



**THE EFFECT OF GROUP INVESTIGATION STRATEGY ON
STUDENT'S WRITING RECOUNT TEXT ABILITY**

A THESIS

*Submitted to the English Departement of state college for Islamic Studies (STAIN)
Padangsidmpuan In Partial Fullfillment of the requirement
For thr Degree Of Islamic Educational Scholar (S.Pd.I)*

BY :

ENDANG SURYANTINA

Reg. NO : 07 340 0080

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH DEPARTEMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN
2012**



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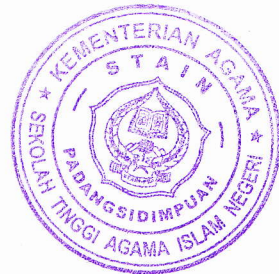
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*Submitted to the English Department of state college for Islamic Studies (STAIN)
Padangsidempuan In Partial Fulfillment of the Requirement
For the Degree Of Islamic Educational Scholar (S.Pd.I)
In English Program*

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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN
2012**



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

DEWAN PENGUJI
UJIAN MUNAQSAH SARJANA

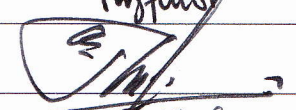
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NIM : 07 340 0080

JUDUL : THE EFFECT OF GROUP INVESTIGATION STRATEGY ON
STUDENT'S WRITING RECOUNT TEXT ABILITY

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Sekretaris : Rayendriani Fahmei Lubis, M. Ag ()

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Pukul 09.00 s/d 12.00

Hasil/ Nilai: 65,62 (C)

Indeks Prestasi Kumulatif (IPK): 2,87

Predikat; **Baik**



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

PENGESAHAN

SKRIPSI BERJUDUL : THE EFFECT OF GROUP INVESTIGATION
STRATEGY ON STUDENT'S WRITING RECOUNT
TEXT ABILITY

Ditulis Oleh : ENDANG SURYANTINA
NIM : 07. 340 0080

Telah dapat diterima sebagai salah satu syarat memperoleh gelar
Sarjana Pendidikan Islam (S.Pd.I).

Padangsidimpuan, September 2012
Ketua STAIN/ Ketua Senat




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Kepada Yth
Bapak Ketua Sekolah Tinggi
Agama Islam Negeri Padangsidimpuan
di-
Padangsidimpuan

Assalamua'laikum Wr. Wb

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. **Endang Suryantina** yang berjudul **"THE EFFECT OF GROUP INVESTIGATION STRATEGY ON STUDENTS' WRITING RECOUNT TEXT ABILITY (A Study at the Tenth Grade Students of SMK Negeri 1 Batang Angkola)"**

Kami berpendapat bahwa Skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam Ilmu Tarbiyah pada STAIN Padangsidimpuan.

Untuk itu dalam waktu yang tidak lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan Skripsinya dalam sidang Munaqasyah.

Demikian kami sampaikan kepada Bapak atas kerja sama yang baik kami ucapkan terima kasih.

Wassalamua'laikum Wr. Wb.

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NIM : 07.340.0080
Jurusan/Prodi : Tarbiyah/ Bahasa Inggris-3
Thesis Title : **The Effect of Group Investigation Strategy on Students' Writing Recount Text Ability**

Menyatakan menyusun Skripsi tanpa meminta bantuan tidak sah dari pihak lain, kecuali tim pembimbing dan tidak melakukan plagiasi sesuai kode etik mahasiswa pasal 14 ayat 2.

Pernyataan ini saya buat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, maka saya bersedia menerima sanksi sebagaimana tercantum dalam pasal 19 ayat 4 tentang kode etik mahasiswa yaitu pencabutan gelar akademik dengan tidak hormat dan sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

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TEMPEL
PAJAK REVENUE BANGSA
TGL.



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ACKNOWLEDGEMENTS

First of all the writer would like to express gratitude to Allah SWT who has given the health, strength, and opportunity in finishing this script. Then, the writer expresses gratitude to our prophet Muhammad SAW who has brought us from the darkness into the lightness. Through this script, the writer greatly indebted to the following names for their guidance and support.

