

**THE EFFECTIVENESS OF USING THINK PAIR SHARE  
TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY IN  
RECOUNT TEXT AT THE FIRST SEMESTER OF THE  
EIGHTH GRADE OF SMPN 2 ANAK TUHA IN THE  
ACADEMIC YEAR OF  
2022/2023**

**A Thesis  
Submitted as a Partial Fulfillment of the Requirement S1-Degree**

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## ABSTRACT

Most of the students faced difficulty to make a paragraph in writing, lacking of vocabulary and grammar are considered as the problems in composing a good sentence in paragraph . In addition, the students also confused in putting the ideas to develop sentence to be paragraph as well, especially recount text. Some techniques were needed by teacher to overcome the problems. One of techniques to improve their writing is think pair share technique. The objective of this research was to find out whether there was the effectiveness of using TPS technique towards students' writing ability in recount text.

The research methodology used was quasi experimental design. The population was the students of the Eighth grade that consisted of 127 students. There were four classes and the researcher chose two classes of them as the sample, they were VIII A as experimental class and VIII B as control class. The instrument was writing form for pre-test and post-test were used to collect the data. Pre-test was conducted to measure the students' recount text writing ability before the treatment and post-test was conducted to find out students' recount writing ability after the treatment. The data was analyzed by using SPSS.

After giving the post-test, the data was analyzed by using independent sample t- test. It was found out that result of  $Sig$  (P value) = 0.000 <  $\alpha$  = 0.05. In conclusion,  $H_0$  was rejected and  $H_a$  was accepted. Therefore, there was an effectiveness using think pair share technique towards students' writing ability in recount text.

**Keywords:** *Recount Text, Students' Writing Ability, Think Pair Share Technique, Quasi Experimental Design.*

## DECLARATION

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## MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَنْهَارٍ  
مَا نَفَدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom.”<sup>1</sup> (QS. Luqman: 27)



## DEDICATION

This thesis is dedicated to everyone who cares and loves me. The researcher would like to dedicate this thesis to:

1. My beloved parents, Mr. Basri and Mrs. Farida Juahir who always pray for me, give me motivation, support my study, and give me advice wisely.
2. My beloved brothers A. Dedi Irawan Azhari, Nur Sidik, and Ridho Panca Raya. Also, my beloved sister Annisa Mutiara who always give me support and motivation for my success.
3. My beloved lecturers and almamater UIN Raden Intan Lampung.
4. My beloved friends Mhaeda Rigby who always supports and gives contribution to accomplish this thesis and for all members of English Education Class C thanks for your help and motivation that given to me.



## CURRICULUM VITAE

Fajria Sri Anggraeni was born in Haji Pemanggilan, Lampung, on August 05<sup>th</sup>, 1998. She is the third child of five children of Mr. Basri and Mrs. Farida Juahir. She began her study at elementary school of SDN 1 Haji Pemanggilan in 2004. She graduated from elementary school in 2010. Then, she continued at Junior High School of SMPN 1 Gunung sugih in 2010, and graduated in 2013. Then, she continued her study at Senior High School of SMAN 1 Gunung Sugih in 2013. In 2016, she graduated from Senior High School. Furthermore, in 2016, she continued her study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.





## ACKNOWLEDGEMENT

First of all, Praised be to Allah the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation are upon our prophet Muhammad SAW, as well as His family and followers. this thesis entitled “The Effectiveness of Using Think Pair Share Technique Towards Students’ Writing Ability In Recount Text at the First Semester Of The Eighth Grade Of SMPN 2 Anak Tuha In The Academic Year of 2022/2023” Is Submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, there were various sides that gave so much help, assistance, aid, support and many valuable things. Therefore, sincerely thank is given to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd. as the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.
2. Dr. M. Muhassin, M.Hum. as the chairperson of English Education Study Program of UIN Raden Intan Lampung
3. Dr. M. Muhassin, M.Hum. as the advisor, who has patiently guided and directed the researcher until the completion of this thesis as well.
4. Dian Reftyawati, M.P.d. as the co-advisor, who has always patiently guided and helped especially in correcting and given countless time for the researcher to finish this thesis as well.
5. All excellent lecturers of English Education Study Program of UIN Raden Intan Lampung who have taught the researcher since the first of her study.

Finally, it has to be admitted that nobody is perfect. There are still many weaknesses in this thesis. Therefore, criticisms and suggestions from the readers are needed to enhance the quality of this thesis. Furthermore, this thesis is expected that can be useful for

the other researchers particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, December 2022  
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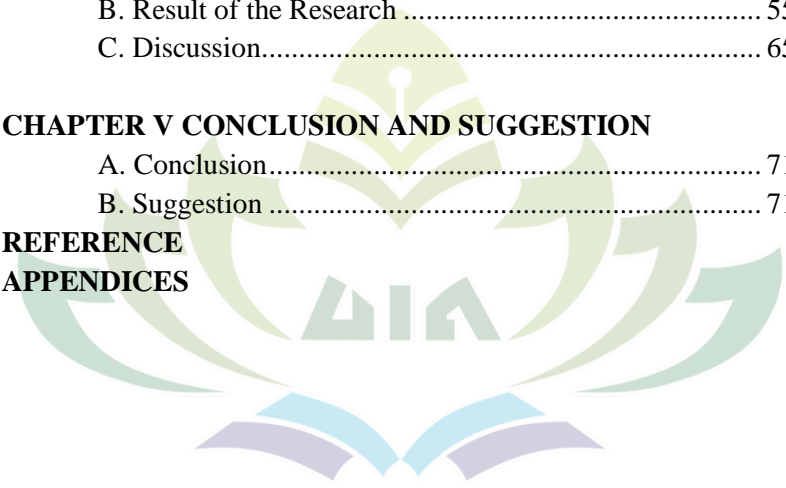
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# CHAPTER I

## INTRODUCTION

### A. Title Affirmation

The title of this thesis is made based on the writing ability especially in recount text of students who have previously observed by conducted the preliminary research. The data are retrieved from the students' writing score and the interviews of students and English teacher at SMPN 2 Anak Tuha. This research is aimed to provide more information to teachers, students, readers, especially to the author herself.

The researcher believe this research can help to provide more information to readers because this research will investigate the effectiveness of using think pair share technique on students writing ability especially in recount text.

However, the researcher will examine the students' ability in writing especially in recount text. In collecting the data, the researcher will use quasi experimental design. It consists of readability of the test, pre-test, three times treatments, and the last is post-test.

### B. Background of the Study

English is one of a compulsory subject in Indonesia.<sup>1</sup> One of the aims of teaching English is developing the ability to communicate. The ability involves the four skills: listening, speaking, reading and writing. The writer is mainly focused on writing skill, because writing is considered the most difficult and complicated language skill to be learned. Writing needs hard thinking to produce idea, words, sentences, paragraph, and composition.

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<sup>1</sup> DepartemenPendidikandanKebudayaanRI, KeputusanMenteri: No. 096/U/1967 tentangPengajaranBahasaInggris di Indonesia

Writing needs a hard thinking to produce idea, words, sentences, paragraph, and composition. According to Nunan, writing is a challenging process that requires a wide range of skill. Among them are clear thinking, imagination, and the ability to organize ideas.<sup>2</sup> It means that writing is one of skills that to improve students' ideas from their thinking and imagination. Writing is considered as the most difficult skill because in writing they have to combine the correct grammatical and also the coherence of the text.<sup>3</sup> It means that writing is one of the skills in English language, and writing is challenging process considered as most difficult skill. As supported by Raimes state that taaaahat writing also strengthens the structure of grammar, idioms, and vocabulary.<sup>4</sup> Based on these theories, writing is a difficult activity to do because students should understand about structure in writing and also they have to develop ideas that they want to make for writing.

Based on the syllabus of curriculum in Junior High School, students are required to be able to write a various type of genres. They are narrative, recount, procedure, news item, descriptive, explanation and discussion. One of genres that should be mastered by the students' in the process of learning English is recount text. The recount text is a text that tells events or experience in the past, the social function is to retell events for the purpose of informing and entertaining. This text uses simple past tense, conjunction, and past adverbial time. The generic structures of recount text are orientation (introducing the participants, place and time); events (Describing series of event that happened in the past); Re-Orientation (Stating personal comment of the writer story). Here the researcher chooses recount text as a reference for students to write.

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<sup>2</sup> David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), p.88

<sup>3</sup> Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.3

<sup>4</sup> Ann Raimes, *Techniques In Teaching Writing*, (New York: Oxford University Press, 1983), p. 3

The researcher has done preliminary research by interviewed teacher and students in the eight class about writing ability especially recount text and found that students' writing ability in recount text still low and the students are not interactive in learning activities in the classroom. The researcher also got the data of writing score at the ninth grade of SMPN 2 Anak Tuha. The following table is describing the result of students' score in writing test.<sup>5</sup>

**Table 1**  
**Students' Recount Text Writing Scores of the Eighth Grade at SMPN 2 Anak Tuha in Academic Year 2022/2023.**

	Class	Students' Score		Number of Students
		< 73	≥ 73	
1	VIII A	18	14	32
2	VIII B	19	13	32
3	VIII C	20	12	32
4	VIII D	18	13	31
Total		75	52	127
Percentage		59%	41%	100%

*Source: English teacher of SMPN 2 Anak Tuha.*

Based on data of the students above, there are 52 students who passed on the table minimum mastery (KKM) and there are 75 students get lower scores than the target minimum mastery (KKM). It means that students' achievement in writing learning especially recount text is relatively low.

The researcher interviewed Mrs. Rahmawati as the English teacher about the students' capability in mastering English especially about their writing. She said the students'

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<sup>5</sup> Source: English Teacher of SMPN 2 Anak Tuha

ability in writing was still low because they did many errors in grammar when they produce new sentence and especially recount paragraph writing. They find difficulties to create and develop the paragraph, and then express their ideas into the written form. She also said that she used self-correction technique.

In addition, the researcher also got information about the students' writing ability by doing interview with some students of eighth grade. They said that they got difficulties in developing and expressing their ideas, the students hard to write with grammatical correctly, also the lack of vocabulary mastery that make the students hard to find the right word to express the meaning. In addition because of the individual work activities, they felt unmotivated in learning writing activities so that students still confused in making paragraph especially recount text. As Muhassin said that the students had trouble learning between the first and second languages in the classroom. The distinct systems of both languages make learning more difficult to create a fresh language. When the student did not comprehend the material, they did not ask the teacher.<sup>6</sup> This reasons support the result of students' interview about their ability in learning English writing.

Based on the interview above the researcher found that the causes of students' writing ability in recount texts still low are: the students got difficulties of choosing right vocabulary to express meaning; lack of grammar to write correctly; the students still confused in creating, develop, and share their ideas in written form. Moreover, the teacher used self-correction technique, the researcher assumes that students need another technique in learning activity. Also, Jose in Muhassin stated that the teacher should apply an effective approach to teach English so that the learners can actively

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<sup>6</sup> Mohammad Muhassin, Satria Adi Pradana, Nadya Rizky Hayrunnisa (2019), (English Education: Jurnal Tadris Bahasa Inggris). p.19



participate in the phase of teaching-learning.<sup>7</sup> One alternative technique for teaching English writing is Think Pair Share (TPS) technique.

Think Pair Share is a cooperative discussion technique developed by Frank Lyman. It gets its name from the three stages of student action with emphasis on what students should do at each of those stages.<sup>8</sup> It makes students to work in collaboration with other people, optimizing student participation in learning, and giving an opportunity for all students to show their participation in learning.<sup>9</sup> Think Pair Share is a cooperative learning technique could be included in any lesson and principally involved the 'turn to your partner' type of activities.<sup>10</sup> So, students had the opportunity to think of the ideas individually first, in pairs, and then shared the ideas to the whole student in class.

Moreover, Lyman also said that Think-Pair-Share technique as one of the cooperative language learning models has some advantages. They are as follows: 1) The Think-Pair-Share technique is quick and does not take much preparation time. 2) The Think-Pair-Share technique makes classroom discussions more productive, as students have already had an opportunity to think about their ideas before sharing with the whole class. 3) Students have opportunity to learn higherlevel thinking skills from their peers, and gain self confidence when reporting ideas to the whole class. 4) The pair step ensures that no student is left out of the discussion. 5) Students are able to rehearse responses mentally and verbally, and all students have an opportunity to talk. 6) Both students and

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<sup>7</sup> Muhassin, M., Annisa, J., & Hidayati, D. A. The Impact of Fix Up Strategy on Indonesian EFL Learners' Reading Comprehension. *International Journal of Instruction*, 14(2), 253270. (2021) <https://doi.org/10.29333/iji.2021.14215a>. p. 256

<sup>8</sup> Lyman, F, *The Responsive Class Discussion* ( Maryland: University of Maryland,1981)

<sup>9</sup> Miftahul huda, *Cooperative learning* (Yogyakarta: Pustaka Pelajar 2014), p.136

<sup>10</sup> Wendy Jolliffe, *Cooperative Learning in the Classroom*, (London: Paul Chapman Publishing, 2007), p.43

teacher have increased opportunities to think and become involved in group discussion. 7) The Think-Pair-Share technique is applicable across all grade levels and class sizes.<sup>11</sup>

Based on the statements above, the researcher concluded that Think-Pair Share (TPS) is effective to apply in the teaching writing, because it is good technique. It is a learning technique that associated the teacher to encourage students' classroom participation so that students can be more interactive in writing activities. Certainly it makes interest and to make easier the students to learning about create and express their ideas in written form.

Therefore, from the statements above, the researcher is interested in conducting the research entitled "The Effectiveness of Using Think Pair Share towards Students' Writing Ability in Recount Text at the First Semester of the Eighth Grade of SMPN 2 Anak Tuha in the Academic Year of 2022/2023".

### **C. Identification of the Problem**

1. The students got difficulties in developing and expressing their ideas.
2. The students got difficulties to write in grammatical correctly.
3. Lack of vocabulary mastery that make the students hard to find the right word to express the meaning
4. Because of the individual work activities, they felt unmotivated in learning writing activities so that students still confused in making paragraph especially recount text.

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<sup>11</sup> Lyman, F. 2005. Appendix. Description of Exemplary Techniques and Methods. Think/Pair/Share. Availableat <http://www.users.muohio.edu/shermalu/aera91AA.html>. (Retrieved on November 06, 2011)

#### **D. Limitation of the Problem**

Based on the identification above, this research was focused on the effectiveness of using Think Pair Share Technique towards students' writing ability especially recount text limited on the topic of students' experiences at the first semester of the Eight Grade of SMPN 2 Anak Tuha in the Academic Year of 2022/2023

#### **E. Formulation of the Research**

Based on the identification and limitation of the problem above, the formulation of the problem in this research was "Is there any significant effect of students' writing ability in recount text after using think pair share technique at the eighth grade of SMPN 2 Anak Tuha in the academic year of 2022/2023?"

#### **F. Objective of the Research**

Based on formulation of the problem, the objective of the research was to find out whether there is any significant effect of using Think Pair Share Technique towards students' ability in writing recount text of the eighth grade of SMPN 2 Anak Tuhan in the Academic Year of 2022/2023?

#### **G. Significances of the Research**

The significances of this research was as follows:

##### **1. Theoretically**

The result of this research was expected to give valuable information for teaching and learning English. Think pair share is one of a good technique to use in teaching writing in classroom. It is expected to give information about the effectiveness of using think pair share technique towards students' writing ability in recount text.

## 2. Practically

### a. For the students

This research will give information about students' ability in writing recount text through learning English by using Think Pair Share technique.

### b. For the Teacher

To give information for the teachers that think pair share is an alternative technique in teaching writing.

## H. Previous Research

There are some previous researches about the use of think pair share technique in teaching learning process. This technique is effective to be used in learning and it can give significant improvement in some skill of English subject. Moreover, this previous research is to make difference between those previous research and present research.

The relevant study was conducted by Intaniya with “The Effectiveness of Think Pair Share Techniques on Students' Ability to Write Descriptive Text at The Eighth Grade Students of SMPN 3 Sinjai”. This research focused on the effectiveness of Think pair share in descriptive text. So, this technique would motivate students in writing because they had an opportunity to pick and organize their ideas in describing something properly.<sup>12</sup>

The second previous research had done by Wahyuni with title “Using Think-Pair-Share (TPS) method to improve the reading skill on Narrative text”. She conducted the research in MTSN Kunir Blitar. It showed that TPS technique is effective to help the students to increase motivation and solidarity. Besides, Think-

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<sup>12</sup> Intaniya Fathanty Lukman, The Effectiveness of Thnik-Pair-Share Technique on Students' Ability to Write Descriptive Texts on English Grade Students of SMPN 3 Sinjain, (Makassar: UIN ALAUDDIN, 2016), p.i

Pair-Share can improve the criterion of minimum completion (KKM) in reading skill especially narrative text.<sup>13</sup>

The third is Septya with the title “Improving Students’ Reading Comprehension By Using Think- Pair- Share (Tps) Technique At The First Semester Of The Eighth Grade Of Smp N 1 Metro Kibang In The Academic Year Of 2019/2020”. It was focused on students’ reading and use TPS technique in recount text. The objective of this research is to find out whether there is any improvement of students’ reading comprehension after being taught by ThinkPair-Sahre (TPS) technique. , the researcher used classroom action research as research design. The result shows that the implementation of the TPS technique in this study is succesful to improve the students’ reading comprehension.<sup>14</sup>

Based on discussion of previous study, it can be concluded that there is a significant different of this research with previous ones. The difference in the first previous had been done by Intaniya that is focused only to the effectiveness of using TPS technique on students descriptive writing ability. In the second previous research, written by Wahyuni that focused on the use of TPS method on students’ reading comprehension in narrative text. The third previous research is about improving students’ reading comprehension by using TPS Technique.

There are novelties among those previous researches with this research. The previous research by Intaniya, was implemented Think-Pair-Share (TPS) technique for writing skill especially descriptive text, and it was conducted for Senior High School. Meanwhile, this research will be implemented in writing skill that focused on recount text for Junior High School. In addition, the next previous research by Sri Wahyuni about implemented Think-Pair-Share (TPS) technique for teaching reading skill in Narrative

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<sup>13</sup> Sri wahyuni, laelatul badriyah, Using Think-Pair-Share method to improve the reading skill on narrative text of the students’ of MTSN kunir Blitar, 2015

<sup>14</sup> Nurmalinda Septya, Improving Students’ Reading Comprehension By Using Think- Pair- Share (Tps) Technique At The First Semester Of The Eighth Grade Of Smp N 1 Metro Kibang In The Academic Year Of 2019/2020. (Lampung: UIN Raden Intan, 2019), p. 1

text at the senior high school and The third previous research is about improving students' reading comprehension by using TPS technique. Meanwhile, this research will implement Think Pair Share (TPS) technique for teaching writing skill in Recount text at the junior high school.

## **I. Methodology of the Research**

### **1. Research Design**

This research was quantitative based on the experimental research. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.<sup>15</sup> It means that experimental design is general plan of research design that is use to reach the valid conclusion about the effect of the variable in this research. The researcher used the experimental design because the purpose to investigate the effectiveness of using Think Pair Share technique towards students' writing recount text ability.

This research used quasi experimental research design. Creswell states that quasi experimental design is a research design that includes assignment of participant to groups. This is because the experimenter cannot artificially create groups for the experiment.<sup>16</sup> It means that in quasi experimental design the researcher cannot take few groups as a sample because it can disturb in learning process.

In this research, two classes was selected, the first class as an experimental class and the second class as control class. The researcher used pre-test and post-test group

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<sup>15</sup> Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education* (8th Edition), (Belmont: Wadsworth Cengage Learning, 2010), p. 301

<sup>16</sup> John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p. 309

design.<sup>17</sup> According to Creswell, the research design of the research is illustration as follows:

**Table 1. Pre and Posttest Design**

Select Experimental Group		Pretest	Experimental Treatment	Posttest
Select Group	Control	Pretest	No Treatment	Posttest

Based on the table 1, the researcher used two classes as the sample of this research consisting of experimental class and control class. The control class was given treatment by using Self-correction technique and the experimental class was given treatment by using Think Pair Share. In this research, the students were given pre-test to know their writing ability in recount text before the treatment by think pair share and posttest after the treatment by using Think Pair Share in experimental class and by Self-correction technique in control class. The pretest and posttest was administered in control and experimental class.

## 2. Subject of the Research

This research was conducted at SMPN 2 Anak Tuha. The subject in this study was the students of class VIII. The data source of this study was taken from the eighth grade at SMPN 2 Anak Tuha. For more detail, it can be seen in the table below:

NO	Class	G		Number of
		Male	Femal	
1.	VIII A	15	17	32
2.	VIII B	12	20	32
<b>T</b>		<b>27</b>	<b>3</b>	<b>6</b>

*Sources: Documentation of class VIII grade of SMPN 2 Anak Tuha in The Academic Year of 2022/2023*

<sup>17</sup> John W. Creswell, Educational Research: Planning and Conducting Quantitative and Qualitative Research, (Boston: Pearson, 2012), p.310

From the data above, this research took two classes as the sample. The sample of the research were two classes, one class as the experimental class (VIII A) that consisted of 32 students and another one as the control class (VIII B) that consisted of 32 students.

### **3. Research Instrument**

In this research, the instruments were tests. The tests were written form, it is aimed to measure the students' writing ability. The researcher gave some topics to the students. The researcher asked the students to make a recount text based on the topic provided by the researcher. The time that was given by the researcher is 60 minutes. Then, they made a recount text and collect the work paper. Therefore, there were two instruments in this research; they were pre-test and post-test.

The topics were:

#### **1. Pre-test Instrument**

The specifications of test for pre-test were given:

- a. Happiness Experience
- b. Sadness Experience

#### **2. Post-test Instrument**

The specifications of test for post-test were given:

- a. Unforgettable Experience
- b. Embarrassing Experience

### **4. Data Collecting Technique**

In collecting data, the researcher used test:

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

Pre-test was used to know the students' writing ability before the treatment. The type of test was written form. The researcher asked the students to make a recount text from the topic.



b. Post-test

Post-test was used to know if there are any statistically significant effect on students writing of recount text using think pair share technique. The test was conducted to gain the students writing score after treatments and to found out the effectiveness of using think pair share technique in teaching writing ability especially recount text.

## **J. Scope of the Research**

The scope of this research as follows:

1. The Subject of the Research

The subject of the research was the students at the first semester of the eighth grade of SMPN 2 Anak Tuha in the academic year of 2022/2023

2. The Object of the Research

The object of the research was the use of Think Pair Share Technique and students' writing ability of recount text.

3. The Time of the Research

This research was conducted at the first semester of the eighth grade of SMPN 2 Anak Tuha in the academic year of 2022/2023.

