



**THE EFFECT OF USING CLUSTERING TECHNIQUE ON THE EIGHTH GRADE
STUDENTS' RECOUNT TEXT WRITING ACHIEVEMENT AT SMPN 1 SILIRAGUNG
BANYUWANGI IN THE 2015/2016 ACADEMIC YEAR**

THESIS

By:

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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2016**

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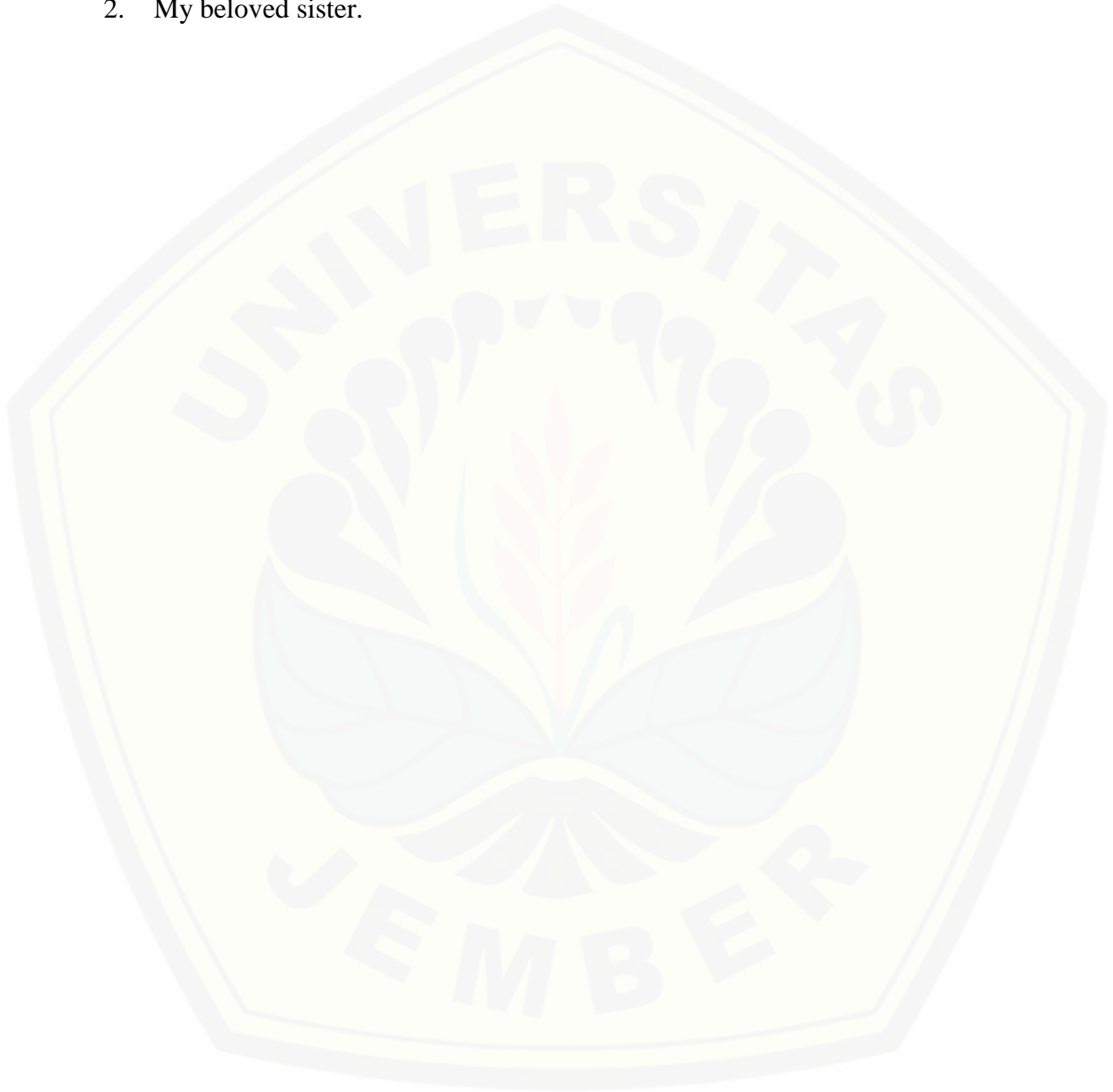
Name : Veronika Sungging Pratiwi

Date : April, 28th 2016

DEDICATION

This thesis is proudly dedicated to:

1. My beloved father and my beloved mother.
2. My beloved sister.



MOTTO

Writing is easy. All you do is staring at blank sheet of paper until drops of blood form on your forehead.

(Gene Fowler)



CONSULTANTS' APPROVAL

**The Effect of Using Clustering Technique on the Eighth Grade Students'
Recount Text Writing Achievement at SMPN 1 Siliragung Banyuwangi in the
2015/2016 Academic Year**

THESIS

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of the English Education Program, language and Arts Department,
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Jember, June 2016

The writer

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SUMMARY

The Effect of Using Clustering Technique on the Eighth Grade Students' Recount Text Writing Achievement at SMPN 1 Siliragung Banyuwangi in the 2015/2016 Academic Year; Veronika Sungging Pratiwi, 090210401051; 2016:48 pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Writing is one of the four basic skills in English language learning. It is one of the ways to communicate by using written language. It is regarded as the most important skill that can be seen from the use of writing at almost all of the subject matter at school whether on the language subject or the other lessons. Even, it is very important for students' future endeavor because it is one of the requirements in every higher level of their study and for their future career.

Writing is regarded as a difficult skill. To deliver a good writing, writer needs to follow some writing steps. They are: prewriting, organizing, drafting, revising, editing and proofreading. Prewriting is an important step of writing because in this activity the ideas are come up and the topic are developed. One of the prewriting techniques is clustering. In clustering, the students write various ideas and details. It helps students produce ideas more creative without inhibition. Moreover, there is no judgment to the ideas producing in clustering. The students get a relax situation and far from inhibition when they are clustering their ideas. Moreover, clustering help students to organize their ideas well, because it can also be used for grouping the ideas. It helps students group the ideas as they are connected each other by grouping the ideas in a graphic design. Besides, clustering can provide an interesting learning activity since there is no inhibition and limitation in producing ideas, therefore the students will be motivated to write. In other words, if the students are interested and motivated in writing, it can influence their achievement.

This research was a quasi experimental research. The purpose of this research was to know whether or not there was a significant effect of using

Clustering Technique on the eighth grade students' recount writing achievement at SMP Negeri 1 Siliragung Banyuwangi in the 2015/2016 academic year. The area of this research was SMP Negeri 1 Siliragung Banyuwangi. It was chosen purposively because the researcher wanted to prove whether or not there was a significant effect of using clustering technique to teach writing recount text in this school. The population of this research was the eighth grade students in the 2015/2016 academic year. The research respondents were determined by cluster random sampling by using lottery since the population was homogeneous based on the result of homogeneity test. The total number of the respondents was 72 students that consisted of 36 students of VIII A as the experimental group taught by clustering technique, while the control group consisted of 36 students of VIII B taught without using clustering technique.

The data of this research were collected from the students' scores of post test to make comparison of the mean scores between the two groups, and the data were analyzed by using independent sample t-test formula. Based on the calculation, the mean score of the experimental group was higher than the mean score of the control group. The result of the data analysis showed that the statistical value of the students' post-test was 3.428 while the value of t-table at significant level 5% with degree of freedom (D_f) 70 was 1.994. It indicates that the value of t-test was higher than of t-table ($3.428 > 1.994$). Based on the output of independent sample t-test, it could be concluded that there was a significant difference between the control group and the experimental group. It indicated that there was a significant effect using clustering technique on the eighth grade students' recount text writing achievement at SMP Negeri 1 Siliragung Banyuwangi in the 2015/2016 academic year. Therefore, it is recommended for the teacher to use clustering as a technique in teaching writing.

CHAPTER I. INTRODUCTION

This research is a quasi experimental research; its purpose is to observe whether there is an effect of using clustering technique on the students' recount text writing achievement. This technique is intended to make the teaching learning process interesting and help the students flow their ideas while writing. As the writing is in progress, students will develop proficient and flexible writing skills.

This chapter presents some issues related to the topic of the research. They are background of the research, problem of the research, objective of the research and significant of the research. Each point is presented respectively bellow.

1.1 Background of the Research

Being able to read and write has been seen as a desirable skill for students. Almost all of subject matters at school use writing. Chaffee *et al* (1992:2) said that writing exists from the elementary level to the advance level. Moreover, Harmer (2004:3) stated that most of the language ability tests always carry out writing activity to measure the students' achievement. Because writing is one of the four language skills, it is important to be taught on English subject. Administering writing to the secondary school students is intended to help them accustomed with writing, both in the context of students work and daily communication. Thus students can gain writing habit which hopefully will give much benefit for their future endeavor.

Writing is not an automatic process and it can be mastered through learning and practicing. On obtaining writing ability, everyone has to learn writing consciously. As what Ur (1996:161) stated that the mastery of writing is mostly engaged through learning and practicing. Therefore, writing is an ongoing process, in which to be mastered on writing, everyone has to learn and practice continuously.

However, writing is difficult skill to conduct and accustom. It is a difficult subject especially for students. A simple subject can turn out to become complicated because of involving writing. There are some reasons why writing becomes a frustrating skill for students. Firstly, writing involves a process of thinking. As what Langan (2011:12) said that intensive and active thinking are clearly required in writing activity. Secondly, in writing the ideas need to be organized more systematically. It is supported by Bram (1995:25) stating that when they are doing communications in writing, people use written language more systematically than that in spoken language. It is in line with Ur's (1996:161) statement, that a written text is carefully organized because the writer has time and opportunity to work on it. Moreover, Wingersky *et al* (1999:4) said that in writing, there are only words and punctuation to form the command, thus the common pattern of grammar and vocabulary are conformed more in written text. The last, it is more difficult to communicate in written text because writer has to make sure the text is readable. Boiarsky (1993:290) stated readability can be achieved as long as the text obtains some aspects dealing with grammar usage, spelling, and punctuation. In line with this, Cohen (1994:328-329) noted that writing assessment is based on analyzing writing components such as content, organization, vocabulary, grammar, and mechanic. In brief, writing becomes difficult to be conducted, because it needs a process of thinking, requires the ideas to be organized more systematically, and obtains some aspects dealing with content, organization, vocabulary, grammar, and mechanic.

Meanwhile, producing a good piece of writing needs some steps to carry out. Langan (2008:8) said that writing is not a simple step. The stage of writing process includes prewriting, organizing ideas, drafting, revising, editing, and making a final draft. Prewriting is a preliminary writing process. According to Wingersky *et al* (1999: 4), it is a way to generate ideas, narrow a topic, or find a direction. Moreover, Roberts (2004:7) said that prewriting is important to conduct in writing class because students do not write like an expert writer.

Besides, he stated that research shows that success is greater when students used prewriting strategies. Further, Langan (2011:23) noticed some kinds of prewriting: (1) free writing, (2) questioning, (3) making a list, (4) clustering, and (5) preparing a scratch outline. For instance, prewriting helps students to encourage on writing assignment in which they understand the topic, to access their ideas or information they have known about the topic and to become motivated to start writing.

However, it is possible that students deal with some difficulties in writing, such as when they start writing. They get difficulties to think and develop a topic by coming up thoughts and feelings into their head and transferring it into a text. White and Arndt (1991:17) argued that to start writing is the most difficult step. Moreover, Langan (2011:23) said that because it is difficult to begin writing, the students may feel stuck or the situation when no ideas come to their mind. For those reasons, it is important to conduct a prewriting activity.

Clustering is one of prewriting technique. Stanley *et al* (1992:234) mentioned that clustering is the smaller term of brainstorming technique, whereas Langan (2011:23) stated that clustering is not the part of brainstorming. Apart from those two different statements, clustering is one of prewriting techniques. As like the other kinds of prewriting technique, it helps students getting fluency in writing. The difference between clustering and the other technique is as what Langan (2011:28) said that in clustering writers use lines, boxes, arrows, and circles to show connection of the ideas and details. So, it is possible that the students create ideas and organize ideas in a sequence series. Therefore by using clustering they can construct paragraph easily. Moreover, Carino (1991:16) stated that clustering is helpful for the students who are interested in their thinking by creating a diagram or an image. Therefore, by conducting clustering, the students will write more fluently and creatively.

A previous research had been conducted regarding to the effectiveness of this technique. The previous research conducted by Putri (2011) proved the effect of using clustering technique in teaching writing on the eighth grade students at SMPN 2 Cluring Banyuwangi in the 2011/2012 academic year. This showed that clustering technique had a significant effect on the students writing achievement. However, the previous research and this research had some similarities and differences. The similarities were on the technique used and the level of the research subject. The differences between the previous research and this research were on the type of the text used in which the researcher applied this technique to teach recount text and the subject selected.

According to the *2006 Institutional Based Curriculum (KTSP 2006)*, English teacher of junior high school ought to administer some genres to be learned by students. Based on the basic competence for junior high school, the students must be taught some kinds of texts such as descriptive, recount, narrative, procedure, and news report. Recount and narrative are categorized into genres to be taught to the eighth grade students of junior high school. The purpose of recount texts is to retell and to inform the readers about past events in chronological sequence. In this case, the researcher will conduct an experimental research in teaching recount text to the eight grade students.

Before conducting the research, the researcher had done a preliminary study in the forms of observation and interview to the eighth grade English teacher of SMP Negeri 1 Siliragung Banyuwangi. It was intended to get information needed in this research. Based on the interview result, it was revealed that English subject of the eighth grade students at SMP Negeri 1 Siliragung is taught twice a week. The time allocation is 2x40 minutes for each meeting. In teaching recount text, the teacher explained material about recount dealing with the purpose of text, generic structure, and language feature. He presented an example of recount text, and asked the class to analyze the text together then he asked them to write a recount paragraph. Based on the information above, in which the eighth grade students of SMP N 1 Siliragung

Banyuwangi in the 2015/2016 academic year had never been taught writing recount text by using Clustering technique, the researcher was interested to conduct a research administering clustering as prewriting activity to know or prove whether or not it has a significant effect on students' writing achievement.

The research conducted to investigate the effect of using clustering technique on recount text writing achievement of the eighth grade students of SMP Negeri 1 Siliragung Banyuwangi. The purpose of this research was to know whether or not there was a significant effect of using clustering technique on the eighth grade students' recount text writing achievement. The researcher used clustering technique. This research used two classes: experimental and controlled class. The new treatment was given to the experimental class and the control class was taught without clustering technique.

Based on the explanations above, the researcher was interested to conduct experimental research entitled "The Effect of Using Clustering Technique on the Eighth Grade Students' Recount Text Writing Achievement at SMP Negeri 1 Siliragung Banyuwangi in the 2015/2016 Academic Year".

1.2 Problem of the Research

Based on the background of the research above, the problem of the research is formulated as follows:

"Is there any significant effect of using Clustering technique on the eighth grade students' recount text writing achievement at SMP Negeri 1 Siliragung Banyuwangi in the 2015/2016 academic year?"

1.3 Objective of the Research

Based on the research problem, the objective of this study is to investigate whether there is a significant effect of using Clustering technique on the eighth grade students' recount text writing achievement at SMP Negeri 1 Siliragung Banyuwangi in the 2015/2016 academic year.

1.4 Significance of the Research

It has been the requirement that every research must have the significance not only to the writer, but also to the others who has the same interest in the research. Therefore, the findings of this study are expected to be useful for the following people:

a). The English Teacher

The result of this research is expected to be used as a consideration to also include clustering as well as technique in teaching writing knowing that clustering is able to make students write creatively.

b). The Students

The students are expected to be able to write creatively not only on writing recount text but also on the other texts and other purposes. In order to make the students write creatively in their daily life, clustering can be the techniques which will guide the students develop writing successfully. Hopefully, clustering will be able to increase the students' skill in writing better than before.

c). The Future Researcher

The research finding will be useful for future researchers as a reference to carry out further research on the same topic by conducting other research design dealing with the use of clustering technique to the different level of the students.

CHAPTER 2. REVIEW OF RELATED LITERATURE

Theory is a fundamental of doing a research. It gives a guideline to explain, describe and clarify the problem of a research. This chapter elaborates some issues of the theories: writing skill, teaching writing using clustering technique, the influence of clustering technique in a recount text writing, and research hypothesis. Each topic is discussed in the following parts respectively

2.1 Writing Skill

Wingersky *et al* (1999:4) defined writing is a process which people discover, organize, and communicate their thoughts to the reader. Besides, Fairbairn and Winch (1996:32) stated that writing is purposed to transfer meaning by constructing words in a written form. Further, Chaffee *et al* (1999:5) defined writing is a purposed process to communicate by using written symbols. By using those definitions, it can be said that in writing people discover, organize and communicate ideas or feelings to the readers by selecting words and punctuation and putting them together in written form.

On the other hand, White and Arndt (1991:3) said that writing is actually a process of thinking. It is not a simple matter of transcribing language into written form. Further, Kellogg (2008:2) also confirmed that in writing, the ability to think and memorize is very important. Therefore, it can be concluded in writing the process of thinking and memorizing is very important to transcribe language into written text.

However, writing is one of the language skills that should be taught in English subject. Many experts regard writing is the most difficult skill to be mastered if it is compared with the other language skills. Heaton (1988:135) argued that the writing skill is complex and difficult to teach because it requires the mastery of grammatical, rhetorical device, conceptual and judgmental elements. Moreover, Kellogg (2008:2) noticed, "Learning how to write a coherent, effective text is difficult and a protracted achievement of cognitive

development that contrast sharply with the acquisition of speech”. Therefore, writing skill is inhibited and developed in a long term process.

2.2 Writing Process

Writing is never one step action. Producing a piece of writing is a process the writer may go through. Brannan (2010:4-20) pointed out the steps in a standard writing process to carry out the writing project successfully:

1. Prewriting

It is the first step in writing process in which writer generates ideas. It is also a good opportunity to explore what he/she already knows about a topic. It addresses to get a flexible feeling to loosen up the ideas. The more ideas generated, the more creative the writing.

2. Organizing Ideas

In this step the writer should focuses in sorting ideas in a logical manner and preparing to write a draft. It is a must to develop a good paragraph with well organized ideas, therefore the sentences flow naturally in chronological order.

3. Drafting

This is the next step after having the ideas of the overall shape of the paper organized and determined. In this step, writer begins to write the first draft.

4. Revising

When revising, writer requires looking closely to the work, looking opportunities to shift, add and cut materials. It is not an easy step of writing process because it needs time and needs to work critically to improve the writing. In revising the focus is on content, organization and style.

5. Editing

In this step the focuses are on grammar, spelling, and punctuation. The objective of doing editing is to make the writing more readable by controlling most of the errors.

6. Proofreading

It is the last step of writing process after having closely edited last draft and minimized the mechanical errors possible.

White and Arndt (1991:17) convinced that generating ideas is especially a crucial part of writing process. Moreover, Brannan (2010:4) said that clustering is a one technique in prewriting activity. Thus, this research discussed mainly on prewriting activity by using clustering technique.

2.3 Competency of Writing in School Based Curriculum

Writing has to be learned because it is one of the basic language skills. Even, it is an activity to measure students' achievement. Teaching writing especially in English lesson is intended to help students accustom writing skill both in the context of students' work and daily communication.

Competence of writing in SMP/MTs is based on the *2006 Institutional Based Curriculum* (KTSP 2006). It has been listed in KTSP a set of teaching writing activities for the eighth grade students. Those activities are about writing short functional texts and short simple essay in the form of narrative and recount.

This research emphasized on the students' activities in writing short simple essay in the form of recount. The students must be able to construct short essay about activities, events, moments in the past considering at social function, text structure, and language feature. For the eighth grade students, it was taught in both the first and the second semester.

Indicators are the aspects of the evaluation. Every language skill has product indicators to evaluate. The same way as in the skill of writing, it also has indicators to evaluate in every learning process. Based on KTSP 2006, the

product indicator of writing on the eighth grade of SMP/MTs is writing short simple essay in the form of recount.

2.4 Recount Text as Taught in Junior High School

According to KTSP 2006, there are some genres to be taught in the junior high school. They are descriptive text, procedure text, recount text, narrative text, and factual report. As suggested in KTSP 2006, recount has to be taught in junior high school, especially on the eighth grade.

Goatly (2000:30) confirmed that recount text construct experience by retelling events and incidents in the order in which they occurred. A recount text is a text tells the reader about one story, action or activity. Its goal is to entertain or inform a story to the reader.

According to Wood and Stubbs (2000:8), recount text can be divided into five types, they are consisted of:

a. Personal recount

It retells an experience that the writer has been personally involved in, e.g. anecdote, diary journal, and personal letter.

b. Factual recount

It reports an incident by reconstructing factual information e.g. police reconstruction of accident, historical recount, biographical and autobiographical recounts.

c. Imaginative recount

It interprets events in order to apply factual knowledge to an imaginary role, e.g. "A day in the life of a pirate", and "How I invented".

d. Procedural recount

It records the steps in an investigation or experiment and providing the basis for reported results or findings.

e. Literacy recount.

It retells the series of events for the purpose of entertaining.

This research used personal recount as the material to conduct by the students in the form of short essay. Ur (1996:165) stated, “On the whole students are motivated to write (and read) about personal experiences; also, each can write at his or her own level of proficiency”. Therefore, the researcher used personal recount in which it retells the students’ experiences and they have been involved in those events.

According to Mukarto *et al* (2006:62), the generic structure of recount text consists of the following:

a. Title (optional)

It is the summary of the text and gives information about the specific participant, example: I, my family or my friend.

b. Setting or orientation

It tells the background information and answers the question: who, when, where, why and what the experience.

c. List of events

It presents the events or what people do and tells the events chronologically. It usually uses connectives to show the sequence of events, such as: first, then, next, finally and so on.

d. Reorientation

It is the concluding comments. It usually presents the writer’s personal opinion about the events described.

Based on Mukarto *et al* (2006:63) the language features of personal recount are consisted of the following:

a. It uses past tense.

Example: My mother went to traditional market yesterday afternoon.

b. It uses connectors to put events in order.