1. The chief of STAIN Padangsidimpuan; Dr. H. Ibrahim Siregar, M.CL who has given available. So, the writer could learn and get some knowledge from STAIN Padangsidimpuan.
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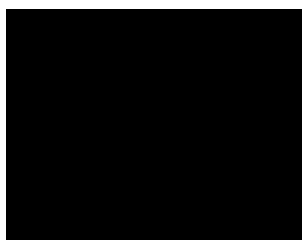
Finally, the writer realizes that there are many weaknesses in doing this research, so that this script is far from the perfect, therefore, the writer hopes for built critics and suggestions.

Padangsidimpuan, 31 May 2012

The writer,



ENDANG SURYANTINA



**THE EFFECT OF GROUP INVESTIGATION STRATEGY ON
STUDENT'S WRITING RECOUNT TEXT ABILITY
(A Study at the Tenth Grade Students of SMK Negeri 1 Batang Angkola)**

A THESIS

*Submitted to English Study Program as a Partial Fulfilment of the Requirement
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Padangsidempuan*

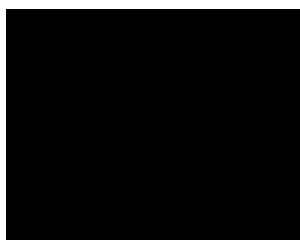
By:

ENDANG SURYANTINA

Registration Number: 07. 340 0080

**ENGLISH PROGRAM
TARBIYAH DEPARTMENT**

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Registration Number: 07. 340 0080

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NIP. 19710510200003 2 001

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NIP. 19790815200604 1 003

**ENGLISH PROGRAM
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2012



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NIM : **07. 340 0080**

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STRATEGY ON STUDENT’S WRITING
RECOUNT TEXT ABILITY”.**

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SEKRETARIS : Drs. Dame Siregar, M.A (.....)
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2. Drs. Dame Siregar, M.A (.....)
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Diuji di Padangsidimpuan pada tanggal 31 Mei 2012
Pikul. 09.00 s/d 12.00 WIB
Hasil/Nilai. 65.62 (C)
Indeks Prestasi Kumulatif/IPK. 2,87
Predikat: **Baik**



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Lamp : 5 (Lima) exemplar Kepada Yth,
Bapak Ketua Sekolah Tinggi
Agama Islam Negeri
Padangsidimpuan.
Di_
Padangsidimpuan

Assalamu 'alaikum Wr. Wb

Setelah membaca, meneliti, memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. **ENDANG SURYANTINA** yang berjudul: **“THE EFFECT OF GROUP INVESTIGATION STRATEGY ON STUDENT’S WRITING RECOUNT TEXT ABILITY”**. Kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam Ilmu Tarbiyah pada STAIN Padangsidimpuan.

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Wassalamu 'alaikum Wr. Wb

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PENGESAHAN

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Ditulis Oleh : **ENDANG SURYANTINA**

NIM : **07. 340 0080**

Telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar

Sarjana Pendidikan Islam (S. Pd. I).

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Dr. H. IBRAHIM SIREGAR, MCL
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Saya yang bertanda tangan di bawah ini:

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Judul Skripsi : **“THE EFFECT OF GROUP
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Dengan ini menyatakan menyusun skripsi sendiri tanpa meminta bantuan tidak sah dari pihak lain, kecuali arahan tim pembimbing, dan tidak melakukan plagiasi sesuai dengan kode etik mahasiswa pasal 14 ayat 2.

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Padangsidempuan, April 2012
Saya yang menyatakan

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NIM: 07. 340 0080

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Padangsidimpuan, 31 May 2012

The writer,



ENDANG SURYANTINA

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Name : **Endang Suryantina Nasution**
Reg. Number : 07 340 0080
Title : The Effect of Using Group Investigation Strategy on
Writing Recount Text Ability (A Study at Eleventh Grade
Students of SMK Negeri 1 Batang Angkola)
Year : 2011/2012

ABSTRACT

According to the curriculum, one of the English teaching goal in Senior high school is to develop communicative competence of English in spoken or written. The communicative competence involves listening, speaking, reading, and writing.

The research is talking about writing recount text by using group investigation strategy. The aims of this research are : 1) to know the extent of using group investigation strategy in teaching and learning of writing recount text ability of the tenth grade students of SMK Negeri 1 Batang Angkola; 2) to know the extent of using conventional strategy on writing recount text ability of the tenth grade students of SMK Negeri 1 Batang Angkola; 3) to know if there is a significant effect of using group investigation and conventional strategy on teaching and learning of writing recount text ability of the tenth grade students of SMK Negeri 1 Batang Angkola.

