkan pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
8. Mengolah, menyaji dan menalar dalam ranah konkret (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori.

I. Kompetensi Dasar dan Indikator

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

Indikator :

- c. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi di waktu lampau

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

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

Indikator :

- d. Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.
- e. Siswa mampu menangkap makna yang terdapat dalam teks recount tertulis
- f. Siswa mampu menangkap tentang kegiatan/peristiwa,kejadian.

J. Tujuan Pembelajaran :

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

K. Materi Pembelajaran

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

L. Metode Pembelajaran

- 2. Scientific Approach, Tanya Jawab, Penugasan

M. Media, Alat dan Sumber Pembelajaran

- 5. Buku Siswa “When English Rings A Bell”

6. Picture
7. Whiteboard
8. Worksheet
9. Marker

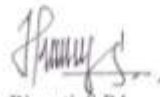
N. Langkah – langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas; <i>Assalamualaikum, Good Morning.</i> Mengecek kehadiran siswa. Memberikan apersepsi yang berkaitan dengan materi <i>Recount Text</i>. 	15 menit
Kegiatan Inti	<p>1.Observing</p> <ul style="list-style-type: none"> Mengamati gambar tentang <i>Birthday Party</i> yang telah disiapkan oleh guru. Memperhatikan penjelasan guru tentang <i>Recount Text</i> Memperhatikan penjelasan guru tentang teknik Clustering dan cara pengaplikasiaannya. <p>2.Questioning</p> <ul style="list-style-type: none"> Menanyakan berbagai hal yang berkaitan dengan teknik Clustering Menanyakan pemahaman siswa tentang <i>Recount Text</i>. Memberikan latihan kepada siswa untuk 	60 menit

	<p>membuat diagram tentang <i>Recount Text</i> sesuai tema yang ditentukan menggunakan teknik clustering terlebih dahulu.</p> <ul style="list-style-type: none"> • Menuliskan atau menyalin isi diagram ke dalam bentuk paragraph <i>Recount</i>. <p>3. Collecting Data</p> <ul style="list-style-type: none"> • Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa. • Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks.. • Mencari informasi fungsi sosial teks <p>4. Associating</p> <ul style="list-style-type: none"> • Memeriksa paragraf yang telah dibuat sesuai atau tidak dengan diagram atau skema yang telah dibuat • Menanyakan tentang perbedaan sebelum dan sesudah menggunakan teknik clustering. <p>5. Communicating</p> <ul style="list-style-type: none"> • Mengajak siswa untuk melakukan refleksi tentang materi <i>Recount Text</i>. • Mengajak siswa untuk melakukan reflesksi penggunaan <i>Dyadic Essay Technique</i>. • Menanyakan kepada siswa secara lisan tentang <i>Recount Text</i>. 	
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Penutup	<ul style="list-style-type: none"> • Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari. • Guru memberikan motivasi kepada siswa untuk selalu rajin belajar. • Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya. • Salam penutup; <i>“Wassalamualaikum, See you next time”</i> 	15 menit
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NPM. 14121757

Knowing
The Headmaster


Amin, S.Pd.I
NIP.

Instrument of Pre-Test
(Writing Recount Text)

Name :

Class :

Directions:

1. Write recount text that consist of 10-20 sentences!
 2. Tell about your **holiday**!
 3. Write the text based on the generic structure!
 4. Write it in correct mechanism and in the past form!
 5. Work individually and use your time adequately!
 6. Check your story before submitting!
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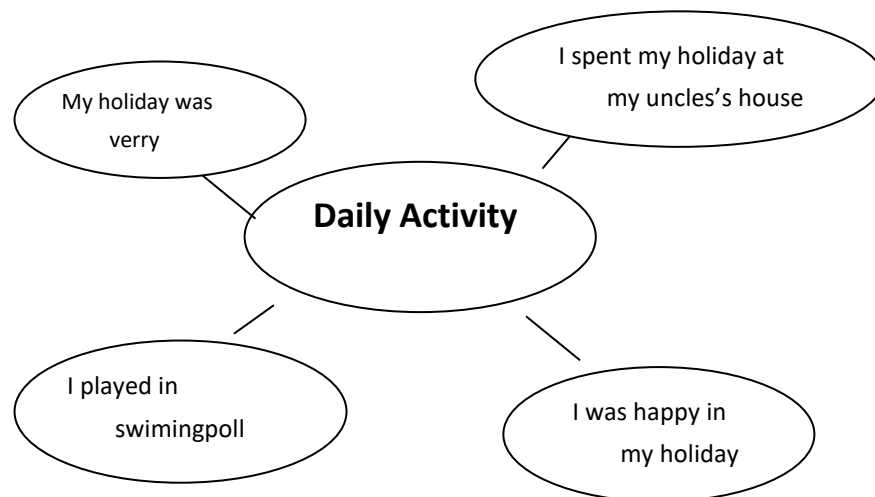
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Instrument of Post-Test I
(Writing Recount Text)

Name :
Class :

Directions:

1. Write recount text that consist of 10-20 sentences!
 2. Tell about your **daily activities**!
 3. Write the text based on the generic structure!
 4. Write it in the past form!
 5. Work individually and use your time adequately!
 6. Check your story before submitting!
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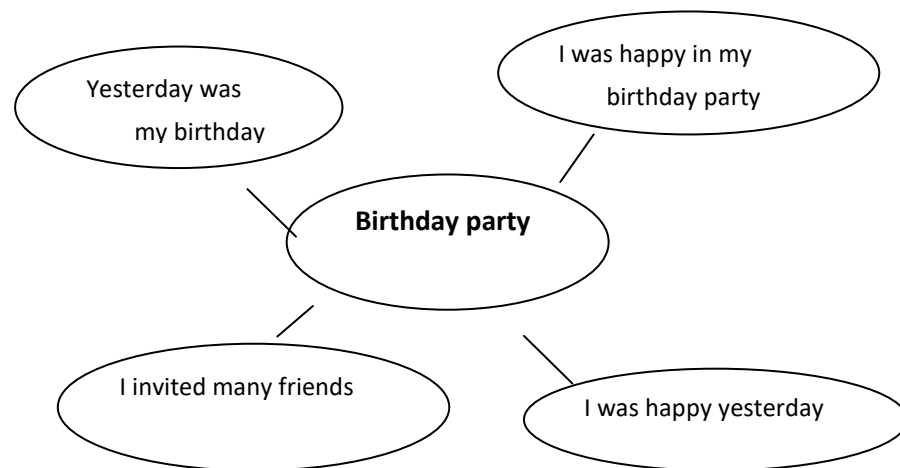
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Instrument of Post-Test II
(Writing Recount Text)

Name :
 Class :

Directions:

1. Write recount text that consist of 10-20 sentences!
2. Tell about your **Birthday Party**!
3. Write the text based on the generic structure!
4. Write it in the past form!
5. Work individually and use your time adequately!
6. Check your story before submitting!



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DOCUMENTATION







CURRICULUM VITAE



Muhammad Jamaludin was born in Rama Oetama, Seputih Raman, Central Lampung on August 25, 1996. He spent his childhood in Rama Utama, an area where has burgeoned in Central Lampung. Ethnically speaking, He comes from Javanese family descent. He is the First

child of the married couple Samiun, S.Pd.I and Istikomah.

He took his elementary school at SD N 2 Rama Oetama, and then He took his junior high school at MTs Miftahul Huda Seputih Raman for three years. Having graduated from junior high school, He continued his study at MA Ma'arif 06 Seputih Raman Central Lampung and was finished in 2014. He got his lecture at English major in IAIN Metro.