Example: Firstly, they went to the school library to get the book.

c. It uses many verbs or action words, such as read, went, bought, put, and so on.

d. It mainly uses 1st person pronoun (I or we)

Based on the based competence of the eighth grade students of junior high school, the assessment of students writing is based on the analyzing of students writing recount text in the form of short essay. Essay is the piece of writing consisted of more than one paragraph and consisted of three parts: a beginning, the middle and an end. The beginning is an introduction, the middle is called as the body and the end is the conclusion. This is the example of recount in the form of short essay:

Orientation	{	<i>Last summer holiday, my family and I spent one night at the countryside. We stayed in a small house. It had a big garden with lots of colorful flowers and swimming pool.</i>
Events	{	<i>First, we made a fire in front of the house. Then, we sat around the fire and sang lots of songs together. After that we came into the house and had dinner. Next, we sat in the living room and watched a movie. Finally, everybody fell asleep there.</i>
Reorientation	{	<i>We woke up very late in the morning and had breakfast. In the afternoon we went home. We were all very happy.</i>

(Mukarto *et al*, 2006:63)

2.5 Writing Aspects Assessed in Recount Text

Since writing consists of many components, the students have to master writing components if they come to write composition well. Besides, writing components are important materials for students because teachers use those aspects as criteria to score their writing. It is stated by Jacobs *et al* in Hughes (2003:104) that writing assessment can be analyzing writing components such as content, organization, vocabulary, grammar and mechanics. At last, with those aspects of writing, students are expected to be able to communicate in written form correctly and systematically.

a. Content in Recount

Content can be known by reading throughout the whole story. It is the story essence. The content must be clear. Clarity is one of requirement to get the content clear. It means that content present clear comprehension. By knowing the content, readers get clear comprehension of the text. Besides, content must have a conciseness. It means that content should brief and focus on its scope. That is in line with Ur's statement (1996:199), who said that content presents information which can be present details information that means completeness. So, a good content always involves clarity, conciseness, and completeness of the content itself. In this case, the content of students' writing based on the students' experiences must be clear, concise, and complete.

b. Organization in Recount

Well-organized writing should fulfill two aspects, they are unity and coherence. Both are required to apply organization of written text. In recount writing, the organization is also meant that the text fulfill the aspect of unity and coherence.

Unity refers to all of sentences in a paragraph should focus on one thing. Wingersky *et al* (1999:41) argued that a paragraph called lacks of unity or not unified when any ideas doesn't relate specifically to the topic sentence. In addition, Bram (1995:20) noticed that to make paragraph unity, the writer must write a good or clear topic sentence. The same way as in writing a short essay in the form of recount, it is important for students to make all sentences on each paragraph focus on the main idea to develop a unity.

Coherent refers to the text which hold together expressed one meaning. Bram (1995:21) said that any coherent paragraph contains ideas connected smoothly. It is in line with Wong's statement (1999:36), who stated that the consistency means that the ideas and sentences flow together seamlessly in a logical manner and organization. In writing recount, coherent can be achieved if

the sentences flow smoothly and naturally in a logical and organized manner. Besides, the students can use transition signal to help the sentences flow smoothly and logically, such as: first, then, after that, before, at last, finally, etc.

c. Vocabulary in Recount

Wilkins in Thornbury (2002:13) stated, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Vocabulary is basic knowledge for students in learning writing. That in line with Ur’s statement (1996:61), who said that appropriate words are required in writing to understand the message of content. Having rich vocabulary will help writer writes more creative. Therefore, writers have to enlarge their knowledge of new vocabulary to improve writing skill. Wingersky *et al* (1999:3) clarified English vocabulary into eight, namely noun, verb, adverb, preposition, pronoun, conjunction, article, and adjective. In recount, the students’ choices of words cover verb, adverb, conjunction, noun and pronoun.

d. Grammar in Recount

In writing, there is a rule to write the words in order to express a correct meaning. In English, this rule is named grammar. Thornbury (2003:1) said, “Grammar is partly the study of what forms or structures are possible in a language”. It is similar to Fairbairn and Winch (1996:108) who stated that the rules of grammar help writer to build sentences in acceptable English. Therefore, it can be conclude that grammar is the study about a set of rules to construct sentences in acceptable English.

Students commonly tend to make grammatical errors. Therefore, Fairbairn and Winch (1996:109) mentioned some points to help students construct sentences:

1. All sentences have to contain a main verb.

The example: Alice came home yesterday.

2. The verbs, nouns, and pronouns have to be agreed.

That plural noun or pronouns must have plural verbs and singular nouns or pronouns have singular verbs. For example: The cows on the hill look wonderful, but they eat all the time.

3. The tenses of verbs have to be consistent.

The example: On Sunday afternoon we went to Café on the High Street where we had pizza, burger, and orange juice.

4. It has to be no crucial or grammatically significant words are missing.

The example: Teachers should strive to ensure that the test is not too easy or too hard for the students.

In this research, the grammatically correct sentences the students need to be able to write focused on the use of simple past tense as one of language features of recount. According to Mukarto et al (2006:57-59), the simple past consists of the simple past forms of *be* and the simple past forms of regular verbs.

1. The simple past forms of *be*:

Was and *were* used in the simple past form of *be*. The example:

- a. *Was* she happy?
- b. *Were* you happy?

Writer can put a noun, adjective, or adverb after *was* and *were*. For example:

- a. I *was* a student (noun).
- b. He *was* happy (adjective).
- c. They *were* at school (adverb).

There are adverbs of time to talk about past events: yesterday, last morning, last Sunday, last month, two hours ago, and in 1999.

The writers can also put adverbs of time in front or the end of a sentence. For example:

- a. *Yesterday*, Tony was at home
- b. They were here *an hour ago*.

2. The simple past forms of regular verbs.

In English, there are regular verb and irregular verbs. The writer forms the past simple of regular verbs by adding **-ed** to the basic verb. For example:

- a. I **cooked** this morning.
- b. They **worked** in 1992.

The writer cannot add **-ed** to the basic verbs of irregular verbs. The example of irregular verb in the past form can be seen in the following table:

Table 2.1 The Example of Irregular Verbs in the Past Form

<u>Present verb</u>	make	put	read	run
<u>Past verb</u>	made	put	read	ran

e. Mechanics in Recount

Mechanic is used to control compositions in aspect of spelling, punctuation, and capitalization. Heaton (1988:135) confirmed that mechanical skill refers to the ability to use particular conventions correctly to the written language. Mechanics can help the writer point out the message on each sentence by controlling the aspects of spelling, capitalization, and punctuation.

Spelling refers to the correct order of letters in each word. It is a crucial part of mechanics to facilitate readers to understand words or sentence. Error spelling can be avoided by checking and correcting the text.

Capitalization is the writing rules to write words by using capital letter. According to Langan (2011:544), the capital letters are used with:

- a. First word in a sentence or direct quotation
- b. The name of person and the word *I*
- c. Name of particular places
- d. Names of days of the week, months, and holidays
- e. Names of commercial products,
- f. Titles of books, magazines, newspapers, articles, stories, poems, films, television shows, songs, papers that you write, and the like

- g. Names of companies, associations, unions, clubs, religious and political groups, and other organizations.

According to Fairbairn and Winch (1996:81), punctuation is used in order to help readers understand the meaning of writing. It helps to manage how to start, pause, or stop written language. Bram (1995:92) stated that correct punctuation is very significant in a correct writing. It is because applying incorrect punctuation creates different interpretations. This is the reason why punctuation is a crucial part to be concerned in writing. Langan (2011:558-587) confirmed that punctuation consists of apostrophe (‘), quotation marks (“..”), comma (,), colon (:), semicolon (;), dash (--), parentheses (), hyphen (-). Hepburn (1964:173-175) adds that punctuation is also consisted of period (.), question mark (?), and exclamation mark (!).

In recount text, the use of punctuation was emphasized on the use of full stop and comma. Both will be explained bellow:

1. Full stop (.)

Bram (1995:93) explained the use of full stop as follow:

- a. This marks the end of a positive or negative statement, the end of a complete thought.
- b. It is often used to mark the end of initials or abbreviations; sometime it is optional.

2. Comma (,)

Langan (2011:255) mentioned six main uses of comma as follow:

- a. To separate items in a series.
- b. To set off introductory material.
- c. On both sides of words that interrupt the flow of thought in a sentence.
- d. Between two complete thoughts concerned by: and, but, for, or, nor, so, yet.
- e. To set off a direct quotation from the rest of a sentence.
- f. For certain everyday material.

2.6 Method of Scoring Writing

Students' writing scores can be used to know their achievement. Writing achievement in this research referred to the students' writing recount achievement after being taught by using clustering technique. Hughes (2003:13) said that the purpose of giving achievement test is to know how successful students achieve objectives of the study. It uses scoring method in the measurement process of students' achievement. There are two kind of scoring methods: holistic and analytic scoring.

The first is holistic scoring method. Holistic scoring method applies the single scoring to piece of writing to measure the overall aspects of it (Hughes, 2003:94-95). Hughes also pointed out that holistic scoring possibility to be scored more than once since it is necessary. However, the disadvantage of this scoring method is that, there is no separated aspect of writing. Therefore, it is difficult to identify in which aspect of a piece writing is good or poor.

The second is analytic scoring method. O' Malley and Pierce (1996:144) stated that analytical scoring method scales the feature of composition into components that are scored separately. It means the writer will know his or her weaknesses and strengths in his or her writing since it is scored separately. According to Hughes (2003:102), analytic scoring has some disadvantages. Firstly, it disposes the problem of uneven development of sub skills in individuals. Secondly, scores are compelled to consider aspects of performance which they might otherwise ignore. Thirdly, the very fact that the scorer has to give a number of scores will tend disadvantages of analytic scoring takes long time than holistic scoring.

Based on the explanation above, this research used analytic scoring method to measure the students' writing test. Jacob *et al* in Hughes (2003:104) confirmed that there are five aspects of writing, those are content, organization, vocabulary, grammar, and mechanic. This scoring rubric does not use the equal weight on each aspect. The content being given the greatest weight and the mechanics the least. Besides, Brown (2004:357-358) noted that there are six

aspects in writing; those are content, organization, discourse, syntax, vocabulary and mechanics. This scoring rubric does not use the equal weight on each aspect as well; the first few components are scored greater than the other last components. However, Cohen (1994:328-329) stated that there are five aspects of writing used to measure students works, such as content, organization, vocabulary, grammar, and mechanics. This scoring rubric does not perceive the importance of writing components; it provides the equal weight on each aspect.

Regarding to the scoring rubric, Cohen (1994) said that writing assessment is scored by using the five aspects: content, organization, vocabulary, grammar and mechanics. However, this assessment used scoring rubric by Cohen (1994), with the equal weight of scoring on each aspect. The researcher used the scoring rubric by Cohen because of some reasons. Firstly, this scoring rubric has the same weight and the same the scale of each aspect that it can help the scorer easier score students' writing. Secondly, Hughes (2003:103) stated that scoring rubric which differentiate the importance of each component is not necessarily be appropriate for testing the writing at elementary level. Therefore, in teaching writing recount text for the eighth grade students of junior high school, all the writing aspects were the same important to produce a good piece of writing.

2.7 Teaching Writing Using Clustering Technique

2.7.1 Definition of Clustering

Clustering is also called as diagramming or mapping. The others call it as webbing. Carino (1991:16) stated it is an invention strategy for prewriting activity. According to Stanley *et al* (1992:234), clustering is the smaller term of brainstorming, whereas Langan (2011:23) noticed that clustering is not the part of brainstorming, they are the different techniques. Despite of those two different theories, clustering is one of the prewriting techniques that can be used to help writers create greater ideas and greater fluency in writing.

According to Carino (1991:16), clustering is similar to brainstorming in the way to begin writing with a board topic and to write down every idea as long as they are related to the topic. As what Langan (2011:28) said that clustering involves the use of lines, boxes, arrows, and circles to show connection of the ideas and details. Therefore, when students cluster ideas by using those lines, boxes, arrows and circles, they create a concept of writing.

Clustering helps students to write various ideas and details related to one another. Langan (2011:28) noticed, “There is no right or wrong ways of clustering or diagramming”. It shows that there is no limitation and judgment to the ideas.

Clustering can be used for creating ideas and grouping the ideas as well. Roberts (2004:25) stated that clustering helps students group the ideas as they are connected each other by grouping the ideas in a graphic design. This technique is more efficient than the other prewriting technique regarding to use of time. Therefore, in a certain time, the students can create ideas as many as possible and construct their text more organize based on their clustering diagrams.

This research applied clustering to teach recount text. According to Roberts (2004:25), clustering analyzes the main parts of an event or story and the connections among those parts. Therefore, it was appropriate to develop a recount, as the social function of recount was retelling a story or an experience in chronological sequence.

Moreover, the concept of clustering is simple and easy to understand by the students. According to Carino (1991:16), the students can start clustering by writing a topic in the middle of the page and drawing a circle around it. The steps of writing can be described as: the first step of clustering is writing a main topic in the middle of a blank paper. The second is writing words or phrases as sub topics all around the topic. The ideas are free as long as it connected to the main topic. Then, circling the sub topics and connect them to the main topic by using line. The last, finding the other words or phrases to cluster the sub topics.

The students have to generate words or phrases as many as possible, as long as they relate to the sub topics.

According to Langan (2011:28), clustering involves the use of lines, boxes, arrows, and circles to show connection of the ideas and details. This is the example of clustering model taken from Langan (2011:28).

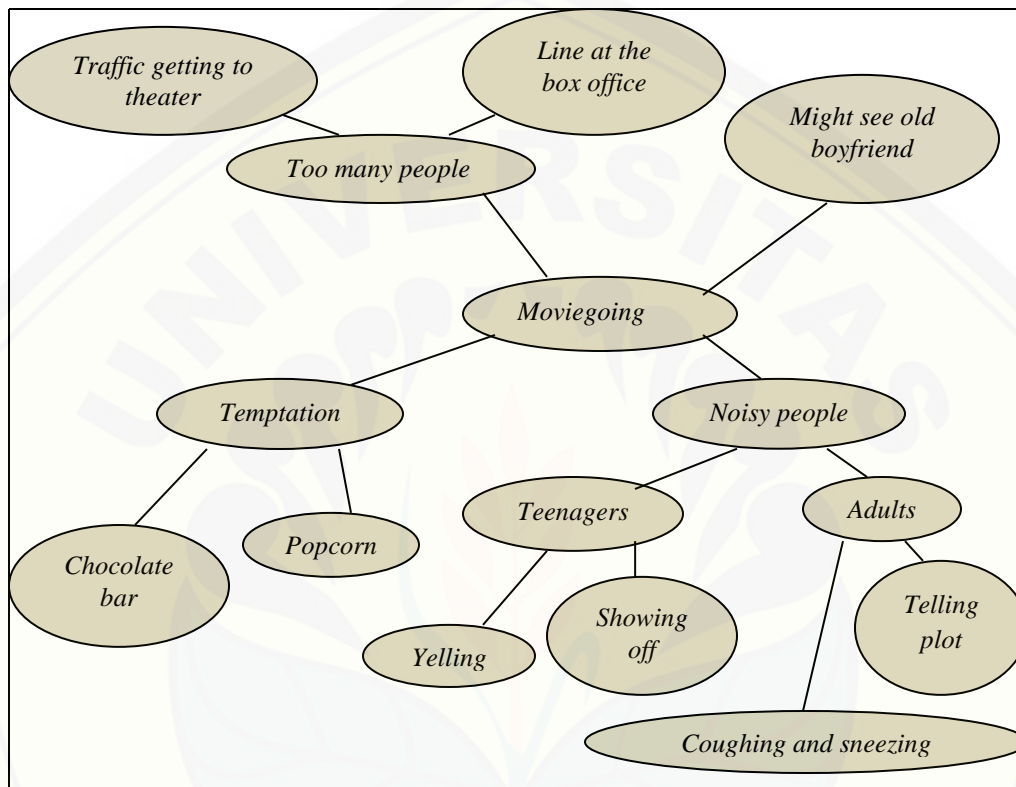


Figure 2.1 The Example of Clustering Model

2.7.2 The Advantages of Using Clustering Technique

In writing activity, the students usually face the condition when the ideas do not run fluently or they get a writer block, therefore it is important to begin writing by conducting prewriting activity. Working by using clustering in prewriting gives some advantages for everyone especially for students. Firstly, as like what Carino (1991) said that it can be used to develop ideas for a wide topic because a wide topic can be described by creating some details in clustering. Secondly, Langan (2011) stated that there is no wrong or right idea, and there is no limitation so everyone can write ideas freely in clustering.

Thirdly, as stated by Langan (2011), writer uses lines, boxes, arrows and circles in clustering to show relationships among the ideas and details therefore, it is possible to create diagram to develop writing more organized. Moreover, Roberts (2004) stated that this diagram helps the students group the ideas, the relationship among the topics, sub topics, and details very clearly so they can write more systematically. Finally, the last advantage of clustering is to provide an interesting learning activity for students because usually the students are interested to work by using pictures or diagram. It similar to what Carino (1991) said that clustering is effective to engage the students' motivation, especially for them who like to do their thinking by creating a concept or an image.

2.7.3 Teaching Writing Using Clustering Technique

In this research, the prewriting technique was done in an individually work so they can increase their free minding about what they were going to say on their writing. It could also reduce students' problem of doing prewriting in group as like: any pressure or intervention from the other. By doing clustering individually, the students were expected to encourage active participation, stimulate students to write creatively and to sharpen and improve their abilities for their future.

In this research, the procedures of administering clustering to the students were as follows:

1. The teacher gave an example of recount in the form of short essay.
2. The teacher explained the generic structure and the language features of the text.
3. The teacher gave explanations about clustering technique.
4. The students began to cluster based on the topics that are provided by the teacher.

5. Every student clustered the ideas on the paper by categorizing the ideas and put similar ideas in the same category such as orientation, events and reorientation.
6. The teacher gave feedback on the students' clusters.
7. The teacher gave a guideline and explains on what aspect their writing will be scored.
8. The students began to write the ideas into a short essay.
9. The teacher asked the students to revise their work based on the guideline.
10. The students edited their work by using a guideline provides by the teacher.
11. The teacher collected students' work.

2.8 The Influence of Clustering Technique in Recount Text Writing

Writing is regarded as a difficult skill to be conducted as what Heaton (1983:135) said that the writing skill is complex and difficult to teach. It is due to the fact that beginning writing is very difficult. White and Arndt (1991:17) supported that starting writing, is the most difficult and complicated in writing activity. In case that getting ideas is not easy, doing prewriting activity is much needed. One of prewriting techniques is clustering that had been well known as the invention strategy as stated by Carino (1991:16). Using clustering can fluent students' writing by loosening up their mind as Langan (2011:28) stated that there is no wrong or right idea, and there is no limitation so everyone can write ideas freely in clustering. Therefore, the students will get more fluency to write.

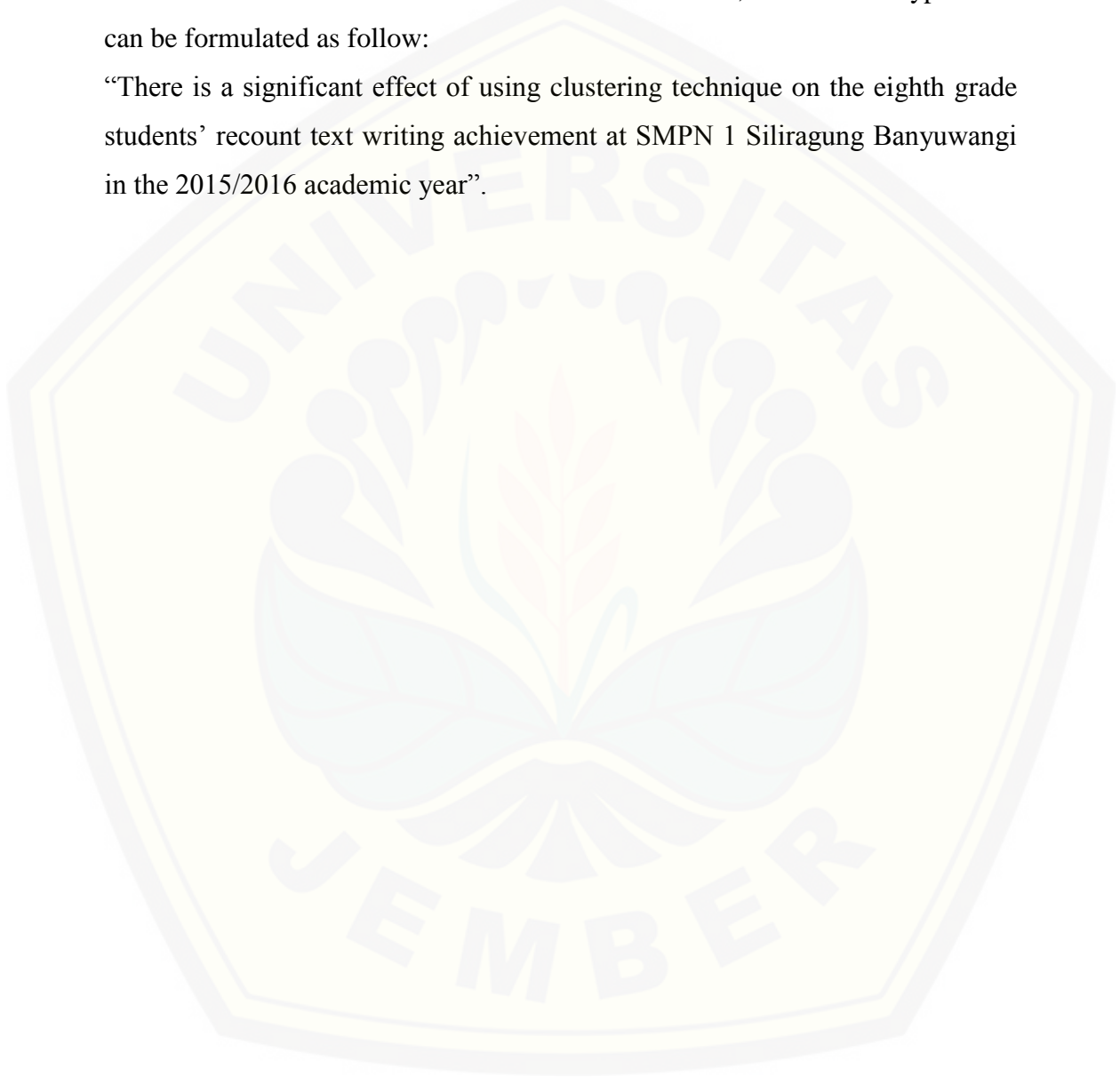
In writing a recount, the diagram of clustering can help students categorizing the ideas and put similar ideas in the same category such as orientation, events and reorientation, therefore they can write a recount more systematically. Moreover, by using clustering, the students can recall easily the information about their experiences as the characteristic of recount text in which the text retells past events. Finally, since there is no judgment and

limitation to the ideas in clustering, the students can produce a recount text more creatively.