The population of this research is all the tenth grade students of SMK Negeri 1 Batang Angkola in 2011/2012 academic year. This school consists of ten classes which consist of 334 students. The sample of this research are 70 students from the population by using random sampling. Further, the instrument of this research used for collecting the data is by giving tests to the sample.

The data is analyzed by using t_{-test} formula as follows:

$$t = \frac{M1 - M2}{SE_{M1 - M2}}$$

From the result of the data analysis, it is found that $t_{-observed}$ is 0.85 while t_{-table} is 2.00. It means that $t_{-observed} < t_{table}$ (0.85 < 2.00) which means there is no a significant difference between group investigation and conventional strategy in teaching writing recount text ability that means the hypothesis is rejected.

Name : **Endang Suryantina Nasution**
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According to the curriculum, “ One of the English teaching goal in senior high school is to develop communicative competence of English in spoken or written”.¹ It involves listening, speaking, reading, and writing. These four skills are hoped to prepare and supply the senior high school to continue to the higher education level or to enter the work world especially in sector which needs English competencies.

Writing most likely began as a consequence of political expansion in ancient cultures, which needed reliable means for transmitting information, maintaining financial accounts, keeping historical records, and similar activities.

Writing consists of transmitting information accurately to a technical or non-technical audience. Where transmitting information is the way to transmit the data or the information through written form in structural ways. For example, SMS (Short Message Service), books, letters, magazines, newspaper.

By law, you must keep or maintain financial records and accounts which are reliable and provide an accurate view of your business. Common sense demands financial records as well. Without financial records you are probably going to lose deductions and have much less control over how much money you make (or lose). So it must be maintained in written form. In other words, writing can be a proof that shows of something be available. For example: Surah Al Hijr 1-10

لِوَيْلِهِمْ وَيَتَمَتَّعُوا بِأَيَّاكُمْ لُذْرَهُمْ ﴿٢﴾ مُسْلِمِينَ كَانُوا لَوَالِكُمْ فَكُفِّرُوا وَالَّذِينَ يَوَدُّ رَبُّ مَا ﴿١﴾ مُبِينٍ وَقُرْءَانَ الْكِتَابِ أَيْتُ تِلْكَ آتُر
يَتَأْتِيهَا وَقَالُوا ﴿٥﴾ يَسْتَعْجِرُونَ وَمَا أَجْلُهَا أُمَّةٍ مِّنْ تَسْبِقُ مَا ﴿٤﴾ مَعْلُومٌ كِتَابٌ وَهِيَ الْآقْرِيَّةُ مِنْ أَهْلِ كِنَانًا وَمَا ﴿٦﴾ يَعْلَمُونَ فَسَوْفَ لَأَمَّ

¹ Depdiknas, *Kurikulum 2004*, (Jakarta: Diknas, 2003), p. 7

نُؤَاوِمًا بِالْحَقِّ إِلَّا الْمَلَائِكَةَ نُنزِّلُ مَا ۞ الصِّدِّيقِينَ مِنْ كُنْتِ إِنْ بِالْمَلَائِكَةِ تَأْتِينَا مَا لَوْ ۞ لَمَجْنُونٌ إِنَّكَ الَّذِي كَرَّمْتَهُ نَزَلَ الَّذِي ۞
 ۞ الْأَوَّلِينَ شَيْعٍ فِي قَبْلِكَ مِنْ أَرْسَلْنَا وَلَقَدْ ۞ لِحَفِظُونَ لَهُ وَإِنَّا الَّذِي كَرَّمْنَا خُنَّ إِنَّا ۞ مُنْظَرِينَ إِذَا كَا

1. Alif-Lâm-Râ. [These letters are one of the miracles of the Qur'ân, and none but Allâh (Alone) knows their meanings].
2. Perhaps (often) will those who disbelieve wish that they were Muslims [those who have submitted themselves to Allâh's will In Islâm Islâmic Monotheism, This will be on the Day of Resurrection when they will see the disbelievers going to Hell and the Muslims going to Paradise].
3. leave them to eat and enjoy, and let them be preoccupied with (false) hope. they will come to know!
4. and never did we destroy a township but there was a known decree for it.
5. no nation can anticipate its term, nor delay it.
6. and they say: "O You (Muhammad) to whom the Dhikr (the Qur'ân) has been sent down! Verily, You are a mad man.
7. "Why do You not bring angels to us if You are of the truthful ones?"
8. we send not the angels down except with the Truth (i.e. for torment, etc.), and In that case, they (the disbelievers) would have no respite!
9. Verily We: it is we who have sent down the Dhikr (i.e. the Qur'ân) and surely, we will Guard it (from corruption) .
10. indeed, we sent Messengers before You (O Muhammad) amongst the sects (communities) of old.