4. Place of the Research

This research was conducted at SMPN 2 Anak Tuha in the academic year 2022/2023



## CHAPTER II

### LITERATURE REVIEW

#### A. Theories

##### 1. Writing

###### a. Definition of Writing

In teaching English as a Foreign Language (TEFL) in Indonesian schools is a dynamic practice in which not every teacher conducts the same tasks through the same communicative practices.<sup>1</sup> Thus, writing is one of four skills that should be mastered by students. Writing is also an important skill to be learnt by the students. Hyland said that writing is a way of sharing personal meanings and writing course emphasize the power of individual to construct his or her views on topic.<sup>2</sup> Consequently, writing is used to express and share someone meanings in which he/she is encouraged to organize their ideas into written text.

Writing is a process of communication to deliver information through letters, words, and sentences. Byrne said that writing is procedure a sequence of sentences may be very short perhaps only two or three sentences have been putting in order and linked together, they form a coherent whole.<sup>3</sup> It means that writing is the sequences of the words that is arranged systematically in order to give information to the reader. In giving information through written form the

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<sup>1</sup> Mohammad Muhassin, "Teachers' Communicative Activities in Teaching English as a Foreign Language (TEFL): A study at SMAN 9 Bandar Lampung," *Humaniora* 7, no 4 (October 2016):p. 485-486

<sup>2</sup> Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2003),

p.9

<sup>3</sup> Donn Byrne, *Teaching Writing Skills (New Edition)*, (London: Longman, 1993), p.1

students should arrange the words systematically in accordance with the rules of English patterns.

In delivering information or opinion in written form, it must follow the steps. Brown said that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into languages.<sup>4</sup> Hence, writing is not the instant process. The students must follow the steps. In writing the students is encouraged to find and collect the ideas of topics then they convey it through written form.

Based on the theories, it can be concluded that writing is a process of delivering information or opinions in written form from the writer to the reader. Writing contains of letters, words, sentences that are arranged systematically so that it has meaning.

### **b. Writing Ability**

Writing is described as difficult skill because there are some aspects include in written work. In writing, the writer not only focuses in expressing idea but also the writer must understand about language aspects. Raimes said that writing also reinforces the grammatical structures, idioms, and vocabulary.<sup>5</sup> Thus, writing is the ability to express idea that writer will use knowledge of grammatical structures and vocabulary to express the idea in written form.

Writing is not a short activity. Writing is the expression of language in the form of letters, symbol and words. Through writing someone can share their knowledge, conveying idea, feeling and intention to other people. It needs some processes to create written work. Yi said that writing ability as the ability to initiate and involve ideas then use certain revising and editing practices to develop them maturity in a given

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<sup>4</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*(4th Ed), (California: Pearson Education, 2000), p. 336

<sup>5</sup> Ann Raimes, *Technique in Teaching Writing*, (Oxford: Oxford University Press, 1983), p. 3

context.<sup>6</sup> Hence, writing is a process in which the students are encouraged to have ability for initiating and involving their ideas then revise and edit their written work. From those theories it can be concluded that the students should pay attention on their writing ability if they want to produce good written work. To know students' writing ability, the teacher should make a decision what kind of aspect or indicator that will be used to measure and evaluate students' writing ability. In this case, the Tribble scale assessment was used to measure and evaluate students' writing ability. There are five aspects to measure writing proposed by Tribble as follows:

1. Content (the ability to think creatively and develop thoughts),
2. Organization (the ability to write in appropriate manner),
3. Vocabulary (the ability to use of word or idiom),
4. Language (the ability to write in appropriate structure),
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).<sup>7</sup>

Based on the explanation above, the researcher concludes that writing ability is an ability to communicate or express ideas and thoughts in written form which fulfills five components of writing including fulfillment and content, organization, vocabulary language and mechanics effectively.

### **c. Process of Writing**

In doing writing activity, it needs some processes and times. Almargot stated that the processes of writing activity

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<sup>6</sup> Jyi-Yeon Yi, "Defining Writing Ability for Classroom Writing Assessment in High Schools", *Journal of Pan-Pacific Association of Applied Linguistics*, Vo. 13, No. 1, 2009, p. 60

<sup>7</sup> Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p. 130

are particularly long and progressive.<sup>8</sup> It means that writing activity takes a long time and do not stop at one step. It must pass several steps to create written work. Therefore, writing is not instant activity, but it needs some processes that must be done by the writer.

Harmer stated that there are some processes of writing, they are:

a) Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes.

b) Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process into editing, a number of drafts may be produced on the way the final version.

c) Editing (reflecting and revising)

Once writer has produced a draft they then, usually read through what they have written to see where it works and where it does not. Perhaps the way something is written is ambiguous confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence.

d) Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.<sup>9</sup>

Based on those statements, process of writing is divided into four stages, it is planning, drafting, editing, and final

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<sup>8</sup> Dennis Almarot, *The Models of Writing*, (Amsterdam: Springer Netherlands, 2001), p.185

<sup>9</sup> Jeremy Harmer, *How To Teach Writing* (6th Ed), (Edinburgh: Pearson Education Limited, 2007), pp. 4-5

version. That is the stages a writer goes through to produce something in its final written form.

#### **d. Teaching Writing**

Teaching writing is one of the important aspects in learning language. Teaching writing is teaching students to develop ideas in their minds into written forms. For a process writing approach work well, some teacher may need to rethink the way in which they react to their students' work.<sup>10</sup> Grasha also said that teaching is an activity where one person tries to facilitate in another person an appreciation of the complexities involved with in area of study.<sup>11</sup> Thus, teaching is a process of guiding and facilitating the learners to gain knowledge in field of the education. Teacher also has to use their imagination, experience and intuition in choosing appropriate content and the most effective method/technique/strategy in order to make students interest to learn and more actively in classroom activities.

Harmer stated that spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has consciously learned.<sup>12</sup> In correlation to teaching writing, Harmer point out that there are some important consideration that needs to be concerned in such as sentence organization, paragraph arrangement, and coherence. Teaching writing requires the elements of writing including grammar, sentence organization, vocabulary, and mechanics.<sup>13</sup> Those statements mean that in teaching writing, teacher should not only focus to teach their student to write a sentence but also expressing their idea into written form. Then, the teacher also needs to give suitable guidance in order to make

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<sup>10</sup> Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2004), p.12

<sup>11</sup> Anthony Grasha, *Teaching with Style*, (United State of America: Alliance Publishers, 2002), p. 113

<sup>12</sup> Jeremy Harmer, *How To Teaching English*, (New England: Longman, 2004), p. 3

<sup>13</sup> *Ibid.*, p. 40

students be able to organize their ideas in written form properly.

Brown said that in the process teaching of writing, the teacher must be balance between writing process and writing product. Writing process does most of the following:

- a. Focus on the process of writing that leads to the final written product;
- b. Help students to understand their own composing process;
- c. Help them to build repertoires of strategies for prewriting, drafting, and rewriting;
- d. Give students time to write and rewrite;
- e. Place central importance on the process of revision;
- f. Let students discover what they want to say as they write
- g. Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
- h. Encourage feedback from both the instructor and peers;
- i. Include individual conferences between teacher and students during the process of composition.<sup>14</sup>

It can be concluded that in teaching writing, the students must follow the writing process to create their product in written work. In this case the teacher will lead them to organize their idea by several stages.

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<sup>14</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*(4th Ed), (California: Pearson Education, 2000), p.335-336



## B. Recount Text

### 1. Concept of Recount Text

#### a. Definition of Recount Text

In daily life, we might often retell about something around us or something we have been through. In general definition recount genre can also be defined as the way how we tell the reader about one story, action, or activity. According to Rojas, recount text is to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts are written to retell events to inform or entertain (or both).<sup>15</sup> Recount text is a text that recounts events in the past. An incident is an event they have done or they experienced. Knapp explains that recounts are sequential text which consisted of series of event. Writing recount text is an activity to write the record of events in the past time.<sup>16</sup> On the other hand, in recount text, when recounting events in the past should be told in sequence or chronologically, so that the reader can know from the author's experience.

When the authors write the event clearly then someone who reads will certainly get new knowledge. Grace says recount text is a text that tells the reader or listener what happen in the past through a sequence of events.<sup>17</sup> In the recount text usually tells about the experience during the holidays or other fun experiences. Cavanagh defines recounts are “retelling the past of events”. They are usually written as a series of events in order in which they happen.<sup>18</sup> In the recount text, there is no conflict, because in recount text only tell a pleasant experience in the past. Furthermore, Anderson says

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<sup>15</sup> Virginia Rojas, *Language Features of Seven Writing Genres*, 2010.

<sup>16</sup> Knapp, Peter, and Megan Watkins, *Genre, Text, and Grammar*. Sydney: University of South Wales Press Ltd. 2005, p.233

<sup>17</sup> Dian Sukma, *A Study On Writing Recount Text*, Journal of English Education Vol. 1 No. 1 (June 2015), p.66, available on: [http://ejournal.upp.ac.id/index.php/jee/article/view/1287/pdf\\_6](http://ejournal.upp.ac.id/index.php/jee/article/view/1287/pdf_6)

<sup>18</sup> Cavanagh, J. *Text Types*. Sydney: Broad Studies. 1998, p.11

that a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order in which they happened.<sup>19</sup> For some people maybe the past should not always be remembered. But in recount text, everything is related to the past. In this text, someone talks or writes about the experience they have experienced. The events they have experienced are reviewed in this text. While reviewing, the event should be detailed and clear. Therefore, recount text is a text that covers the past based on their experience.

Based on several definitions, the researcher concludes that recount text is a text that retells or relate to the past events or experiences. The aim is to inform or entertain the reader.

### **b. Types of Recount Text**

Related of Rojas defines the recount text in fourth types there are personal recount, factual recount, imaginative recount and precodural recount:

- a. Personal Recount – these usually retell an event that the writer was personally involved in.
- b. Factual Recount – recording an incident, e.g. a science experiment.
- c. Imaginative Recount – writing an imaginary role and giving details of events, e.g. a day in the life of a pirate.<sup>20</sup>

In conclusion to the discussion above, the researcher choose personal recount for this research because based on the students book of eight grade “When English Ring’s Bell” all material recount text use the personal recount.

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<sup>19</sup> M. Anderson, and K. Anderson, *Text Type in English 2*, (South Yarra:Macmillan Education Australia, 2003), p.48.

<sup>20</sup> Rojas, Op.Cit, p. 10

### c. Features of Recount Text

Rojas states that recount text uses language features as follows:

1. Noun as a personal pronoun such as Hasan, Devy, Dani, etc.
2. Individual Participant, focused on specific participant's story.
3. Past tense such as went, ate, ran, etc
4. Time connective and conjunction to sequence the events, such as after, before, then, after that, etc.
5. Action verbs, a verb that shows the events or occurrence, such as stayed, climbed, killed, etc.
6. Adverb and adverb phrase to show place, time and way.<sup>21</sup>

### d. Generic Structure of Recount Text

As a kind of text, recount text has its own structure:

1. Orientation is providing information about who, where, and when;
2. Events is describing series of event usually recounted in chronological order;
3. Reorientation is rounds of the sequence events.<sup>22</sup>

Related to the explanation about it means that recount text consist of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and orientation which states personal comment of the writer.

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<sup>21</sup> Ibid

<sup>22</sup> Ken Hyland, *Second Language Writing*, (Cambridge University Press: Cambridge, 2003), p.124

**e. Example of Recount Text**

**Table 2**

**Example of Generic Structure of Recount Text**

<p><b>Orientation</b></p>	<p>Three days ago, I went to the traditional market to buy some fruits and vegetables.</p> <p>In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn't want to take closer and see.</p> <p>A few minutes later, police came and took him</p>
<p><b>Event</b></p>	<p>I asked to the fruit seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky.</p> <p>Someone saw him and shouted loudly and suddenly some people roughed him up hardly</p>
<p><b>Reorientation</b></p>	<p>It was a pity event and I hoped it would never happen again.</p>

Source: <https://helperphoto.com/contoh-recount-text/>

## 2. Recount Text Writing Ability

Recount is type of text that list and describe past experiences by retelling events in the order in which they happened (chronological order). According to Rojas, recount text is to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts are written to retell events to inform or entertain (or both).<sup>23</sup> Thus, this text is told in sequence or chronologically, so that the reader can know from the author's experience.

Writing Ability is the skill of putting together what you think or want to say using words, which a person reading it is able to know your thoughts, ideas and feelings as near to what you want to convey.<sup>24</sup> According to Tribble states there are five scoring criteria for scoring of writing, they are: content, language use, organization, vocabulary, and mechanics. Thus, the researcher will use the rubric score from Tribble to measure the students' ability in writing recount text.

As a result recount text writing ability is a the ability to write the story that past tense or retell the experience to inform or to entertain the audience with good mastery of aspects of writing likes contents, organizations, vocabularies, languages and mechanics.

## C. Think Pair Share Technique

### 1. Definition of Think Pair Share Technique

Classroom activities are important to stimulate students' improvement in learning progress. According to Azlina, Tink Pair Share is able to think and solve problems, share solutions or ideas with their partner (other students), students are prepared to be able to collaborate with other students, working together, were able to issue an opinion or idea, and sharing

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<sup>23</sup> Virginia Rojas, Language Features of Seven Writing Genres, 2010.

<sup>24</sup> <https://www.quora.com/What-is-meant-by-%E2%80%9Cwriting-ability%E2%80%9D>

experiences. It means that Think Pair Share encouraged individuals to be active and participate not only to the teachers but also to the classmates. Think Pair Share could make students active to make ideas and be able to exchange ideas well while in class.

In this technique, a problem is posed, students have time to think about the problem individually, and then they work in pairs to solve the problem and share their ideas with the class. Maryanti explained that the cooperative learning model TPS (Think Pair Share) gives more time for students to think about and discuss with her to find a more precise answer and teaches students to help each other or in cooperation with members of the group so as to students who are less able to be assisted by a student who is able in academic terms, so that underprivileged students in academic terms will be able to understand the subject matter.<sup>25</sup> Thus, think pair share was a cooperative learning technique that was able to develop an idea, because here the teacher asked students to think of a topic and made groups to discuss a topic after which students were asked to share the results of their ideas in front of the class.

The Think Pair Share technique is designed to give a think time for the students before presenting their opinion. The sharing of the opinion will make the students more confident to present their opinion in front of people in the classroom. Also, Singh purposed that the use of TPS strategy promotes collaborative learning in classroom. When the students pair up with their partner, they exchange their knowledge with each other. This helped students to scaffold previous knowledge as well. After that, they share with other

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<sup>25</sup> Yulianty, D. (2018). Learning strategies applied by the students in writing English text. *Journal on English as a Foreign Language*, (online), 8(1): 19-38, (retrieved March, 15, 2018, from <http://e-journal.iainpalangkaraya.ac.id/index.php/jef>)

classmates.<sup>26</sup> Hence, students are required to socially interact and communicate with all their peers in order to complete the task.

Furthermore, the interaction between students can encourage their participation to be involved in learning classroom. According to Triono, Think Pair Share is a cooperative learning that is designed to influence the pattern of student interaction and is an effective way to create an atmosphere variation pattern class discussion, with the assumption that all the recitation and discussion requires setting the control of the class as a whole.<sup>27</sup> Thus, it is an effective way to change the discourse pattern in a classroom. It challenges the assumption that all recitations or discussions need to be held in the whole group setting, and it has built-in procedures for giving students more time to think and to respond and to help each other.

Based on the explanation above, the researcher concluded that think pair share was a cooperative technique that could be used in writing and think pair share was also used to develop an individual student's ideas and groups, after that each group presented the results of their ideas in front of the class. The students could share information and write conclusions.

## **2. Procedure Think Pair Share Technique.**

As teaching English is a complex activity, not every teacher applies the same activities by implementing the same communicative activities. Therefore, the teacher has to be creative in creating a lesson through appropriate task, where students can be active and successful in pair and also group

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<sup>26</sup> Singh, S.C. (2020). The Use of Think Pair Share of Cooperative Learning to Improve Weak Students' Speaking Ability. *International Journal of Psychosocial Rehabilitation*. Vol. 24, Issue. 05.4021

<sup>27</sup> Alpusari, M. & Putra, A, R. (2013). The Application of Cooperative Learning Think Pair Share (TPS) Model to Increase the Process Science Skills in Class IV Elementry School Number 81 Pekanbaru City. *International Journal of Science and Research (IJSR)*., (online), 6.14: 2319-7064. (retrieved march 15, 2018, from [www.ijsr.net](http://www.ijsr.net)).

work.<sup>28</sup> There are several procedure of using TPS on writing recount text.

The first comes from Lyman, Think Pair Share was one of cooperative learning that could be used in teaching learning process. These were main things TPS:

1) Think

The teacher provoked the students' thinking with a question and they could take a few moments to think about the questions. This activity could promote the students' critical thinking to find a solution individually to the problem posed by the teacher (problem solving activity).

2) Pair

This stage got students' to work in pairs with their nearby neighbors, designated partners, or a desk-mate to discuss answers for the questions given. Here they could compare their mental or written notes and identify the answer they think were best, most convincing, or most unique (working cooperatively).

3) Share

After the students have talked in pairs for a few moments, then the teachers called for the pairs to share their thoughts with the rest of the class.<sup>29</sup>

Furthermore, according to Kagan, there are five steps in TPS technique, those are:

- 1) The teacher presents a question or problem
- 2) Students are given think time to think of their responses

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<sup>28</sup> Mohammad Muhassin, "Teachers' Communicative Activities in Teaching English as a Foreign Language (TEFL): A study at SMAN 9 Bandar Lampung," *Humaniora* 7, no 4 (October 2016):p. 485-486

<sup>29</sup> Rosnani Sahardin, Using Think-Pair-Share for Writing Descriptive Text, (*Studies in English Language and Education*, 4(1), 54-65, 2017), p.58



- 3) Asking the students to discuss with their pairs; and
- 4) Calling on some pairs to share their responses with a larger group.<sup>30</sup>

Another procedure modified by Suhartono, there are six procedure of teaching writing through TPS:

- 1) Paired the students up and provided them with interesting topics of a specific genre to write on.
- 2) Gave them two or three minutes of "silent period to think deeply about the outline and the generic structure of the genre.
- 3) Asked the students to share their thought with their partners to draw or unify ideas.
- 4) Made group of students of six and asked each group to share the ideas within the group to draw a new concept.
- 5) Asked each group to formulate the new ideas based on the ideas of each pair.
- 6) Let each group to share the ideas with the rest of the class, give correction or criticize.
- 7) Wrote the new text.<sup>31</sup>

Moreover, based on Agus Suprijono these were the procedure of teaching writing using Think Pair Share:

1. Giving time to students to think

The teacher should give the students several minutes to be pose a question or a topic to the students. This question should be in general and had many kinds of answers. For example, "what was procedure text?" If they read a text, the questions many "what was types of procedure text?" It made the

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<sup>30</sup> Kagan. S. (2009). *Learning*. San Clamente: Kagan Publishing.

<sup>31</sup> Nudriyah, Using Think-Pair-Share (TPS) to Improve Students' Writing Creativity, (Jurnal Ilmiah UPT P2M : Vol. 3, No.2, November 2016), p.86

students think deeper, and they could give their opinions on many aspects.

2. Organizing students into pairs

Think Pair Share model was begun by divided the students into pairs randomly. The purpose of choosing randomly was to avoid the gap between high students and low students. Besides, they would have a higher chance to know each other closely, and it would increase the respect of a student to others.

3. Asking students to discuss with their partner and share their thinking

In this section, each student would share his or her own answer to his or her partner in pairs. They would share their thinking and discuss each other to find the best answer. Furthermore, this activity could be developed into a higher level by gathering one pair into another pair, so that there would be some groups that consisted of four students in each group. It means that there would be many ideas to be shared in order to find the best answer, and it helped the students to improve their critical thinking and analysis.

Therefore, in accordance to those procedures, the researcher arrange the step on teaching writing in order to make it appropriate to be implemented on the eight grade of junior high school students. Those are procedure of using Think pair share in teaching writing as follows:

- 1) The teacher provoked the students' thinking with a question and they could take a few moments to think about the questions. (This called two minutes silent where the students think deeply about the topic or question given by the teacher)
- 2) Paired the students up asked the students to share their thought with their partner to draw or unify ideas. (The

students are asked to discuss and write the text relate to the topic provided by the teacher)

- 3) After the students discuss and write the idea of the topic, they would share their result of discussion to the whole class.
- 4) The other groups are asked to give question or comment to the group who present their result.
- 5) After those activities, the students are asked to rewrite the text individually by using their own words.

However, this activity helped the students developed not only their knowledge but also their communicative skills and confidences.<sup>32</sup> Based on the statement above, Think Pair Share could be used in writing implemented that in a group discussion, there was fair possibility that the students improved their communication skills. In a group, while shared their opinions and exchanging with others, they would automatically improve their communication skills.

### **3. Advantages and Disadvantages of Think Pair Share (TPS)**

#### **a. The Advantages Think Pair Share technique are:**

According to Bouchard, Think Pair Share technique had the following Advantages:

1. The notion of the positive effects of “wait time” upon the quality of student responses in the classroom.
2. Nonnative speakers must first linguistically decipher the question itself and then cognitively from a response to it.
3. Waited time not only offered time for linguistic interpretation of the question but also responded formation.

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<sup>32</sup> Agus Suprijono, Cooperative Learning, (Yogyakarta: PustakaPelajar, 2009), p.110

4. Paired with another student gave an opportunity to orally share their responses with a classmate and received valuable feedback.<sup>33</sup>

**b. The Disadvantages Think Pair Share technique are:**

1. Not all students focused on the topic that was given, because they could share everything with their partner out of the topic
2. There was a possibility that the students who had a low understanding of the topic gave likely chat with the other pairs.<sup>34</sup>

## **D. Self-Correction Technique**

### **1. Definition of Self-Correction Technique**

Self-Correction is a concept which is closely connected with self-correction is "clear autonomy", i.e. When learners are encouraged to correct their own mistakes.<sup>35</sup> It means, self-correction is a way for teachers to allow students to correct mistakes from the essays they make. Besides, self-correction also makes students more independent and can know the joys of their essays. Sultana defined self-correction technique which engages students to correct their own errors.<sup>36</sup> Every essay made by students must have errors even if it's a lot or a little. Therefore, self-correction techniques are

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<sup>33</sup> Bouch, Margaret. "Comprehension strategies for English Language Learners". (Scholastic, 2005), p.110

<sup>34</sup> Lia Yulianingsih, Academic Journal PERSPECTIVE: Language, Education and Literature Vol 5(2) September 2017:

The use of Think Pair Share Technique in teaching reading to the seventh grade of senior high school, (Departement of English Education, University of Swadaya Gunung Jati), p.102

<sup>35</sup> Reza Pishghadam, Mohammad Reza, Paria Norouz, Self-correction among Iranian EFL Learners: An Investigation

into their Preferences for Corrective Feedback, Journal of Language Teaching and Research, Vol. 2, No. 5, pp. 957-962, September 2011, p.958.