2.9 Research Hypothesis

Based on the review of related literature above, the research hypothesis can be formulated as follow:

“There is a significant effect of using clustering technique on the eighth grade students’ recount text writing achievement at SMPN 1 Siliragung Banyuwangi in the 2015/2016 academic year”.



CHAPTER 3. RESEARCH METHOD

This chapter discusses about research methods used in this research. The methods are used to collect, analyze, and interpret the data of research. They cover research design, area determination method, subject determination method, operational definition terms, data collection method, and data analysis method. Each point is described in the following sections respectively.

3.1 Research Design

This research applied quasi experimental research design. According to Creswell (2012:312), in quasi experimental research, the researcher uses intact classes for the experiment. This is because the researcher cannot artificially create groups for the experiment.

In this research, the researcher assigned intact groups for the experimental and control group, gave treatment to the experimental group only, and then administered a post-test to assess the differences between the two groups. Further, Fraenkel and Wallen (2009:262), explained that the experimental group receives a treatment of some sorts, while the control group or comparison group receives no treatment or different treatment. In fact, the control group or comparison group was very important for it enables the researcher to evaluate whether the treatment had an effect or whether one treatment was more effective than another. In this research, the experimental group was taught by applying the clustering technique, while the control group was taught without using clustering technique.

This research used post-test only design to know whether or not there is a significant effect of the students' achievement having been given certain treatment. It is used to observe and measure the effect of using clustering technique on the eighth grade students' recount text writing achievement at SMP Negeri 1 Siliragung Banyuwangi in the 2015/2016 academic year.

The design of quasi experiment using post-test only design is presented in the following table:

Table 3.1 Table Design of Quasi Experimental Using Post-test Only Design

Posttest Only Design		Time
Select Control Group	No Treatment	Post-test
Select Experiment Group	Experimental Treatment	Post-test

(Creswell, 2012:310)

The procedure of the research design is as follows:

1. Administering homogeneity test to all of the eighth grade students to know the homogeneity of the population.
2. Analyzing the score of homogeneity test and if the result was significant, it means the population was not considered as homogeneous (heterogeneous). Meanwhile, if the result was not significant, it means that the population was considered homogeneous.
3. Choosing two classes of homogeneous population by using cluster random sampling in which both classes were determined then by lottery after homogeneity test was given.
4. Determining the experimental and control group, then giving treatment to the experimental group by using clustering technique and control group without using clustering technique.
5. Conducting the teaching learning process both in experimental and control group.
6. Administering writing post-test to the participants (experimental group and control group) to measure the students' writing achievement.
7. Finding the mean score of each group (experimental and control group) then finding the differences between the two means of experimental group and control group.
8. Comparing the mean scores of two groups and analyzing the result of the test by using independent sample t-test formula with 5% significance level.

9. Concluding the result to answer the research problem.

3.2 Area Determination Method

Area determination method is a method used to determine area or place where the research will be conducted. This research used purposive method. According to Frankel and Wallen (2009:99), purposive method uses personal judgment in choosing the research area, to select a sample based on previous knowledge of a population and the specific purpose of the research.

This research was conducted at SMP Negeri 1 Siliragung which was determined purposively under the consideration that the researcher wanted to know whether or not there was a significant effect of using clustering technique on the eighth grade students at SMP Negeri 1 Siliragung Banyuwangi in the 2015/2016 academic year. If the researcher found that there was a significant effect of using clustering in teaching writing, researcher hoped this technique would be very useful for teaching writing. The English teacher, researcher could also implement clustering for teaching writing, as writing became the important skill to master by the students. Therefore, the purpose of this research was to investigate whether or not there was a significant effect of using this technique to teach recount text writing.

3.3 Respondent Determination Methods

Mc Millan (1992:69) defined respondent as a group of elements, whether individual, objects, or events that clarify to specific criteria and to which intended to generalize the result of the research. The subjects were the eighth grade students of SMP Negeri 1 Siliragung in the 2015/2016 academic year. There were nine classes of the eighth grade (A-I). The total number of the eighth grade students was 321 students. The distribution of the students can be seen in the following table:

Table 3.2 The Data of the Eighth Grade Students of SMP Negeri 1 Siliragung in the 2015/2016 Academic Year

No.	Class	Male	Female	Total
1	VIII A	10	26	36
2	VIII B	10	26	36
3	VIII C	18	18	36
4	VIII D	18	18	36
5	VIII E	16	20	36
6	VIII F	16	20	36
7	VIII G	16	20	36
8	VIII H	15	19	34
9	VIII I	16	19	35
	Total	135	186	321

(Source: SMP Negeri 1 Siliragung Document)

Referring to the research design, two classes were taken as the samples; one class as the experimental group and another as the control group. The total number of students in each class was approximately 36 students. Cluster random sampling was used to determine the respondent. According to Lodico *et al* (2006: 145), cluster random sampling selection is a procedure to randomly select the entire groups, not the individuals. Before choosing sample, it was important to know the homogeneity of the classes. Therefore, the researcher analyzed the eighth grade students' final scores in the seventh grade obtained from the English teachers' documents. The researcher calculated the students' scores to find the mean score among 8 classes. After that, the mean scored of the classes was used to determine the homogeneity of the population. If the classes were homogeneous, two classes were taken by lottery. However, if the classes were proven to be heterogeneous, the researcher took two classes with the closest mean difference.

3.4 Operational Definition of the Key Terms

An operational definition will provide a guideline to understand the concepts and the indicators used in this study. The writer focuses the terms of the writing achievement and clustering technique.

The operational definition is to help the readers to understand the terms used in the topic of this research to avoid its readers' misunderstanding. The terms that are necessary to be defined operationally are clustering technique, recount text and students' writing achievement

1) Clustering Technique

Clustering technique in this research referred to the prewriting activity. Clustering was administered to generate and develop students' ideas before starting writing.

2) Recount Text

Recount text in this research referred to a short essay with the purpose of telling the reader about something happened in the past.

3) Students' Writing achievement

In this research, the students' writing achievement dealt with the scores of the students' recount writing test after being taught by applying clustering technique. The students were assigned to write a short essay containing 10-15 sentences. The students' writing was scored by measuring the aspects of content, organization, vocabulary, grammar and mechanics.

3.5 Data Collection Method

3.5.1 Data of the Research

The data in this research were the scores of writing achievement test administered to experimental and control classes.

3.5.2 Writing Test as Instrument to Collect Data

Hughes (2003:13) explained that the purpose of an achievement test is to investigate how successful individual students, group of students, or the course themselves achieving the objective of learning.

A good test should have validity and reliability. Dealing with the validity of writing test, this research established content validity. Hughes (2003:26) stated that to construct content validity of a test, the content must promote the representative sample of the language skills, structured or the others criteria in which it to be concerned. The content validity of writing test was established by examining the basic competence of writing skill for grade 8. Based KTSP 2006, grade 8 students were expected to be able to write a short functional text in the form of narrative and recount.

On the basis of the base competence, the writing test was constructed in the test, the students were asked to write recount text in the form of essay consisting of 10-15 sentences. Topic required to be written by the students was about students' personal experiences. Students had to select one of the 3 titles given in the topic. To do the test, students had to finish it in 60 minutes.

Further, the reliability of the test is represented the test that show the same result when it is given in different time (Hughes, 2003:36). Concerning with reliability, Hughes (2003:44) also stated that there are two components of test reliability: namely consistency of the test subjects' performance and the reliability of the scoring. Further, he said that one way to achieve consistent performance from the subjects is to make them familiar with the format and the teaching technique. In the writing test, the test items were related to the materials having been taught. In this case, Heaton (1983:162) said that in order to be reliable, the measurement of a test must be consistent. Moreover, he added that, the consistency of measurements can be obtained if the same test papers are marked by two or more different examiners.

Dealing with the reliability of measurement, the researcher applied inter-rater reliability when scoring the post-test results. According to Brown

(2003:21), inter-rater-reliability is the reliability of different people who score the same test responses. Thus, in this research, there were two raters, the first rater was the researcher herself and the second rater was the English teacher of the eighth grade classes of SMP Negeri 1 Siliragung. Once the students' writing products were obtained from the post-test, the researcher had them copied and gave the copied pieces to the English teacher. Then, both of these two raters scored the pieces based on the rating scale being provided. The students' final score was the average of two raters' scores.

However, a rater training between the researcher and the English teacher was held before the real scoring took place. Weigle (2002:71-72) stated that it can improve the reliability of raters and help raters to a temporary agreement on a set of scoring standards. In the rater training, firstly the researcher explained the descriptors in the scoring rubric. Then, she took two samples of the students' writing post-test each from the experimental and control classes, and gave the copy of those samples to the English teacher. Then, the two raters scored the samples together and discussed the result of the scoring. In the real scoring, there was no difference between the first rater's and the second rater's score as many as 25 points.

Concerning with the scoring method, the researcher applied analytical scoring method; Brown (2003:243) defined analytical scoring method as a scoring method apply separated scores for each number of aspects of a task. It means that each evaluation aspect is scored separately according to certain criteria. In the research, there were five assessment aspects covering content, organization, vocabulary, grammar and mechanic.

Regarding to the scoring rubric, Cohen (1994) said that writing assessment is scored using the five aspects: content, organization, vocabulary, grammar and mechanics. This assessment used scoring rubric by Cohen (1994), with the equal weight of scoring on each aspect. The researcher used this scoring rubric because scoring rubric which differentiate the importance of each component is not necessarily be appropriate for testing the writing at

elementary level, therefore all the aspects are the same important to produce a good piece of writing.

Regarding to the aspects concerned, the use of clustering technique was concerned on content and organization. Beside, the aspect of grammar in language use here was provided on the teaching material. Moreover, the aspects of vocabulary and mechanic were maintained from the researcher' feedback on each of meeting.

The scoring rubric of students' writing of recount text that is being applied can be seen as follow:

Table 3.3 The Scoring Rubric of Students' Writing of Recount Text

COMPOSITION PROFILE		
ASPECT OF WRITING	SCORES	CRITERIA
CONTENT	5	EXCELLENT: main ideas stated clearly and accurately, change of opinion very clear.
	4	GOOD: main ideas stated fairly clearly and accurately, change of opinion relatively clear
	3	AVERAGE: main ideas somewhat unclear or inaccurate, change of opinion statement somewhat weak
	2	POOR: main ideas not clear or accurate, change of opinion statement weak
	1	VERY POOR: main ideas not all clear or accurate, change of opinion statement very weak
ORGANIZATION	5	EXCELLENT: well organized and perfectly coherent
	4	GOOD: fairly well organized and generally coherent
	3	AVERAGE: loosely organized but main ideas clear, logical but incomplete sequencing
	2	POOR: ideas disconnected, lacks logical sequencing
	1	VERY POOR: no organization, incoherent

VOCABULARY	5	EXCELLENT: very effective choice of words and use of idioms and word form
	4	GOOD: effective choice of words and use of idioms and word forms
	3	AVERAGE: adequate choice of words but some misuse of vocabulary, idioms, and word forms
	2	POOR: limited range, confused use of words, idioms, and words form
	1	VERY POOR: very limited range, very poor knowledge of words, idioms, and word forms
LANGUAGE USE	5	EXCELLENT: no error, full control of complex structure
	4	GOOD: almost no error, good control of structure
	3	AVERAGE: some errors, fair control of structure
	2	POOR: many errors, poor control of structure
	1	VERY POOR: dominated by errors, no control of structure
MECHANICS	5	EXCELLENT: mastery of spelling and punctuation
	4	GOOD: few error in spelling and punctuation
	3	AVERAGE: fair member of spelling and punctuation error
	2	POOR: frequent errors in spelling and punctuation
	1	VERY POOR: no control over spelling and punctuation
Score Content+ Organization + Vocabulary + Language Use + Mechanics= Total Writing Score= $\frac{\text{Total}}{25} \times 100=$		

(Adopted from: Cohen, 1994:328-329)

3.6 Data Analysis Method

After conducting the research and collecting the data, the data then was analyzed statistically by using t- test formula in order to find whether or not there was a significant effect of using clustering as a technique on the eighth grade students' writing recount text achievement at SMP Negeri 1 Siliragung. Moore (1983:281) stated, "T-test is used to determine whether there is statistical significance between the means of two group. It is used with interval and ratio scales variables where the populations are normally distributed and have homogeneity of variances". Independent sample t- test was used in this research. Setyadi (2006:168) stated that an independent sample t- test is used because the researcher wants to compare the means of two independent classes. Before the data analyzed by using t-test, the data was assumed normally distributed because the sample sizes were more than 30 (Moore, 1983:281). Then, Moore added "Violations of the assumption of homogeneity of variances also have little effect on t-test value when sample sizes are equal. The formula of t- test is as follow:

$$t_{test} = \frac{(Ma - Mb)}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{Na + Nb - 2}\right) \left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

Ma : Mean of the experimental group

Mb : Mean of the control group

X : Individual score deviation of the control group

Y : Individual score deviation of the control group

Na : The number of subjects in the experimental group

Nb : The number of subjects in the control group

(Adopted from Arikunto, 2010: 354)

After analyzing the data, the result was consulted to the t-table of 5% significance level to know whether or not the result was significant. If the result of the t- test was higher than that of the t-table, it meant the null hypothesis was

rejected and the alternate hypothesis was acceptable. So, the result of this research was considered significant. Conversely, if the result of the t- test was lower than that of the t-table, it meant the null hypothesis was accepted and the alternate hypothesis was rejected. So the result of this research was considered not significant.



CHAPTER 5 CONCLUSION AND SUGGESTIONS

This chapter presents the research conclusion and suggestions for the English teachers, the students, and the future researchers.

5.1 Conclusion

Based on the results of hypothesis verification and the discussion in the previous chapter, it could be concluded that there was a significant effect of using clustering technique on the eighth grade students' recount text writing achievement at SMP Negeri 1 Siliragung Banyuwangi in the 2015/2016 academic year. The students in the experiment group who were taught recount writing using clustering got better writing test scores than the students in the control group who were taught recount writing without using clustering technique.

5.2 Suggestions

Considering the result of the experimental research which showed that there was a significant effect of using clustering technique on the eighth grade students' recount writing achievement, clustering technique can be used as a technique in teaching English, especially in teaching recount text. Thus, the researcher proposes some suggestions to the following people:

5.2.1 The English Teachers

It is suggested to the English teachers of SMP Negeri 1 Siliragung to use clustering technique in teaching recount writing since it could help and motivate the students to write recount well.

5.2.2 The Students

It is suggested to the students at SMP Negeri 1 Siliragung to use clustering technique to write a short essay in the form of recount or the other text in daily life in order to improve their writing skill.

5.2.3 The Future Researchers

To future researchers are suggested to conduct a further research dealing with a similar topic by using a different research area and research design, such as classroom action research to improve the students' writing achievement by using clustering technique.



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Title	Problems	Variables	Indicators	Data Sources	Research Method	Hypothesis
<p>The Effect of Using Clustering Technique on The Eighth Grade Students' Recount Text Writing Achievement at SMP Negeri 1 Siliragung Banyuwangi in the 2015/2016 Academic Year</p>	<p>Is there any significant effect of using Clustering Technique on the eighth grade students' recount text writing achievement?</p>	<p>1. Independent Variable: Clustering Technique in teaching writing</p> <p>2. Dependent Variable: The Students' Writing Recount Text Achievement in form of test scores</p>	<p>1. The use of Clustering Technique as the prewriting strategy: a. Making a draft by using clustering. b. Expanding ideas based on the words that have been clustered to be a good text.</p> <p>2. The Students' writing test score based on the aspects of writing: a. Content b. Organization c. Vocabulary d. Grammar e. Mechanics</p>	<p>1. Respondents: The eighth grade of SMP Negeri 1 Siliragung in the 2015/2016 Academic Year</p> <p>2. Informant: The English teacher of the eighth grade of SMP Negeri 1 Siliragung in 2015/2016 Academic Year</p> <p>3. Documents: The name of research respondents</p>	<p>1. Research Design: Quasi Experimental Research (Posttest Only Design) O X1 O O X2 O X1: Experimental treatment X2: No treatment O : Posttest (Creswell, 2012:310)</p> <p>2. Area Determination Method Purposive Method</p> <p>3. Subject Determination Method: Cluster Random Sampling (Lottery)</p> <p>4. Data Collection Method - Writing test</p> <p>5. Data Analysis Method - Using independent sample t-test formula:</p> $t_{test} = \frac{(Ma - Mb)}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$ <p>Ma : Mean of the experimental group Mb : Mean of the control group X : Individual score deviation of the control group Y : Individual score deviation of the control group Na : The number of subjects in the experimental group Nb : The number of subjects in the control group (Arikunto, 2010: 354)</p>	<p>There is significant effect of using Clustering Technique on The Eighth grade Students' Recount Text Writing Achievement at SMP Negeri 1 Siliragung Banyuwangi in the 2015/2016 Academic Year</p>

THE RESULT AND DATA ANALYSIS OF THE HOMOGENEITY OF THE STUDENTS' SCORE

NO	8A		8B		8C		8D		8E		8F		8G		8H		8I	
	XA	XA ²	XB	XB ²	XC	XC ²	XD	XD ²	XE	XE ²	XF	XF ²	XG	XG ²	XH	XH ²	XI	XI
1	85	7225	90	8100	80	6400	75	5625	81	6561	75	5625	75	5625	80	6400	75	5625
2	80	6400	90	8100	82	6724	80	6400	80	6400	81	6561	75	5625	75	5625	75	5625
3	90	8100	80	6400	80	6400	80	6400	80	6400	80	6400	81	6561	75	5625	76	5776
4	82	6724	92	8464	80	6400	80	6400	75	5625	80	6400	80	6400	76	5776	75	5625
5	82	6724	85	7225	75	5625	92	8464	83	6889	86	7396	80	6400	75	5625	80	6400
6	82	6724	80	6400	80	6400	80	6400	82	6724	85	7225	80	6400	75	5625	80	6400
7	80	6400	85	7225	80	6400	80	6400	80	6400	81	6561	80	6400	83	6889	80	6400
8	85	7225	85	7225	80	6400	82	6724	78	6084	75	5625	80	6400	75	5625	83	6889
9	85	7225	80	6400	80	6400	80	6400	80	6400	75	5625	75	5625	80	6400	80	6400
10	85	7225	81	6561	80	6400	80	6400	80	6400	80	6400	81	6561	80	6400	80	6400
11	82	6724	85	7225	85	7225	80	6400	75	5625	80	6400	80	6400	75	5625	80	6400
12	82	6724	82	6724	80	6400	80	6400	80	6400	81	6561	81	6561	75	5625	75	5625
13	82	6724	82	6724	82	6724	80	6400	80	6400	80	6400	80	6400	85	7225	80	6400
14	80	6400	80	6400	80	6400	80	6400	80	6400	81	6561	80	6400	75	5625	75	5625
15	75	5625	80	6400	80	6400	80	6400	80	6400	80	6400	81	6561	75	5625	80	6400
16	75	5625	85	7225	75	5625	75	5625	76	5776	81	6561	75	5625	80	6400	75	5625
17	80	6400	80	6400	85	7225	80	6400	80	6400	80	6400	75	5625	80	6400	75	5625
18	80	6400	81	6561	75	5625	80	6400	80	6400	80	6400	80	6400	75	5625	75	5625
19	85	7225	82	6724	80	6400	80	6400	80	6400	80	6400	75	5625	75	5625	80	6400
20	80	6400	80	6400	82	6724	80	6400	80	6400	75	5625	82	6724	80	6400	80	6400
21	82	6724	80	6400	80	6400	80	6400	81	6561	80	6400	75	5625	75	5625	81	6561
22	82	6724	80	6400	75	5625	82	6724	80	6400	75	5625	75	5625	85	7225	81	6561
23	80	6400	81	6561	80	6400	82	6724	75	5625	85	7225	82	6724	85	7225	80	6400
24	80	6400	85	7225	75	5625	75	5625	80	6400	75	5625	81	6561	80	6400	80	6400
25	80	6400	80	6400	75	5625	80	6400	80	6400	80	6400	81	6561	80	6400	80	6400
26	81	6561	80	6400	80	6400	75	5625	82	6724	75	5625	80	6400	75	5625	75	5625
27	86	7396	75	5625	80	6400	80	6400	75	5625	75	5625	82	6724	80	6400	80	6400
28	90	8100	80	6400	80	6400	82	6724	80	6400	80	6400	80	6400	80	6400	80	6400
29	90	8100	85	7225	75	5625	80	6400	75	5625	75	5625	80	6400	80	6400	75	5625
30	90	8100	80	6400	80	6400	80	6400	80	6400	80	6400	80	6400	75	5625	80	6400
31	83	6889	85	7225	80	6400	75	5625	80	6400	80	6400	80	6400	80	6400	80	6400
32	92	8464	90	8100	75	5625	82	6724	80	6400	80	6400	75	5625	80	6400	80	6400

33	81	6561	85	7225	81	6561	75	5625	75	5625	80	6400	80	6400	80	6400	80	6400
34	85	7225	80	6400	80	6400	80	6400	75	5625	80	6400	80	6400	80	6400	80	6400
35	80	6400	80	6400	80	6400	75	5625	80	6400	80	6400	75	5625	88	7744	80	6400
36	80	6400	85	7225	75	5625	80	6400	81	6561	80	6400	75	5625	-	-	-	-
	2979	247063	2976	246494	2852	226208	2867	228659	2849	225655	2856	226876	2837	223813	2664	216834	2751	216437