It can be related to the writing as a proof that has to be maintained.

Keeping historical records in writing means the modern practice of history begins with written records; evidence of human culture without writing is the realm of prehistory. Further discussion, the history is written to prove of the realm of history. Writing became a more dependable method of recording and presenting events in a permanent form, and writing determined the link between previously uncategorized and the first known writing. As conclusion, keeping historical records will be the evidence of the last time event up to the future.

Although the English teachers have tried to carry out the teaching and learning seriously, the learners still seen difficult to write English correctly. It can be seen from the observation made by the writer during the teaching practice (PPL) in SMK Negeri 1 Batang Angkola. Most

of the students used to deliver question how to be able in English writing correctly. When they are asked to write English in front of the class, the problem was only about internal and external factors. Internal factor means the factor comes from the inside of the students. For example: the lack of grammar, vocabulary, tenses mastery. Meanwhile external factor means the factor comes from outside of the students, like: the teachers' method, teacher's attitude, discipline, curriculum, the way in evaluation and the environment.

In fact, majority of students are difficult in writing English include recount text. It is proved from their scores that they got about 60 in teaching and learning process which the writer collects its information from the English teacher exactly and some of the students. It happens in SMK Negeri 1 Batang Angkola. Hence, it is hoped that they are expected to get the average 75, based on the criteria of minimum learning mastery (KKM) at SMK Negeri 1 Batang Angkola".² And otherwise, the writer sees directly about the situation of the teaching learning process at the class. The students are not interested in the lesson because many factors such they do not have handbook exactly, they have only students' worksheet and their time are limited to study English.

Furthermore, the writer had interviewed some of the students of SMK Negeri 1 Batang Angkola and had asked them about recount text, but they did not understand the way how to write recount text although they have ever studied the text. It is proved that from their achievement in writing genre especially in recount text. In this case, the writer is interested so much to research that fact, so the writer recommend the research at that school.

Basically, there are some practices that can be applied in order to make the students more active, such as group investigation, role playing or socio drama , game, discussion strategy. Group investigation becomes the writer's application of the research which it has some

² SMK Negeri 1 Batang Angkola, *Kriteria Ketuntasan Minimal (KKM)*, (SMKNegeri 1Batang Angkola 2011-2012).

advantages when the teacher uses it such as the independent practice will be developed, the students will be open minded, trust each other, discuss the problem in familiarity situation, the lesson can be more appreciated and there are many other advantages that are grown up by group investigation strategy.

In this research, the writer correlates one strategy to write recount text namely group investigation strategy. This strategy is suitable to write recount text ability. This strategy teaches the students to study together with their group to accomplish shared learning goals and to solve the problem through investigation.

On the other hand, group investigation strategy is suitable to writing text ability. It is good way to make their knowledge be improved. Actually, it will help them to improve their ability in other skills such as reading, speaking and listening.

For these reasons, the writer becomes interested in doing research about: “The Effect of Group Investigation Strategy on Students’ Writing Recount Text Ability at the Tenth Grade Students of SMK Negeri I Batang Angkola 2010/2011 academic year. Finally, the writer hopes to give a good application for this research.

B. Identification of the Problem

Based on the point of view in the background of this research, the students of senior high school level still get some difficulties in mastering English especially in writing ability which has been interviewed by the writer to some students of SMK Negeri 1 Batang Angkola. Related to this ability, to make writing be easier in the classroom, the writer identifies the problem of the research: the problem can be caused by two factors, they are: internal and external factors. Problems of the research at that school are influence of group investigation strategy on writing recount text ability, factors which influences, the difficulties

of students in writing recount text, the monotonous strategy given by teacher so the students feel boring, here the writer tries to give more chance by using group investigation strategy in order the students become more effectively.