<sup>36</sup> Ibid.

used to correct their own mistakes and they know their own mistakes.

Based on the theory, it can be concluded that self-correction is a technique used to correct student essays. But, self-correction is not the correct teacher, just the student. So that, by self-correction students can find out the faults of the essays they made.

## **2. Procedure of Self-Correction Technique**

There are some steps of teaching writing by using self-correction that must be involved by the student are as follows:<sup>37</sup>

1. Choose the topic. It deals with the topic that will be described by the students.
2. Planning the topic and the steps.
3. Writing and revised the draft.

The students begin to write attending the aspect of writing. After finishing, they start to revise the draft. In this step, the self-correction is use. This technique builds the students' awareness based on some explanation that will be explained by the teacher and the students should realize what happens to their writing.

## **3. Advantage and Disadvantage of Self-Correction Technique**

### **a. Advantage of Self-Correction Technique**

There are some advantages of self-correction, they are:

1. Self-Correction is believed to instill in the learner feelings of self-sufficiency and success and provide

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<sup>37</sup> Yosua Permata Adi\*, Cucu Sutarsyah, Ari Nurweni, The Use of Self-Correction in Teaching Recount Text Writing, available on : <https://media.neliti.com/media/publications/192097EN-the-use-of-self-correction-in-teaching-r.pdf>, accessed on: march 23th 2019.

them with the opportunity to take a more active role in their own learning.

2. Self-correction helps weak students away from dependency on the teacher for Correction
3. Can boost the level of confidence of the learner.
4. Learners appreciate individualized. It enables them to understand what their strengths and weaknesses are.<sup>38</sup>

From the explanation above, the authors conclude that, self-correction has several advantages including being able to be more active in their learning. Besides that, it can make students more independent. Also, makes students more confident. Thus, they can understand their weaknesses and strengths.

#### **b. Disadvantage of Self-Correction Technique**

According to Iseni, disadvantages of self-correction are:

1. It is difficult to be applied.
2. Teachers do not accept the procedure of self-correction.<sup>39</sup>

Based on the theory it means that, with using self-correction students may not be able to correct themselves and consequently become distrustful of their abilities. Students may feel under pressure because they feel afraid to correct their essays. Students may feel correcting is correct and doing more damage than good. Self-correction is potentially time consuming.

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<sup>38</sup> Abdul Majid Khan Rana, Uzma Perveen, Motivating Students Through Self Correction, Journal of Educational

Research International, Volume 2 (2), 2013), p.194 available on: [http://www.erint.savap.org.pk/PDF/Vol.2\(2\)/ERInt.2013\\_\(2.2-23\).pdf](http://www.erint.savap.org.pk/PDF/Vol.2(2)/ERInt.2013_(2.2-23).pdf). accessed on: march 23th 2019.

<sup>39</sup> *Ibid*

## E. Previous Study

Going together with this study, the researcher found some researches or projects that are nearly similar and they have different focuses certainly data researchers.

The first is Intaniya with “The Effectiveness of Think Pair Share Techniques on Students' Ability to Write Descriptive Text at The Eighth Grade Students of SMPN 3 Sinjai”. This research focused on the effectiveness of Think pair share in descriptive text. So, this technique would motivate students in writing because they had an opportunity to pick and organize their ideas in describing something properly.<sup>40</sup>

The second is Wahyuni with title “Using Think-Pair-Share (TPS) method to improve the reading skill on Narrative text”. She conducted the research in MTSN Kunir Blitar”. It showed that TPS technique is effective to help the students to increase motivation and solidarity. Besides, Think-Pair-Share can improve the criterion of minimum completion (KKM) in reading skill especially narrative text.<sup>41</sup>

The third is Septya with the title “Improving Students' Reading Comprehension By Using Think- Pair- Share (Tps) Technique At The First Semester Of The Eighth Grade Of Smp N 1 Metro Kibang In The Academic Year Of 2019/2020”. It was focused on students' reading and use TPS technique in recount text. The objective of this research is to find out whether there is any improvement of students' reading comprehension after being taught by ThinkPair-Sahre (TPS) technique. , the researcher used classroom action research as research design. The result shows that the implementation of the TPS technique in this study is successful to improve the students' reading comprehension.<sup>42</sup>

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<sup>40</sup> Intaniya Fathanty Lukman, The Effectiveness of Think-Pair-Share Technique on Students' Ability to Write Descriptive Texts on English Grade Students of SMPN 3 Sinjai, (Makassar: UIN ALAUDDIN, 2016), p.i

<sup>41</sup> Sri wahyuni, laelatul badriyah, Using Think-Pair-Share method to improve the reading skill on narrative text of the students' of MTSN kunir Blitar, 2015

<sup>42</sup> Nurmalinda Septya, Improving Students' Reading Comprehension By Using Think- Pair- Share (Tps) Technique At The First Semester Of The Eighth

Fourth is Siburian with her research entitle “Improving Students’ Achievement on Writing Descriptive Text through Think Pair Share”. Action research is conducted for the result and qualitative and quantitative techniques are applied in this research. Observation result showed that the students gave their good attitudes and responses during teaching and learning process by applying the application of TPS (Think Pair Share) method. Questionnaire and interview report showed that students agree that the application of TPS (Think Pair Share) method had helped them in writing descriptive text.<sup>43</sup>

The last is Hetika with her research entitle “Think Pair Share (TPS) as Method to Improve Student’s Learning Motivation and Learning Achievement”. This research aims to find out the application of Think Pair Share (TPS) learning method in improving learning motivation and learning achievement in the subject of Introduction to Accounting I of the Accounting Study Program students of Politeknik Harapan Bersama. This research used Class Action Research Design which is an action implementation oriented research. The results showed that the application of Think Pair Share Learning (TPS) Method can improve the Learning Motivation and Achievement. Before the implementation of the action, the obtained score is 67% then in the first cycle increases to 72%, and in the second cycle increasws to 80%. In addition, based on questionnaires distributed to students, it also increases the score of Accounting Learning Motivation where the score in the first cycle of 76% increases to 79%.<sup>44</sup>

Based on those researches, the researcher is interested in conducting the research using think pair share technique towards students writing recount text ability. Thus, there is a gap between

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Grade Of Smp N 1 Metro Kibang In The Academic Year Of 2019/2020. (Lampung: UIN Raden Intan, 2019), p. 1

<sup>43</sup> Dr. Tiur Asih Siburian, Improving Students’ Achievement On Writing Descriptive Text Through Think Pair Share, (International Journal of Language Learning and Applied Linguistics World (IJLLALW)), Vol. 3, July 2012, p.1

<sup>44</sup> Hetika, et.al, Think Pair Share (TPS) as Method to Improve Student’s Learning Motivation and Learning Achievement, (Dinamika Pendidikan, vol 12(2), 2017), p. 1



the previous researches with this current research. Therefore, the researcher will conducted the research entitled “The Effectiveness of Using Think Pair Share towards Students’ Writing Ability in Recount Text at the First Semester of the Eighth Grade of SMPN 2 Anak Tuha in the Academic Year of 2022/2023”.

## **F. Frame of Thinking**

Think Pair Share is a technique that can be applied in teaching writing skill. It means think pair share can be applied in recount text writing as well. The basic foundation of this technique is to think about the topic as an individual first, and then with their pairs/ group. Finally share their ideas and answer the question from their friends in front of the class. This technique can make the students more active in the teaching-learning process and make the learning more attractive and fun. Therefore, it will give positive influence for the learners in learning activities. Furthermore, there are nine steps in dyadic essay technique, they are 7 steps in think pair share technique, they are : Paired the students up and provided them with interesting topics; gave them two or three minutes to think deeply about the topic; asked the students to share their thought with their partner; Made group of students of six and asked each group to share the ideas within the group to draw a new concept; asked each group to formulate the new ideas based on the ideas of each pair; let each group to share the ideas with the rest of the class, give correction or criticize; finally, wrote the new text.

Writing is learning through a process of instruction. It is not a natural process like speaking. In fact, Most English learners might agree that writing is the most difficult skill for them to master. They have to pay attention to higher level skill of planning and organizing as well as lower skill of spelling, punctuation, word choice, and so on. Because of that, learning to write is not an easy task to do. Many students still make errors and mistake, then their interest becomes less and the

student began to assume that writing is kind of difficult task to do.

By using think pair share technique the student think individually first about the topic are given by the teacher, write their ideas and then making a group to share their ideas together before finally share to the whole class to get the question and giving the answer about the topic. In this collaborative learning technique, the students can make the learning more interactive and affective to create and develop writing paragraph. Hopefully, it can solve the students' problem and also increase their ability in recount text writing.

## G. Hypothesis

Based on the rational above, the researcher formulated the hypotheses of this research as follows:

Ha : There is a significant effect on students' writing ability in recount text after using think pair share technique at the eighth grade of SMPN 2 Anak Tuha in the academic year of 2022/2023.

Ha : There is no significant effect on students' writing ability in recount text after using think pair share technique at the eighth grade of SMPN 2 Anak Tuha in the academic year of 2022/2023

consist of 4 classes. Here is the table number of population in detail:

**Table 2**  
**The Population of Students at the Eighth Grade of SMPN 2 Anak Tuha at the First Semester in the Academic Year 2022/2023.**

NO	Class	Gender		Number of Student
		Male	Female	
3.	VIII A	15	17	32
4.	VIII B	12	20	32
3.	VIII C	14	18	32
4.	VIII D	15	16	31
<b>Total</b>		<b>56</b>	<b>71</b>	<b>127</b>

*Source: English teacher of SMPN 2 Anak Tuha*

## 2. Sample of the Research

Sample is a small proportion of population selected for observation of analysis.<sup>13</sup> It means that a sample is a part of individual members in which they are chosen to represent of the whole population. The sample of the research were two classes, one class as the experimental class (VIII A) and another one as the control class (VIII B).

## 3. The Sampling technique of The Research

In taking sample, the researcher used cluster random sampling technique because the classes were in groups and homogeneous and the researcher will take the sample from group or class. Steps in determining the sample as experimental class and control class will be as follows:

- a. The first, the researcher provided four pieces of small papers, each paper was contained with the name of classes that is VIII A until VIII D.

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<sup>13</sup> Jhon W. Best and James V. Khan, *Research in Education* (8<sup>th</sup> Ed) (Needham Heights: Allyn & Bacon, 1998), p.13

- b. The second, the researcher took one of the papers, the first paper was taken by researcher was the sample as the experimental class, and another one as control class of this research.

## E. Data Collecting Technique

In collecting data, the researcher used test:

1. Pre-test

Pre-test was used to know the students' writing ability before the treatment. The type of test was written form. The researcher asked the students to make a recount text from the topic.

2. Post-test

Post-test was used to know if there are any statistically significant effect on students writing of recount text using think pair share technique. The test was conducted to gain the students writing score after treatments and to find out the effectiveness of using think pair share technique in teaching writing ability especially recount text.

In evaluating the students' recount text writing, the researcher will use the indicator of score in writing by Tribble. It can be seen on the table below<sup>14</sup>:

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<sup>14</sup> Christopher Tribble, *Language Teaching Writing*, (Oxford: Oxford University Press, 1996), p.130

**Table 3**  
**The Assessment Scale of Writing Work**

<b>Area</b>	<b>Score</b>	<b>Descriptor</b>
<b>Task Fulfillment/ Content</b>	20-17	<b>Excellent to very good:</b> Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and thorough interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	<b>Good to average:</b> Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	<b>Fair to poor:</b> Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	<b>Very poor:</b> inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	<b>Inadequate:</b> fails to address the task with any effectiveness.
<b>Organization</b>	20-17	<b>Excellent to very good:</b> Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	<b>Good to average:</b> Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced

		(coherence);some connectives used (cohesion).
	11-8	<b>Fair to poor:</b> Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	<b>Very poor:</b> Lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
<b>Vocabulary</b>	20-17	<b>Excellent to very good:</b> Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	<b>Good to average:</b> Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	<b>Fair to poor:</b> Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7-5	<b>Very poor:</b> No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate
	4-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.
<b>Language</b>	30-24	<b>Excellent to very good:</b> Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning

		never obscured.
	23-18	<b>Good to average:</b> Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	17-10	<b>Fair to poor:</b> Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	<b>Very poor:</b> Major problems with structures – even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	5-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.
<b>Mechanics</b>	10-8	<b>Excellent to very good:</b> Demonstrates full command of spelling, punctuation, capitalization, and layout.
	7-5	<b>Good to average:</b> Occasional errors in spelling, punctuation, capitalization, layout.
	4-2	<b>Fair to poor:</b> Frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	<b>Very poor:</b> Fails to address his aspect of the task with anyeffectiveness.

## **F. Research Procedures**

In conducting this research, the researcher applied some procedures as follows:

### **1. Finding the Subject of Research**

The researcher chose the classes of eighth grade at SMPN 2 Anak Tuha as a subject of the research. There were two classes as sample of the research. One class was experimental class and another was control class.

### **2. Designing The Instruments of The Research**

The instrument of this research was writing test. The students were given the same instrument for both classes in several topics

### **3. Administering of Pre-test**

The pre-test was used to find out the students initial ability. The researcher asks the students to choose and make recount text by their own words from the topic of the recount text that was provided.

The topics were:

- a. Happiness Experience
- b. Bad Experience

### **4. Conducting Treatment**

Treatments were given in three meetings after pre-test. In this treatment, the researcher as the teacher taught the students by using think pair share technique in the experimental class, and self-correction technique in the control class.

### **5. Administering The Post-test**

Post-test was conducted after the treatments. This test was aimed at knowing the students' writing ability especially in recount text after having the treatment. In this test, the students will be given the topic. Then, the students made



recount text by their own words. The topics that will be provided:

The topics will be:

- a. Unforgettable Experience
- b. Embarrassing Experience

## 6. Analyzing the result (Pre-test and post-test)

In analyzing the result, the researcher analyzed by comparing the result of post-test between experimental and control class to know whether the post- test score of experimental is higher than control or not.

## 7. Reporting

After analyzing the result, the researcher reported the finding whether the result of the post-test is higher than the pre-test or not. In other words, it is to know whether think pair share technique can give significant effect of students' recount text.

## G. Validity and Readability, and Reliability of The Test

### 1. Validity of the Test

A good test is the test that has validity. According to Arthur the validity test is conducted to check whether the test measures what is intended to be measured.<sup>15</sup> It means by using validity test we know whether test that we are done is valid or not. Best and Kahn stated that a test is valid if it measures what it claims to be measured.<sup>16</sup> In the case point, a test is valid if it can be measured. To measure whether the test has good validity or not, the writer used the content and construct validity.

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<sup>15</sup> Hugles Arthur, *Testing for Language Teacher*, (2<sup>nd</sup> Ed), (Cambridge: Cambridge University Press, 2003) p.26

<sup>16</sup> Jhon W. Best and James V. Khan, *Research in Education* 7<sup>th</sup> Ed, (New Delhi: Prentice-Hall), 1995. P.218

a. Content Validity

The validity was based on standard of content school-based curriculum of writing recount text at the eighth grade of junior high school, the teaching is intended to; enable students to make recount text. The test is adapted to teach based on this standard of the content. Therefore, the test is along with standard of content. To get the content validity of the test, the researcher tried to arrange the material based on the objectives of teaching. Thus, the material that taught must be appropriate with the curriculum (see appendix 4). Recount text is taught in eighth grade of junior high school.

b. Construct Validity

Construct validity refers to assumption, showing the measurement use contain correct operational definite, which is based on the theoretical concept. In other words, construct validity is just like a concept, both of them are abstraction and generalization that needed to be defined so clearly that can measure and examined. When the researcher measures or score writing ability the researcher make sure whether the writing ability is needed to be measured.

Construct validity focuses on the kind of the test that used to measure the ability. In other words, the test can measure what need to measure. In this research, the researcher will provide a writing test. The researcher consulted the instrument to the English teacher of SMPN 2 Anak Tuha to make sure whether the instrument has been valid or not.

c. Readability of the Test

Readability tests are indicators that measure how easy the direction and instruction can be read and

understood.<sup>17</sup> There readability of the writing will give to the students of ninth grade are not in experimental and control class as the test takers. The researcher conducted readability in order to see the clarity of the direction and the clarity of the instruction and readability test will be conducted before the treatment which is given by the researcher.

To know readability of the essay test instrument, the researcher followed Kouamé's research. Participants was asked to evaluate instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.<sup>18</sup> The questions were tested individually. The participants may not have difficulties in understanding because they take the context of the writing into consideration. After that, the researcher measures mean of each item. Based on the finding of Kouamé's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.<sup>19</sup>

After giving the instrument of argumentative essay writing test to students out of the sample, the result of instrument readability shows that the instrument is readable. (See appendix 12)

#### d. Reliability of the Test

Fraenkel and Wallen say that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.<sup>20</sup> A good

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<sup>17</sup> Julien B. Kouame, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Journal of Multi Disciplinary Evaluation, Volume 6, Number 1 ISSN 1556-8180 August 2010

<sup>18</sup> Julien B. Kouamé, *Loc. Cit.*, p. 133

<sup>19</sup> *Ibid.*, p. 134

<sup>20</sup> Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in*

test must have high reliability besides having high validity. To get the reliability of the test, the researcher will use inter rater reliability. This inters rater reliability counts level of the reliability based on two series of score that are gotten by two raters or more simultaneously. They are teacher and the researcher.

Furthermore, to know the degree of the level of reliability of written, the writer consulted the criteria of reliability as follows:<sup>21</sup>

Reliability coefficient 0.8 – 1.0 is very high

Reliability coefficient 0.6 – 0.8 is high

Reliability coefficient 0.4 – 0.6 is fair

Reliability coefficient 0,2 – 0.4 is low

Reliability coefficient 0.0 – 0.2 is very low

## H. Data Analysis

After collecting the data, the researcher will analyze the data by using independent sample t-test. There are two tests that must be done before analyzing the data by using independent sample t-test. They were normality test and homogeneity test.

### 1. Fulfillment of The Assumptions

#### a. The Normality Test

The normality test will be used to know whether the data in the experimental class and control classes are normally distributed or not.<sup>22</sup> In this research, the researcher will use statistical computation by using SPSS (Statistical Program for Social Science).The test of homogeneity employing Liliefors Test.

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*Education (New York: McGraw-Hill,2009),p. 154*

<sup>21</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta, RinekaCipta) p.319

<sup>22</sup> Budiyo, *Statistika untuk Penelitian*, (Surakarta: University Press, 2004),p.170

While the criteria of acceptance or rejection of normality test are as follows:

$H_0$  is accepted if  $\text{sig} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test are formulated as follows:

$H_0$  : the data are normally distributed

$H_a$  : the data are not normally distributed

### **b. Homogeneity Test**

After the researcher got the conclusion of normality test, the researcher do the homogeneity test in order to know whether the data homogenous or not. In this research, the researcher will use statistical computation by using SPSS (Statistical Program for Social Science). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test are as follows:

$H_0$  is accepted if  $\text{sig} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test are formulated as follows:  $H_0$  = the variances of the data are homogenous

$H_a$  = the variances of the data are not homogenous.

## **2. Hypothetical Test**

After the researcher knows that the data normal and homogeneous, the data will be analyzed by using independent sample t-test in order to know the significance of the treatment effect. In this case, the researcher uses statistical computation by using SPSS (Statistical Program for Social Science) for hypothetical of test.

While the criteria acceptance or rejection of hypotheses test are:

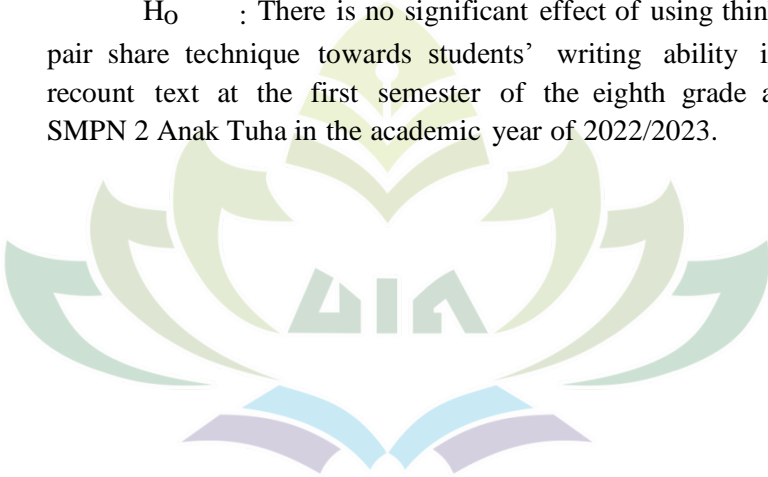
$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

$H_o$  is accepted if  $\text{sig} \geq \alpha = 0.05$

The hypotheses were:

$H_a$  : There is significant effect of using think pair share technique towards students' writing ability in recount text at the first semester of the eighth grade at SMPN 2 Anak Tuha in the academic year of 2022/2023.

$H_o$  : There is no significant effect of using think pair share technique towards students' writing ability in recount text at the first semester of the eighth grade at SMPN 2 Anak Tuha in the academic year of 2022/2023.



## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Data Description**

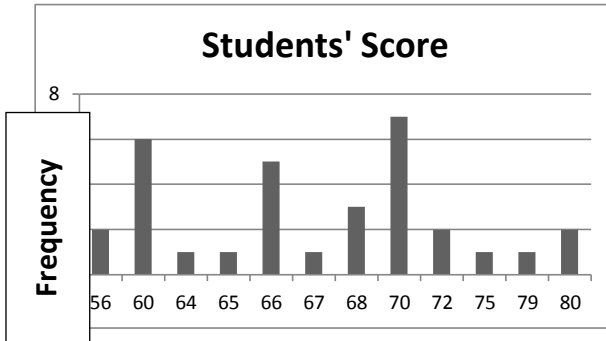
This research was conducted on November 19<sup>th</sup>, 2022. This research was carried out through six steps. They involved readability, pre-test, three times of treatments and post-test. The researcher asked headmaster and teacher for permission. The researcher administered pre-test and post-test for experimental class (VIII A) and control class (VIII B). Then for the Readability test in VIII C.

The researcher provided the Readability on November 21<sup>th</sup>, 2022. After that, Pre-test for experimental class on November 21<sup>th</sup> 2022 and control class on November 22<sup>th</sup>, 2022. Before doing the post-test, the researcher conducted the treatments to experimental class taught using Think Pair Share on November 23<sup>th</sup>, 25<sup>th</sup>, and 30<sup>th</sup> 2022. After the researcher conducted the treatments, the post test was on December 02<sup>nd</sup> (experimental class) and on December 03<sup>rd</sup> (control class). All the students followed the post-test.