Notes:

XA : The homogeneity test score of 8A

XB : The homogeneity test score of 8B

XC : The homogeneity test score of 8C

XD : The homogeneity test score of 8D

XE : The homogeneity test score of 8E

XF : The homogeneity test score of 8F

XG : The homogeneity test score of 8G

XH : The homogeneity test score of 8H

XI : The homogeneity test score of 8I

THE ANALYSIS VARIANT COMPUTATION

Table 2: The Analysis Variant Computation

	8A	8B	8C	8D	8E	8F	8G	8H	8I	TOTAL
N	36	36	36	36	36	36	36	35	34	
$\sum X$	2979	2976	2852	2867	2849	2856	2837	2664	2751	25631
$\sum X^2$	247063	246494	226208	228659	225655	226876	223813	216834	216437	2058039
\bar{x}	82,75	82,66	79,22	89,63	79,13	79,33	78,80	74	78,60	

Notes:

- N : Number of respondents
 X : The homogeneity Scores
 x : Mean of Group

The students' score of writing test is analyzed by applying F-test formula to know the homogeneity of the population. In addition, the following is the formula:

$$F = \frac{S_b^2}{S_w^2}$$

Where:

- F : Total Variant Estimate
 SSt : Total Sum of Squares
 SSb : Sum of Squares Between Groups
 SSw : Sum of Squares Within Groups
 S_b^2 : Variance Estimate Between Groups
 S_w^2 : Variance Estimate Within Groups
 dfb : Degree of Freedom Between Groups
 dfw : Degree of Freedom Within Groups
 K : Number of Groups
 N : Total Number of Subject

Thus, the computation of the score is as follow:

$$\begin{aligned}
 1) \text{ SSt} &= \sum x^2 - \frac{(\sum x)^2}{N} \\
 &= 2058039 - 2047206 \\
 &= 10.833
 \end{aligned}$$

$$\begin{aligned}
 2) \text{SSb} &= \left(\frac{(\sum xA)^2}{NA} + \frac{(\sum xB)^2}{NB} + \frac{(\sum xC)^2}{NC} + \frac{(\sum xD)^2}{ND} \right) - \frac{(\sum x)^2}{N} \\
 &= \left(\frac{(2979)^2}{36} + \frac{(2976)^2}{36} + \frac{(2852)^2}{36} + \frac{(2867)^2}{36} + \frac{(2849)^2}{36} + \frac{(2856)^2}{36} + \frac{(2837)^2}{36} + \frac{(2664)^2}{34} + \frac{(2751)^2}{35} \right) - \frac{(25631)^2}{321} \\
 &= 246512 + 246016 + 225942 + 228325 + 225467 + 226576 + 223571 + 208732 + 21622 - 2047206 \\
 &= 2047370 - 2047206 \\
 &= 164
 \end{aligned}$$

$$\begin{aligned}
 3) \text{SSw} &= \text{SSt} - \text{SSb} \\
 &= 10.833 - 164 \\
 &= 10.669
 \end{aligned}$$

$$\begin{aligned}
 4) S_b^2 &= \frac{\text{SSb}}{K-1} = \frac{164}{9-1} = 20,5 \\
 S_w^2 &= \frac{\text{SSw}}{N-K} = \frac{10.669}{321-9} = \frac{10.669}{312} = 34,195
 \end{aligned}$$

$$5) \text{dfb} = K - 1 = 9 - 1 = 8$$

$$6) \text{dfw} = N - K = 321 - 9 = 312$$

$$7) F_{test} = \frac{S_b^2}{S_w^2} = \frac{20,5}{34,195} = 0,821$$

$$\begin{aligned}
 8) F_{table} &= (\text{dfb})(\text{dfw}) \\
 &= (8)(312)5\% \\
 &= 0,4 \times 15,6 \\
 &= 6,24
 \end{aligned}$$

The result of the analysis above showed that F-test was 0,821 whereas the F-table with significance level of 5% and dfb of 8 and dfw of 312 showed 6,24. Therefore, F-test was less than F-table. This meant that there was no significant difference among class 8A up to class 8I students' English achievement. In other words, one of the eight classes could be taken as the research sample randomly by lottery.

LESSON PLAN 1**(The first meeting for experimental class)**

School : SMPN 1 Siliragung

Subject : English

Grade/ Semester: VIII/ 1

Language Skill : Writing

Genre : Recount Text

Time Allocation: 2 x 40 minutes

I. Standard Competence

1. Expressing the idea in written form through short functional text and simple essay in the form of recount and narrative to interact with the environment.

II. Basic Competence

- 12.2 Expressing the meaning and the generic structure of simple short essay by using the language features accurately, fluently and acceptably to interact with the environment in the form of recount and narrative text.

III. Indicator

- 3.1 Identifying the language features of a short essay in the form of recount.
- 3.2 Identifying the generic structure of a short essay in the form of recount.
- 3.3 Writing a short essay in the form of recount based on the generic structure and language features of a recount text.

IV. Learning Objective

- 4.1 The students are able to identify the language features a short essay in the form of recount.

4.2 The students are able to identify the generic structure a short essay in the form of recount.

4.3 The students are able to write a short essay in the form of recount based on the generic structure and language features of a recount text.

V. Learning Material: (Enclosed)

VI. Approach : Student – Centered Learning

Technique : Clustering Technique

VII. Sources/Media

a. Sources:

Depdikbud. 2006. *Kurikulum 2006 Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas Dan Madrasah Aliyah*. Jakarta: Depdikbud Republik Indonesia.

Mukarto., Sujatmiko., Josephine., & Kiswara, W. 2008. *English on Sky 2*. Jakarta: Penerbit Erlangga

b. Media

- White board
- Board marker
- English dictionary

VIII. Teaching Learning Process

No	Learning Activity	Time
	Greeting	1'
I	Set induction 1.1 Apperception Asking leading questions 1.2 Stating the objectives	1'
II	Main Activities	

	2.1 Distributing the example of recount text about memorable moment in life to the students.	3'
	2.2 Explaining and analyzing the purpose, the generic structure, and the language features of the recount text given.	3'
	2.3 Explaining the example of clustering model to the students.	1'
	2.4 Identifying the language feature of the text given (activity 1)	4'
	2.5 Identifying the generic structure and the language features of the text given (activity 2).	3'
	2.6 Asking the students to cluster their memorable experience and write a short essay in the form of recount using their own cluster (activity 3).	60'
	2.8. Collecting the students work	1'
III	Closure	
	3.1 Drawing the conclusion from the material that has been taught by looking at the clustering technique.	3'
IV	Parting	2'

IX. Assessment

- 1). Analyzing the generic structure and language feature through analysis of model text.
- 2). Ability to write recount text is assessed by using analytic scoring rubric.

COMPOSITION PROFILE		
ASPECT OF WRITING	SCORES	CRITERIA
CONTENT	5	EXCELLENT: main ideas stated clearly and accurately, change of option very clear.

	4	GOOD: main ideas stated fairly clearly and accurately, change of opinion relatively clear
	3	AVERAGE: main ideas somewhat unclear or inaccurate, change of opinion statement somewhat weak
	2	POOR: main ideas not clear or accurate, change of opinion statement weak
	1	VERY POOR: main ideas not all clear or accurate, change of opinion statement very weak
ORGANIZATION	5	EXCELLENT: well organized and perfectly coherent
	4	GOOD: fairly well organized and generally coherent
	3	AVERAGE: loosely organized but main ideas clear, logical but incomplete sequencing
	2	POOR: ideas disconnected, lacks logical sequencing
	1	VERY POOR: no organization, incoherent
VOCABULARY	5	EXCELLENT: very effective choice of words and use of idioms and word form
	4	GOOD: effective choice of words and use of idioms and word forms
	3	AVERAGE: adequate choice of words but some misuse of vocabulary, idioms, and word forms
	2	POOR: limited range, confused use of words, idioms, and words form
	1	VERY POOR: very limited range, very poor knowledge of words, idioms, and word forms
LANGUAGE USE	5	EXCELLENT: no error, full control of complex structure
	4	GOOD: almost no error, good control of structure
	3	AVERAGE: some errors, fair control of structure
	2	POOR: many errors, poor control of structure
	1	VERY POOR: dominated by errors, no control of structure
MECHANICS	5	EXCELLENT: mastery of spelling and punctuation
	4	GOOD: few error in spelling and punctuation

	3	AVERAGE: fair member of spelling and punctuation error
	2	POOR: frequent errors in spelling and punctuation
	1	VERY POOR: no control over spelling and punctuation
Score Content+ Organization + Vocabulary + Language Use + Mechanics= Total Writing Score= $\frac{\text{Total}}{25} \times 100=$		

(Adopted from: Cohen, 1994:328-329)

Jember, March 2015

Veronika Sungging Pratiwi
090210401051

TEACHING MATERIALS

Leading Question:

1. Do you have any memorable moment in your life? (it could be sad, funny, or amazing experience)
2. What experience do you have?
3. When did it happen?
4. Why this experience is special for you?

Recount Text

Purpose: to entertain or inform the reader.

Generic structure of recount text:

- Title (optional)
- Setting or orientation: It tells the background information and answer the question: *who, when, where, why and what the experience.*
- List of events: It presents the events or what people do and tells the events chronologically. It usually uses connectives to show the sequence of events, like: first, then, next, finally and so on.
- Reorientation: It is the concluding comments/ writer opinion.

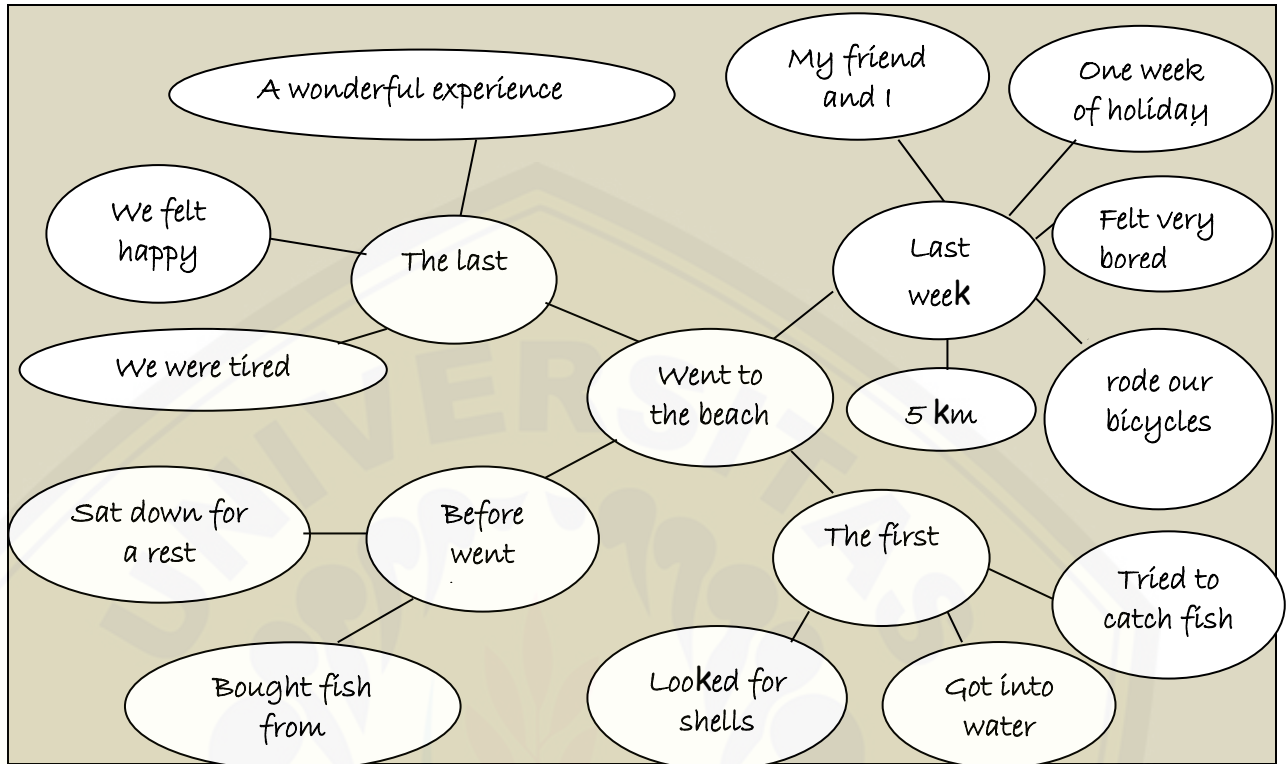
The language features of recount text:

- a. It uses past tense.
example: My mother went to traditional market yesterday afternoon.
- b. It uses connectors to put events in order.
example: Firstly, they went to the school library to get the book.
- c. It uses many verbs or action words, like: read, went, bought, put, and so on.
- d. It mainly uses 1st person pronoun (I or we).

Essay is a piece of writing consisted of more than one paragraph. It consists of:

- a. a beginning, it is an introduction
- b. the middle, it is called as the body
- c. an end, it is the conclusion.

Clustering Model:



Title (optional)

→ Going to the beach

Orientation

→ Last week, my friend and I felt very bored after one week of holiday. So we rode our bicycle to the beach. It's only five kilometers from my house.

Events

→ First, we looked for shells. Then, we got into the water and tried to catch some fish. After that we sat down for a rest.

Reorientation

→ Before we went home we bought some fish from the fishermen. We were very tired but we felt happy. It was a wonderful experience.

Activity 1

It was my grandpa's birthday last Sunday. On Friday, my sister and I went shopping at the mall. We bought a nice shirt. Then, we wrapped it in blue paper. Blue is my grandpa's favorite color.

On Saturday morning, my brother and I helped my sister make a birthday cake in the kitchen. It was a big and beautiful birthday cake. I wrote 'Happy Birthday' on it. After that, we put some chocolate and a candle on the top of the cake.

On Sunday evening, my uncle and my aunt came to my house. They brought several bottles of soft-drink, and flower for grandpa. Then, we sat together in the living room. Finally, grandpa blew the candle and cut the cake while we were singing a 'Happy Birthday' song for him. After giving each of us a piece of cake, he opened the present. He told us that he liked the present, and he was very happy.

Language focus: Read the text, the follow the instruction bellow:

1. Underline the past verb in the text.
2. Circle the connectors in the text.
3. List the verbs in the text.

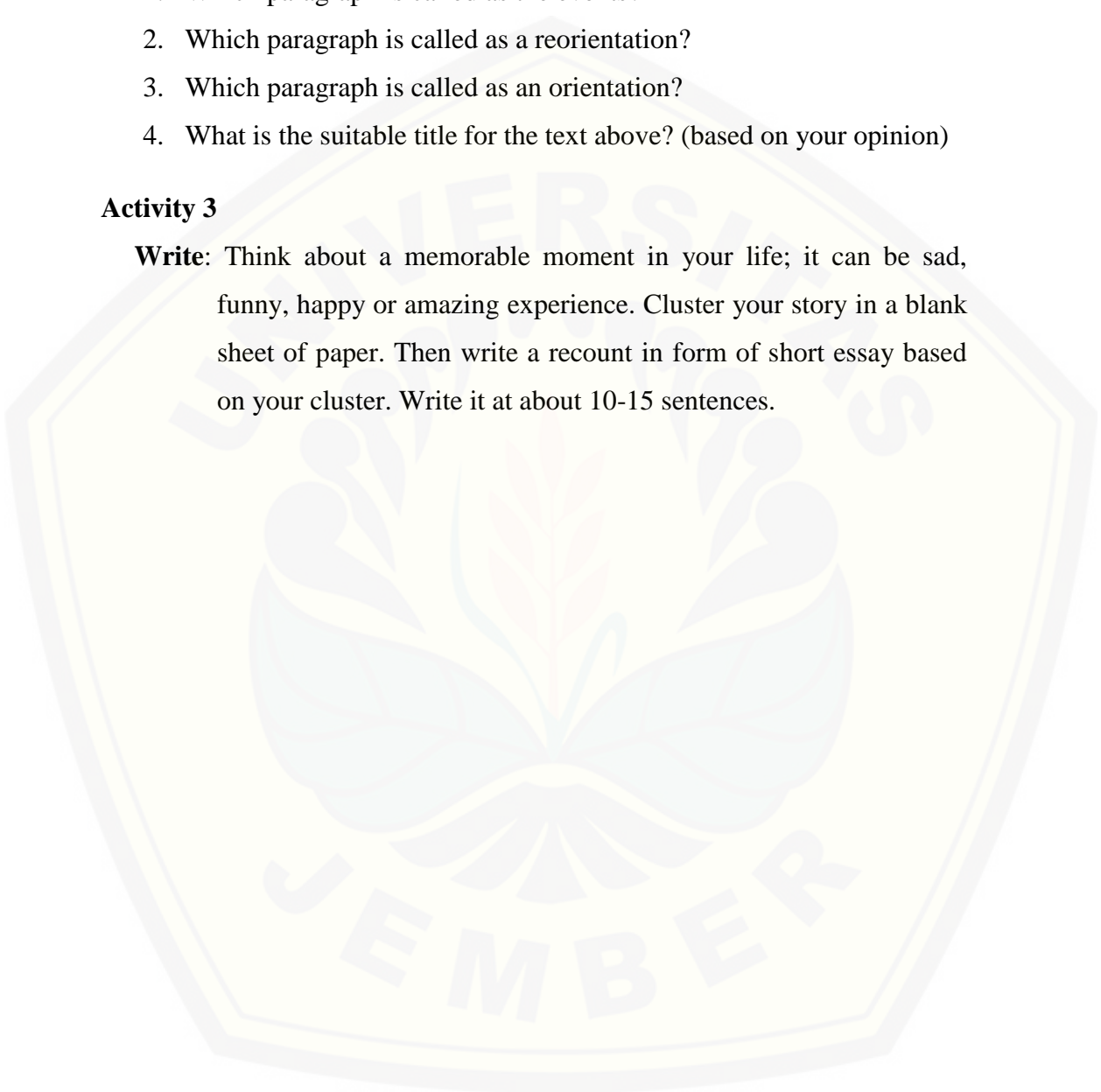
Activity 2

Identify the generic structure of the text: Answer the following questions based on the text.

1. Which paragraph is called as the events?
2. Which paragraph is called as a reorientation?
3. Which paragraph is called as an orientation?
4. What is the suitable title for the text above? (based on your opinion)

Activity 3

Write: Think about a memorable moment in your life; it can be sad, funny, happy or amazing experience. Cluster your story in a blank sheet of paper. Then write a recount in form of short essay based on your cluster. Write it at about 10-15 sentences.



LESSON PLAN 1

(The first meeting for control class)

School	: SMPN 1 Siliragung
Subject	: English
Grade/ Semester	: VIII/ 1
Language Skill	: Writing
Genre	: Recount Text
Time Allocation	: 2 x 40 minutes

I. Standard Competence

12. Expressing the idea in written form through short functional text and simple essay in the form of recount and narrative to interact with the environment.

II. Basic Competence

- 12.2 Expressing the meaning and the generic structure of simple short essay by using the language features accurately, fluently and acceptably to interact with the environment in the form of recount and narrative text.

III. Indicator

- 3.1 Identifying the language features of a short essay in the form of recount.
- 3.2 Identifying the generic structure of a short essay in the form of recount.
- 3.3 Writing a short essay in the form of recount based on the generic structure and language features of a recount text.

IV. Learning Objective

- 4.1 The students are able to identify the language features a short essay in the form of recount.

4.2 The students are able to identify the generic structure of a short essay in the form of recount.

4.3 The students are able to write a short essay in the form of recount based on the generic structure and language features of a recount text.

V. Learning Material: (Enclosed)

VI. Approach : Student – Centered Learning
Technique : Without Clustering Technique

VII.Sources/Media

a. Sources:

Depdikbud. 2006. *Kurikulum 2006 Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas Dan Madrasah Aliyah*. Jakarta: Depdikbud Republik Indonesia.

Mukarto., Sujatmiko., Josephine., & Kiswara, W. 2008. *English on Sky 2*. Jakarta: Penerbit Erlangga

b. Media

- White board
- Board marker
- English dictionary

VIII. Teaching Learning Process

No	Learning Activity	Time
	Greeting	1'
1	Set induction 1.1 Apperception Asking leading questions 1.2 Stating the objectives	1'
II	Main Activities	

	2.1 Distributing the example of recount text about memorable moment in life to the students.	3'
	2.2 Explaining and analyzing the purpose, the generic structure, and the language features of the recount text given.	3'
	2.3 Explaining the example of clustering model to the students.	1'
	2.4 Identifying the language feature of the text given (activity 1)	4'
	2.5 Identifying the generic structure and the language features of the text given (activity 2).	3
	2.6 Asking the students to write a short essay in the form of recount (activity 3).	60'
	2.8. Collecting the students work	1'
III	Closure	
	3.1 Drawing the conclusion from the material that has been taught by looking at the clustering technique.	3'
IV	Parting	2'

IX. Assessment

- 1). Analyzing the generic structure and language feature through analysis of model text.
- 2). Ability to write recount text is assessed by using analytic scoring rubric.