C. Limitation of the Research

Related to formulation of the problem, the writer considers there are many factors influence to learn writing ability. Such as the ability of the writer, reference, place, cost, time, and so forth. So that, the writer takes one of the factors that is group investigation method which will discuss about its steps or procedures. And then, the writer discusses about writing recount text ability that focussed on the generic structure as orientation, events and reorientation. After the two factors have discussed, the writer limits the problem as group investigation strategy on students' writing recount text ability at tenth grade students of SMK Negeri 1 Batang Angkola.

D. Formulation of the Problem

One of the important aspects to make the problem to be clear in research is pointed on the formulation of the problem. Based on the background of the problem above, the writer formulates the problem as follow:

1. How is the ability of the tenth grade student of SMK Negeri I Batang Angkola in writing recount text ability byusing group investigation strategy?
2. How is the ability of the tenth grade student of SMK Negeri I Batang Angkola in writing recount text ability by using conventional strategy?

3. Is group investigation strategy better than conventional strategy on writing recount text ability of the tenth grade students of SMK Negeri I Batang Angkola?

E. Purpose of the Research

Based on the formulation and hypothesis of the research above, the writer expresses the objectives or the aims of this research as quantitatively as follows:

1. To describe the students' ability on writing recount text ability before using group investigation strategy of the tenth grade students of SMK Negeri 1 Batang Angkola.
2. To describe the students' ability on writing recount text ability after using group investigation strategy of the tenth grade students of SMK Negeri 1 Batang Angkola.
3. To examine the significant effect of group investigation strategy on writing recount text ability of the tenth grade students of SMK Negeri 1 Batang Angkola.

F. The Significances of the Research

The writer conveys the use of this research as following:

1. For the school, as the place of the research to give information how well the students understand English, especially group investigation strategy on writing recount text ability.
2. For the consultants of the writer, in order to know whether the writer is qualified to be graduated.
3. For STAIN Padangsidimpuan, as one the references in the library that will be important for under graduated students.

G. Definition of Key Terms

- a. Effect:

Effect is Something that produces a specific impression or supports a general design or intention: The Effect of Group Investigation Method on Writing Recount Text Ability.

b. Group Investigation Strategy:

Group investigation method is a teaching strategy that teaches the students to study together with their group to accomplish shared learning goals and to solve the problem through investigation.

c. Writing:

Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals. Writing discussion here is focused on writing recount text which means that recount text is retold in written forms.

d. Recount Text:

According to Gerot and Wignell (2001: 190) say, “Recount text is a kind of texts which retell an event, tend to use past tense, material process and particular participant”. Based on the writer’s opinion, recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

I. The Systematic of the Research

To make it easier in understanding of this script clearly, so the writer makes the systematic of discussion as follows:

Bab I is an introduction which concerns the background of the problem, identification of the problem, formulation of problem, limitation of the research, research hypothesis, research question, the pocedures and significances of the research, definition of key terms and the systematic of the research.

Bab II is theoretical description which involves the nature of writing recount text ability and the nature of group investigation method.

Bab III is methodological of the research which involves the general description about research design as well as the location of the research, population and sample, the technique of collecting data and analysis data.

Bab IV is analysis and the result of the research which involve the description of data and its analysis.

Bab V is conclusion and suggestion that is needed to the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Writing

a. The Concept of Writing

Writing skills help the learner gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it. Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Here are some writing goals as defined by Hampton 1989:

- Writers are independent when they are able to write without much assistance.
- Writers gain comprehensibility when they can write so that it can be read and understood by themselves and others.
- Writers are fluent when they are able to write smoothly and easily as well as understandably.
- Writers gain creativity when they can write their own ideas, not copying what has already been written, so that they can be read and understood.¹

Writing is one of the productive skills which have a close relationship to the brained activity which will influence the ability of the students is not the same. According to Joyce Armstrong Carroll (2001 : 5), “Writing is a permanent of communication”.² The process that begins by telling words or phrase and ends with a feeling of satisfactory as a result of having made meaning is writing. Writing is one of the important knowledge to

¹Hampton, *Writing Skill*,
(<http://www.sil.org/linguaLinks/literacy/ReferenceMaterials/GlossaryOfLiteracyTerms/WhatAreWritingSkills.htm>),
p. 1, accessed on 11th January 2012.