#### **B. Result of the Research**

##### **1. Result of Pre-test in Experimental Class**

The pre-test was administered on Monday, November 21<sup>th</sup> 2022 at 07.30 a.m. The pre-test was administered in order to know the students' writing recount text before the treatment was given in experimental class. The scores of students' writing ability that were tested in pre-test can be seen in figure 1.



*Figure 1*

*Result of the Pre-test in Experimental Class*

In figure 1 above, it can be seen that from 32 students there were two students got score 56, six students got score 60, one student got score 64, one student got score 65, five students got score 66, one student got score 67, three students got score 68, seven students got score 70, two students got score 72, one student got score 75, one student got score 79, and two students got score 80. For the statistics of the result of pre-test in experimental class, it can be seen on table 6:

**Table 6**

**Statistics of the Result of the Pre-test in Experimental class**

<b>Statistics</b>	<b>Score</b>
Mean	67.18
N	32
Minimum	56
Maximum	80
Median	67.50
Mode	70

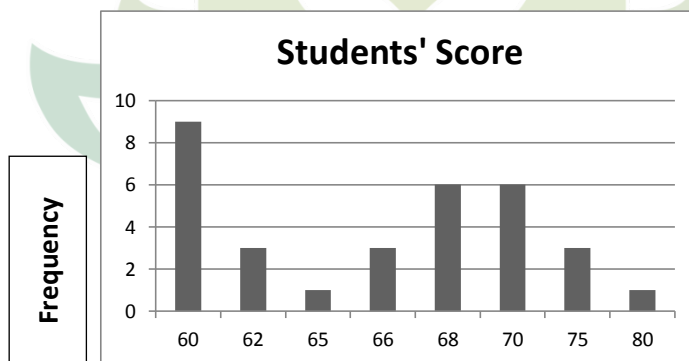


Standard deviation	6.260
Variance	39.190

Based on the Table 6, In table 4.1 above, the mean of the pre-test in experimental class was 67.18 and N was 32. The highest score was 80 and the lowest score was 56. The median score was 67.50 and the mode score was 70. The standard deviation was 6.260 and the variance was 39.190. it showed that the students' writing ability in analytical exposition text before they got treatments.

## 2. Result of the Pre-test in Control Class

Pre-test in control class was administered on Thursday, November 22<sup>th</sup> 2022. at 09.00 a.m. The score of pre-test in the control class can be seen in figure 2.



*Figure 2*

*Result of the Pre-Test in Control Class*

Based on the figure 2, it can be seen that from 32 students there were 13 students who got score from 60-65. There were 15 students who got score form 66-70, and there were only 4

students who got score from 75-80,. For the statistics of the result of pre-test in control class, it can be seen on Table 5:

**Table 7**

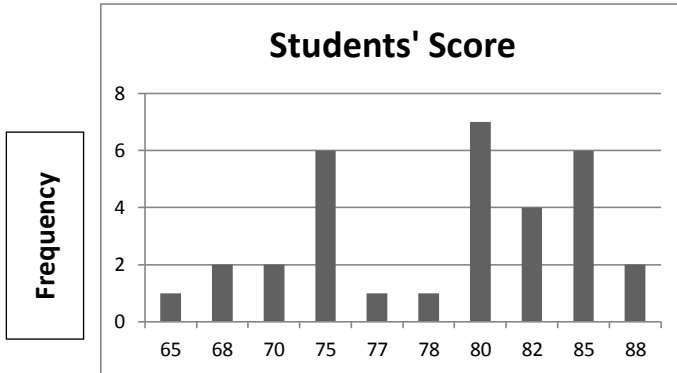
**Statistics of the Result of the Pre-test in Control class**

<b>Statistics</b>	<b>Score</b>
Mean	66.31
N	32
Minimum	60
Maximum	82
Median	67.00
Mode	60
Standard deviation	5.474
Variance	29.964

Based on the table 7, the mean of students score in control class was 66.31 and N was 32. The highest score was 80 and the lowest score was 60. The median score was 67.00 and mode score was 60. The standard deviation was 5.474 and variance was 29.964. It showed students' writing ability in recount text before they got treatments in control class.

### **3. Result of Post-test in Experimental Class**

The post test in experimental class was administered to know students' writing ability in recount text after the treatments. It was administered on Friday, December 02<sup>nd</sup> 2022 at 07.30 a.m. The score of post-test in experimental class are presented in figure 3.



*Figure 3*

*Result of the Post-Test in Experimental class*

Based on the figure 3 it can be seen that from 32 students there was one student got score 65, two students got score 68 and 70, six students got score 75, one student got score 77, one student got score 78, seven students who got score 80, four students got score 82, six students got score 85, two students got score 88. For the statistics of the result of post-test in experimental class, it can be seen on table 8:

**Table 8**

**Statistics of the Result of the Post-test in Experimental class**

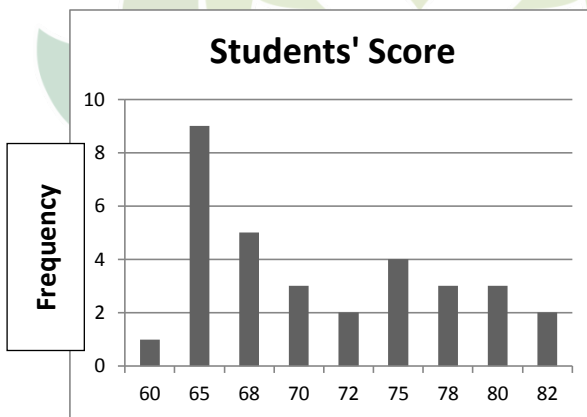
<b>Statistics</b>	<b>Score</b>
Mean	78.75
N	32
Minimum	65
Maximum	88
Median	80

Mode	80
Standard deviation	6.010
Variance	36.129

Based on the Table 8, the mean of the post-test in experimental class was 78.75 and N was 32. The highest score was 88 and the lowest score was 65. The median score was 80 and the mode score was 80. The standard deviation was 6.010 and the variance was 36.129. It showed the students' writing ability in analytical exposition text after they got treatments by using Think Pair Share.

#### 4. Result of Post-test in Control Class

Post-test in control class was administered on Saturday, December 03<sup>rd</sup>2022 at 09.00. The score of posttest in control class are presented in figure 4.



*Figure 4*

*Result of the Post-Test in Control class*

Based on the figure 3, it can be seen that from 32 students, there were 10 students who got score from 60-65. There were eight students who got score from 68-70 and there were five students who got score 72-75. There were six students who got score 78-80, and there were only two students who got score 82. It can be concluded that students' score in control class is also improved after treatment using scientific Self-Correction. For the statistics of the result of post-test in experimental class, it can be seen on Table 9:

**Table 9**  
**Statistics of the Result of the Post-test in Control class**

Statistics	Score
Mean	71.16
N	32
Minimum	60
Maximum	82
Median	70.00
Mode	65
Standard Deviation	6.196
Variance	38.394

Based on the Table 9, the mean of the pre-test in control class was 71.16 and N was 32. The highest score was 82 and the lowest score was 60. The median score was 70.00 and mode score was 65. The standard deviation was 6.196 and variance was 38.394. It showed students' writing recount text ability in control class after they got treatments by using Self-correction.

## **5. Data Analysis**

### **a. Fulfillment of the Assumptions**

Before knowing the result of the data analysis by using independent sample t-test, there were two assumptions that must be

done and found out. They were normality test and homogeneity test.

### 1). Result of Normality Test

The normality test was used to know whether the data in experimental class and control class were normally distributed or not. The Hypotheses for the normality test are formulated as follow:

Ho: The data are normally distributed

Ha: The data are not normally distributed

While the criteria of acceptance or rejection of normality test are as follows:

Ho is accepted if  $\text{sig} (P_{\text{value}}) \geq \alpha = 0.05$

Ha is accepted if  $\text{sig} (P_{\text{value}}) < \alpha = 0.05$

**Table 10**

### The Result of Normality Test of Experimental and Control Class

#### Tests of Normality

Gain_Score	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Control Class	.129	32	.193	.953	32	.174
Experimental Class	.233	32	.243	.819	32	.215

a. Lilliefors Significance Correction

Based on the table above, it can be seen that Sig.  $P_{\text{value}}$  for experimental class was 0.215 and Sig.  $P_{\text{value}}$  for control class was 0.174 and  $\alpha = 0.05$ . It means that  $\text{Sig.} (P_{\text{value}}) \geq \alpha$  and  $H_0$  is accepted. The conclusion is the data are in normal distribution. It is calculated based on the gain of the experimental and control class.

## 2). Result of Homogeneity Test

After the data had normal distribution, the homogeneity test was used to know whether the data was homogeneous or not. Levene test by using SPSS was used to know the homogeneity of the data.

Hypothesis for homogeneity test are formulated as follows:

$H_o$  = the variances of the data are homogeneous.

$H_a$  = the variances of the data are not homogeneous.

While the criteria for homogeneity test as follows:

Ho is accepted if  $\text{sig}(P_{\text{value}}) \geq \alpha = 0.05$

Ha is accepted if  $\text{sig}(P_{\text{value}}) < \alpha = 0.05$

**Table 11**

### The Result of Homogeneity Test of Experimental and Control Class

#### Test of Homogeneity of Variances

Experimental and Control Class

Levene Statistic	df1	df2	Sig.
2.449	1	62	.123

Based on the table above, it can be seen that  $\text{Sig.}(P_{\text{value}}) = 0.123 > \alpha = 0.05$ . It means that  $H_o$  was accepted because  $\text{Sig.}(P_{\text{value}}) = 0.123 > \alpha = 0.05$ . The variances of the data are homogenous.

## b. Result of Hypothetical Test

After the data was normal and homogenous, the data was analyzed by using independent sample t-test in order to know the significant to the treatment effect. In this case, statistical computation by using SPSS (Statistical Package for the Social Science) was used to analyze the data.





Experimental and Control Class	Equal variances assumed	2.449	.123	-5.334	62	.000	-6.71875	1.25968	-9.23681	-4.20069
	Equal variances not assumed			-5.334	45.149	.000	-6.71875	1.25968	-9.25564	-4.18186

Based on the results obtained in the table above, it is clear that the value of significant generated Sig. ( $P_{\text{value}}$ ) = 0.000 <  $\alpha$  = 0.05. So,  $H_0$  is rejected and  $H_a$  is accepted. Based on the computation, it can be concluded that there is significant effect of using using think pair share technique towards students' writing ability in recount text at the first semester of the eighth grade at SMPN 2 Anak Tuha in the academic year of 2022/2023.

### C. Discussion

The students' writing ability at the eight grade of SMPN 2 Anak Tuha was still low. It was proven by the score of the students in preliminary research. There were 59% of the students who got the score under 73 as the KKM. It means that the students' writing achievement is still low and need to be increased. To solve the problem, the researcher applied Think Pair share technique to teach writing in experimental class. Thus, the objective of the research was to know whether there is significant effect of using Think Pair share technique towards students' writing ability in recount text at the first semester of the eight grade at SMPN 2 Anak Tuha in the Academic year of 2022/2023.

This research carried through six steps. They involved readability, pre-test, three times of treatments and post-test. Before conducting the treatments, the researcher conducted the pre-test for experimental class on November 21<sup>th</sup>2022 and control class on November 22<sup>th</sup>2022. In pre-test the result shown that the mean in control class was 66.31 and in experimental class was 67.18. Thus, the mean score of pretest in experimental and control class are quite similar.

The first treatment was administrated on Wednesday, November 23<sup>rd</sup>, 2022. The researcher did introduction step, such as: pray together before study began, the researcher greeted to the students, check the attendance and asked the students conditions. Before began the activity, the researcher asked to the students about pre-test in the last meeting. Next, the researcher explained the general difficulties from the students' pre-test.

Then, the researcher introduced about writing recount material to the students. After that, the researcher started to explain about the type that is often used in recount such as bad experiences, unforgettable experiences, happiest experiences, etc. The researcher also explained about TPS is like in learning activities. The topic of the first meeting was "My first day at School". The researcher provoked the students' thinking with a question and they could take a few moments to think about the questions. Then, paired the students up asked the students to share their thought with their partner to draw or unify ideas. After the students discuss and write the idea of the topic, they would share their result of discussion to the whole class. Then, the other groups are asked to give question or comment to the group who present their result. Finally, after those activities, the students are asked to rewrite the text individually by using their own words.

In learning writing by using TPS, the students were asked to think deeply and make the ideas of the topic provided and also discuss and share the ideas to their partner until finally the share the result of discussion to the whole class. From those activities, they can have question and answer from the learning activities

that stimulate them in composing the last result of writing. After finishing, the researcher was corrected the mistakes that most of the students do in their writing activity. Thus, researcher explained about writing recount text that had been learned so that students understood about the material. In closing the researcher made conclusion about material today. Then the researcher told about the material for next meeting. The researcher closed the meeting and said goodbye.

The second treatment was administrated on Friday, November 25<sup>th</sup>, 2022. Before began the activity, the researcher asked the students about material in the last meeting. Next, the researcher explained the general difficulties from the students' writing activity in last meeting. Actually some students still made mistake in making a spelling, vocabulary, grammar in composing paragraph while group activities.

In while teaching, the researcher taught the material about "my first experience going to grandmother's house". The researcher provoked the students' thinking with a question and they could take a few moments to think about the questions. Then, paired the students up asked the students to share their thought with their partner to draw or unify ideas. After the students discuss and write the idea of the topic, they would share their result of discussion to the whole class. Then, the other groups are asked to give question or comment to the group who present their result. Finally, after those activities, the students are asked to rewrite the text individually by using their own words. After finished the learning activities, the researcher made conclusion and appreciate the students' group works activities. The, researcher explains the students about their mistake in composing paragraph relate to the generic structure of recount text and lees mistake in vocabulary. But, the students become more interactive in making text in writing recount activities. In closing step, the researcher made conclusion about the material today and the researcher told the material for the next meeting. The researcher closed the lesson and said goodbye.

The third treatment was administrated on Wednesday, December 30<sup>nd</sup>, 2022. In the third treatment, the last meeting, there were many improvements in students' writing recount ability when they were asked to discuss and share in classroom about the topic "My First holiday". They looked enthusiastic and attractive in doing English lesson in the class especially in writing and group activities. The researcher started the teaching learning process by taught the material about writing recount text. The topic of last meeting was "My First holiday". The researcher provoked the students' thinking with a question and they could take a few moments to think about the questions. Then, paired the students up asked the students to share their thought with their partner to draw or unify ideas. After the students discuss and write the idea of the topic, they would share their result of discussion to the whole class. Then, the other groups are asked to give question or comment to the group who present their result. Finally, after those activities, the students are asked to rewrite the text individually by using their own words. After finishing the learning activities, the researcher make conclusion and explain the students about their mistake in composing the text. But, the students become have more capability in arrange the sentence and paragraph, have more appropriate vocabulary to deliver meaning, and being interactive in making words at learning activities.

After finishing, the researcher appreciates and corrected the mistakes that most of the students do in their writing activities. The result from their work was better that first and second meeting. In closing, the researcher made conclusion about material today. Then the researcher told about the post-test for the next meeting. The researcher closed the lesson and said goodbye.

After finishing the treatments, the researcher conducted post-test for experimental class and control class. Both control and experimental class were tested with different test item. The post-test in experimental class was conducted on December 02<sup>nd</sup> 2022 and control class on December 03<sup>rd</sup>2022. In the post-test, the result was shown that mean in control class was 71.76 and

mean in experimental class was 78.75.

The result of previous research had been done by Intaniya with investigated the effectiveness of think pair share techniques on students' ability to write descriptive text. Her finding showed that TPS is effective to improve students' writing, especially in writing descriptive text.<sup>1</sup> Meanwhile in this research, the students become more fun, interactive, and capable in arrange a good paragraph. It can improve their confidents and awareness of using good vocabulary and grammar in composing text especially recount text that can influence their achievement in writing ability.

The result of another previous research had been done by Septya with improving students' Reading Comprehension by using Think- Pair- Share.<sup>2</sup> The result showed that the implementation of TPS is successful to improve students' reading comprehension and it can be seen from the post-test f each cycle from 62.4 to 73.3 .Meanwhile, in this research, this activity supported students to learn how they create the ideas by thinking alone before they discuss to their group that lead them to the group activities before they continue to bigger circle of group which is the whole class. They also felt free and confident in discussing their point of view in question and answer section.

The result of data analysis by using SPSS showed that the use of TPS in writing recount text seemed to be applicable for the eight grade of SMP 2 Anak Tuha. The mean in pre-test score of experimental class was 67.18 and in the post-test score was 78.75, while the mean in the pre-test score of control class was 66.31 and in the post-test was 71.16. It can be seen that the students' post-test score in experimental class was higher than

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<sup>1</sup> Intaniya Fathanty Lukman, The Effectiveness of Thnik-Pair-Share Technique on Students' Ability to Write Descriptive Texts on English Grade Students of SMPN 3 Sinjain, (Makassar: UIN ALAUDDIN, 2016), p.i

<sup>2</sup> Nurmalinda Septya, Improving Students' Reading Comprehension By Using Think- Pair- Share (Tps) Technique At The First Semester Of The Eighth Grade Of Smp N 1 Metro Kibang In The Academic Year Of 2019/2020. (Lampung: UIN Raden Intan, 2019), p. 1

students' post-test score in controlclass. It means that the treatments of using TPS have significant effect towards students' writing recount text ability.

In conclusion, the researcher concluded that TPS made the students more attractive and interactive in learning writing especially Recount text; it also can help them in making good sentence in composing the paragraph such as recount text, improve their new vocabulary, and help them in create the idea in writing by interactive activity in sharing section. Finally, there is significant effect of Think Pair Share towards students' writing recount text ability at the eight grade of SMP 2 Anak Tuha in the academic year of 2022/2023.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

At the end of the research, the post-test was given to measure the effect of TPS teaching writing recount text. The post-test was given in both classes after treatments done. The mean score of post-test in experimental class was 78.75 and mean of post-test in control class was 71.16. It can be seen that the students' post-test score in experimental class was higher than students' post test score in control class.

In the previous chapter, the data was statistically analyzed. The result of the data analysis can be seen from sig (2-tailed) of equal variance assumed in the independent sample test table where the sig (2-tailed) is 0.0030. It is lower than  $\alpha=0.05$  and it means that  $H_0$  is rejected and  $H_a$  accepted.

Based on the result of the data analysis, it can be concluded that there is significant effect of using TPS technique towards students' writing ability in recount text at the Eighth grade of of SMP 2 Anak Tuha in 2022/2023 academic year.

#### B. Suggestion

Based on the result of this research, the suggestions are given to as follows:

1. Suggestion to the teacher
  - a. It was found out that TPS can help students to encouraged their writing ability in Recount text, thus the teacher can use this kind of activities to teach and encourage the students' writing process.
  - b. In using Think Pair Share, the teacher should use the time effectively for the students, so the students can understand and get the text structure and how to make a good paragraph, more

appropriated vocabulary and grammar in composing their writing.

- c. It is very beneficial for students if the teachers always share the students' error and mistakes. The students know their mistake and they know how to revise it

## 2. Suggestion to the students

- a. Through TPS technique in teaching writing, the students are expected to be no longer stuck in creating and arrange the ideas in written form. They could ask their peers to provide discussion for their writing.
- b. The students should try hard and practice writing skill in order to encourage their ability in writing.
- c. In TPS, the students should be active or attractive to discuss with their partner in group so that they can make a true and good result according to topic provided.

## 3. For the Other researchers

- a. TPS was used to help students of Junior High School, especially in the eighth grade on writing recount text. Further, other researcher is expected can give an informative input to other researchers who want to conduct similar researches.
- b. It is possible for other researchers to conduct experiment or action research to improve speaking or other dependent variables through TPS. It is also possible for them to design the same topic from the level of vocational high school to the university based on their need and condition.



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# APPENDICES







## Appendix 1

**Day/Date** : September, 06<sup>th</sup> 2021

**Place** : SMP N 2 Anak Tuha

**Interviewer** : Fajria Sri Anggraeni

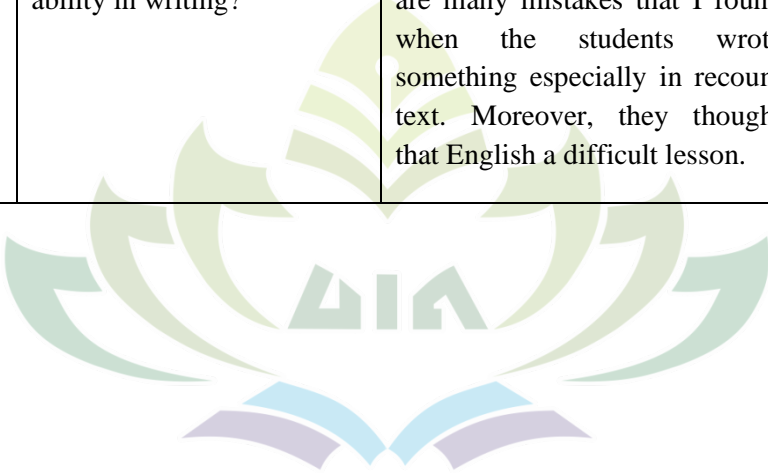
**Interviewee** : Erna Rahmawati, S.Pd

### Interview for the Teacher in Preliminary Research

#### Interview for the Teacher

NO.	QUESTION	ANSWER
1.	How long have you been teaching English?	I have been teaching in SMP N 2 Anak Tuha for 7 years, since 2014.
2.	How many students of eighth grade are here?	The students of eighth grade in this school are 127 students
3.	Do you have methods, strategies, or techniques in teaching?	I usually did not use a specific technique or strategies, most of learning activity I explain the material for students and the students do their work individually
4.	How about the writing activity, do you apply the specific technique? Especially in recount text?	Actually, I give the students chance to do their work in writing as individual so that most of activity in writing they use self-correction technique. Thus, they can correct they written work by using their knowledge.

4.	Do you have difficulties in teaching English? If yes, please explain about it.	Yes, I have. There are some difficulties in teaching English such as the students' lack of interest in learning process. They thought that English is difficult to be learnt. Besides, many vocabulary that cannot be understood and memorized by the students. So, that I must explain it more.
5.	How are the students' ability in writing?	I think it is quite good, but there are many mistakes that I found when the students wrote something especially in recount text. Moreover, they thought that English a difficult lesson.