COMPOSITION PROFILE		
ASPECT OF WRITING	SCORES	CRITERIA
CONTENT	5	EXCELLENT: main ideas stated clearly and accurately, change of opinion very clear.
	4	GOOD: main ideas stated fairly clearly and accurately, change of opinion relatively clear

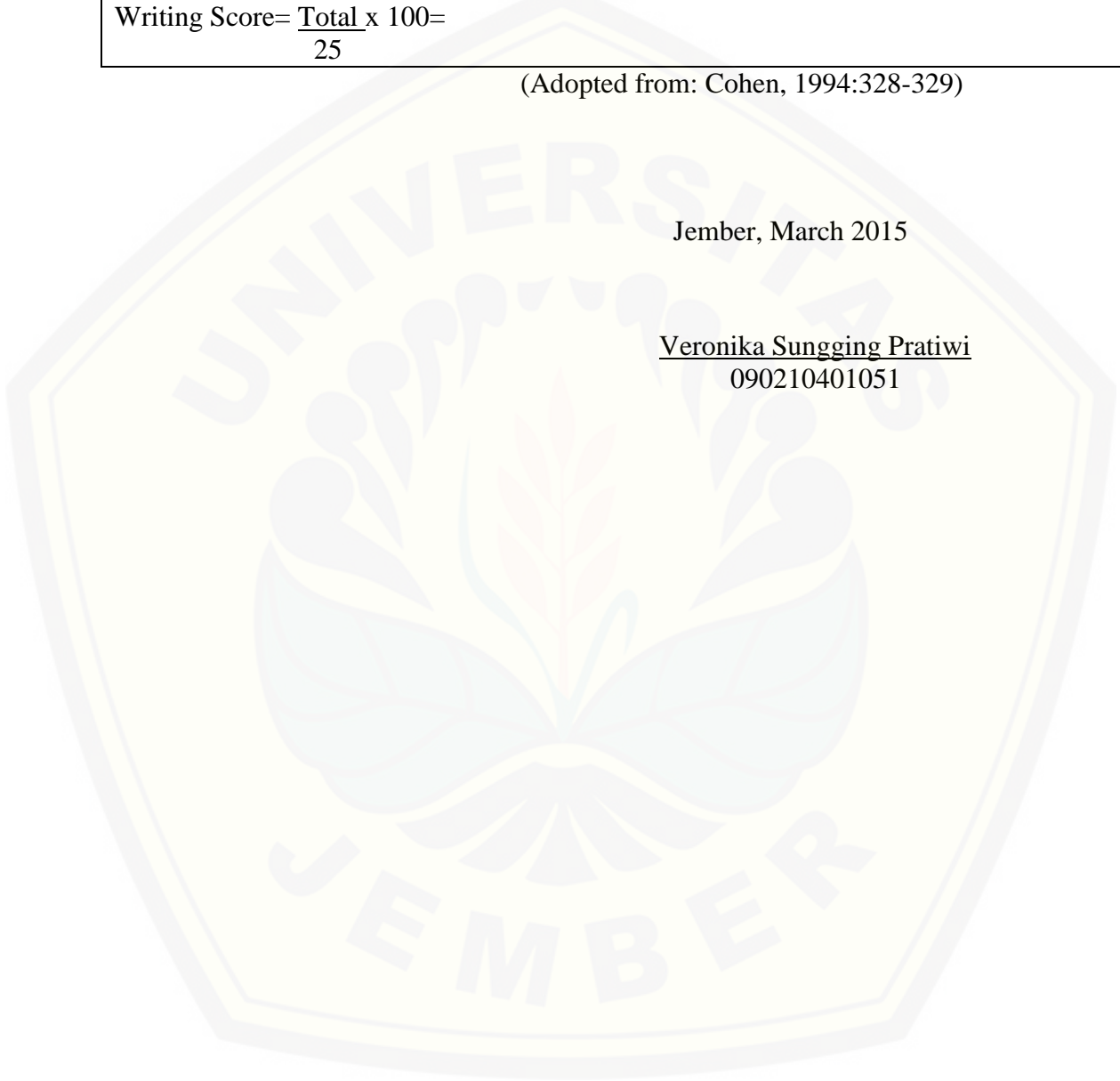
	3	AVERAGE: main ideas somewhat unclear or inaccurate, change of opinion statement somewhat weak
	2	POOR: main ideas not clear or accurate, change of opinion statement weak
	1	VERY POOR: main ideas not all clear or accurate, change of opinion statement very weak
ORGANIZATION	5	EXCELLENT: well organized and perfectly coherent
	4	GOOD: fairly well organized and generally coherent
	3	AVERAGE: loosely organized but main ideas clear, logical but incomplete sequencing
	2	POOR: ideas disconnected, lacks logical sequencing
	1	VERY POOR: no organization, incoherent
VOCABULARY	5	EXCELLENT: very effective choice of words and use of idioms and word form
	4	GOOD: effective choice of words and use of idioms and word forms
	3	AVERAGE: adequate choice of words but some misuse of vocabulary, idioms, and word forms
	2	POOR: limited range, confused use of words, idioms, and words form
	1	VERY POOR: very limited range, very poor knowledge of words, idioms, and word forms
LANGUAGE USE	5	EXCELLENT: no error, full control of complex structure
	4	GOOD: almost no error, good control of structure
	3	AVERAGE: some errors, fair control of structure
	2	POOR: many errors, poor control of structure
	1	VERY POOR: dominated by errors, no control of structure
MECHANICS	5	EXCELLENT: mastery of spelling and punctuation
	4	GOOD: few error in spelling and punctuation
	3	AVERAGE: fair member of spelling and punctuation error

	2	POOR: frequent errors in spelling and punctuation
	1	VERY POOR: no control over spelling and punctuation
Score Content+ Organization + Vocabulary + Language Use + Mechanics= Total Writing Score= $\frac{\text{Total}}{25} \times 100=$		

(Adopted from: Cohen, 1994:328-329)

Jember, March 2015

Veronika Sungging Pratiwi
090210401051



TEACHING MATERIALS

Leading Question:

1. Do you have any memorable moment in your life? (It could be a sad story, funny story, or an amazing experience)
2. What experience do you have?
3. When did it happen?
4. Why is this experience special in for you?

Recount Text

Purpose: to entertain or inform the reader.

Generic structure of recount text:

- Title (optional)
- Setting or orientation: It tells the background information and answer the question: *who, when, where, why and what the experience.*
- List of events: It presents the events or what people do and tells the events chronologically. It usually uses connectives to show the sequence of events, like: first, then, next, finally and so on.
- Reorientation: It is the concluding comments/ writer opinion.

The language features of recount text:

- a. It uses past tense.
example: My mother went to traditional market yesterday afternoon.
- b. It uses connectors to put events in order.
example: Firstly, they went to the school library to get the book.
- c. It uses many verbs or action words, like: read, went, bought, put, and so on.
- d. It mainly uses 1st person pronoun (I or we).

Essay is a piece of writing consisted of more than one paragraph. It consists of:

- a. a beginning, it is an introduction
- b. the middle, it is called as the body
- c. an end, it is the conclusion.

The example of recount text:

Title (optional) →	Going to the beach
Orientation →	Last week, my friend and I felt very bored after one week of holiday. So we rode our bicycle to the beach. It's only five kilometers from my house.
Events →	First, we looked for shells. Then, we got into the water and tried to catch some fish. After that we sat down for a rest.
Reorientation →	Before we went home we bought some fish from the fishermen. We were very tired but we felt happy. It was a wonderful experience.

Activity 1



It was my grandpa's birthday last Sunday. On Friday, my sister and I went shopping at the mall. We bought a nice shirt. Then, we wrapped it in blue paper. Blue is my grandpa's favorite color.

On Saturday morning, my brother and I helped my sister make a birthday cake in the kitchen. It was a big and beautiful birthday cake. I wrote 'Happy Birthday' on it. After that, we put some chocolate and a candle on the top of the cake.

On Sunday evening, my uncle and my aunt came to my house. They brought several bottles of soft-drink, and flower for grandpa. Then, we sat together in the living room. Finally, grandpa blew the candle and cut the cake while we were singing a 'Happy Birthday' song for him. After giving each of us a piece of cake, he opened the present. He told us that he liked the present, and he was very happy.

Language focus: Read the text, the follow the instruction bellow:

1. Underline the past verb in the text.
2. Circle the connectors in the text.
3. List the verbs in the text.

Activity 2

Identify the generic structure of the text: Answer the following questions based on the text.

1. Which paragraph is called as the events?
2. Which paragraph is called as a reorientation?
3. Which paragraph is called as an orientation?
4. What is the suitable title for the text above? (based on your opinion)

Activity 3

Write: Think about a memorable moment in your life; it can be sad, funny, happy or amazing experience. Then write a short essay in form of recount. Write it at about 10-15 sentences.

LESSON PLAN 2

(The second meeting for experimental class)

School	: SMPN 1 Siliragung
Subject	: English
Grade/ Semester	: VIII/ 1
Language Skill	: Writing
Genre	: Recount Text
Time Allocation	: 2 x 40 minutes

I. Standard Competence

12. Expressing the idea in written form through short functional text and simple essay in the form of recount and narrative to interact with the environment.

II. Basic Competence

- 12.2 Expressing the meaning and the generic structure of simple short essay by using the language features accurately, fluently and acceptably to interact with the environment in the form of recount and narrative text.

III. Indicator

- 3.1 Identifying the language features of a short essay in the form of recount.
- 3.2 Identifying the generic structure of a short essay in the form of recount.
- 3.3 Writing a short essay in the form of recount based on the generic structure and language features of a recount text.

IV. Learning Objective

- 4.1 The students are able to identify the language features of a short essay in the form of recount.

4.2 The students are able to identify the generic structure of a short essay in the form of recount.

4.3 The students are able to write a short essay in the form of recount based on the generic structure and language features of a recount text.

V. Learning Material: (Enclosed)

VI. Approach : Student – Centered Learning

Technique : Clustering Technique

VII.Sources/Media

a. Sources:

Depdikbud. 2006. *Kurikulum 2006 Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas Dan Madrasah Aliyah*. Jakarta: Depdikbud Republik Indonesia.

Mukarto., Sujatmiko., Josephine., & Kiswara, W. 2008. *English on Sky 2*. Jakarta: Penerbit Erlangga

b. Media

- White board
- Board marker
- English dictionary

VIII. Teaching Learning Process

No	Learning Activity	Time
	Greeting	1'
I	Set induction 1.1 Apperception Asking leading questions 1.2 Stating the objectives	1'
II	Main Activities 2.1 Distributing the example of recount text about	3'

	memorable moment in life to the students.	
	2.2 Explaining and analyzing the purpose, the generic structure, and the language features of the recount text given.	3'
	2.3 Explaining the example of clustering model to the students.	1'
	2.4 Identifying the language feature of the text given (activity 1)	4'
	2.5 Identifying the generic structure and the language features of the text given (activity 2).	3'
	2.6 Asking the students to cluster their memorable experience and write a short essay in the form of recount using their own cluster (activity 3).	60'
	2.8. Collecting the students work	1'
III	Closure	
	3.1 Drawing the conclusion from the material that has been taught by looking at the clustering technique.	3'
IV	Parting	2'

IX. Assessment

- 1). Analyzing the generic structure and language feature through analysis of model text.
- 2). Ability to write recount text is assessed by using analytic scoring rubric.

COMPOSITION PROFILE		
ASPECT OF WRITING	SCORES	CRITERIA
CONTENT	5	EXCELLENT: main ideas stated clearly and accurately, change of opinion very clear.
	4	GOOD: main ideas stated fairly clearly and accurately, change of opinion relatively clear
	3	AVERAGE: main ideas somewhat unclear or inaccurate, change of opinion statement somewhat weak

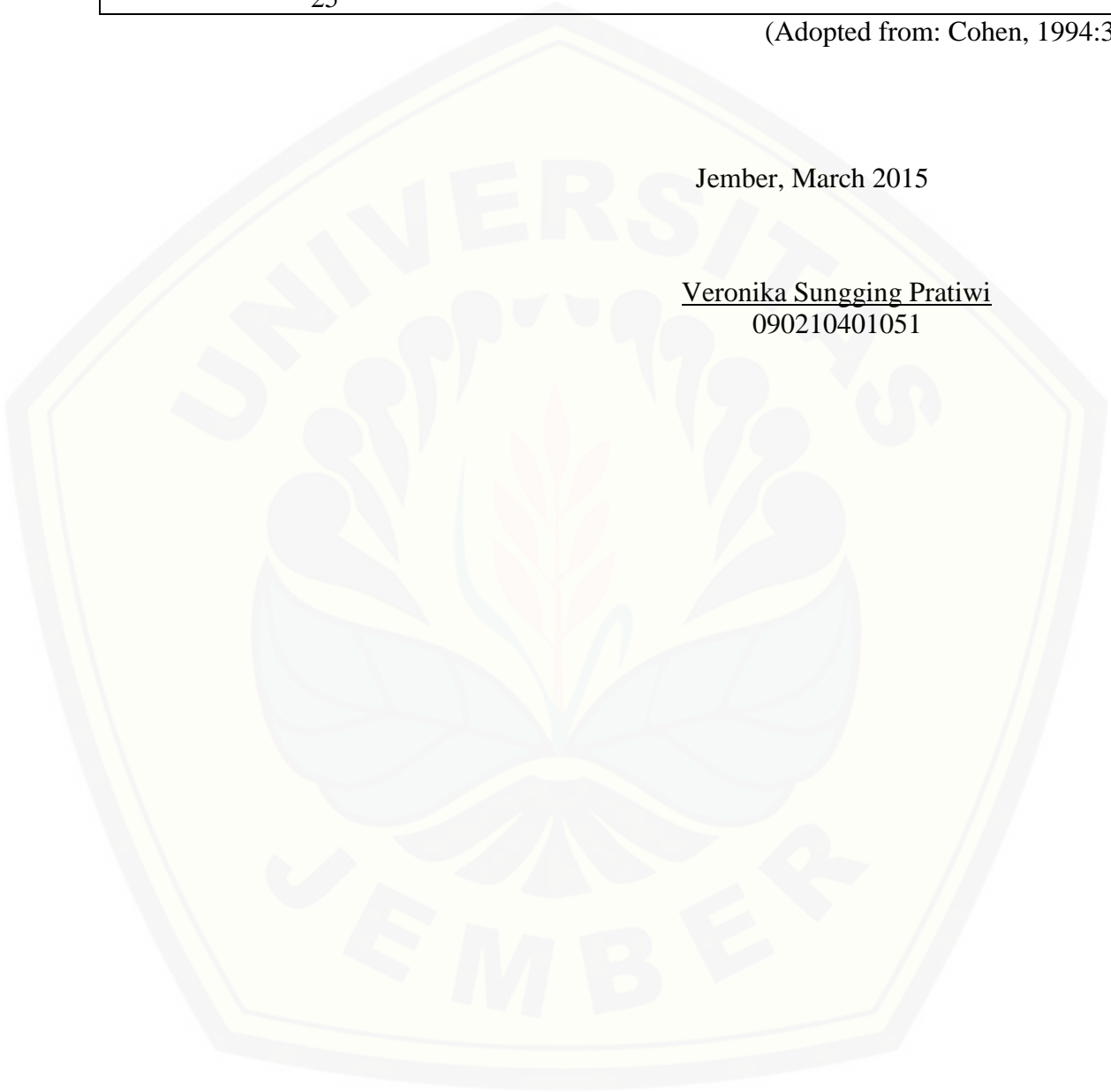
	2	POOR: main ideas not clear or accurate, change of opinion statement weak
	1	VERY POOR: main ideas not all clear or accurate, change of opinion statement very weak
ORGANIZATION	5	EXCELLENT: well organized and perfectly coherent
	4	GOOD: fairly well organized and generally coherent
	3	AVERAGE: loosely organized but main ideas clear, logical but incomplete sequencing
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	4	GOOD: few error in spelling and punctuation
	3	AVERAGE: fair member of spelling and punctuation error
	2	POOR: frequent errors in spelling and punctuation

	1	VERY POOR: no control over spelling and punctuation
Score Content+ Organization + Vocabulary + Language Use + Mechanics= Total Writing Score= $\frac{\text{Total}}{25} \times 100=$		

(Adopted from: Cohen, 1994:328-329)

Jember, March 2015

Veronika Sungging Pratiwi
090210401051



TEACHING MATERIALS

Leading Question:

1. Do you have any memorable moment in your life? (It could be a sad story, funny story, or an amazing experience)
2. What experience do you have?
3. When did it happen?
4. Why is this experience special in for you?

Recount Text

Purpose: to entertain or inform the reader.

Generic structure of recount text:

- Title (optional)
- Setting or orientation: It tells the background information and answer the question: *who, when, where, why and what the experience.*
- List of events: It presents the events or what people do and tells the events chronologically. It usually uses connectives to show the sequence of events, like: first, then, next, finally and so on.
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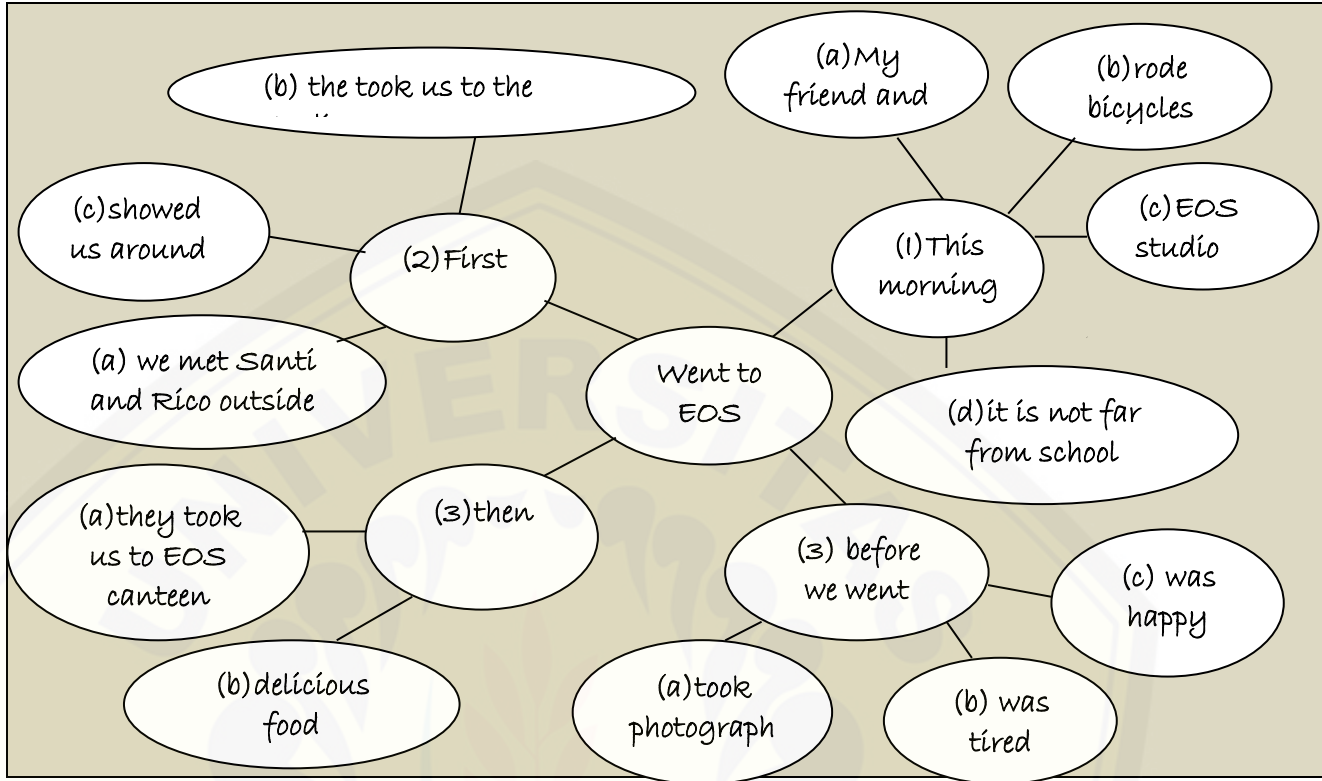
The language features of recount text:

- a. It uses past tense.
example: My mother went to traditional market yesterday afternoon.
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example: Firstly, they went to the school library to get the book.
- c. It uses many verbs or action words, like: read, went, bought, put, and so on.
- d. It mainly uses 1st person pronoun (I or we).

Essay is a piece of writing consisted of more than one paragraph. It consists of:

- a. a beginning, it is an introduction
- b. the middle, it is called as the body
- c. an end, it is the conclusion.

Clustering Model:



Title (optional)

→ Going to EOS studio

Orientation

This morning, my friend and I went to EOS studio. It's not very far from our school. So, we just rode our bicycle.

Events

First, we met Santi and Rico outside the studio. Then, they took us into the studio and showed us around.

Reorientation

After that, we had lunch at EOS canteen. The food was delicious.
 Before we went home, we took some photographs with Santi and Rico. It was tiring but we were very happy.

Activity 1

Read the text carefully!

Last summer holiday, my friend and I spent one night at the countryside. We stayed in a small house. It had a big garden with lots of colorful flowers and swimming pool.

First, we made a fire in front of the house. Then, we sat around the fire and sang lots of songs together. After that, we came into the house and had dinner. Next, we sat in the living room and watched a movie. Finally, everybody felt asleep there.

We woke up very late in the morning and had breakfast. In the afternoon we went home. We were all very happy.

Language focus: Read the text, the follow the instruction bellow:

1. Underline the past verb in the text.
2. Circle the connectors in the text.
3. List the verbs in the text.

Activity 2

Identify the generic structure of the text: Answer the following questions based on the text.

1. Which paragraph is called as a reorientation
2. Which paragraph is called as the events??
3. Which paragraph is called as an orientation?
4. What is the suitable title for the text above? (based on your opinion)

Activity 3

Write: Think about a memorable moment in your life; it can be sad, funny, happy or amazing experience. Cluster your story in a blank sheet of paper. Then write a recount in form of short essay based on your cluster. Write it at about 10-15 sentences.

LESSON PLAN 2

(The second meeting for control class)

School : SMPN 1 Siliragung

Subject : English

Grade/ Semester: VIII/ 1

Language Skill : Writing

Genre : Recount Text

Time Allocation: 2 x 40 minutes

I. Standard Competence

12. Expressing the idea in written form through short functional text and simple essay in the form of recount and narrative to interact with the environment.

II. Basic Competence

- 12.2 Expressing the meaning and the generic structure of simple short essay by using the language features accurately, fluently and acceptably to interact with the environment in the form of recount and narrative text.

III. Indicator

- 3.1 Identifying the language features of a short essay in the form of recount.
- 3.2 Identifying the generic structure of a short essay in the form of recount.
- 3.3 Writing a short essay in the form of recount based on the generic structure and language features of a recount text.

IV. Learning Objective

- 1.1 The students are able to identify the language features of a short essay in the form of recount.

4.2 The students are able to identify the generic structure of a short essay in the form of recount.

4.3 The students are able to write recount a short essay in the form of recount based on the generic structure and language features of a recount text.