## Appendix 2

### Interview of students

#### Student 1.

NO	QUESTIONS	ANSWERS
1.	What are your problems in learning writing?	I got difficulties to make a good sentence. Also still lack of vocabulary mastery.
2.	How about recount text, have you learned about it?	Yes I have
3.	What are the problems that you find in writing recount text?	Sometimes I feel confused because I got difficulties to express my ideas.
4.	What do you think about teacher's technique in learning recount text?	The teacher did not teach by using interesting technique, I thought that in classroom activities I don't have much chance to get interaction with the teacher and friends.

#### Student 2.

NO	QUESTIONS	ANSWERS
1.	What are your problems in learning writing?	I do not have many vocabularies, so I got the difficulty in writing English. I still need to see dictionary to find what vocabulary I should use

2.	How about recount text, have you learned about it?	Yes I have. It is about tell the story that we have experiences
3.	What are the problems that you find in writing recount text?	Recount text is not easy for me. I cannot write it well. I have no idea to make some paragraphs, because i don't have many vocabularies.
4.	What do you think about teacher's technique in learning recount text?	The teacher did not use interesting technique in teaching recount text, so I feel bored in learning English.

### Student 3.

NO	QUESTIONS	ANSWERS
1.	What are your problems in learning writing?	I cannot make a good sentence. Because I still got difficult in vocabulary mastery.
2.	How about recount text, have you learned about it?	Yes I have, about our experience. Maybe holyday etc.
3.	What are the problems that you find in writing recount text?	Recount text is a fun subject for me because we learn about persons' experience, etc. However, I still got difficulties to make a good sentence or paragraph. I have no idea to make some paragraphs, because i don't

		have many vocabularies, and I dot really understand about grammar.
4.	What do you think about teacher's technique in learning recount text?	The teacher did not use interactive technique in teaching recount text, so I thought I got difficulties to ask and discuss about what is in my mind.



### Appendix 3

#### SILABUS PEMBELAJARAN KURIKULUM 2013 REVISI

<b>Satuan Pendidikan</b>	: SMP/MTs
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas</b>	: VIII (Delapan)

#### Kompetensi Inti

- KI 1 : Menghargai dan 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 pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.  
 KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menyatakan tentang kegiatan, kejadian, peristiwa, pendek dan sederhana tentang pengalaman menyenangkan, pengalaman</p>	<p>Teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa</p> <ul style="list-style-type: none"> <li>- <i>Fungsi sosial</i></li> </ul> <p>Melaporkan, meladani, membanggakan, berbagi pengalaman, dsb.</p> <ul style="list-style-type: none"> <li>- <i>Struktur text</i> (gagasan utama dan informasi rinci)</li> </ul> <p>a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang(-orang) yang terlibat, tempat, waktu, dsb dari</p>	<p>Mengamati</p> <ul style="list-style-type: none"> <li>• Menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</li> <li>• Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.</li> <li>• Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut.</li> </ul> <p>Menanya</p> <p>Dengan bimbingan dan arahan</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> <li>• Tingkat ketercapaian fungsi sosial teks teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana.</li> <li>• Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menayakan tentang</li> </ul>	<p>16 JP</p>	<ul style="list-style-type: none"> <li>• Buku Teks wajib</li> <li>• Keteladanan ucapan dan tindakan guru menggunakan akan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan</li> </ul>

<p>memalukan, pengalaman buruk, dan pengalaman yang tak terlupakan, sesuai dengan konteks penggunaannya</p> <p>a</p>	<p>peristiwa/kejadian/ pengalaman yang akan disampaikan</p> <p>b. Menguraikan urutan kejadian secara kronologis, urut dan runtut.</p> <p>c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/ pengalaman yang telah disampaikan (opsional).</p>	<p>guru, 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"> <li>• Secara kolaboratif, mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</li> <li>• 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.</li> <li>• Membaca semua teks</li> </ul>	<p>kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i>.</p> <ul style="list-style-type: none"> <li>• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</li> <li>• Sikap tanggung jawab, kerjasama, cinta damai, dan percaya</li> </ul>	<p>akurat</p> <ul style="list-style-type: none"> <li>• Contoh teks dari sumber otentik</li> <li>• Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americaneenglish.com">http://americaneenglish.com</a></li> <li>- <a href="http://ish.sta.te.gov/files/answerfiles">http://ish.sta.te.gov/files/answerfiles</a></li> <li>- <a href="http://earnenglish.blogspot.com">http://earnenglish.blogspot.com</a></li> </ul> </li> </ul>
<p>4.14 Menangkap makna teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa pengalaman menyenangkan, pengalaman memalukan,</p>	<p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>- <i>Unsur kebahasaan</i></p> <p>(1) Kata kerja dalam Simple Past tense, Past Continuous</p>			



<p>pengalaman buruk, dan pengalaman yang tak terlupakan.</p> <p>4.15 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa pengalaman menyenangkan, pengalaman memalukan, pengalaman buruk, dan pengalaman yang tak</p>	<p>Tense</p> <p>(2) Kosakata: kata kerja yang menunjuk tindakan atau kegiatan</p> <p>(3) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(4) Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, on Monday, an hour ago, immediately</i>, dsb.</p> <p>(5) Penggunaan nominal singular dan</p>	<p>tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> <li>- fungsi sosial setiap teks</li> <li>- orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan</li> <li>- urutan kejadian secara kronologis, urut dan runtut</li> <li>- komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional, jika ada)</li> <li>- kosakata, tata bahasa,</li> </ul>	<p>diri yang menyertai tindakan menyebutkan dan menanyakan tentang kegiatan, dan kejadian, dan peristiwa dalam teks <i>recount</i>.</p> <p>CARA PENILAIAN: SIKAP</p> <ul style="list-style-type: none"> <li>- Observasi</li> <li>• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap</li> </ul>	<p><a href="http://ritishcouncil.org/en/">ritishcouncil.org/en/</a> / <a href="https://www.google.com/">https://www.google.com/</a></p>
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<p>terlupakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>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><i>Topik</i></p> <p>Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan</p>	<p>ucapan, tekanan kata, ejaan, tanda baca yang digunakan</p> <ul style="list-style-type: none"> <li>• Secara kolaboratif 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.</li> </ul> <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> <li>• 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 atas.</li> <li>• Memperoleh balikan (<i>feedback</i>) dari guru dan</li> </ul>	<p>tahapan.</p> <ul style="list-style-type: none"> <li>• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p>- Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan</p>	
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	<p>memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan.</p> <p>Mengomunikasikan</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan</li> </ul>	<p>menghasilkan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, termasuk kemudahan dan kesulitannya.</p> <p><b>PENGETAHUAN</b></p> <ul style="list-style-type: none"> <li>• Tes tertulis</li> </ul> <p>Membaca dan menulis teks <i>recount</i> yang menuntut pemahaman dan pemaparan tentang kegiatan, kejadian, dan peristiwa.</p> <p><b>KETERAMPILAN</b></p>		
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		<p>ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> <li>• Memicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<ul style="list-style-type: none"> <li>• Portofolio</li> <li>- Penilaian melalui karya-karya peserta didik dalam bentuk teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa nyata di lingkungan sekitar yang telah dibuat melalui tahap draf, telaah, perbaikan sampai menghasilkan karya terbaik sesuai dengan fungsi sosialnya.</li> <li>- Kumpulan</li> </ul>	
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		<p>karya teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa yang telah dibuat.</p> <ul style="list-style-type: none"> <li>- Kumpulan hasil analisis tentang beberapa teks <i>recount</i> karya peserta didik.</li> <li>- Lembar soal dan hasil tes</li> </ul> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p>		

			<p>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.</p>		
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## Appendix 4

### Lesson Plan for Experimental Class

#### - First Meeting

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Nama Sekolah</b>	<b>: SMPN 2 ANAK TUHA</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas</b>	<b>: VIII/</b>
<b>Skill</b>	<b>: Writing</b>
<b>Alokasi Waktu</b>	<b>: 2x JP</b>

#### A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), sabbun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) 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.

#### B. Kompetensi Dasar (KD)

3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.14 Menangkap makna teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.

4.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **C. Indikator Pencapaian Kompetensi**

#### **1. Indikator KD pada KI Pengetahuan**

- 3.11.2 Memahami pengertian, tujuan serta bagian dari teks *recount*
- 3.11.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana berbentuk *personal experiences*, *happiness*, *sadness*, and *unforgettable experience*, sesuai dengan konteks penggunaannya.
- 3.11.3 Menganalisis unsur kebahasaan beberapa teks *recount* lisan dan tulis.

### **D. Tujuan Pembelajaran**

Setelah Proses Pembelajaran Siswa dapat:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks *recount* sederhana berbentuk *personal experience*.
2. Menunjukkan perilaku peduli, percaya diri dan tanggungjawab dalam melaksanakan komunikasi terkait teks *recount* sederhana berbentuk *personal experience*.
3. Mengidentifikasi fungsi social, struktur teks dan unsure kebahasaan dari teks *recount* sederhana berbentuk.
4. Merespon makna teks *recount* sederhana berbentuk *personal experience*.
5. Menulis kalimat dengan menggunakan bentuk *Simple Past Tense*

### **E. Materi Pembelajaran**

#### **Materi Pokok:**

##### 1. Pengertian *Recount* Teks

'*recount text* is a text that retells past events or experiences. The aim is to inform or entertain the reader. For some people maybe the past should not always be remembered. But in *recount text*, everything is related to the past. In this text, someone talks or writes about the experience



they have experienced. The events they have experienced are reviewed in this text. While reviewing, the event should be detailed and clear. Therefore, recount text is a text that covers the past based on their experience.

Examples of recount text are, Came Late to school, My Holiday In Bandung, Travel on the train for the First Time

Ciri recount text

adalah:

1. Noun as a personal pronoun such as Hasan, Devy, Dani, etc.
  2. Individual Participant, focused on specific participant's story.
  3. Past tense such as went, ate, ran, etc
  4. Time connective and conjunction to sequence the events, such as after, before, then, after that, etc.
  5. Action verbs, a verb that shows the events or occurrence, such as stayed, climbed, killed, etc.
  6. Adverb and adverb phrase to show place, time and way.
2. Generic Structure of Recount Text :
- a. Orientation is providing information about who, where, and when;
  - b. Events is describing series of event usually recounted in chronological order;
  - c. Reorientation is rounds of the sequence events.

Related to the explanation about it means that recount text consist of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and orientation which states personal comment of the writer.

➤ **Contoh Recount Text**  
**Came Late to school**

**(Orientation)** Last wednesday, I came late to my school because I played playstation untill 2.00 am in the night. Because that I woke up late.

**(Event)** I woke up about 6.30 am and the class would be began at 7.00 am. I ran to bathroom to take a bath. I usually had a breakfast after took a bath, but in that day I did not do that.

I always went to school by my moyorcycle. But in that day, I forgot where I put the key. So, I went to the school by public transporation. It made me took a longer time. I arrived at school at 7.15 am, I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late.

**(Reorientation)** It was my bad experience and I hoped I would not do that again.

**F. Pendekatan, Strategi dan Metode Pembelajaran**

Pendekatan : Scientifik/5M (Mengamati, Menanya, Menalar, Mencoba, Membentuk, Jejaring)

Strategi : Cooperative.

Metode Pembelajaran : Think pair Share

**G. Kegiatan Pembelajaran**

<b>Kegiatan</b>	<b>Deskripsi</b>
Pendahuluan	Memberi salam Manyanayakan kepada siswa mengenai kesiapan dan kenyamanan untuk belajar Mempersilahkan salah satu siswa memimpin doa Menanyakan kehadiran siswa Guru menyampaikan informasi mengenai tujuan pembelajaran dan

	indikator yang akan dicapai
Inti	<p><b>Mengamati</b> Guru mengamati siswa saat guru menjelaskan tentang recount text (pengertian, ciri dan generic structure) dari recount text. Guru mengontrol aktifitas siswa siswi dalam belajar.</p> <p><b>Mempertanyakan</b> Guru bertanya kepada siswa tentang pemahaman siswa terhadap materi yang telah dijelaskan guru. Guru menanyakan tentang kesulitan siswa siswi dalam memahami materi yang diberikan.</p> <p><b>Mengeksplorasi</b> Siswa diberikan topic yang menarik tentang recount text. Siswa diberikan waktu 2-3 menit untuk “silent period” untuk memikirkan topic, outline and genre nya. Siswa diminta membagi pemikiran nya ke partner mereka untuk membentuk sebuah ide Siswa membentuk grup yang terdiri dari 4-5 orang untuk membuat konsep baru dari pemikiran mereka Setiap grup diminta membagikan ide-idenya ke seluruh siswa di kelas, Siswa dipersilahkan memberi pertanyaan, komen, atau saran untuk kelompok yang maju kedepan. Siswa diminta menulis ulang text menggunakan bahasa mereka sendiri</p> <p><b>Mengasosiasi</b> Guru memberikan sedikit kosa kata</p>

	<p>dalam membuat recount text.</p> <p>Guru meminta siswa mengumpulkan tugas tersebut.</p> <p><b>Mengkomunikasikan</b></p> <p>Guru dan siswa siswi bertanya jawab untuk menyimpulkan materi yang telah dipelajari</p> <p>Guru akan mengecek tugas menulis recount teks siswa siswi yang telah dikerjakan siswa siswi untuk mengetahui hasil yang diperoleh siswa siswi.</p>
Penutup	<p>Evaluasi untuk mengukur ketercapaian tujuan pembelajaran</p> <p>Siswa melakukan refleksi tentang pelaksanaan pembelajaran</p> <p>Mengucapkan salam.</p>

## H. Penilaian, Pembelajaran Remedial dan Pengayaan

### Kriteria Penilaian:

- Tingkat ketercapaian fungsi sosial dari teks recount dengan memberi dan meminta informasi terkait personal experience serta pelajaran yang bisa di petik dari cerita dengan konteks penggunaannya.
- Tingkat kelengkapan dan keruntutan struktur teks recount dengan memberi dan meminta informasi terkait personal experience serta pelajaran yang bisa di petik dari cerita dengan konteks penggunaannya
- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi

a. **Writing : Write a recount text**

**The Scoring Rubric of Writing Penilaian Pengetahuan (Tes Tulis)**

No	The element of written	Score
1	Content	20
2	Organization	20
3	Vocabulary	20
4	Language	30
5	Mechanics	10
<b>Total</b>		<b>100</b>

b. **Instrument Tes Tulis** : Digunakan untuk mengetahui pengetahuan peserta didik pada materi recount text.

**I. Sumber Belajar**

- buku bahasa inggris , internet, dan gambar – gambar yang terkait dengan materi.
- White board, board marker, card.

Guru Mata Pelajaran

Bandar Lampung, 2022  
Peneliti

**Erna Rahmawati, S.Pd**

NIP. 197208122007012009

**Fajria Sri Anrrageni**

NPM. 1611040357

Mengetahui,  
Kepala SMPN 2 ANAK TUHA

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**Lesson Plan for Experimental Class**  
**- Second Meeting**

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

**Nama Sekolah** : SMPN 2 ANAK TUHA  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : VIII/  
**Skill** : Writing  
**Alokasi Waktu** : 2x JP

**A. Kompetensi Inti (KI)**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) 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.

**B. Kompetensi Dasar (KD)**

3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.14 Menangkap makna teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.

4.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **C. Indikator Pencapaian Kompetensi**

#### **1. Indikator KD pada KI Pengetahuan**

3.11.2 Memahami pengertian, tujuan serta bagian dari teks *recount*

3.11.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana berbentuk *personal experiences, happiness, sadness, and unforgettable experience*, sesuai dengan konteks penggunaannya.

3.11.3 Menganalisis unsur kebahasaan beberapa teks *recount* lisan dan tulis.

### **D. Tujuan Pembelajaran**

Setelah Proses Pembelajaran Siswa dapat:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks *recount* sederhana berbentuk *personal experience*.
2. Menunjukkan perilaku peduli, percaya diri dan tanggungjawab dalam melaksanakan komunikasi terkait teks *recount* sederhana berbentuk *personal experience*.
3. Mengidentifikasi fungsi social, struktur teks dan unsure kebahasaan dari teks *recount* sederhana berbentuk.
4. Merespon makna teks *recount* sederhana berbentuk *personal experience*.
5. Menulis kalimat dengan menggunakan bentuk Simple Past Tense

## E. Materi Pembelajaran

### Materi Pokok:

#### 1. Pengertian Recount Teks

'recount text is a text that retells past events or experiences. The aim is to inform or entertain the reader. For some people maybe the past should not always be remembered. But in recount text, everything is related to the past. In this text, someone talks or writes about the experience they have experienced. The events they have experienced are reviewed in this text. While reviewing, the event should be detailed and clear. Therefore, recount text is a text that covers the past based on their experience.

Examples of recount text are, Came Late to school, My Holiday In Bandung, Travel on the train for the First Time  
Ciri recount text adalah:

1. Noun as a personal pronoun such as Hasan, Devy, Dani, etc.
  2. Individual Participant, focused on specific participant's story.
  3. Past tense such as went, ate, ran, etc
  4. Time connective and conjunction to sequence the events, such as after, before, then, after that, etc.
  5. Action verbs, a verb that shows the events or occurrence, such as stayed, climbed, killed, etc.
  6. Adverb and adverb phrase to show place, time and way.
2. Generic Structure of Recount Text :
- a. Orientation is providing information about who, where, and when;
  - b. Events is describing series of event usually recounted in chronological order;
  - c. Reorientation is rounds of the sequence events.

Related to the explanation about it means that recount text consist of orientation which introduces the participants, place and time, evens which describe some



events that happened in the past, and orientation which states personal comment of the writer.

➤ **Contoh Recount Text**

**My Holiday In Bandung**

**(Orientation)** Last holiday, I went to Bandung with my friends, Asep. we spent our holiday there. we went to bandung by bus. The bus schedule from Indramayu was at 07.00 AM and arrived in Bandung at 11.30 AM.

**(Events)** In the first day, we went to Bandung zoo. The ticket price was only Rp 30.000. The animals collection there were very complete. In the next day, we went to geological museum and talked with the guide about geology. It made us understood about geology. we saw rocks collection there. After that, I went to Bandung bus station because we had to go home to Indaramayu.

**(Reorientation)** My holiday in Bandung was only two days but It made me happy. .

**F. Pendekatan, Strategi dan Metode Pembelajaran**

Pendekatan : Scientifik/5M (Mengamati, Menanya, Menalar, Mencoba, Membentuk, Jejaring)

Strategi : Cooperative.

Metode Pembelajaran : Think pair Share

**G. Kegiatan Pembelajaran**

<b>Kegiatan</b>	<b>Deskripsi</b>
Pendahuluan	Memberi salam Manyanayakan kepada siswa mengenai kesiapan dan kenyamanan untuk belajar Mempersilahkan salah satu siswa

	<p>memimpin doa</p> <p>Menanyakan kehadiran siswa</p> <p>Guru menyampaikan informasi mengenai tujuan pembelajaran dan indikator yang akan dicapai</p>
Inti	<p><b>Mengamati</b></p> <p>Guru mengamati siswa saat guru menjelaskan tentang recount text (pengertian, ciri dan generic structure) dari recount text.</p> <p>Guru mengontrol aktifitas siswa siswi dalam belajar.</p> <p><b>Mempertanyakan</b></p> <p>Guru bertanya kepada siswa tentang pemahaman siswa terhadap materi yang telah dijelaskan guru.</p> <p>Guru menanyakan tentang kesulitan siswa siswi dalam memahami materi yang diberikan.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>- Siswa diberikan topic yang menarik tentang recount text.</li> <li>- Siswa diberikan waktu 2-3 menit untuk “silent period” untuk memikirkan topic, outline and genre nya.</li> <li>- Siswa diminta membagi pemikirannya ke partner mereka untuk membentuk sebuah ide</li> <li>- Siswa membentuk grup yang terdiri dari 4-5 orang untuk membuat konsep baru dari pemikiran mereka</li> </ul>

	<ul style="list-style-type: none"> <li>- Setiap grup diminta membagikan ide-idenya ke seluruh kelas,</li> <li>- Siswa dipersilahkan memberi pertanyaan, komen, atau saran untuk kelompok yang maju kedepan.</li> <li>- Siswa diminta menulis ulang text menggunakan bahasa mereka sendiri</li> </ul> <p><b>Mengasosiasi</b> Guru memberikan sedikit kosa kata dalam membuat recount text. Guru meminta siswa mengumpulkan tugas tersebut.</p> <p><b>Mengkomunikasikan</b> Guru dan siswa siswi bertanya jawab untuk menyimpulkan materi yang telah dipelajari Guru akan mengecek tugas menulis recount teks siswa siswi yang telah dikerjakan siswa siswi untuk mengetahui hasil yang diperoleh siswa siswi.</p>
Penutup	<p>Evaluasi untuk mengukur ketercapaian tujuan pembelajaran Siswa melakukan refleksi tentang pelaksanaan pembelajaran Mengucapkan salam.</p>

## H. Penilaian, Pembelajaran Remedial dan Pengayaan

### Kriteria Penilaian:

- Tingkat ketercapaian fungsi sosial dari teks recount dengan memberi dan meminta informasi terkait personal experience serta pelajaran yang bisa di petik dari cerita dengan konteks penggunaannya.
- Tingkat kelengkapan dan keruntutan struktur teks recount dengan memberi dan meminta informasi terkait personal experience serta pelajaran yang bisa di petik dari cerita dengan konteks penggunaannya
- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi

#### a. Writing : Write a recount text

### The Scoring Rubric of Writing Penilaian Pengetahuan (Tes Tulis)

No	The element of written	Score
1	Content	20
2	Organization	20
3	Vocabulary	20
4	Language	30
5	Mechanics	10
<b>Total</b>		<b>100</b>

b. **Instrument Tes Tulis** : Digunakan untuk mengetahui pengetahuan peserta didik pada materi recount text.

## I. Sumber Belajar

- buku bahasa inggris , internet, dan gambar – gambar yang terkait dengan materi.
- White board, board marker, card.

Guru Mata Pelajaran

Bandar Lampung,  
Peneliti

2022

**Erna Rahmawati, S.Pd**  
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**Lesson Plan for Experimental Class**  
**- Third Meeting**

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

**Nama Sekolah** : SMPN 2 ANAK TUHA  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : VIII/  
**Skill** : Writing  
**Alokasi Waktu** : 2x JP

**E. Kompetensi Inti (KI)**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), sabbatun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) 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.

**F. Kompetensi Dasar (KD)**

3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.14 Menangkap makna teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.

4.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **G. Indikator Pencapaian Kompetensi**

### **2. Indikator KD pada KI Pengetahuan**

3.11.3 Memahami pengertian, tujuan serta bagian dari teks *recount*

3.11.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana berbentuk *personal experiences, happiness, sadness, and unforgettable experience*, sesuai dengan konteks penggunaannya.

3.11.3 Menganalisis unsur kebahasaan beberapa teks *recount* lisan dan tulis.

## **H. Tujuan Pembelajaran**

Setelah Proses Pembelajaran Siswa dapat:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks *recount* sederhana berbentuk *personal experience*.

2. Menunjukkan perilaku peduli, percaya diri dan tanggungjawab dalam melaksanakan komunikasi terkait teks *recount* sederhana berbentuk *personal experience*.

3. Mengidentifikasi fungsi sosial, struktur teks dan unsure kebahasaan dari teks *recount* sederhana berbentuk.

4. Merespon makna teks *recount* sederhana berbentuk *personal experience*.

5. Menulis kalimat dengan menggunakan bentuk *Simple Past Tense*

## E. Materi Pembelajaran

### Materi Pokok:

#### 1. Pengertian Recount Teks

'recount text is a text that retells past events or experiences. The aim is to inform or entertain the reader. For some people maybe the past should not always be remembered. But in recount text, everything is related to the past. In this text, someone talks or writes about the experience they have experienced. The events they have experienced are reviewed in this text. While reviewing, the event should be detailed and clear. Therefore, recount text is a text that covers the past based on their experience.

Examples of recount text are, Came Late to school, My Holiday In Bandung, Travel on the train for the First Time

Ciri recount text adalah:

1. Noun as a personal pronoun such as Hasan, Devy, Dani, etc.
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6. Adverb and adverb phrase to show place, time and way.

#### 2. Generic Structure of Recount Text :

- a. Orientation is providing information about who, where, and when;.
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- c. Reorientation is rounds of the sequence events.

Related to the explanation about it means that recount text consist of orientation which introduces the participants, place and time, events which describe some



events that happened in the past, and orientation which states personal comment of the writer.

➤ **Contoh Recount Text**

**Travel on the train for the First Time**

**(Orientation)** Last year, I was Eighteen years old. I had graduated from my senior high school and I wanted to continue my education in Yogyakarta. . . I lived with my family in Cirebon during eighteen years So, I would live alone there and it was new experience for me.

**(Event)** I went to yogyakarta by train, Before I came to the train station, I did not know how to check-in. All procedures were so new to me. Fotunately, a security guard helped me and gave me some directions to check-in. After that I entered to the train and sat on the chair.

I listened to the song and I was Really enjoy when I was in the train.

**(Reorientation)** After 5 hours in the train , finally I arrived in Yogyakarta. I would start my new life in yogyakarta. I was really excited to start my new adventure my new city.

**F. Pendekatan, Strategi dan Metode Pembelajaran**

Pendekatan : Scientifik/5M (Mengamati, Menanya, Menalar, Mencoba, Membentuk, Jejaring)

Strategi : Cooperative.

Metode Pembelajaran : Think pair Share

**G. Kegiatan Pembelajaran**

<b>Kegiatan</b>	<b>Deskripsi</b>
Pendahuluan	Memberi salam Manyanayakan kepada siswa mengenai kesiapan dan kenyamanan untuk belajar Mempersilahkan salah satu siswa

	<p>memimpin doa</p> <p>Menanyakan kehadiran siswa</p> <p>Guru menyampaikan informasi mengenai tujuan pembelajaran dan indikator yang akan dicapai</p>
Inti	<p><b>Mengamati</b></p> <p>Guru mengamati siswa saat guru menjelaskan tentang recount text (pengertian, ciri dan generic structure) dari recount text.</p> <p>Guru mengontrol aktifitas siswa siswi dalam belajar.</p> <p><b>Mempertanyakan</b></p> <p>Guru bertanya kepada siswa tentang pemahaman siswa terhadap materi yang telah dijelaskan guru.</p> <p>Guru menanyakan tentang kesulitan siswa siswi dalam memahami materi yang diberikan.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>- Siswa diberikan topic yang menarik tentang recount text.</li> <li>- Siswa diberikan waktu 2-3 menit untuk “silent period” untuk memikirkan topic, outline and genre nya.</li> <li>- Siswa diminta membagi pemikirannya ke partner mereka untuk membentuk sebuah ide</li> <li>- Siswa membentuk grup yang terdiri dari 4-5 orang untuk membuat konsep baru dari pemikiran mereka</li> </ul>

	<ul style="list-style-type: none"> <li>- Setiap grup diminta membagikan ide-idenya ke seluruh kelas,</li> <li>- Siswa dipersilahkan memberi pertantaa, komen, atau saran untuk kelompok yang maju kedepan.</li> <li>- Siswa diminta menulis ulang text menggunakan bahasa mereka sendiri</li> </ul> <p><b>Mengasosiasi</b> Guru memberikan sedikit kosa kata dalam membuat recount text. Guru meminta siswa mengumpulkan tugas tersebut.</p> <p><b>Mengkomunikasikan</b> Guru dan siswa siswi bertanya jawab untuk menyimpulkan materi yang telah dipelajari Guru akan mengecek tugas menulis recount teks siswa siswi yang telah dikerjakan siswa siswi untuk mengetahui hasil yang diperoleh siswa siswi.</p>
Penutup	<p>Evaluasi untuk mengukur ketercapaian tujuan pembelajaran Siswa melakukan refleksi tentang pelaksanaan pembelajaran Mengucapkan salam.</p>

## H. Penilaian, Pembelajaran Remedial dan Pengayaan

### Kriteria Penilaian:

- Tingkat ketercapaian fungsi sosial dari teks recount dengan memberi dan meminta informasi terkait personal experience serta pelajaran yang bisa di petik dari cerita dengan konteks penggunaannya.

- Tingkat kelengkapan dan keruntutan struktur teks recount dengan memberi dan meminta informasi terkait personal experience serta pelajaran yang bisa di petik dari cerita dengan konteks penggunaannya
  - Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi
- c. **Writing : Write a recount text**

**The Scoring Rubric of Writing Penilaian Pengetahuan (Tes Tulis)**

No	The element of written	Score
1	Content	20
2	Organization	20
3	Vocabulary	20
4	Language	30
5	Mechanics	10
<b>Total</b>		<b>100</b>

d. **Instrument Tes Tulis** : Digunakan untuk mengetahui pengetahuan peserta didik pada materi recount text.

**J. Sumber Belajar**

- buku bahasa inggris , internet, dan gambar – gambar yang terkait dengan materi.
- White board, board marker, card.

Guru Mata Pelajaran

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Kepala SMPN 2 ANAK TUHA



**Appendix 5****Lesson Plan for Control Class****- First Meeting****RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)****Nama Sekolah : SMPN 2 ANAK TUHA****Mata Pelajaran : Bahasa Inggris****Kelas : VIII/****Skill : Writing****Alokasi Waktu : 2x JP****I. Kompetensi Inti (KI)**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), sabtun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

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

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## J. Kompetensi Dasar (KD)

- 3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.14 Menangkap makna teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.
- 4.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## K. Indikator Pencapaian Kompetensi

### 3. Indikator KD pada KI Pengetahuan

- 3.11.4 Memahami pengertian, tujuan serta bagian dari teks *recount*
- 3.11.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana berbentuk *personal experiences, happiness, sadness, and unforgettable experience*, sesuai dengan konteks penggunaannya.
- 3.11.3 Menganalisis unsur kebahasaan beberapa teks *recount* lisan dan tulis.

## L. Tujuan Pembelajaran

Setelah Proses Pembelajaran Siswa dapat:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks *recount* sederhana berbentuk *personal experience*.
2. Menunjukkan perilaku peduli, percaya diri dan tanggungjawab dalam melaksanakan komunikasi terkait teks *recount* sederhana berbentuk *personal experience*.
3. Mengidentifikasi fungsi social, struktur teks dan unsure kebahasaan dari teks *recount* sederhana berbentuk.
4. Merespon makna teks *recount* sederhana berbentuk *personal experience*.
5. Menulis kalimat dengan menggunakan bentuk Simple Past Tense

## E. Materi Pembelajaran

### Materi Pokok:

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- a. Orientation is providing information about who, where, and when;
  - b. Events is describing series of event usually recounted in chronological order;
  - c. Reorientation is rounds of the sequence events.
- Related to the explanation about it means that recount text consist of orientation which introduces the



participants, place and time, events which describe some events that happened in the past, and orientation which states personal comment of the writer.

➤ **Contoh Recount Text**

**Came Late to school**

**(Orientation)** Last wednesday, I came late to my school because I played playstation untill 2.00 am in the night. Because that I woke up late.

**(Event)** I woke up about 6.30 am and the class would be began at 7.00 am. I ran to bathroom to take a bath. I usually had a breakfast after took a bath, but in that day I did not do that.

I always went to school by my moyorcycle. But in that day, I forgot where I put the key. So, I went to the school by public transportation. It made me took a longer time. I arrived at school at 7.15 am, I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late.

**(Reorientation)** It was my bad experience and I hoped I would not do that again.

**F. Pendekatan, Strategi dan Metode Pembelajaran**

Pendekatan : Scientifik/5M (Mengamati, Menanya, Menalar, Mencoba, Membentuk, Jejaring)

Strategi : Cooperative.

Metode Pembelajaran : Think pair Share

## G. Kegiatan Pembelajaran

Kegiatan	Deskripsi
Pendahuluan	<p data-bbox="479 244 667 274">Memberi salam</p> <p data-bbox="479 288 991 357">Manyanayakan kepada siswa mengenai kesiapan dan kenyamanan untuk belajar</p> <p data-bbox="479 366 991 435">Mempersilahkan salah satu siswa memimpin doa</p> <p data-bbox="479 444 832 473">Menanyakan kehadiran siswa</p> <p data-bbox="479 487 991 595">Guru menyampaikan informasi mengenai tujuan pembelajaran dan indikator yang akan dicapai</p>
Inti	<p data-bbox="479 604 626 633"><b>Mengamati</b></p> <p data-bbox="479 647 991 791">Guru mengamati siswa saat guru menjelaskan tentang recount text (pengertian, ciri dan generic structure) dari recount text.</p> <p data-bbox="479 800 991 869">Guru mengontrol aktifitas siswa siswi dalam belajar.</p> <p data-bbox="479 878 709 907"><b>Mempertanyakan</b></p> <p data-bbox="479 921 991 1025">Guru bertanya kepada siswa tentang pemahaman siswa terhadap materi yang telah dijelaskan guru.</p> <p data-bbox="479 1034 991 1138">Guru menanyakan tentang kesulitan siswa siswi dalam memahami materi yang diberikan.</p> <p data-bbox="479 1147 685 1177"><b>Mengeksplorasi</b></p> <ul data-bbox="577 1190 991 1529" style="list-style-type: none"> <li data-bbox="577 1190 991 1295">- Guru memilih topik yang berhubungan dengan materi yang akan dibahas.</li> <li data-bbox="577 1303 991 1373">- Merencanakan topic dan langkah-langkahnya.</li> <li data-bbox="577 1381 991 1451">- Siswa mulai menulis sesuai aspek dari menulis.</li> <li data-bbox="577 1459 991 1529">- Setelah selesai menulis, siswa merevisi draft mereka sendiri</li> </ul>

(hal ini membangun kesadaran siswa berdasarkan penjelasan yang akan dijelaskan oleh guru dan siswa harus sadar dengan yang mereka tulis)

- Menulis kembali sesuai dengan revisi yang mereka buat

### **Mengasosiasi**

Guru memberikan sedikit kosa kata dalam membuat recount text.

Guru meminta siswa mengumpulkan tugas tersebut.

### **Mengkomunikasikan**

Guru dan siswa siswi bertanya jawab untuk menyimpulkan materi yang telah dipelajari

Guru akan mengecek tugas menulis recount teks siswa siswi yang telah dikerjakan siswa siswi untuk mengetahui hasil yang diperoleh siswa siswi.

Penutup

Evaluasi untuk mengukur ketercapaian tujuan pembelajaran

Siswa melakukan refleksi tentang pelaksanaan pembelajaran

Mengucapkan salam.

## **H. Penilaian, Pembelajaran Remedial dan Pengayaan**

### **Kriteria Penilaian:**

- Tingkat ketercapaian fungsi sosial dari teks recount dengan memberi dan meminta informasi terkait personal experience serta pelajaran yang bisa di petik dari cerita dengan konteks penggunaannya.

- Tingkat kelengkapan dan keruntutan struktur teks recount dengan memberi dan meminta informasi terkait personal experience serta pelajaran yang bisa di petik dari cerita dengan konteks penggunaannya
  - Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi
- e. **Writing : Write a recount text**

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f. **Instrument Tes Tulis** : Digunakan untuk mengetahui pengetahuan peserta didik pada materi recount text.

**K. Sumber Belajar**

- buku bahasa inggris , internet, dan gambar – gambar yang terkait dengan materi.
- White board, board marker, card.

Guru Mata Pelajaran

Bandar Lampung,  
Peneliti

2022

**Erna Rahmawati, S.Pd**  
NIP. 197208122007012009

**Fajria Sri Angrrageni**  
NPM. 1611040357

Mengetahui,  
Kepala SMPN 2 ANAK TUHA

**Arsin, S.Pd.i**  
NIP.196404091991021001



**Lesson Plan for Control Class**  
**- Second Meeting**

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

**Nama Sekolah** : SMPN 2 ANAK TUHA  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : VIII/  
**Skill** : Writing  
**Alokasi Waktu** : 2x JP

**A. Kompetensi Inti (KI)**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), sabbatun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) 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.

**B. Kompetensi Dasar (KD)**

3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan

dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.14 Menangkap makna teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.

4.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **C. Indikator Pencapaian Kompetensi**

#### **1. Indikator KD pada KI Pengetahuan**

3.11.5 Memahami pengertian, tujuan serta bagian dari teks *recount*

3.11.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana berbentuk *personal experiences, happiness, sadness, and unforgettable experience*, sesuai dengan konteks penggunaannya.

3.11.3 Menganalisis unsur kebahasaan beberapa teks *recount* lisan dan tulis.

### **D. Tujuan Pembelajaran**

Setelah Proses Pembelajaran Siswa dapat:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks *recount* sederhana berbentuk *personal experience*.
2. Menunjukkan perilaku peduli, percaya diri dan tanggungjawab dalam melaksanakan komunikasi terkait teks *recount* sederhana berbentuk *personal experience*.
3. Mengidentifikasi fungsi social, struktur teks dan unsure kebahasaan dari teks *recount* sederhana berbentuk.
4. Merespon makna teks *recount* sederhana berbentuk *personal experience*.
5. Menulis kalimat dengan menggunakan bentuk *Simple Past Tense*

## E. Materi Pembelajaran

### Materi Pokok:

#### 1. Pengertian Recount Teks

'recount text is a text that retells past events or experiences. The aim is to inform or entertain the reader. For some people maybe the past should not always be remembered. But in recount text, everything is related to the past. In this text, someone talks or writes about the experience they have experienced. The events they have experienced are reviewed in this text. While reviewing, the event should be detailed and clear. Therefore, recount text is a text that covers the past based on their experience.

Examples of recount text are, Came Late to school, My Holiday In Bandung, Travel on the train for the First Time

Ciri recount text adalah:

1. Noun as a personal pronoun such as Hasan, Devy, Dani, etc.
2. Individual Participant, focused on specific participant's story.
3. Past tense such as went, ate, ran, etc
4. Time connective and conjunction to sequence the events, such as after, before, then, after that, etc.
5. Action verbs, a verb that shows the events or occurrence, such as stayed, climbed, killed, etc.
6. Adverb and adverb phrase to show place, time and way.

#### 2. Generic Structure of Recount Text :

- a. Orientation is providing information about who, where, and when;
- b. Events is describing series of event usually recounted in chronological order;
- c. Reorientation is rounds of the sequence events.

Related to the explanation about it means that recount text consist of orientation which introduces the participants, place and time, evens which describe some



events that happened in the past, and orientation which states personal comment of the writer.

### ➤ Contoh Recount Text

#### **My Holiday In Bandung**

**(Orientation)** Last holiday, I went to Bandung with my friends, Asep. we spent our holiday there. we went to bandung by bus. The bus schedule from Indramayu was at 07.00 AM and arrived in Bandung at 11.30 AM.

**(Events)** In the first day, we went to Bandung zoo. The ticket price was only Rp 30.000. The animals collection there were very complete. In the next day, we went to geological museum and talked with the guide about geology. It made us understood about geology. we saw rocks collection there. After that, I went to Bandung bus station because we had to go home to Indaramayu.

**(Reorientation)** My holiday in Bandung was only two days but It made me happy. .

### **F. Pendekatan, Strategi dan Metode Pembelajaran**

Pendekatan	:	Scientifik/5M (Mengamati, Menanya, Menalar, Mencoba, Membentuk, Jejaring)
Strategi	:	Cooperative.
Metode Pembelajaran	:	Think pair Share

### **G. Kegiatan Pembelajaran**

<b>Kegiatan</b>	<b>Deskripsi</b>
Pendahuluan	Memberi salam Manyanayakan kepada siswa mengenai kesiapan dan kenyamanan untuk belajar Mempersilahkan salah satu siswa

## Inti

memimpin doa

Menanyakan kehadiran siswa

Guru menyampaikan informasi mengenai tujuan pembelajaran dan indikator yang akan dicapai

**Mengamati**

Guru mengamati siswa saat guru menjelaskan tentang recount text (pengertian, ciri dan generic structure) dari recount text.

Guru mengontrol aktifitas siswa siswi dalam belajar.

**Mempertanyakan**

Guru bertanya kepada siswa tentang pemahaman siswa terhadap materi yang telah dijelaskan guru.

Guru menanyakan tentang kesulitan siswa siswi dalam memahami materi yang diberikan.

**Mengeksplorasi**

- Guru memilih topik yang berhubungan dengan materi yang akan dibahas.
- Merencanakan topic dan langkah-langkahnya.
- Siswa mulai menulis sesuai aspek dari menulis.
- Setelah selesai menulis, siswa merevisi draft mereka sendiri (hal ini membangun kesadaran siswa berdasarkan penjelasan yang akan dijelaskan oleh guru dan siswa harus sadar dengan yang mereka tulis)

- Menulis kembali sesuai dengan revisi yang mereka buat

### **Mengasosiasi**

Guru memberikan sedikit kosa kata dalam membuat recount text.

Guru meminta siswa mengumpulkan tugas tersebut.

### **Mengkomunikasikan**

Guru dan siswa siswi bertanya jawab untuk menyimpulkan materi yang telah dipelajari

Guru akan mengecek tugas menulis recount teks siswa siswi yang telah dikerjakan siswa siswi untuk mengetahui hasil yang diperoleh siswa siswi.

Evaluasi untuk mengukur ketercapaian tujuan pembelajaran

Siswa melakukan refleksi tentang pelaksanaan pembelajaran

Mengucapkan salam.

Penutup

## **H. Penilaian, Pembelajaran Remedial dan Pengayaan**

### **Kriteria Penilaian:**

- Tingkat ketercapaian fungsi sosial dari teks recount dengan memberi dan meminta informasi terkait personal experience serta pelajaran yang bisa di petik dari cerita dengan konteks penggunaannya.
- Tingkat kelengkapan dan keruntutan struktur teks recount dengan memberi dan meminta informasi terkait personal experience serta pelajaran yang bisa di petik dari cerita dengan konteks penggunaannya
- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi

**g. Writing : Write a recount text**

**The Scoring Rubric of Writing Penilaian Pengetahuan  
(Tes Tulis)**

<b>No</b>	<b>The element of written</b>	<b>Score</b>
<b>1</b>	<b>Content</b>	<b>20</b>
<b>2</b>	<b>Organization</b>	<b>20</b>
<b>3</b>	<b>Vocabulary</b>	<b>20</b>
<b>4</b>	<b>Language</b>	<b>30</b>
<b>5</b>	<b>Mechanics</b>	<b>10</b>
<b>Total</b>		<b>100</b>

**h. Instrument Tes Tulis :** Digunakan untuk mengetahui pengetahuan peserta didik pada materi recount text.

**L. Sumber Belajar**

- buku bahasa inggris , internet, dan gambar – gambar yang terkait dengan materi.
- White board, board marker, card.

Guru Mata Pelajaran

Bandar Lampung, 2022  
Peneliti

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**Lesson Plan for Control Class**  
**- Third Meeting**

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

**Nama Sekolah** : SMPN 2 ANAK TUHA  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : VIII/  
**Skill** : Writing  
**Alokasi Waktu** : 2x JP

**A. Kompetensi Inti (KI)**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), sabtu, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) 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.

**B. Kompetensi Dasar (KD)**

3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.14 Menangkap makna teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.

4.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **C. Indikator Pencapaian Kompetensi**

#### **1. Indikator KD pada KI Pengetahuan**

3.11.6 Memahami pengertian, tujuan serta bagian dari teks *recount*

3.11.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana berbentuk *personal experiences*, *happiness*, *sadness*, and *unforgettable experience*, sesuai dengan konteks penggunaannya.

3.11.3 Menganalisis unsur kebahasaan beberapa teks *recount* lisan dan tulis.

### **D. Tujuan Pembelajaran**

Setelah Proses Pembelajaran Siswa dapat:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks *recount* sederhana berbentuk *personal experience*.
2. Menunjukkan perilaku peduli, percaya diri dan tanggungjawab dalam melaksanakan komunikasi terkait teks *recount* sederhana berbentuk *personal experience*.
3. Mengidentifikasi fungsi social, struktur teks dan unsure kebahasaan dari teks *recount* sederhana berbentuk.
4. Merespon makna teks *recount* sederhana berbentuk *personal experience*.
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## E. Materi Pembelajaran

### Materi Pokok:

#### 1. Pengertian Recount Teks

‘recount text is a text that retells past events or experiences. The aim is to inform or entertain the reader. For some people maybe the past should not always be remembered. But in recount text, everything is related to the past. In this text, someone talks or writes about the experience they have experienced. The events they have experienced are reviewed in this text. While reviewing, the event should be detailed and clear. Therefore, recount text is a text that covers the past based on their experience.

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Ciri recount text adalah:

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  5. Action verbs, a verb that shows the events or occurrence, such as stayed, climbed, killed, etc.
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2. Generic Structure of Recount Text :
- a. Orientation is providing information about who, where, and when;
  - b. Events is describing series of event usually recounted in chronological order;
  - c. Reorientation is rounds of the sequence events.

Related to the explanation about it means that recount text consist of orientation which introduces the participants, place and time, events which describe some

events that happened in the past, and orientation which states personal comment of the writer.

➤ **Contoh Recount Text**

**Travel on the train for the First Time**

**(Orientation)** Last year, I was Eighteen years old. I had graduated from my senior high school and I wanted to continue my education in Yogyakarta. . . I lived with my family in Cirebon during eighteen years So, I would live alone there and it was new experience for me.