V. Learning Material: (Enclosed)

VI. Approach : Student – Centered Learning
Technique : Without Clustering Technique

VII.Sources/Media

a. Sources:

Depdikbud. 2006. *Kurikulum 2006 Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas Dan Madrasah Aliyah*. Jakarta: Depdikbud Republik Indonesia.

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b. Media

- White board
- Board marker
- English dictionary

VIII. Teaching Learning Process

No	Learning Activity	Time
	Greeting	1'
1	Set induction 1.1 Apperception Asking leading questions 1.2 Stating the objectives	1'
II	Main Activities	

	2.1 Distributing the example of recount text about memorable moment in life to the students.	3'
	2.2 Explaining and analyzing the purpose, the generic structure, and the language features of the recount text given.	3'
	2.3 Explaining the example of clustering model to the students.	1'
	2.4 Identifying the language feature of the text given (activity 1)	4'
	2.5 Identifying the generic structure and the language features of the text given (activity 2).	3'
	2.6 Asking the students to cluster their memorable experience and write a short essay in the form of recount using their own cluster (activity 3).	60'
	2.8. Collecting the students work	1'
III	Closure	
	3.1 Drawing the conclusion from the material that has been taught by looking at the clustering technique.	3'
IV	Parting	2'

IX. Assessment

- 1). Analyzing the generic structure and language feature through analysis of model text.
- 2). Ability to write recount text is assessed by using analytic scoring rubric.

COMPOSITION PROFILE		
ASPECT OF WRITING	SCORES	CRITERIA
CONTENT	5	EXCELLENT: main ideas stated clearly and accurately, change of option very clear.

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	2	POOR: many errors, poor control of structure
	1	VERY POOR: dominated by errors, no control of structure
MECHANICS	5	EXCELLENT: mastery of spelling and punctuation
	4	GOOD: few error in spelling and punctuation

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Score Content+ Organization + Vocabulary + Language Use + Mechanics= Total Writing Score= $\frac{\text{Total}}{25} \times 100=$		

(Adopted from: Cohen, 1994:328-329)

Jember, March 2015

Veronika Sungging Pratiwi
090210401051

TEACHING MATERIALS

Leading Question:

1. Do you have any memorable moment in your life? (It could be a sad story, funny story, or an amazing experience)
2. What experience do you have?
3. When did it happen?
4. Why is this experience special in for you?

Recount Text

Purpose: to entertain or inform the reader.

Generic structure of recount text:

- Title (optional)
- Setting or orientation: It tells the background information and answer the question: *who, when, where, why and what the experience.*
- List of events: It presents the events or what people do and tells the events chronologically. It usually uses connectives to show the sequence of events, like: first, then, next, finally and so on.
- Reorientation: It is the concluding comments/ writer opinion.

The language features of recount text:

- a. It uses past tense.
example: My mother went to traditional market yesterday afternoon.
- b. It uses connectors to put events in order.
example: Firstly, they went to the school library to get the book.
- c. It uses many verbs or action words, like: read, went, bought, put, and so on.
- d. It mainly uses 1st person pronoun (I or we).

Essay is a piece of writing consisted of more than one paragraph. It consists of:

- a. a beginning, it is an introduction
- b. the middle, it is called as the body
- c. an end, it is the conclusion.

The example of recount text:

Title (optional)	→	Going to EOS studio
Orientation	→	This morning, my friend and I went to EOS studio. It's not very far from our school. So, we just rode our bicycle.
Events	→	First, we met Santi and Rico outside the studio. Then, they took us into the studio and showed us around.
	→	After that, we had lunch at EOS canteen. The food was delicious.
Reorientation	→	Before we went home, we took some photographs with Santi and Rico. It was tiring but we were very happy.

Activity 1

Read the text carefully!

Last summer holiday, my friend and I spent one night at the countryside. We stayed in a small house. It had a big garden with lots of colorful flowers and swimming pool.

First, we made a fire in front of the house. Then, we sat around the fire and sang lots of songs together. After that, we came into the house and had dinner. Next, we sat in the living room and watched a movie. Finally, everybody felt asleep there.

We woke up very late in the morning and had breakfast. In the afternoon we went home. We were all very happy.

Language focus: Read the text, the follow the instruction bellow:

1. Underline the past verb in the text.
2. Circle the connectors in the text.
3. List the verbs in the text.

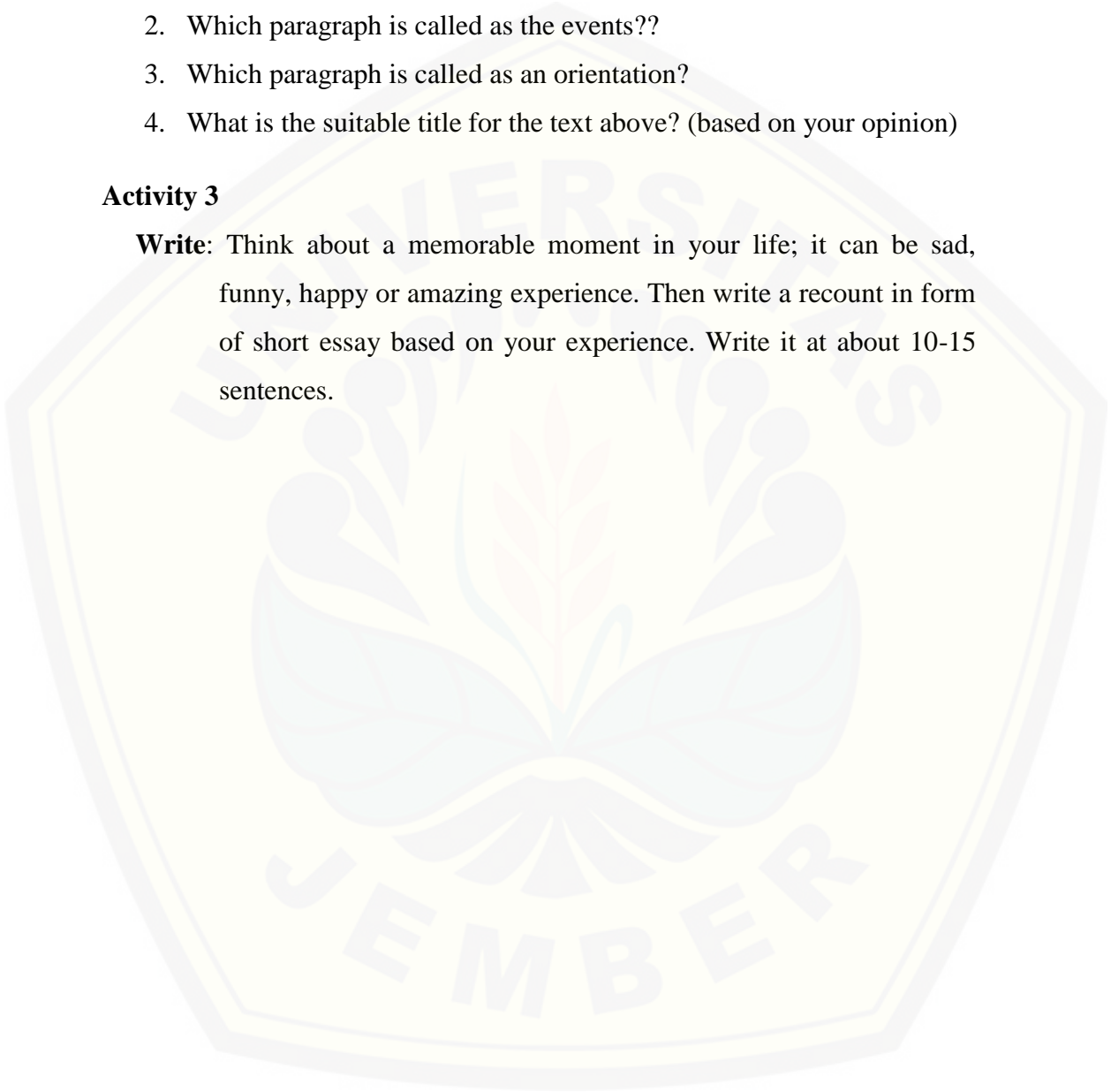
Activity 2

Identify the generic structure of the text: Answer the following questions based on the text.

1. Which paragraph is called as a reorientation
2. Which paragraph is called as the events??
3. Which paragraph is called as an orientation?
4. What is the suitable title for the text above? (based on your opinion)

Activity 3

Write: Think about a memorable moment in your life; it can be sad, funny, happy or amazing experience. Then write a recount in form of short essay based on your experience. Write it at about 10-15 sentences.



LESSON PLAN 3

(The third meeting for experimental class)

School : SMPN 1 Siliragung

Subject : English

Grade/ Semester: VIII/ 1

Language Skill : Writing

Genre : Recount Text

Time Allocation : 2 x 40 minutes

I. Standard Competence

12. Expressing the idea in written form through short functional text and simple essay in the form of recount and narrative to interact with the environment.

II. Basic Competence

- 12.2 Expressing the meaning and the generic structure of simple short essay by using the language features accurately, fluently and acceptably to interact with the environment in the form of recount and narrative text.

III. Indicator

- 3.1 Identifying the language features of a short essay in the form of recount.
- 3.2 Identifying the generic structure of a short essay in the form of recount.
- 3.3 Writing a short essay in the form of recount based on the generic structure and language features of a recount text.

IV. Learning Objective

- 4.1 The students are able to identify the language features of a short essay in the form of recount.
- 4.2 The students are able to identify the generic structure of a short essay in the form of recount.

4.3 The students are able to write a short essay in the form of recount based on the generic structure and language features of a recount text.

V. Learning Material: (Enclosed)

VI. Approach : Student - Centered Learning
Technique : Clustering Technique

VII.Sources/Media

a. Sources:

Depdikbud. 2006. *Kurikulum 2006 Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas Dan Madrasah Aliyah*. Jakarta: Depdikbud Republik Indonesia.

Mukarto., Sujatmiko., Josephine., & Kiswara, W. 2008. *English on Sky 2*. Jakarta: Penerbit Erlangga

b. Media

- White board
- Board marker
- English dictionary

VIII. Teaching Learning Process

No	Learning Activity	Time
	Greeting	1'
I	Set induction 1.1 Apperception Asking leading questions 1.2 Stating the objectives	2'
II	Main Activities 2.1 Distributing the example of recount text about shining moment in life to the students. 2.2 Identifying the language feature of the text given	3' 3'

	(activity 1) 2.3 Identifying the generic structure and the language features of the text given (activity 2). 2.4 Asking the students to cluster their memorable experience and write a short essay in the form of recount using their own cluster (activity 3). 2.5. Collecting the students work	3' 60' 1'
III	Closure	
	3.1 Drawing the conclusion from the material that has been taught by looking at the clustering technique.	3'
IV	Parting	2'

IX. Assessment

- 1). Analyzing the generic structure and language feature through analysis of model text.
- 2). Ability to write recount text is assessed by using analytic scoring rubric.

COMPOSITION PROFILE		
ASPECT OF WRITING	SCORES	CRITERIA
CONTENT	5	EXCELLENT: main ideas stated clearly and accurately, change of opinion very clear.
	4	GOOD: main ideas stated fairly clearly and accurately, change of opinion relatively clear
	3	AVERAGE: main ideas somewhat unclear or inaccurate, change of opinion statement somewhat weak
	2	POOR: main ideas not clear or accurate, change of opinion statement weak
	1	VERY POOR: main ideas not all clear or accurate, change of opinion statement very weak
ORGANIZATION	5	EXCELLENT: well organized and perfectly coherent
	4	GOOD: fairly well organized and generally coherent
	3	AVERAGE: loosely organized but main ideas clear, logical but incomplete sequencing
	2	POOR: ideas disconnected, lacks logical sequencing
	1	VERY POOR: no organization, incoherent
VOCABULARY	5	EXCELLENT: very effective choice of words and use of idioms and word form
	4	GOOD: effective choice of words and use of idioms and word forms
	3	AVERAGE: adequate choice of words but some misuse of vocabulary, idioms, and word forms
	2	POOR: limited range, confused use of words, idioms, and words form
	1	VERY POOR: very limited range, very poor knowledge of words, idioms, and word forms
LANGUAGE USE	5	EXCELLENT: no error, full control of complex structure
	4	GOOD: almost no error, good control of structure

	3	AVERAGE: some errors, fair control of structure
	2	POOR: many errors, poor control of structure
	1	VERY POOR: dominated by errors, no control of structure
MECHANICS	5	EXCELLENT: mastery of spelling and punctuation
	4	GOOD: few error in spelling and punctuation
	3	AVERAGE: fair member of spelling and punctuation error
	2	POOR: frequent errors in spelling and punctuation
	1	VERY POOR: no control over spelling and punctuation
Score Content+ Organization + Vocabulary + Language Use + Mechanics= Total Writing Score= $\frac{\text{Total}}{25} \times 100$		

(Adopted from: Cohen, 1994:328-329)

Jember, March 2015

Veronika Sungging Pratiwi
090210401051

TEACHING MATERIALS**Leading Question:**

1. Do you have any shining moment in your life? (it must be a happy or an amazing experience)
2. What experience do you have?
3. When did it happen?
4. Why is this experience special for you?

Activity 1

Read the text carefully!

It was my birthday last week and my family gave me a small party. I invited my best friends to the party. There were about 15 people in the party, including my parents and my sister, Putri. It was a great surprise that my uncle Awang from Bengkulu, Sumatra came too.

There were some presents for me. My parents gave me a new *Harry Potter* novel. My sister bought me a Spiderman CD game. Butet, my best friend gave me a CD of a song collection from my favorite singers. My uncle did not give me any books or CDs but he taught me and my friends to play a traditional game from Bengkulu. The game has a funny name: *Palak Babi*. My friends and I played it in the yard. It was very exciting.

We were tired because we had to run a lot but we enjoyed the game.

Language focus: Read the text, the follow the instruction bellow:

1. Underline the past verb in the text.
2. Circle the connectors in the text.
3. List the verbs in the text.

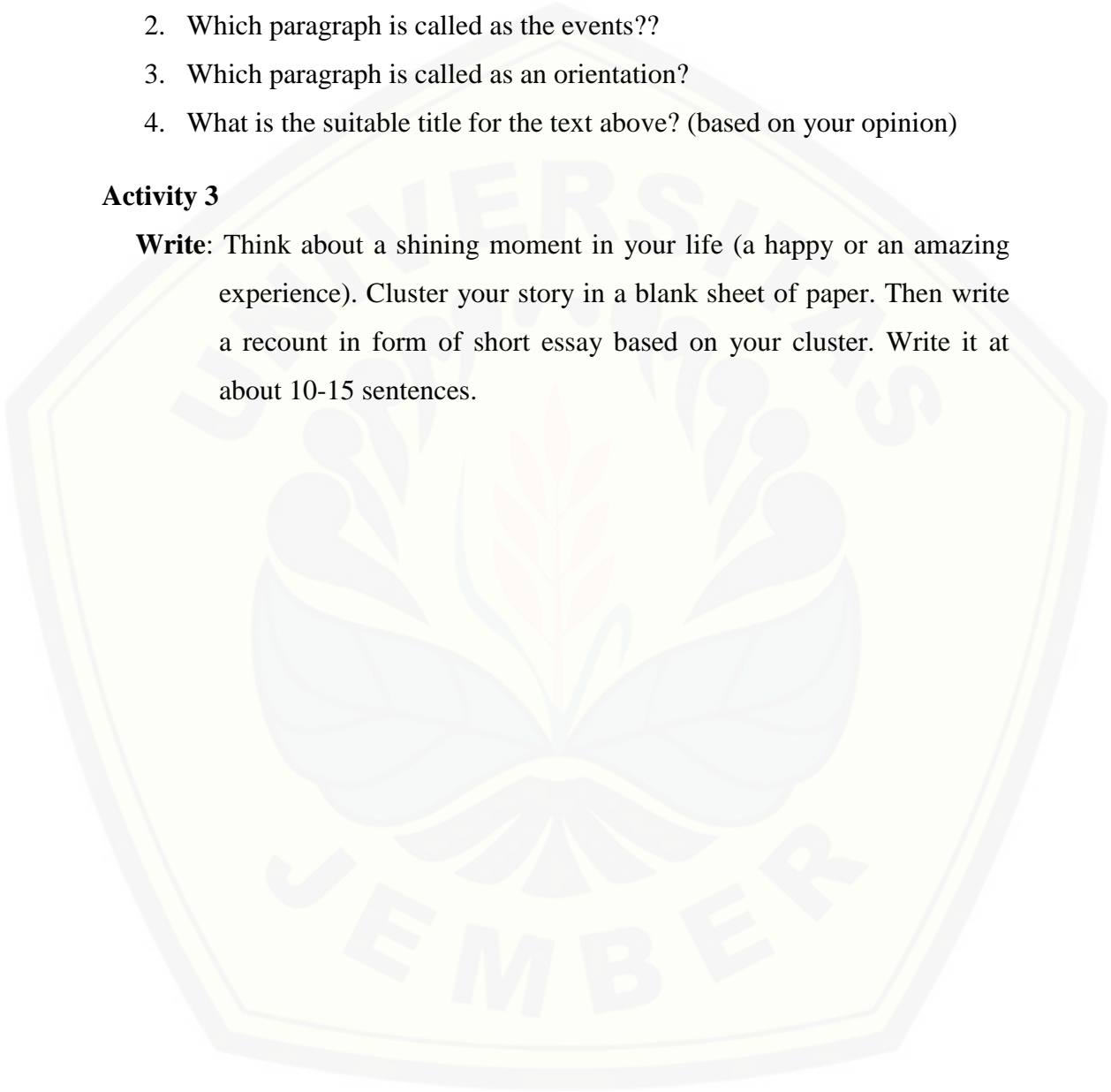
Activity 2

Identify the generic structure of the text: Answer the following questions based on the text.

1. Which paragraph is called as a reorientation
2. Which paragraph is called as the events??
3. Which paragraph is called as an orientation?
4. What is the suitable title for the text above? (based on your opinion)

Activity 3

Write: Think about a shining moment in your life (a happy or an amazing experience). Cluster your story in a blank sheet of paper. Then write a recount in form of short essay based on your cluster. Write it at about 10-15 sentences.



LESSON PLAN 3

(The third meeting for control class)

School	: SMPN 1 Siliragung
Subject	: English
Grade/ Semester	: VIII/ 1
Language Skill	: Writing
Genre	: Recount Text
Time Allocation	: 2 x 40 minutes

I. Standard Competence

12. Expressing the idea in written form through short functional text and simple essay in the form of recount and narrative to interact with the environment.

II. Basic Competence

- 12.2 Expressing the meaning and the generic structure of simple short essay by using the language features accurately, fluently and acceptably to interact with the environment in the form of recount and narrative text.

III. Indicator

- 3.1 Identifying the language features of a short essay in the form of recount.
- 3.2 Identifying the generic structure of a short essay in the form of recount.
- 3.3 Writing a short essay in the form of recount based on the generic structure and language features of a recount text.

IV. Learning Objective

- 4.1 The students are able to identify the language features of a short essay in the form of recount.

4.2 The students are able to identify the generic structure of a short essay in the form of recount.

4.3 The students are able to write a short essay in the form of recount based on the generic structure and language features of a recount text.

V. Learning Material: (Enclosed)

VI. Approach : Student - Centered Learning
Technique : Without Clustering Technique

VII.Sources/Media

a. Sources:

Depdikbud. 2006. *Kurikulum 2006 Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas Dan Madrasah Aliyah*. Jakarta: Depdikbud Republik Indonesia.

Mukarto., Sujatmiko., Josephine., & Kiswara, W. 2008. *English on Sky 2*. Jakarta: Penerbit Erlangga

b. Media

- White board
- Board marker
- English dictionary

VIII. Teaching Learning Process

No	Learning Activity	Time
	Greeting	1'
I	Set induction 1.1 Apperception Asking leading questions 1.2 Stating the objectives	2'
II	Main Activities 2.1 Distributing the example of recount text about shining	3'

	moment in life to the students.	
	2.2 Identifying the language feature of the text given (activity 1)	3'
	2.3 Identifying the generic structure and the language features of the text given (activity 2).	3'
	2.4 Asking the students to write a short essay in the form of recount (activity 3).	60'
	2.5. Collecting the students work	1'
III	Closure	
	3.1 Drawing the conclusion from the material that has been taught by looking at the clustering technique.	3'
IV	Parting	2'

IX. Assessment

- 1). Analyzing the generic structure and language feature through analysis of model text.
- 2). Ability to write recount text is assessed by using analytic scoring rubric.

COMPOSITION PROFILE		
ASPECT OF WRITING	SCORES	CRITERIA
CONTENT	5	EXCELLENT: main ideas stated clearly and accurately, change of opinion very clear.
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	3	AVERAGE: adequate choice of words but some misuse of vocabulary, idioms, and word forms
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	4	GOOD: few error in spelling and punctuation
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Score Content+ Organization + Vocabulary + Language Use + Mechanics= Total Writing Score= $\frac{\text{Total}}{25} \times 100=$		

(Adopted from: Cohen, 1994:328-329)

Jember, March 2015

Veronika Sungging Pratiwi
090210401051

TEACHING MATERIALS**Leading Question:**

1. Do you have any shining moment in your life? (it must be a happy or an amazing experience)
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3. When did it happen?
4. Why this experience is special for you?

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We were tired because we had to run a lot but we enjoyed the game.