**(Event)** I went to yogyakarta by train, Before I came to the train station, I did not know how to check-in. All procedures were so new to me. Fotunately, a security guard helped me and gave me some directions to check-in. After that I entered to the train and sat on the chair.

I listened to the song and I was Really enjoy when I was in the train.

**(Reorientation)** After 5 hours in the train , finally I arrived in Yogyakarta. I would start my new life in yogyakarta. I was really excited to start my new adventure my new city.

**F. Pendekatan, Strategi dan Metode Pembelajaran**

Pendekatan : Scientific/5M (Mengamati, Menanya, Menalar, Mencoba, Membentuk, Jejaring)

Strategi : Cooperative.

Metode Pembelajaran : Think pair Share

**G. Kegiatan Pembelajaran**

<b>Kegiatan</b>	<b>Deskripsi</b>
Pendahuluan	Memberi salam Manyanayakan kepada siswa mengenai kesiapan dan kenyamanan untuk belajar Mempersilahkan salah satu siswa



## Inti

memimpin doa

Menanyakan kehadiran siswa

Guru menyampaikan informasi mengenai tujuan pembelajaran dan indikator yang akan dicapai

**Mengamati**

Guru mengamati siswa saat guru menjelaskan tentang recount text (pengertian, ciri dan generic structure) dari recount text.

Guru mengontrol aktifitas siswa siswi dalam belajar.

**Mempertanyakan**

Guru bertanya kepada siswa tentang pemahaman siswa terhadap materi yang telah dijelaskan guru.

Guru menanyakan tentang kesulitan siswa siswi dalam memahami materi yang diberikan.

**Mengeksplorasi**

- Guru memilih topik yang berhubungan dengan materi yang akan dibahas.
- Merencanakan topic dan langkah-langkahnya.
- Siswa mulai menulis sesuai aspek dari menulis.
- Setelah selesai menulis, siswa merevisi draft mereka sendiri (hal ini membangun kesadaran siswa berdasarkan penjelasan yang akan dijelaskan oleh guru dan siswa harus sadar dengan yang mereka tulis)

- Menulis kembali sesuai dengan revisi yang mereka buat

### **Mengasosiasi**

Guru memberikan sedikit kosa kata dalam membuat recount text.

Guru meminta siswa mengumpulkan tugas tersebut.

### **Mengkomunikasikan**

Guru dan siswa siswi bertanya jawab untuk menyimpulkan materi yang telah dipelajari

Guru akan mengecek tugas menulis recount teks siswa siswi yang telah dikerjakan siswa siswi untuk mengetahui hasil yang diperoleh siswa siswi.

Penutup

Evaluasi untuk mengukur ketercapaian tujuan pembelajaran

Siswa melakukan refleksi tentang pelaksanaan pembelajaran

Mengucapkan salam.

## **H. Penilaian, Pembelajaran Remedial dan Pengayaan**

### **Kriteria Penilaian:**

- Tingkat ketercapaian fungsi sosial dari teks recount dengan memberi dan meminta informasi terkait personal experience serta pelajaran yang bisa di petik dari cerita dengan konteks penggunaannya.
- Tingkat kelengkapan dan keruntutan struktur teks recount dengan memberi dan meminta informasi terkait personal experience serta pelajaran yang bisa di petik dari cerita dengan konteks penggunaannya
- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi

**i. Writing : Write a recount text**

**The Scoring Rubric of Writing Penilaian Pengetahuan  
(Tes Tulis)**

<b>No</b>	<b>The element of written</b>	<b>Score</b>
<b>1</b>	<b>Content</b>	<b>20</b>
<b>2</b>	<b>Organization</b>	<b>20</b>
<b>3</b>	<b>Vocabulary</b>	<b>20</b>
<b>4</b>	<b>Language</b>	<b>30</b>
<b>5</b>	<b>Mechanics</b>	<b>10</b>
<b>Total</b>		<b>100</b>

**j. Instrument Tes Tulis** : Digunakan untuk mengetahui pengetahuan peserta didik pada materi recount text.

**M. Sumber Belajar**

- buku bahasa inggris , internet, dan gambar – gambar yang terkait dengan materi.
- White board, board marker, card.

Guru Mata Pelajaran

Bandar Lampung, 2022  
Peneliti

**Erna Rahmawati, S.Pd**

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**Fajria Sri Angrrageni**

NPM. 1611040357

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**Arsin, S.Pd.i**

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**Appendix 6****INSTRUMENTS TEST OF WRITING FOR PRE-TEST**

Name :  
Class : VIII/  
Subject : English  
Subject Matter : Writing  
Time Allocation : 60 Minutes

**Instructions:**

1. Write your name and your class clearly on the paper.
2. Read and choose one of three topics about personal recount text that provided by the teacher and write the text by your own language.
3. Work individually.

**Directions:**

1. Choose and write a recount text related to the topics provided.
  - Happiness Experiences  
“Remember the experiences that make you happy or very happy that makes you want to tell someone about it, and write it in form of text” (for the example when you get your new phone/ bicycle/ etc , or when you go to holiday, etc)
  - Bad Experiences  
“Remember the bad experiences that make you sad or very annoyed that makes you want to tell to someone, and write it in form of text” (for the example when your pet die, or when you can’t accepted at favorite school, etc)
2. Write your text by using the generic structure of recount text that consists of orientation, event, and reorientations.
3. Your work will be scored on the basis of such aspects as organization, content, vocabulary, language, and mechanics.

## Appendix 7

### INSTRUMENTS TEST OF WRITING FOR POST-TEST

Name :  
Class : VIII/  
Subject : English  
Subject Matter : Writing  
Time Allocation : 60 Minutes

#### Instructions:

1. Choose and write your name and your class clearly on the paper.
2. Read and choose one of three topics about personal recount text that provided by the teacher and write the text by your own language.
3. Work individually.

#### Directions:

1. Write a recount text related to the topics provided.
  - Embarrassing Experience  
“Remember the experiences that makes shy or the experiences that embarrassing for you, and write it in form of text” (for the example when you are the only one who didn’t wear uniform at school, or when you were late got to school, etc)
  - Unforgettable Experiences  
“Remember the experience that means something for you and it was unforgettable experience you have made. Then, write it in form of text” (for the example when you meet your idol, or when you go the abroad, etc)
2. Write your text by using the generic structure of recount text that consists of orientation, event, and reorientations.
3. Your work will be scored on the basis of such aspects as organization, content, vocabulary, language, and mechanics.

**Appendix 8****The Students' Code in Experimental Class**

<b>No</b>	<b>Students' code</b>	<b>Score</b>
1	ADI FAISAL	A1
2	ADITIA PUTRA PRATAMA	A2
3	AJENG HIDAYAT PUTRI	A3
4	BAGUS AFRIAN	A4
5	CHIKA OKTAVIA	A5
6	DARA JELITA ALDILLA ISA	A6
7	DESSI	A7
8	EDIS ADITYA	A8
9	ESTIANA	A9
10	FANISA WINATA	A10
11	FEBY SAPUTRI	A11
12	GUSTY AULIA IKA PUTRI	A12
13	HENI SAFITRI INDRIYANI	A13
14	IKE BILQIS NABILAH DAMAYANTI	A14
15	JEFRI	A15
16	KUSUMA WIJAYA	A16
17	M. MUSTAKIM	A17
18	MAHARA AURA PURNAMA	A18
19	NILO PANJALU	A19
20	NAFISAH	A20
21	NABILLA RACHMADANI	A21
22	OKTA SARI	A22
23	PUTRI	A23
24	RAHMAD	A24
25	RIDHO ROMADHAN	A25
26	SAMUDRA NATA IRAWAN	A26
27	SUHERMAN	A27
28	SUPARDI	A28
29	YUNITA SARI	A29
30	KAYLA PUTRI	A30
31	SALSABILATASYA	A31
32	SELIOKTAVIANI	A32

## Appendix 9

### The Students' Code in Control Class

No	Students' code	Score
1	ANDRIAN RAHMAN	B1
2	ALIAN RISKI PRATAMA	B2
3	AMELIA KARTINI	B3
4	BINTANG AJI DANU ARTA	B4
5	CANDI AGUSTINA	B5
6	DAFI ARIS PRATAMA	B6
7	DESI NOPITA SARI	B7
8	EKA PUTRA	B8
9	FAREL RAMANDA	B9
10	FITRI RAHMADANI	B10
11	FITRI YANI	B11
12	HAWA LAURENCIA	B12
13	ILHAM DINATA	B13
14	JHON SIMAMORA	B14
15	MASNUNAH	B15
16	MAYLANI	B16
17	NANDA WAHYUDA	B17
18	NUR AISYAH	B18
19	OKTA SARI	B19
20	PUTRI YANI	B20
21	RESTA ALIYA	B21
22	RIA APRILIA	B22
23	ROBI SUKMAJAYA	B23
24	ROGER SYAHBANNA	B24
25	SARI WAHYUNI	B25
26	SAVIRA CARNIA	B26
27	SERLI BINTANG	B27
28	TAMAM GHANI PRATAMA	B28
29	SABILATAIHURO	B29
30	SALSABILAARTIKO	B30
31	SASKIALINDYAPUTRI	B31
32	SKESSYDAMAYANTI	B32
33	TAHSIN AL-FAWWAZ	B33
34	TITANIASRIKANSAPIRA	B34
35	WIERAYANSAPRIBADI. P	B35

## Appendix 10

## The Result of Readability Test

No	Students' Name	Questions And Scale					Total	Mean
		1	2	3	4	5		
1	Andri Yansah	1	2	3	3	5	14	2.8
2	Anisa Putri	1	3	2	4	5	15	3
3	Ardiyansyah	1	3	3	3	5	15	3
4	Brahmansyah	1	3	3	3	4	14	2.8
5	Cevin Virmansyah Putra	1	2	3	5	5	16	3.2
6	David Arifin	1	3	3	4	3	14	2.8
7	Debi	1	2	3	3	5	14	2.8
8	Dedek Prayuda	1	2	3	4	5	15	3
9	Detri Rahmadani	1	2	3	3	5	14	2.8
10	Eli Ramdani	1	2	4	5	5	17	3.4
11	Eva Okthafiana	1	2	3	4	5	15	3
12	Farel Renata	1	2	3	5	7	21	4.2
13	Fere Frenky Namu	1	2	3	4	5	15	2.6
14	Jibran Febriyan	2	2	4	4	5	17	3.4
15	Marsel Pratama	1	2	3	5	5	16	3.2
16	Monika Abellya	2	3	3	5	4	17	3.4
17	Muhamad Randi Pratama	2	2	3	4	4	15	3
18	Muhammad Frenky	2	2	3	4	5	16	3.2
19	Nurmalasari	2	2	3	3	5	15	3
20	Rachmat	1	2	4	4	5	16	3.2
21	Repina	1	3	3	4	5	16	3.2
22	Selvia Adelia	1	2	4	3	3	13	2.6
23	Septi Ramadan	2	2	3	4	5	16	3.2
24	Shakira Okta Febri Adam	1	2	4	4	5	16	3.2
25	Sintia Eka Putri	1	2	3	4	5	15	3
26	Talita Amanda Putri	1	2	1	4	5	13	2.6
27	Vanesa Natari	4	4	5	4	3	20	4
28	Tiara Putri Sintiazari	4	3	1	5	5	18	3.6



29	Umi Fauzihar	3	4	4	4	6	21	4.2
30	Sinjia Amelia Putri	3	3	3	3	4	16	3.2
31	Julqarnain Bambang	1	2	4	3	5	15	3
32	Zahwa Az Zahra	1	3	3	4	3	14	2.8
Total Mean								100.2
Mean								3.13

Note:

#### Question

1. Apakah petunjuk dan instruksi pada instrument test cukup jelas?
2. Apakah anda memahami alokasi waktu yang diberikan?
3. Apakah anda memahami itopic yang diberikan?
4. Apakah anda memahami aspect pada penulisan yang terdiri dari content, organization, vocabulary, language, dan mechanic?
5. Apakah anda memahami generic structure dalam narrative text yang terdiri dari orientation, complication, and resolution?

Basedon the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4,46, the instrument is quitereadable and understandable by the readers or testtakers. Because the mean of the items (instrument) of writing test above is 3,13 (lower than 4,46), it means that the instrument is readable

**Appendix 11****PRE-TEST SCORE OF STUDENTS IN EXPERIMENTAL  
CLASS**

<b>No</b>	<b>Students' code</b>	<b>Score</b>
1	A1	56
2	A2	67
3	A3	66
4	A4	70
5	A5	70
6	A6	60
7	A7	66
8	A8	60
9	A9	70
10	A10	66
11	A11	70
12	A12	68
13	A13	79
14	A14	66
15	A15	60
16	A16	72
17	A17	66
18	A18	70
19	A19	65
20	A20	80
21	A21	68
22	A22	72
23	A23	64
24	A24	70
25	A25	70
26	A26	68
27	A27	60
28	A28	56
29	A29	80
30	A30	60
31	A31	60
32	A32	75

**Appendix 12****PRE-TEST SCORE OF STUDENTS IN CONTROL CLASS**

<b>No</b>	<b>Students' code</b>	<b>Score</b>
1	B1	60
2	B2	60
3	B3	60
4	B4	75
5	B5	75
6	B6	80
7	B7	70
8	B8	60
9	B9	60
10	B10	70
11	B11	68
12	B12	68
13	B13	60
14	B14	60
15	B15	68
16	B16	66
17	B17	70
18	B18	65
19	B19	62
20	B20	62
21	B21	66
22	B22	62
23	B23	70
24	B24	60
25	B25	60
26	B26	70
27	B27	75
28	B28	66
29	B29	68
30	B30	68
31	B31	70
32	B32	68

**Appendix 13****POST-TEST SCORE OF STUDENTS IN  
EXPERIMENTALCLASS**

<b>No</b>	<b>Students' code</b>	<b>Score</b>
1	A1	65
2	A2	77
3	A3	75
4	A4	80
5	A5	85
6	A6	75
7	A7	78
8	A8	75
9	A9	85
10	A10	80
11	A11	80
12	A12	82
13	A13	85
14	A14	70
15	A15	75
16	A16	82
17	A17	80
18	A18	80
19	A19	75
20	A20	68
21	A21	82
22	A22	85
23	A23	70
24	A24	82
25	A25	80
26	A26	80
27	A27	88
28	A28	68
29	A29	88
30	A30	75
31	A31	85
32	A32	85

**Appendix 14****POST-TEST SCORE OF STUDENTS IN CONTROL CLASS**

<b>No</b>	<b>Students' code</b>	<b>Score</b>
1	B1	65
2	B2	65
3	B3	60
4	B4	80
5	B5	82
6	B6	82
7	B7	78
8	B8	68
9	B9	65
10	B10	78
11	B11	75
12	B12	72
13	B13	68
14	B14	68
15	B15	72
16	B16	75
17	B17	80
18	B18	68
19	B19	65
20	B20	65
21	B21	68
22	B22	65
23	B23	70
24	B24	65
25	B25	65
26	B26	78
27	B27	80
28	B28	75
29	B29	75
30	B30	70
31	B31	70
32	B32	65

**Appendix 15****The score of Pre-test and Post-test in Experimental Class**

<b>Experimental Class</b>			
<b>Students' Code</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Gain Score</b>
A1	56	65	9
A2	67	77	10
A3	66	75	9
A4	70	80	10
A5	70	85	15
A6	60	75	15
A7	66	78	12
A8	60	75	15
A9	70	85	15
A10	66	80	14
A11	70	80	10
A12	68	82	14
A13	79	85	6
A14	66	70	4
A15	60	75	15
A16	72	82	10
A17	66	80	14
A18	70	80	10
A19	65	75	10
A20	80	68	-12
A21	68	82	14
A22	72	85	13
A23	64	70	6
A24	70	82	12
A25	70	80	10
A26	68	80	12
A27	60	88	28
A28	56	68	12
A29	80	88	8
A30	60	75	15
A31	60	85	25
A32	75	85	10
<b>Total</b>	<b>2150</b>	<b>2520</b>	<b>370</b>

## Appendix 16

### The score of Pre-test and Post-test in Control Class

<b>Control Class</b>			
<b>Students' Code</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Gain Score</b>
B1	60	65	5
B2	60	65	5
B3	60	60	0
B4	75	80	5
B5	75	82	7
B6	80	82	2
B7	70	78	8
B8	60	68	8
B9	60	65	5
B10	70	78	8
B11	68	75	7
B12	68	72	4
B13	60	68	8
B14	60	68	8
B15	68	72	4
B16	66	75	9
B17	70	80	10
B18	65	68	3
B19	62	65	3
B20	62	65	3
B21	66	68	2
B22	62	65	3
B23	70	70	0
B24	60	65	5
B25	60	65	5
B26	70	78	8
B27	75	80	5
B28	66	75	9
B29	68	75	7
B30	68	70	2
B31	70	70	0
B32	68	65	-3
<b>Total</b>	2122	2277	155

**Appendix 17**

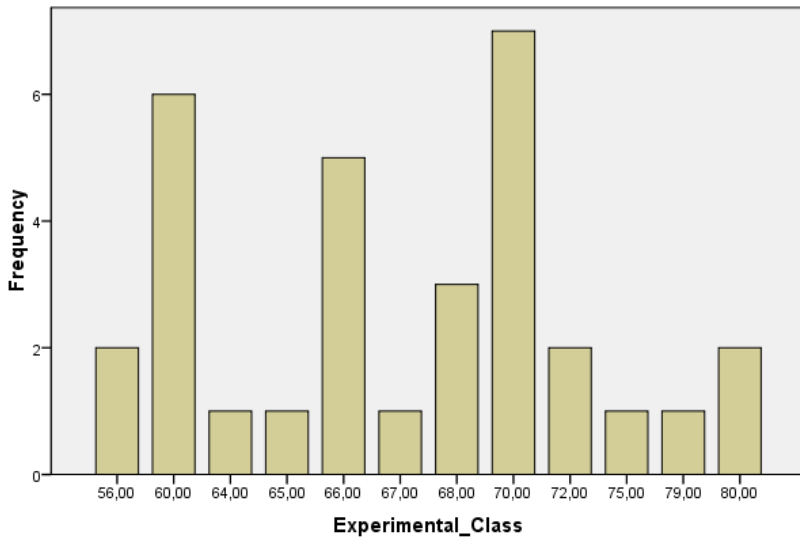
**The Result of Pre-test Score in Experimental Class**

**Statistics**

Experimental\_Class

N	Valid	32
	Missing	0
Mean		67.1875
Median		67.5000
Mode		70.00
Std. Deviation		6.26015
Variance		39.190
Minimum		56.00
Maximum		80.00

Experimental\_Class



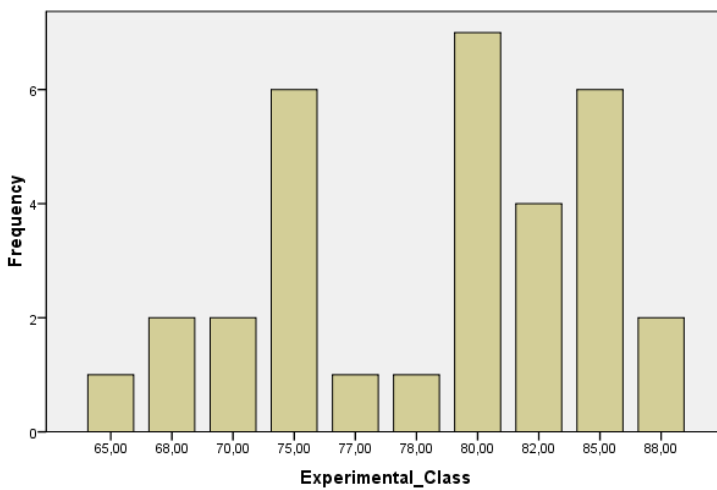


**Appendix 18****The Result of Post-test in Experimental Class****Statistics**

Experimental\_Class

N	Valid	32
	Missing	0
Mean		78.7500
Median		80.0000
Mode		80.00
Std. Deviation		6.01074
Variance		36.129
Minimum		65.00
Maximum		88.00
Sum		2520.00

Experimental\_Class



**Appendix 19**

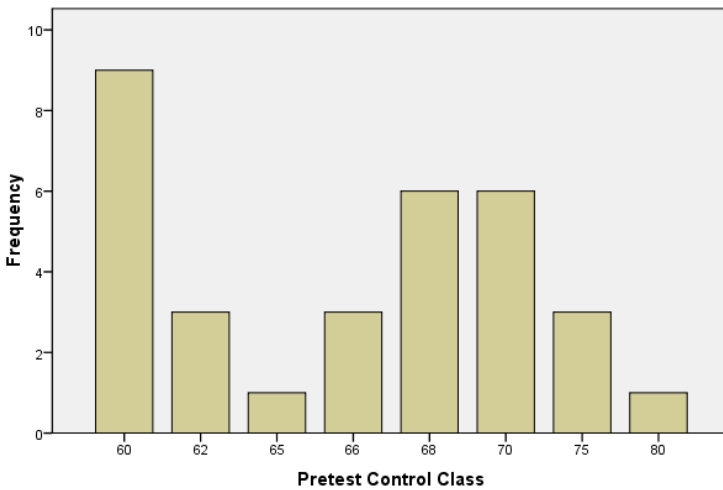
**The Result of Pre-test in Control Class**

**Statistics**

Pretest Control Class

N	Valid	32
	Missing	0
Mean		66.31
Median		67.00
Mode		60
Std. Deviation		5.474
Variance		29.964
Minimum		60
Maximum		80
Sum		2122

Pretest Control Class

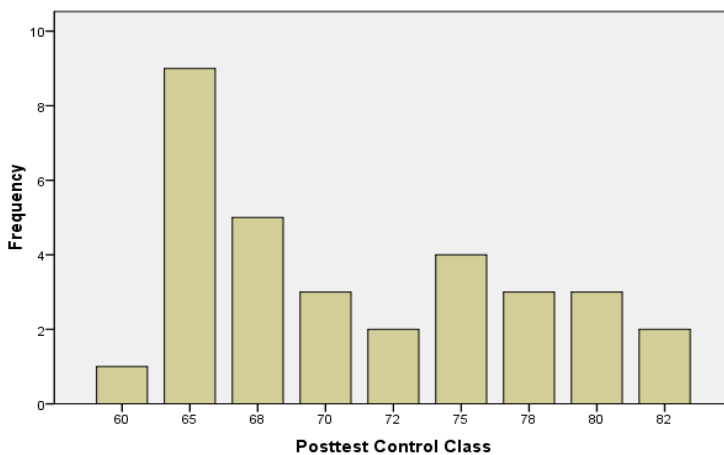


**Appendix 20****The Result of Post-test in Control Class****Statistics**

Posttest Control Class

N	Valid	32
	Missing	0
Mean		71.16
Median		70.00
Mode		65
Std. Deviation		6.196
Variance		38.394
Minimum		60
Maximum		82
Sum		2277