Language focus: Read the text, then follow the instruction below:

1. Underline the past verb in the text.
2. Circle the connectors in the text.
3. List the verbs in the text.

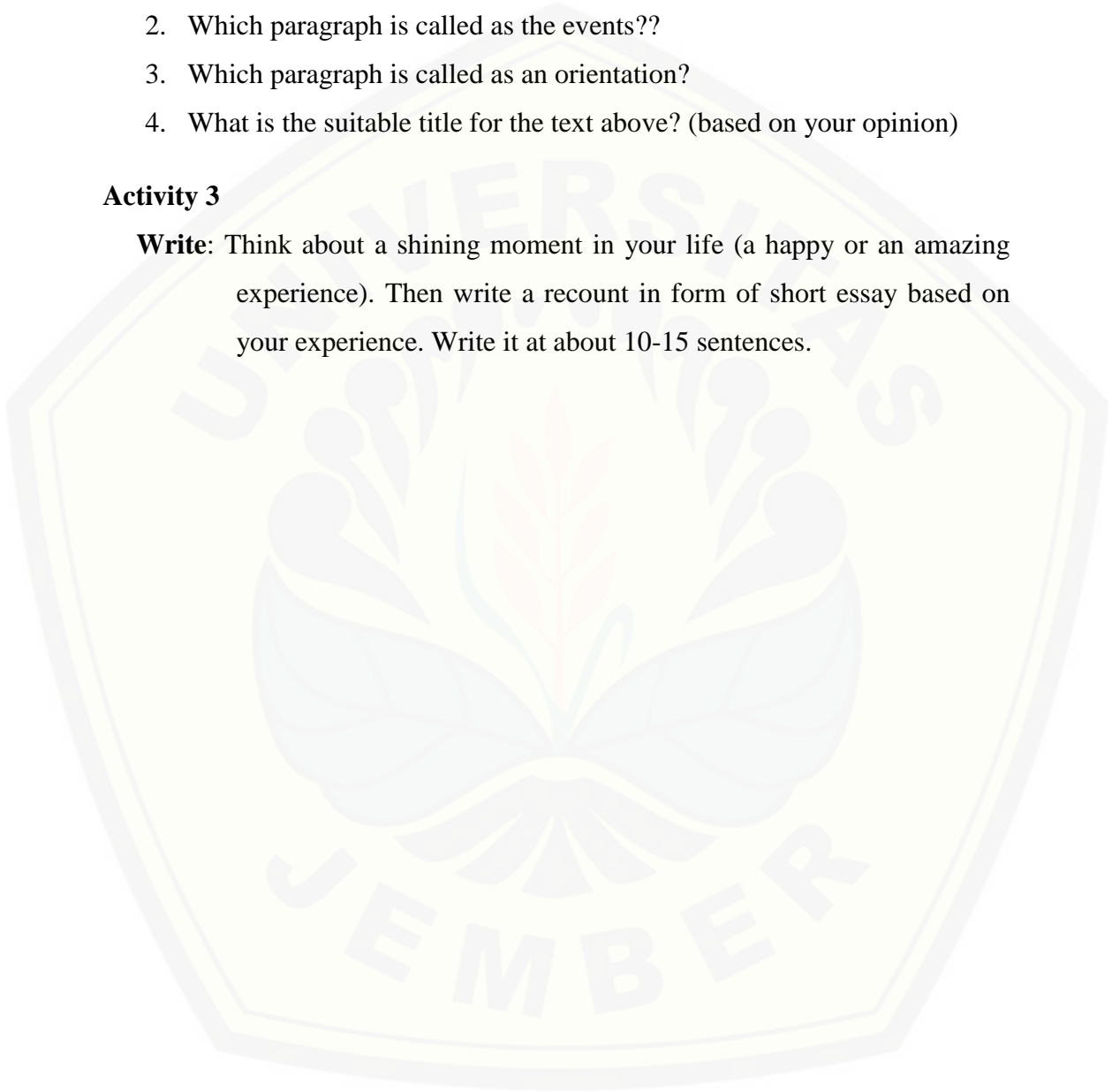
Activity 2

Identify the generic structure of the text: Answer the following questions based on the text.

1. Which paragraph is called as a reorientation
2. Which paragraph is called as the events??
3. Which paragraph is called as an orientation?
4. What is the suitable title for the text above? (based on your opinion)

Activity 3

Write: Think about a shining moment in your life (a happy or an amazing experience). Then write a recount in form of short essay based on your experience. Write it at about 10-15 sentences.



POST TEST

Post Test

(Experimental Group)

Subject : English

Skill : Writing

Level : 8

Time : 60 minutes

Read the instruction carefully!

There are many unforgettable moments in your life. Now, choose one of the following topics and write a short essay of recount consisting of 10-15 sentences. Don't forget to write the title of your story!

1. Sad story.
2. Funny story.
3. The happiest moment in your life.

Post Test

(Control Group)

Subject: English

Skill : Writing

Level : 8

Time : 60 minutes

Read the instruction carefully!

There are many unforgettable moments in your life. Now, choose one of the following topics and write a short essay of recount consisting of 10-15 sentences. Don't forget to write the title of your story!

1. Sad story.
2. Funny story.
3. The happiest moment in your life.

POST TEST SCORE

POST-TEST SCORE FOR EXPERIMENTAL GROUP (Researcher)

No	NAME	C	O	V	G	M	TOTAL	Score= $\frac{\text{Obtained Score}}{25} \times 100$
1	A. N.	2	3	3	3	4	15	60
2	A. D. E.	4	4	4	4	4	20	80
3	A. Z. W.	4	5	4	5	5	23	92
4	A. Y.	4	4	4	4	4	20	80
5	A. H. S.	4	5	4	3	5	21	84
6	D. U. N.	5	4	3	4	4	20	80
7	D. N. E. T.	4	3	3	3	5	18	72
8	D. P. R.	4	4	5	5	4	22	88
9	D. R. A.	4	4	3	3	4	18	72
10	D. A. N.	4	5	4	4	5	21	84
11	E. W. K.	4	4	3	3	3	17	68
12	F. F. A.	4	4	3	4	4	19	76
13	F. Y. F.	4	3	3	4	4	18	72
14	H. D. A. V.	4	3	3	4	4	18	72
15	I. W.	4	2	2	4	5	17	68
16	J. D. A. G.	4	3	3	3	3	16	64
17	J. R. D.	4	3	3	4	4	18	72
18	K. A. D. P. S.	5	2	3	4	4	18	72
19	K. P.	4	4	3	4	5	20	80
20	L. K. D.	5	4	4	5	4	22	88
21	L. S. R.	5	4	4	4	5	22	88
22	M. D. N. A.	4	3	3	3	5	18	72
23	N. A.	3	3	3	3	4	16	64
24	N. P. A.	4	4	3	5	5	21	84
25	N. R.	3	4	3	3	4	17	68
26	N. F.	5	3	3	3	4	18	72
27	R. A. S.	3	3	3	4	4	17	68
28	R. A. M. P.	4	4	4	4	4	20	80
29	R. A. D.	4	4	3	3	5	19	76
30	R. S. G.	4	5	4	5	5	23	92
31	S. A.	4	5	3	4	4	20	80
32	S. M. R.	4	3	3	4	5	19	76
33	S. I.	4	4	4	4	4	20	80
34	S. D. N.	4	3	4	4	4	19	76
35	Y. R. P.	3	3	3	3	4	16	64
36	Z. A. S.	4	4	3	4	5	20	80

POST-TEST SCORE FOR EXPERIMENTAL GROUP (Teacher)

No	NAME	C	O	V	G	M	TOTAL	Score= $\frac{\text{Obtained Score}}{25} \times 100$
1	A. N.	3	3	3	3	3	15	60
2	A. D. E.	4	4	4	4	4	20	80
3	A. Z. W.	5	5	4	4	4	22	88
4	A. Y.	4	4	4	4	4	20	80
5	A. H. S.	4	5	4	3	5	21	84
6	D. U. N.	5	4	3	4	4	20	80
7	D. N. E. T.	4	3	3	3	5	18	72
8	D. P. R.	4	4	4	4	4	20	80
9	D. R. A.	4	4	3	3	4	18	72
10	D. A. N.	4	5	4	4	5	21	84
11	E. W. K.	4	4	3	3	3	17	72
12	F. F. A.	4	4	4	4	4	20	80
13	F. Y. F.	4	3	3	4	4	18	72
14	H. D. A. V.	4	3	3	4	5	19	76
15	I. W.	4	2	2	4	5	17	68
16	J. D. A. G.	4	3	3	3	3	16	64
17	J. R. D.	4	3	3	4	5	19	76
18	K. A. D. P. S.I	5	2	3	4	5	19	76
19	K. P.	4	4	3	4	5	20	80
20	L. K. D.	5	4	4	5	4	22	88
21	L. S. R.	5	4	4	4	5	22	88
22	M. D. N. A.	4	3	3	4	5	19	76
23	N. A.	3	3	3	3	4	16	64
24	N. P. A.	4	4	3	5	5	21	84
25	N. R.	3	4	3	3	4	17	68
26	N. F.	5	3	3	3	4	18	72
27	R. A. S.	3	3	3	4	4	17	68
28	R. A. M. P.	4	4	4	4	4	20	80
29	R. A. D.	4	4	3	4	5	20	80
30	R. S. G.	5	4	3	4	5	21	84
31	S. A.	4	5	3	4	4	20	80
32	S. M. R.	4	4	3	4	5	20	80
33	S. I.	4	4	4	4	4	20	80
34	S. D. N.	4	3	4	4	4	19	78
35	Y. R. P.	3	3	3	3	4	16	64
36	Z. A. S.	4	4	3	4	5	20	80

THE MEAN SCORE OF EXPERIMENTAL GROUP (Researcher and Teacher)				
No	Name	Researcher Score	Teacher Score	Mean Score
1	A. N.	60	60	60
2	A. D. E.	80	80	80
3	A. Z. W.	92	88	90
4	A. Y.	80	80	80
5	A. H. S.	84	84	84
6	D. U. N.	84	80	82
7	D. N. E. T.	68	72	70
8	D. P. R.	88	80	84
9	D. R. A.	68	72	70
10	D. A. N.	80	84	82
11	E. W. K.	68	72	70
12	F. F. A.	76	80	78
13	F. Y. F.	68	72	70
14	H. D. A. V.	72	76	74
15	I. W.	68	68	68
16	J. D. A. G.	64	64	64
17	J. R. D.	72	76	74
18	K. A. D. P. S.I	72	76	74
19	K. P.	80	80	80
20	L. K. D.	88	88	88
21	L. S. R.	88	88	88
22	M. D. N. A.	72	76	74
23	N. A.	64	64	64
24	N. P. A.	80	84	82
25	N. R.	68	68	68
26	N. F.	72	72	72
27	R. A. S.	68	68	68
28	R. A. M. P.	80	80	80
29	R. A. D.	76	80	78
30	R. S. G.	92	84	88
31	S. A.	80	80	80
32	S. M. R.	76	80	78
33	S. I.	80	80	80
34	S. D. N.	76	78	77
35	Y. R. P.	64	64	64
36	Z. A. S.	76	80	78
Σ		2724	2758	2741
Average		75.6667	76.6111	76.1389

POST-TEST SCORE FOR CONTROL GROUP (Researcher)

No	NAME	C	O	V	G	M	TOTAL	Score= $\frac{\text{Obtained Score}}{25} \times 100$
1	A. P. M.	5	5	5	4	4	23	92
2	A. D. K.	5	5	4	4	3	20	80
3	A. T. F.	4	3	3	3	4	16	64
4	A. Y. T. P.	5	3	3	3	4	17	68
5	A. Q. P.	5	4	4	3	4	20	80
6	B. A.	4	3	3	3	4	16	64
7	C. U.N.	4	4	4	4	4	20	80
8	D. V. N.	4	3	3	4	4	15	60
9	D. W.	4	4	5	4	4	19	76
10	D. A. P.	4	3	3	3	4	17	68
11	D. A.	4	3	3	4	3	17	68
12	E. R.	4	3	3	3	3	16	64
13	F. S. M. N.	4	3	4	3	3	16	64
14	F. S.	4	3	3	4	4	17	68
15	F. M. A.	4	3	3	3	4	17	68
16	I. S. P.	4	4	3	4	3	19	76
17	K. S.	4	3	3	3	4	17	68
18	L. T. E.	4	3	3	4	3	17	68
19	M. F. A.	4	3	3	4	5	18	72
20	M. R. I.S.	4	4	3	3	3	16	64
21	M. K. D.	4	3	3	3	4	17	68
22	N. Y.	4	4	3	4	3	17	68
23	N. N. D.	4	4	3	3	4	18	72
24	R. A.	3	4	4	3	3	16	64
25	R. A. M.	4	3	3	1	4	15	60
26	R. H. S.	4	4	4	3	4	19	76
27	S. E. S.	4	3	3	4	3	16	64
28	S. I.	4	2	3	3	4	16	64
29	S. K. D.	4	3	3	3	4	17	68
30	S. L. P.	3	3	3	5	3	17	68
31	T. A. P.	4	4	4	3	4	18	72
32	T.	4	3	3	4	3	16	68
33	W. O. P.	4	3	3	4	5	18	72
34	W. N. P.	2	2	3	4	4	15	60
35	Y. A. R.	4	4	4	3	4	19	76
36	Y. S.	3	3	3	4	4	15	60

POST-TEST SCORE FOR CONTROL GROUP (Teacher)

No	NAME	C	O	V	G	M	TOTAL	Score= $\frac{\text{Obtained Score}}{25} \times 100$
1	A. P. M.	5	5	5	4	4	23	92
2	A. D. K.	5	5	4	4	3	20	80
3	A. T. F.	4	3	3	3	4	16	64
4	A. Y. T. P.	5	3	3	3	4	17	68
5	A. Q. P.	5	4	4	3	4	20	80
6	B. A.	4	3	3	3	4	16	64
7	C. U. N.	4	4	4	4	4	20	80
8	D. V. N.	4	3	3	4	4	16	64
9	D. W.	4	4	5	4	4	20	80
10	D. A. P.	4	3	3	3	4	17	68
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12	E. R.	4	3	3	3	3	16	64
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23	N. N. D.	4	4	3	3	4	18	72
24	R. A.	3	4	4	3	3	18	72
25	R. A. M.	4	3	3	1	4	15	60
26	R. H. S.	4	4	4	3	4	20	80
27	S. E. S.	4	3	3	4	3	16	64
28	S. I.	4	2	3	3	4	16	64
29	S. K. D.	4	3	3	3	4	17	68
30	S. L. P.	3	3	3	5	3	17	68
31	T. A. P.	4	4	4	3	4	18	72
32	T.	4	3	3	4	3	17	68
33	W. O. P.	4	3	3	4	5	18	72
34	W. N. P.	2	2	2	4	5	15	60
35	Y. A. R.	4	4	4	3	4	18	72
36	Y. S.	3	3	3	4	4	15	60

THE MEAN SCORE OF CONTROL GROUP (Researcher and Teacher)				
No	Name	Researcher Score	Teacher Score	Mean Score
1	A. P. M.	92	92	92
2	A. D. K.	84	80	82
3	A. T. F.	68	64	66
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5	A. Q. P.	80	80	80
6	B. A.	68	64	66
7	C. U.N.	80	80	80
8	D. V. N.	68	64	66
9	D. W.	84	80	82
10	D. A. P.	68	68	68
11	D. A.	68	68	68
12	E. R.	64	64	64
13	F. S. M. N.	64	64	64
14	F. S.	72	72	72
15	F. M. A.	68	68	68
16	I. S. P.	76	72	74
17	K. S.	68	68	68
18	L. T. E.	68	68	68
19	M. F. A.	72	72	72
20	M. R. I.S.	68	64	66
21	M. K. D.	68	68	68
22	N. Y.	72	72	72
23	N. N. D.	72	72	72
24	R. A.	68	72	70
25	R. A. M.	60	60	60
26	R. H. S.	76	80	78
27	S. E. S.	68	64	66
28	S. I.	64	64	64
29	S. K. D.	68	68	68
30	S. L. P.	68	68	68
31	T. A. P.	76	72	74
32	T.	68	68	68
33	W. O. P.	76	72	74
34	W. N. P.	60	60	60
35	Y. A. R.	76	72	74
36	Y. S.	68	60	64
Σ		2560	2512	2536
Average		71.1111	69.7778	70.4444

The Result of Post-Test in Experimental Group and Control Group

No	Experimental Class			Control Class		
	NAMA	x	x ²	NAMA	y	y ²
1	A. N.	60	3600	A. P. M.	92	8464
2	A. D. E.	80	6400	A. D. K.	82	6724
3	A. Z. W.	90	8100	A. T. F	66	4356
4	A. Y.	80	6400	A.Y.T.P	70	4900
5	A. H. S.	84	7056	A. Q. P	80	6400
6	D. U. N.	82	6724	B. A	66	4356
7	D. N. E. T.	70	4900	C. U. N.	80	6400
8	D. P. R.	84	7056	D. V .N.	66	4356
9	D. R. A.	70	4900	D. W.	82	6724
10	D. A. N.	82	6724	D. A. P.	68	4624
11	E. W. K.	70	4900	D. A.	68	4624
12	F. F. A.	78	6084	E. R.	64	4096
13	F. Y. F.	70	4900	F. S. M. N.	64	4096
14	H. D. A. V.	74	5476	F. S.	72	5184
15	I. W.	68	4624	F.M.A	68	4624
16	J. D. A. G.	64	4096	I. S. P.	74	5476
17	J.R.D.	74	5476	K. S.	68	4624
18	K. A. D. P. S.	74	5476	L. T. E.	68	4624
19	K. P.	80	6400	M. F. A.	72	5184
20	L. K. D.	88	7744	M. R. I. S.	66	4356
21	L. S. R.	88	7744	M. K. D.	68	4624
22	M. D. N.	74	5476	N. Y.	72	5184
23	N. A.	64	4096	N. N. D.	72	5184
24	N. P. A.	82	6724	R. A.	70	4900
25	N. R.	68	4624	R.A.M.	60	3600
26	N. F.	72	5184	R. H. S.	78	6084
27	R. A. S.	68	4624	S. E. P.	66	4356
28	R. A. M. P.	80	6400	S. I.	64	4096
29	R.A. D.	78	6084	S. K. D.	68	4624
30	R. S. G.	88	7744	S. L. P.	68	4624
31	S. A.	80	6400	T. A. P.	74	5476
32	S. M. R.	78	6084	T.	68	4624
33	S. I.	80	6400	W. O. P.	74	5476
34	S. D. N.	77	5929	W. N. P.	60	3600
35	Y. R. P.	64	4096	Y. A. R.	74	5476
36	Z. A. S.	78	6084	Y. .S.	64	4096
	SUM	2741	210729		2536	180216

Average	76.3056			70.3056	
---------	---------	--	--	---------	--

Based on the table above, the computation of t-test on students' writing achievement score as follow:

1. The mean score of the experimental group

$$M_a = \frac{\sum x}{N_a} = \frac{2741}{36} = 76,30$$

2. The mean score of the control group

$$M_b = \frac{\sum y}{N_b} = \frac{2536}{36} = 70,30$$

3. The individual score deviation square of M_a

$$\begin{aligned} \sum x^2 - \frac{(\sum x)^2}{n_a} \\ = 210729 - \frac{(2741)^2}{36} \\ = 210729 - 208696,69 \\ = 2032,31 \end{aligned}$$

4. The individual score deviation square of M_b

$$\begin{aligned} \sum y^2 - \frac{(\sum y)^2}{n_b} \\ = 180216 - \frac{(2536)^2}{36} \\ = 180216 - 178647,11 \\ = 1568,89 \end{aligned}$$

5. The Degree of Freedom

$$\begin{aligned} D_f &= (n_x + n_y - 2) \\ &= (36 + 36 - 2) \\ &= 70 \text{ (1994)} \end{aligned}$$

6. Calculating the t-test of writing ability:

$$\begin{aligned}
 t_{test} &= \frac{(Ma - Mb)}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}} \\
 &= \frac{(76,30 - 70,30)}{\sqrt{\left(\frac{2032,31 + 1568,89}{36 + 36 - 2}\right)\left(\frac{1}{36} + \frac{1}{36}\right)}} \\
 &= \frac{(6,00)}{\sqrt{\left(\frac{3601,2}{70}\right)\left(\frac{1}{36} + \frac{1}{36}\right)}} \\
 &= \frac{4,45}{\sqrt{(51,45)(0,06)}} \\
 &= \frac{6,00}{\sqrt{3,08}} \\
 &= \frac{6,00}{1,75}
 \end{aligned}$$

$$t_{test} = 3.428$$

Notes:

Ma : Mean of the experimental group

Mb : Mean of the control group

X : Individual score deviation of the control group

Y : Individual score deviation of the control group

Na : The number of subjects in the experimental group

Nb : The number of subjects in the control group

**THE NAME OF THE RESPONDENTS OF THE EIGHTH GRADE STUDENTS OF
SMP NEGERI 1 SILIRAGUNG BANYUWANGI IN THE 2015/2016 ACADEMIC YEAR**

No	Nama Siswa	No	Nama Siswa
1	Agnes Novitasari	1	Adelia Putri Maharani
2	Alifio Dea Ekarima	2	Agung Dwi Kurniawan
3	Andrea Zalfa Waloyo	3	Andra Tri Febrianto
4	Andrean Yunianto	4	Antika Yasifa Tito Putri
5	Anoi Hagita Sari	5	Avi Qurvanda Putri
6	Dea Ulfa Nurina	6	Bayu Abdillah
7	Desta Nely Erlyaf Tika	7	Chilma Ulin Niam
8	Desta Puspa Ringga	8	Dhea Viesta Nuswantara
9	Desta Rezzy Anggraini	9	Diana Wulandari
10	Dinda Amelia Nurhanifa	10	Dion Aji Prawiyono
11	Elga Wanda Kusuma	11	Dismara Anggrelya
12	Fairus Firdani Azzaky	12	Evie Rahmawati
13	Firgi Yunika Faurima	13	Figo Syechan M. N.
14	Husnul Dyah Ayu Vindani	14	Firhad Syafaa'at
15	Indar Widyawati	15	Fitria Malida Ahya
16	Jesi Dyah Ayu Givanda	16	Indis Suyanto Putri
17	Julia Rima Dini	17	Kayla Safitri
18	Kadek Ayu Dyah Puspita Sari	18	Linggar Tini Erika
19	Khasif Pratama	19	M. Fahmi Alfaris
20	Lailia Kurniawati Dewi	20	Mey Ricka Indahsari
21	Luri Santika Ratri	21	Meyra Kharisma Dewi
22	Magdha Diana Nur Anisa	22	Nanda Yudistira
23	Nila Amalia	23	Nones Nurita Dewi
24	Nindia Puspa Ashari	24	Rahma Amalia
25	Nova Roshytha	25	Ryan Anggas Madi
26	Nurul Fitriyani	26	Ryan Hadi Saputra
27	Raffi Achmad Susongko	27	Safira Elly Sapitri
28	Rafly Ashifa Morindra Putra	28	Selly Irawati
29	Raya Aldyen Dessario	29	Shinta Khavita Dhevi
30	Rossanda Sevia Gadis	30	Sinta Listiana Putri
31	Salma Anata	31	Tiffani Aulia Putri
32	Salsabila Maulida Rahma	32	Triani
33	Selpino Iken	33	Wida Okta Pragilsa
34	Silvia Dewi Novitasari	34	Widya Nanda Putri
35	Yoga Ragil Putra	35	Yasmine Amalia Resmaya
36	Zafha Agnia Sumakha	36	Yuni Santika

Appendix 13

THE SAMPLE OF STUDENTS' RESULT OF WRITING

The Sample of the Highest Score of Students in Experimental Class on Meeting 3 (Researcher)

11/11/2017
 ABS : 2
 1A : ALFIO DEA EKARIMA

Date: _____

My holiday

1.) Last month
 On Sunday
 My family and I
 Felt very happy
 by car
 visited the zoo

2.) The first
 very enjoyed
 looked at the animals
 ate fish bake

3.) After that
 went to home
 broke
 The school was coming

sent

My holiday

When I was on holiday, I went to the zoo, at last month, on Sunday. My family and I visited the zoo in Malang. We went by car. We felt very happy went to zoo.

First, we looked at the animals. There were tigers, snakes, birds, elephants, and so on. We ate fish bake there. We very enjoyed holiday.

After that, we went home. My family bought the presents in the road side. We have to left because the school was coming. It was my happy experience.

C = 5
 O = 4
 G = 5
 V = 4
 m = 5
 Score : $\frac{23 \times 100}{25} = 92$

The Sample of the Highest Score of Students in Experimental Class on Meeting 3 (Teacher)

The image shows a handwritten mind map on the left and a handwritten text on the right, both on lined paper. The mind map is centered on 'My birthday party' and branches out into several categories: '1) Last month', '2) Last', '3) After', and '4) The cake'. Each branch contains related details like 'My family and my friends', 'felt very happy', 'cheerful party', 'cut the birthday cake', 'congratulate', 'opened the gift', 'ate', 'cut the cake', 'game birthday', 'cut the cake', 'felt', 'was very happy', 'after', and 'ate'. The text on the right is a paragraph titled 'My birthday party' describing the event. Below the text is a student information table and a grade calculation.

My birthday party

Last month was my birthday party. My family and my friends were joined the party. It started at the afternoon. I felt very happy.

First, there was my birthday cake. There were the gifts. Then, there was game birthday. The game birthday played by my friends. It was my cheerful party. After that, my mother and I cut the birthday cake. Then, my friends ate that cake.

Last, my friends congratulated for me. After that, I opened the gifts. I was very happy.

NAMA	: ALFID DEA EKARIMA
NO ABS	: 2
KELAS	: 8 A

C=5
O=5
G=4
V=4
M=5

92

The Sample of the Highest Score of Students in Control Class on Meeting 3 (Researcher)

Agung Dwi. L. 1102

No.:

Date:

* A Shock in the Middle of the night

I was travelling with my father to Cilacap last month. We went there by bus. We started from Semarang at five in the afternoon. My father told me that it would take six hours.

My father and I sat right behind the driver, soon, I fell asleep. I woke up several times to change my position. I heard father talking with the driver.

At a half past ten, I woke up. I knew that we were approaching Cilacap so I decided not to sleep again. I saw my father was sleeping at that time.

The bus moved so fast in the middle of the night. I was enjoying the lamps along the street through the window when suddenly the driver screamed loudly, "Oh, he's going to be killed a poor boy!"

C = 4

O = 5

V = 5

C = 5

M = 4

$$\text{Score} = \frac{23 \times 25}{100} = 92$$

The Sample of the Highest Score of Students in Control Class on Meeting 3 (Teacher)

Name : NURUL HUDA V.

Class : VIII B / 23

My Pet

A few years ago, I adopted a little cat. I adopted it from animal shelter. At the time, the guard told me that it was found in side of road.

I was intended to adopt it. Before that, I asked permission to my parents. They allow me to adopt it. With a requirement that I must guard truly. This cat was called Tomy. At first time, it was wild, but after a long time, it was being friendly. I always played with Tomy.

Until now, it was six old. It still kept nicely, like at the first time I adopt it. I love it so much like my brother although it was a little cat.

C=5

O=5

V=4

G=4

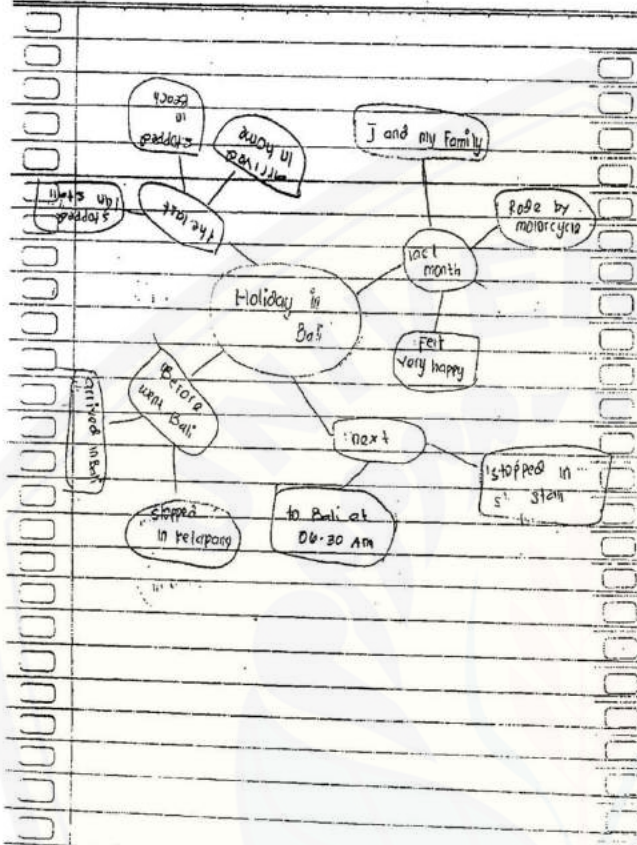
M=5



The Sample of the Lowest Score of Students in Experimental Class on Meeting 3 (Researcher)

Nama : Kadek Ayu Dyah Puspita 9
 Absen : 18
 Kelas : 8A

No. _____
 Date: _____
 No. _____
 Date: _____



Holiday in Bali

last month, I and my family felt very happy
 so we rode by motorcycle in the Bali.

Next I and family went to Bali at 06.30 Am : I
 we stopped in stan Kelapang.

Before went Bali we stopped in Kelapang went across
 to Gilimanuk. After that, I and family arrived in the Be
 ayam "betahi" because hungry. Next our family stopped in
 Kombeach for took some picture. Some hour's later, our
 arrived in home. Went to Bali was very exciting holiday.

- C: 2
- O: 3
- V: 2
- G: 4
- M: 2

Score = $\frac{15}{25} \times 100 = 60$

A beginning is difficult

VISION

A beginning is difficult

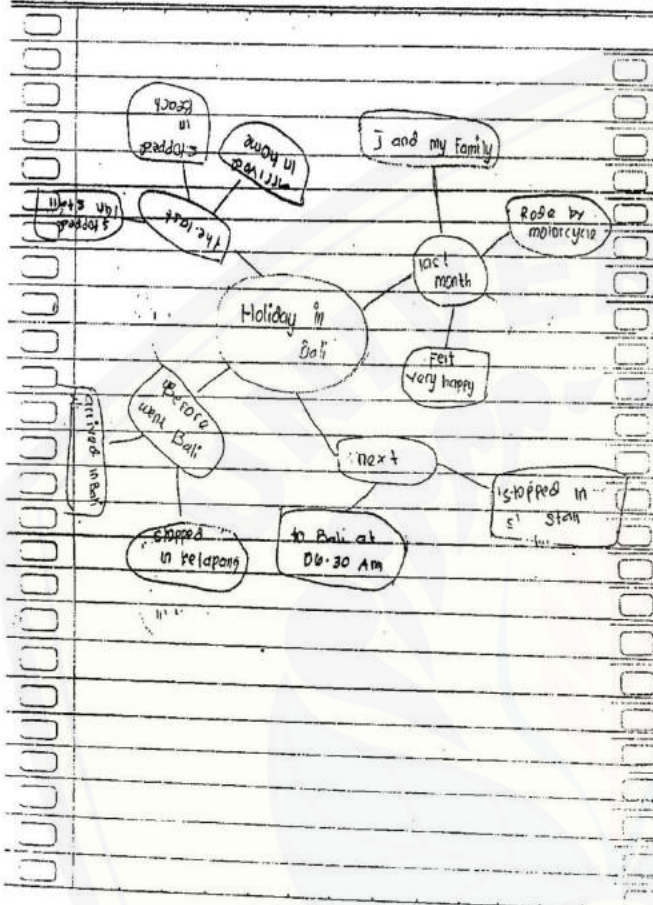
VISION



The Sample of the Lowest Score of Students in Experimental Class on Meeting 3 (Teacher)

Nama : Kadek Ayu Dyah Puspita 9
 Absen : 18
 Kelas : 8A

No. _____
 Date: _____
 No. _____
 Date: _____



Holiday in Bali

last month I and my family felt very happy. So we rode by motorcycle in the Bali. Next, I and family went to Bali at 06:30 AM. We stopped in a stall Kelapang. Before went Bali we stopped in Kelapang went across to Gilimanuk. After that, I and family arrived in the Bali. The last time and our family stopped again in a stall. Myam: betah because hungry. Next our family stopped in a beach for took some picture. Some hours later our arrived in home. Went to Bali was very exciting holiday.

C = 2
 O = 3
 V = 3
 G = 3
 M = 2

60

A beginning is difficult

VISION

A beginning is difficult

VISION

The Sample of the Lowest Score of Students in Control Class on Meeting 3 (Researcher)

Nama : Fitriya Malda A

Last weekend my family and I went to pulau merah beach. I was there for recreation. I am to start at 07.00 AM.

I arrived to pulau merah beach at 08.30 AM. I very happy. Scenery on the coast of the pulau merah beach very beautiful. I direct self with my brother. After that I to sit down in edge beach.

After that we are go home. After arrived in house I direct take a bath. I was very tired but I very happy.

Nama : Fitriya Malda A
kelas : VIII B
no. Absen : 16.

O = 3
V = 3
M = 4
G = 3
C = 2
Score = $\frac{15 \times 100}{25} = 60$


The Sample of the Lowest Score of Students in Control Class on Meeting 3 (Teacher)

Nama	:	JULIA SANTIKA
Kelas	:	VIII B
No. Absen	:	36

Trip to Parang Kuri

One month ago, I went to Parang Kuri.
I left at 01.30 p.m. There ~~to~~ was (very wind road
and turn). I arrived at 02.00 p.m.
I was very tired. ~~As~~ After that, I ate
and drank. The Parang Kuri (was) big and
beautiful.
at next, I went to home. I arrived (in) home
at 04.00 p.m. I was very happy.

C=2
O=2
V=3
G=9
M=4



The Sample of the Highest Score of Students' Writing Post-test in Experiment Class
(Researcher)

Nama: ROSANZA SEVIA G
Kelas: 8A
No. Abs: 30

```

    graph TD
      TM[Trip to Malang] --- Rec[recreation]
      TM --- Ori[Orientation]
      TM --- Ev[Events]
      Rec --- IH[I was happy]
      Rec --- WH[I went home]
      Rec --- EN[enjoy]
      Ori --- LY[Last Year]
      Ori --- BM[by motorcycle]
      Ori --- WF[with my father]
      Ev --- PM[Picked mangoes]
      Ev --- SD[3 days]
      Ev --- GH[Grandfather house]
      Arr[Arrived] --- Ev
  
```

Trip to Malang

Last year, I went to Malang with my Father. I went to Malang by motorcycle. I left home at 08:00 a.m. Before it, I had prepare my equipment. In the road, I enjoyed the fresh air, and enjoy my trip.

After arrived in Malang, my Father and I stayed in my Grandfather's house. We stayed for 3 days. There, I did many activities, like: picked some mangoes, helped my Grand mother and other.

After 3 days, I went home. I was very happy, because I spent holiday there. For me, trip to Malang by motorcycle is an exciting Experience.

O = 5
V = 4
G = 5
M = 5
C = 4
Score = $\frac{23 \times 100}{25} = 92$

The Sample of the Highest Score of Students' Writing Post-test in Experiment Class (Teacher)

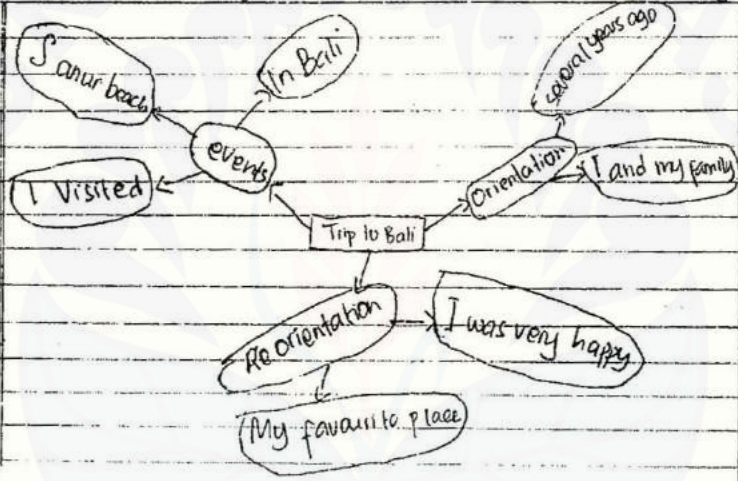
Nama : Andrea Jalpa W.

Kelas : 8A

No absen : 03

No. _____ Date: _____

Trip to Bali
 Several years ago, I and my family had a holiday. For
 several days, we went to Bali.
 In Bali, I visited some wonderful places. There ~~were~~ Kuta
 Beach, Sanur Beach, Garuda Wisnu Kencana and other
 wonderful places.
 My favourite place in Bali is Tanah Lot. In Tanah
 Lot I could enjoy the beautiful scenery. Moreover, when the
 sun set, that ~~was~~ the great experience. I was very happy.
 That was my holiday in Bali. I was very exciting



O=5
 C=4
 V=4
 G=5
 M=5

92

The Sample of the Highest Score of Students' Writing Post-test in Control Class (Researcher)

My Sister Graduation

I have a sister. Her name is Adinda Ayu. She has been graduated from University of Malang two months ago. I and my family went to Malang to attend her graduation ceremony. The event held on Monday, September 6th 2015 in Graha Cakrawala Malang.

We arrived in University of Malang at 6 o'clock. The place was very crowded. I saw many cars was looking parking area. After around for 10 minutes, finally my cars parked in front of student dormitory. After that, we walked to Graha Cakrawala. There were so many people wore Toga dress. My sister and my parent entered the Graha Cakrawala. I and my brother walked around the building and we saw many photobooths, florist and other graduation gift seller.

After five hours, graduation ceremony was ended. We entered car immediately and went to studio to capture this beautiful moment.

Name : Adelia P. Maharani

Class : VIII B

C:5

O:5

V:5 Score = $\frac{23 \times 25}{100} = 92$

G:4

VI:4

The Sample of the Highest Score of Students' Writing Post-test in Control Class (Teacher)

My Sister Graduation

I have a sister. Her name is Adindo Ayu. She has been graduated from University of Malang two months ago. I and my family went to Malang to attended her graduation ceremony. The event held on Monday, September 6th 2015 in Graha Cakrawala Malang.

We arrived in University of Malang at 6 o'clock. The . . . was very crowded. I saw many cars was looking parking area. After around 20 for 10 minutes, finally my cars parked in front of student dormitory. After that, we walked to Graha Cakrawala. There were so many people wore Toga dress. My sister and my parent entered the Graha Cakrawala. I and my brother walked around the building and we saw many photobooths, florist and other graduation gift seller.

After five hours, graduation ceremony was ended. We entered car immediately and went to studio to captured this beautiful moment.

Name : Adelia P. Maharani

Class : VIII B

V=5

M=4

G=8

O=5

C=5

92

The Sample of the Lowest Score of Students' Writing Post-test in Experiment Class (Researcher)

Nama : Ashes Navita Sari (RA)

went to the zoo
holiday I and my family went to the zoo
in Bedugul Bali I went to the zoo by car and
passanger ship. In zoo, I saw animals. And I
play with bird is so funny. In the Bedugul
it beautiful place. I took some picture with
animal last day, I and my family go home
to the Java and I was very happy

C = 3

O = 3

V = 3

G = 3

M = 3

Score $\frac{15 \times 100}{25} = 60$

The Sample of the Lowest Score of Students' Writing Post-test in Experiment Class (Teacher)

Desta Rezzzy Anagraini

No. _____
Date _____

arrive in my house we were tired

we went to the beach

Late apple

we left from my house hour 07:30

my family and I

Last week

we left go home

In road bought apple

there I bought pop mie

After that

I made castle sand

we climbed a car

the first

I self

arrive hour 08:00

we rest

nama : Desta Rezzzy Anagraini
kelas : VIII A
10 absen : 09

my holiday

Last week, my family and I went to the beach.

We left from my house (hour 07.30 am) we went to the beach (climbed) a car. Distance more or less, several kilometers.

The first, we arrive in the beach (hour 08.00 am). arrive in the beach we rest. After that, I made castle sand and I (apple). There, I bought pop mie.

In road my mother bought apple. In my house I tired, I rested. After that, I bathed later I ate manas. That is the experience in the beach.

O=3
C=2
M=4
V=2
G=4

60

The Sample of the Lowest Score of Students' Writing Post-test in Control Class (Researcher)

Our trip to the Green Bay

On Friday we went to the Green Bay. We stayed at Davis and Januar's house. It has a big garden with lots of colourful flowers and a foot ball court.

On Saturday we saw the Three Sister and went on the scenic railway. It was scary. Then, Mommy and I went shopping with Januar. We went some traditional shops and I tried on some old hats. On Sunday, we went to scenic skyway and a rocked. We saw cockatoos having a shower.

In the afternoon we went home. That was very pleasant moment with my family that I ever got.

Name : Widyo Mando Putri
 Class : VIII B

C: 2
 O: 2
 U: 3
 G: 4
 M: 4

Score = $\frac{15 \times 100}{25} = 60,$

The Sample of the Lowest Score of Students' Writing Post-test in Control Class (Teacher)


Our trip to the Green Bay

On Friday we went to the Green bay. We stayed at Davis and Januar's house. It has a big garden with lots of colourful flowers and a foot ball court.

On Saturday we saw the Three Sister and went on the scenic railway. It was scary. Then, Mommy and I went shopping with Januar. We went some traditional shops and I tried on some old hats. On Sunday, we went to scenic strwa and it rained. We saw cocafatos having a shower.

In the afternoon, we went home. That was very pleasant moment with my family that I ever got.

Name : Widyo Mando Patri
Class : VIII B
C: 2
V: 2
G: 4
M: 5
O: 2



**THE LETTER OF RESEARCH PERMISSION FROM THE DEAN OF FACULTY OF
TEACHER TRAINING AND EDUCATION OF JEMBER UNIVERSITY**



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331- 334988, 330738 Faks: 0331-334988
Laman: www.fkip.unej.ac.id

Nomor : **5438** /UN25.1.5/LT/2015
Lampiran : -
Perihal : Permohonan Izin Penelitian

06 OCT 2015

Yth. Kepala SMP Negeri 1 Siliragung
Banyuwangi

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswa FKIP Universitas Jember tersebut di bawah ini:

Nama : Veronika Sungging Pratiwi
NIM : 090210401051
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian tentang **“The Effect of Using Clustering Technique on the Eighth Grade Students’ Recount Text Writing Achievement at SMPN 1 Siliragung Banyuwangi in the 2015/2016 Academic Year”** di Sekolah yang Saudara pimpin.

Sehubungan dengan hal tersebut mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukannya.

Demikian atas perhatian dan kerjasama yang baik disampaikan terimakasih.

a.n. Dekan
Pembantu Dekan I,



Dr. Sukatman, M.Pd
NIP. 19640123 199512 1 001

**THE LETTER OF ACCOMPLISHING THE RESEARCH FROM THE PRINCIPAL OF
SMP NEGERI 1 SILIRAGUNGBANYUWANGI**



**PEMERINTAH KABUPATEN BANYUWANGI
DINAS PENDIDIKAN
SMP NEGERI 1 SILIRAGUNG**

SEKOLAH STANDAR NASIONAL
Jl. Bhayangkara No. 36 Telp. (0333) 710173 Siliragung-Banyuwangi
Email smpn1siliragung@gmail.com

SURAT KETERANGAN

NO: 870/321/429.245.200010/2015

Yang bertanda tangan dibawah ini:

Nama : JUMENO HENDIANTO, S.Pd
NIP : 19600222 198103 1 010
Pangkat/Golongan : Pembina Tk. I / IV b
Jabatan : Kepala Sekolah
Unit Kerja : SMPN 1 Siliragung

Dengan ini kami menerangkan bahwa :

Nama : VERONIKA SUNGGING PRATIWI
NIM : 090210401051
Fakultas/Jurusan : Pendidikan Bahasa Inggris dan Seni
Nama Perguruan : Universitas Negeri Jember

Yang bersangkutan benar-benar telah mengadakan penelitian di SMPN 1 Siliragung dalam rangka penyelesaian Tugas Akhir pada tanggal 10 Oktober s.d. 24 Oktober 2015 dengan judul "The Effect of Using Clustering Technique on the Eighth Grade Students' Recount text Writing Archievement at SMPN 1 Siliragung Banyuwangi in the 2015/2016 academic Year"

Demikian Surat Keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Siliragung, 21 November 2015
Kepala SMP Negeri 1 Siliragung,



JUMENO HENDIANTO, S.Pd
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