Posttest Control Class



**Appendix 21****Test of Normality****Tests of Normality**

Gain_Score	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Control Class	.129	32	.193	.953	32	.174
Experimental Class	.233	32	.243	.819	32	.215

a. Lilliefors Significance Correction

**Appendix 22****Test of Homogeneity of Variances****Test of Homogeneity of Variances**

Experimental and Control Class

Levene Statistic	df1	df2	Sig.
2.449	1	62	.123

**Appendix 23****Independent Sample T-test****Group Statistics**

Class	N	Mean	Std. Deviation	Std. Error Mean
Experimental and Control Class	32	4.8438	3.14293	.55560
Control Class	32	11.5625	6.39525	1.13053

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Experimental and Control Class	Equal variances assumed	2.449	.123	-5.334	62	.000	-6.71875	1.25968	-9.23681	-4.20069
	Equal variances not assumed			-5.334	45.149	.000	-6.71875	1.25968	-9.25564	-4.18186

## Appendix 24

The Analysis of Students' Score of Pre-Test in Experimental Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	A1	13	13	12	12	13	14	14	13	4	4	56	56	56
2	A2	16	15	14	15	16	17	15	14	6	6	67	67	67
3	A3	16	17	16	15	15	15	14	13	6	5	67	65	66
4	A4	17	17	16	17	17	17	14	13	6	6	70	70	70
5	A5	17	16	16	16	16	15	17	16	5	6	71	69	70
6	A6	15	14	13	14	15	14	13	13	5	4	61	59	60
7	A7	17	16	16	15	15	14	14	13	6	6	68	64	66
8	A8	15	16	13	14	15	14	13	12	4	4	60	60	60
9	A9	17	17	16	17	17	17	14	13	6	6	70	70	70
10	A10	18	17	16	15	15	14	13	12	6	6	68	64	66
11	A11	17	16	17	16	14	15	15	15	8	7	71	69	70
12	A12	16	16	14	15	15	16	15	16	6	7	66	70	68

13	A13	18	17	18	19	19	18	19	18	18	17	18	17	17	7	80	78	79
14	A14	16	14	15	16	16	15	15	13	16	15	16	15	6	6	68	64	66
15	A15	15	14	13	14	14	15	14	14	13	13	13	5	4	61	59	60	
16	A16	17	17	18	17	17	16	16	16	17	15	17	6	5	74	70	72	
17	A17	15	15	15	14	14	15	16	16	15	14	15	6	7	66	66	66	
18	A18	17	16	16	15	15	16	16	15	15	15	15	8	7	72	68	70	
19	A19	16	15	15	14	14	14	14	14	15	14	15	6	7	66	64	65	
20	A20	18	19	19	19	18	18	17	17	17	18	18	8	7	80	80	80	
21	A21	16	15	16	16	14	14	15	15	15	16	15	6	7	67	69	68	
22	A22	17	17	18	17	16	16	16	16	17	15	17	6	5	74	70	72	
23	A23	14	14	14	15	13	13	14	14	16	15	15	7	6	64	64	64	
24	A24	16	16	15	15	16	16	15	15	16	16	16	8	7	71	69	70	
25	A25	18	16	17	16	15	15	15	15	14	13	13	8	8	72	68	70	
26	A26	15	14	14	15	16	16	15	15	16	16	16	8	7	69	67	68	
27	A27	15	14	13	14	15	14	15	14	13	13	13	5	4	61	59	60	
28	A28	13	13	12	13	13	13	13	13	13	13	13	4	5	55	57	56	
29	A29	18	19	19	19	18	17	17	17	17	18	18	8	7	80	80	80	

30	A30	15	14	13	14	14	15	14	13	13	13	13	5	4	61	59	60
31	A31	15	14	14	13	14	14	13	14	13	14	14	5	4	61	59	60
32	A32	17	18	18	19	16	16	17	16	16	15	7	7	7	74	76	75
		<b>515</b>	<b>501</b>	<b>491</b>	<b>495</b>	<b>492</b>	<b>484</b>	<b>476</b>	<b>461</b>	<b>197</b>	<b>188</b>	<b>2171</b>	<b>2129</b>	<b>2150</b>			





## Appendix 25

The Analysis of Students' Score of Post-Test in Experimental Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	A1	16	16	16	15	15	16	14	13	5	4	66	64	65
2	A2	18	17	19	19	17	18	17	17	6	6	77	77	77
3	A3	17	18	17	16	18	19	16	17	6	6	74	76	75
4	A4	18	17	18	17	19	18	20	19	7	7	82	78	80
5	A5	20	19	19	20	19	19	19	19	8	8	85	85	85
6	A6	17	18	17	16	18	19	16	17	6	6	74	76	75
7	A7	19	19	17	17	18	18	17	17	7	7	78	78	78
8	A8	18	17	18	17	18	17	16	17	6	6	76	74	75
9	A9	19	20	19	20	20	19	18	19	8	8	84	86	85
10	A10	19	18	18	18	18	17	19	19	7	7	81	79	80
11	A11	18	17	18	18	19	19	19	19	6	7	80	80	80
12	A12	20	20	19	20	19	17	18	18	7	6	83	81	82
13	A13	19	20	19	20	20	19	18	19	8	8	84	86	85

14	A14	16	15	16	16	16	16	16	17	16	15	7	6	71	69	70
15	A15	17	18	17	16	16	18	19	19	16	17	6	6	74	76	75
16	A16	19	18	18	19	19	19	20	20	18	19	7	7	81	83	82
17	A17	19	18	19	19	19	20	19	19	17	18	5	6	80	80	80
18	A18	18	17	18	17	17	19	18	18	20	19	7	7	82	78	80
19	A19	18	17	18	17	17	18	17	17	16	17	6	6	76	74	75
20	A20	16	15	16	16	16	16	17	17	16	15	5	4	69	67	68
21	A21	18	19	19	19	19	18	19	19	19	18	8	7	82	82	82
22	A22	20	19	20	20	20	18	19	19	20	19	8	7	86	84	85
23	A23	16	15	16	16	16	16	17	17	16	15	7	6	71	69	70
24	A24	18	19	18	19	19	19	18	18	20	20	6	7	81	83	82
25	A25	18	17	18	18	18	19	20	20	18	19	6	7	79	81	80
26	A26	19	18	18	17	17	18	16	16	20	19	8	7	83	77	80
27	A27	20	19	20	20	20	20	20	20	20	20	8	9	88	88	88
28	A28	16	15	16	16	16	16	17	17	16	15	5	4	69	67	68
29	A29	20	20	20	20	20	20	20	20	19	19	9	9	88	88	88
30	A30	18	17	18	17	17	18	17	17	16	17	6	6	76	74	75

31	A31	20	19	20	20	18	19	20	19	8	7	86	84	85
32	A32	19	20	19	20	20	19	18	19	8	8	84	86	85
	Total	583	571	578	575	584	583	568	569	217	212	2530	2510	2520



## Appendix 26

The Analysis of Students' Score of Pre-Test in Control Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	B1	16	17	14	14	14	14	12	13	3	3	59	61	60
2	B2	15	15	14	14	15	15	13	13	3	3	60	60	60
3	B3	16	17	14	14	14	14	12	13	3	3	59	61	60
4	B4	17	18	18	18	17	18	18	18	4	4	74	76	75
5	B5	18	19	18	17	18	19	17	16	4	4	75	75	75
6	B6	20	20	18	19	19	20	18	17	4	5	79	81	80
7	B7	17	18	16	17	18	18	14	14	4	4	69	71	70
8	B8	15	16	14	15	14	15	12	13	3	3	58	62	60
9	B9	16	16	14	14	14	15	13	12	3	3	60	60	60
10	B10	18	18	15	15	16	17	17	17	4	3	70	70	70
11	B11	16	17	15	16	16	17	16	16	4	3	67	69	68
12	B12	18	17	16	15	17	18	14	14	4	3	69	67	68
13	B13	16	16	16	14	13	15	12	12	3	3	60	60	60

14	B14	16	17	14	14	14	14	15	12	12	3	3	59	61	60
15	B15	17	18	16	16	16	16	17	15	15	3	3	67	69	68
16	B16	17	16	15	14	17	17	17	15	15	3	3	67	65	66
17	B17	17	18	16	16	17	17	17	16	16	4	3	70	70	70
18	B18	16	16	16	15	16	17	17	14	14	3	3	65	65	65
19	B19	17	16	14	14	14	14	15	14	14	3	3	62	62	62
20	B20	17	16	15	14	15	15	15	13	13	3	3	63	61	62
21	B21	18	17	14	15	16	16	16	15	15	3	3	66	66	66
22	B22	16	17	13	15	15	16	16	13	13	3	3	60	64	62
23	B23	17	17	15	16	18	18	18	16	16	4	3	70	70	70
24	B24	15	15	13	14	15	16	16	13	13	3	3	59	61	60
25	B25	15	15	13	14	15	16	16	13	13	3	3	59	61	60
26	B26	17	18	16	16	17	16	16	16	16	4	4	70	70	70
27	B27	18	18	16	17	18	19	19	17	18	4	5	73	77	75
28	B28	17	18	14	15	16	16	16	15	15	3	3	65	67	66
29	B29	17	18	16	17	16	18	18	14	14	3	3	66	70	68
30	B30	18	17	15	15	16	15	15	16	17	3	4	68	68	68

31	B31	18	18	15	15	16	17	17	17	17	17	4	3	70	70	70
32	B32	16	17	15	16	16	17	16	16	16	4	4	3	67	69	68
		<b>521</b>	<b>529</b>	<b>468</b>	<b>474</b>	<b>492</b>	<b>511</b>	<b>452</b>	<b>454</b>	<b>105</b>	<b>102</b>	<b>2038</b>	<b>2070</b>	<b>2054</b>		



## Appendix 26

The Analysis of Students' Score of Post-Test in Control Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	B1	16	17	14	15	16	16	15	14	4	3	65	65	65
2	B2	16	17	14	15	16	16	15	14	4	3	65	65	65
3	B3	15	15	13	13	14	15	14	15	3	3	59	61	60
4	B4	19	19	18	18	19	19	19	19	5	5	80	80	80
5	B5	20	21	19	19	19	19	18	19	5	5	81	83	82
6	B6	20	21	19	19	19	19	18	19	5	5	81	83	82
7	B7	20	20	17	18	19	19	17	17	5	4	78	78	78
8	B8	16	15	16	16	17	16	16	17	3	4	68	68	68
9	B9	16	17	14	15	16	16	15	14	4	3	65	65	65
10	B10	20	20	17	18	19	19	17	17	5	4	78	78	78
11	B11	17	18	17	17	19	19	17	17	4	5	74	76	75
12	B12	17	17	16	16	18	19	16	17	4	4	71	73	72
13	B13	16	15	16	16	17	16	16	17	3	4	68	68	68

14	B14	15	16	15	16	17	17	17	17	16	16	17	17	17	17	16	17	17	16	66	70	68
15	B15	17	17	16	16	18	19	18	19	16	16	19	18	19	17	16	16	17	16	71	73	72
16	B16	17	18	17	17	19	19	18	19	17	17	19	19	19	17	17	17	17	17	74	76	75
17	B17	19	18	19	19	19	19	18	19	19	19	19	18	19	18	19	19	19	19	81	79	80
18	B18	15	16	15	16	17	17	17	17	16	16	17	17	17	16	16	16	17	16	66	70	68
19	B19	15	16	16	16	16	16	16	16	16	16	17	17	17	14	14	13	13	13	64	66	65
20	B20	16	15	15	16	16	16	16	16	16	16	16	17	17	14	14	15	15	15	64	66	65
21	B21	16	15	16	16	17	16	17	16	16	16	16	16	16	16	16	17	17	16	68	68	68
22	B22	15	16	16	16	16	16	16	16	16	16	16	17	17	14	14	13	13	13	64	66	65
23	B23	17	17	16	17	18	17	18	17	17	17	17	17	17	15	15	16	16	16	69	71	70
24	B24	16	15	15	16	16	16	16	16	16	16	16	16	16	14	14	15	15	15	64	66	65
25	B25	16	17	14	15	16	16	16	16	15	15	16	16	16	15	15	14	14	14	65	65	65
26	B26	19	20	18	17	18	18	18	18	17	17	18	18	18	18	18	19	19	19	78	78	78
27	B27	20	19	19	19	19	19	19	19	19	19	19	19	19	18	18	17	17	17	81	79	80
28	B28	17	18	17	17	19	19	19	19	17	17	17	17	17	17	17	17	17	17	74	76	75
29	B29	19	19	17	18	18	19	18	19	18	18	18	18	19	15	15	16	16	16	73	77	75
30	B30	17	17	16	17	18	17	17	17	17	17	17	17	17	15	15	16	16	16	69	71	70



31	B31	17	17	16	17	18	17	15	16	3	4	69	71	70
32	B32	16	15	15	16	16	17	14	15	3	3	64	66	65
<b>Total</b>		<b>514</b>	<b>521</b>	<b>487</b>	<b>499</b>	<b>525</b>	<b>527</b>	<b>482</b>	<b>491</b>	<b>116</b>	<b>122</b>	<b>2124</b>	<b>2160</b>	<b>2142</b>



**Appendix 27****The Result of Reliability Pre-Test Experimental Class****Reliability Statistics**

Cronbach's Alpha	N of Items
.944	10

**Case Processing Summary**

		N	%
Cases	Valid	32	100.0
	Excluded <sup>a</sup>	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Content_R1	118.2812	129.564	.808	.937
Content_R2	118.7188	124.983	.818	.936
Organization_R1	119.0312	114.547	.896	.933
Organization_R2	118.9062	117.572	.913	.931
Vacabulary_R1	119.0000	130.516	.754	.939
Vocabulary_R2	119.2500	131.548	.763	.939
Language_R1	119.5000	128.774	.745	.940
Language_R2	119.9688	129.128	.677	.943
Mechanics_R1	128.2188	134.564	.713	.941
Mechanics_R2	128.5000	136.387	.652	.944

## Appendix 28

## The Result of Reliability Post-Test in Experimental Class

## Reliability Statistics

Cronbach's Alpha	N of Items
.957	10

## Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded <sup>a</sup>	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

## Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Content_R1	139.2812	117.499	.888	.949
Content_R2	139.6562	114.814	.824	.952
Organization_R1	139.4375	118.899	.888	.950
Organization_R2	139.5312	111.418	.869	.950
Vacabulary_R1	139.2500	118.065	.844	.951
Vocabulary_R2	139.2812	126.725	.615	.959
Language_R1	139.7500	114.129	.755	.956
Language_R2	139.7188	109.564	.902	.948
Mechanics_R1	150.7188	125.564	.720	.956
Mechanics_R2	150.8750	119.532	.888	.950

**Appendix 28****The Result of Reliability Pre-Test Control Class****Case Processing Summary**

		N	%
Cases	Valid	32	100.0
	Excluded <sup>a</sup>	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.944	10

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Content_1	115.84	101.362	.758	.939
Content_2	115.56	99.996	.796	.937
Organization_1	117.53	97.547	.766	.938
Organization_2	117.31	95.577	.865	.934
Vocabulary_1	116.75	92.839	.874	.933
Vocabulary_2	116.12	93.210	.840	.935
Language_1	118.00	85.484	.887	.934
Language_2	117.94	88.383	.832	.937
Mechanics_1	129.22	111.467	.772	.946
Mechanics_2	129.34	111.007	.695	.946

## Appendix 29

### The Result of Reliability Post-Test Control Class

#### Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded <sup>a</sup>	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.961	10

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Pretest Control Class	125.2188	117.596	.891	.954
Content_2	125.0312	117.128	.832	.957
Organization_1	126.1250	119.210	.914	.953
Organization_2	125.6875	124.028	.895	.954
Vocabulary_1	124.8438	123.878	.914	.953
Vocabulary_2	124.7812	127.854	.821	.957
Language_1	126.3438	122.168	.871	.954
Language_2	126.0000	121.161	.772	.960
Mechanics_1	138.5000	137.484	.801	.960

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Pretest Control Class	125.2188	117.596	.891	.954
Content_2	125.0312	117.128	.832	.957
Organization_1	126.1250	119.210	.914	.953
Organization_2	125.6875	124.028	.895	.954
Vocabulary_1	124.8438	123.878	.914	.953
Vocabulary_2	124.7812	127.854	.821	.957
Language_1	126.3438	122.168	.871	.954
Language_2	126.0000	121.161	.772	.960
Mechanics_1	138.5000	137.484	.801	.960
Mechanics_2	138.2812	138.918	.809	.961



## The students' Pretest and Posttest in Experimental Class

Nama : Nabila Rachmadhani

Kelas : VIII A

68

### Happiness Experience (Winning the Competition)

#### Orientation

- Δ Last year was the best experience I have ever got.  
I was the first winner of singing competition.

#### Event

- Δ I love singing since I was kid. I practiced so hard before the day of competition. My parent are really supportive. They help me to practice and prepared healthy food for me. they also give me motivations to be believe in my self.

#### Reorientation

- Δ That is why winning singing competition meant so much for me. and also that is my happiness experience.

$$R_1 = C = 16$$

$$D = 16$$

$$V = 14$$

$$L = 15$$

$$m = \frac{6}{67} +$$

$$R_2 = C = 15$$

$$D = 16$$

$$V = 15$$

$$L = 16$$

$$m = \frac{7}{69} +$$

$$\frac{67+69}{2} = \underline{\underline{68}}$$

Nama : Nabla Rahmadhani

Kelas : VIII A

85

- Unforgettable Experience (Going to Vacation) -

Orientation

It was holiday time. My friends and I went on vacation to the beach. It was so much fun. We rented a house and spent our days by swimming and exploring the area.

Event

One day, we decided to go on a hiking. We went to the waterfall. We were so excited to see it. We took a lot of pictures and then we went back to the beach and going to home.

Another day, we went for a walk on the beach. The ~~sun~~ sky was beautiful. We saw a group of people gathered around a bonfire. They were playing music and having a great time. We decided to join them.

Reorientation

We had such a great time. We danced to and tasted fishes. It was an unforgettable experience. We made so many great memories that will never forget.

$$R_1 = \begin{array}{l} C = 18 \\ D = 20 \\ V = 18 \\ L = 19 \\ m = \frac{8}{86} + \end{array}$$

$$R_2 = \begin{array}{l} C = 19 \\ D = 20 \\ V = 19 \\ L = 18 \\ m = \frac{7}{89} + \end{array}$$

$$\frac{86 + 89}{2} = 85$$



## The students' Pretest and Posttest in Control Class

Nama : Pur Aisyah  
Kelas : VII B

65

" My bad experience (Coming late to the school) "

Last Wednesday, I came late to my school because I play station until 2.00 am.  
Because of I wake up late.  
I wake up about 6:30 am and the class will begin at 07.00 am.  
I ran to bathroom to take a bath, I usually had a breakfast after take a bath,  
but in that day I did not do that.

Went I always go to school by my motorcycl, but in that day, I forget  
where I put the key, so I went to the school by motor, Public  
transportation. I arrived at school at 07.15 am, I ran to my class,  
but I see my teacher stood in front of class and angry to me.  
because I'm late.

I was my bad experience and I hope I would not do that again.

$  \begin{array}{r}  R_1 = C = 16 \\  O = 16 \\  V = 16 \\  L = 16 \\  M = 3 \\  \hline  65  \end{array}  $	$  \begin{array}{r}  R_2 = C = 16 \\  O = 15 \\  V = 17 \\  L = 14 \\  M = 3 \\  \hline  65  \end{array}  $	$  \frac{65 + 65}{2} = 65  $
---	---	------------------------------

= Content  
 = Organization  
 = Vocabulary  
 = Language  
 = Mechanic

Nama : Sapira Carnia  
 kelas : VIII B

78

"Unforgettable Experience (Bad Shopping Experience)"

A few weeks ago, I came with my friend Andi to going shopping in a supermarket. On our way back home, I felt something strange about the motorcycle. Andi told me that we were out of gasoline. I was worried because we had no more money for shopping and our home was still about five kilometers away. We have no choice but to push the motorcycle all way home.

When we pushing our motorcycle hopelessly, suddenly a man on a motorcycle asked us what happened. We briefly told him about our problem. Surprisingly, he gave us some money to buy some gasoline. After giving us the money he gave, I could not say how happy we are that time.

We pushed our motorcycle quickly to the nearby gas station. Thanks to the random man, we didn't have to push our motorcycle all the way home anymore.

$$\begin{array}{r}
 R_1 = C = 19 \\
 O = 18 \\
 V = 18 \\
 L = 19 \\
 M = 5 \\
 \hline
 78
 \end{array}
 +$$

$$\begin{array}{r}
 R_2 = C = 20 \\
 O = 17 \\
 V = 18 \\
 L = 19 \\
 M = 4 \\
 \hline
 78
 \end{array}
 +$$

$$\frac{78 + 78}{2} = 78$$

**The Documentation of The Research at SMA 14 Bandar  
Lampung in The Academic Year of 2021/2022**











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NIP : 197308291998031003  
Jabatan : Kepala Pusat Perpustakaan UIN Raden Intan Lampung  
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STUDENTS' WRITING ABILITY IN RECOUNT TEXT AT THE FIRST SEMESTER OF THE  
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## CHAPTER V

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### PRIMARY SOURCES

1	Submitted to UIN Raden Intan Lampung Student Paper	6%
2	Rizka Indriani, Zahrida ., Mei Hardiah. "The Effect of Guided Question Technique on Students' Writing Ability in Descriptive Text", Journal of English Education and Teaching, 2019 Publication	4%
3	Bahman Motaei. "On the Effect of Cooperative Learning on General English Achievement of Kermanshah Islamic Azad University Students", Procedia - Social and Behavioral Sciences, 2014 Publication	3%
4	Yasmika Baihaqi, Maya Rutiningsih. "The Influence of using Suggestopedia Method Toward Students' Vocabulary Mastery at Eight Grade of the Second Semester in SMPN 06 Metro in Academic Year 2016/2017", ENGLISH FRANCA : Academic Journal of English Language and Education, 2019 Publication	2%



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**5** Bramianto Setiawan, Reza Rachmadtullah, Lukman Nulhakim, Endang Wahyudiana, Vina lasha. "The utilization of augmented reality on online learning: The impact for students' physics problem-solving ability", AIP Publishing, 2022 **2%**

Publication

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**6** Sinta Pertiwi, Evie Kareviati. "THE IMPLEMENTATION AND THE STUDENT'S RESPONSES OF GUIDED QUESTION TECHNIQUE IN TEACHING WRITING RECOUNT TEXT", PROJECT (Professional Journal of English Education), 2021 **2%**

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