² Joyce Armstrong Carrol, *Writing and Grammar*, (New Jersey: Prentice Hall, 2001), p.5

express some ideas, feelings or something. Christian argues, “Writing is the representation of language in a textual medium through the use of a set of sign or symbol”.³

Writing is one of the language skills among listening, reading and speaking. Writing is a way of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals. Writing means the activity or the ability to share information in order to express idea and feeling in written form. Someone shares her or his idea and feeling through writing, that’s why writing skill should be improved and be studied every time by the learners in expecting that they are be able to interact or communicate with other.

b. Kinds of Writing

Writing is the expression of the mind of writers, and most of the writers write when they have some inner feelings related to their own self, their surroundings, the political and the economical situation of the state or the facts related to their professions. There are some norms of writings, which are followed by all of the writers, and these norms are standardized for different language and for different formats. According to Melly, “One division of the kinds of writings is as follows:

- Expository writing means the writing serves to explain, inform.
- Descriptive writing - writing that serves to show, describe.
- Narrative writing means tells a story.
- Persuasive writing means arguing for or against an issue

³ Christian, [http:// en.Wikipedia.Wiki/Writing](http://en.Wikipedia.Wiki/Writing), accessed on 25 Maret 2011.

- Creative writing means interestingly, creative writing is a vague term, but it includes (while isn't limited to) fiction (across the genres), poetry, drama, screenwriting, autobiographies and more.

She adds that another way to divide the kinds of writing is from a target audience, or purpose point of view. So there can be:

- Academic writing - includes essays, research papers, reports and so on, each of them may use some of the modes listed above.
- Professional writing - writing for academic or scientific journals, business reports, position papers, policy statements, and the likes, because these have to follow a standardized form.
- Business writing - includes technical writing, business plan writing, resume writing, letter writing etc.
- Copy writing - writing marketing text, grant writing
- Journalists, columnists, article writers (staff or freelance) - these writers write for newspapers and magazines either news articles, commentary or articles which focus on a certain subject
- Non-fiction book writers
- Fiction - novelists, screenwriters, playwrights, short stories writers, etc.
- Poets.”⁴

c. Levels of Writing Ability

Writing is a process that develops gradually; with exploration and experimentation, students will acquire the diverse skills. Students may exhibit more than one

⁴ Melly, *All Kinds of Writing*, (<http://allkindsofwriting.blogspot.com>), accessed on 26th April 2006.

level in a single piece of writing because it is a process and levels are connected and will overlap. As they gain more experience with reading, too, the writing growth will accelerate.

According to Stephen Isaacson, “On-going assessment of writing is integral to the effective teaching of writing to students with learning disabilities. Curriculum-based assessments can be used to assess the writing process and product and should take into account purpose as well. The writing process can be assessed through observational and self-observational checklists. The writing product can be evaluated on five product factors: fluency, content, conventions, syntax, and vocabulary”.⁵ It means that the response to the integrated writing is assessed based on the writing quality (organization, accuracy and good grammar and vocabulary writing), the completeness and the precision of writing contents.

Writing samples also should be assessed across a variety of purposes for writing to give a complete picture of a student's writing performance across different text structures and genres. These simple classroom measures can fulfil various functions of assessment including: identifying strengths and weaknesses, planning instruction, evaluating instructional activities, giving feedback, monitoring performance, and reporting progress.

d. Evaluation of Writing

1. Domains of Writing Assessment

Students in the tenth grade participate in senior high school writing test and must pass the test to earn a regular education diploma. Students are asked to produce a response to one on-demand persuasive writing prompt. The writing test requires students to produce a composition of no more than two pages on an assigned topic.

⁵ Stephen Isaacson, *Simple Ways to Assess Writing Skill*, (<http://www.readingrockets.org/article>), assessed on 18th January 2012.

According to Georgia Department of Education, “ Four domains of writing are evaluated in writing assessment. Each paper is scored in four domains: Ideas, Organization, Style, and Conventions.⁶ It means that there are four domains of writing assessment as follow:

- a. Ideas means the opinions or the explanation of test in good ideas and writing form.
- b. Organization means the arrangement of writing is good so far, while
- c. Style means the designs of written form is good and
- d. Conventions mean the custom or standard practice of writing is good too.

Based on those four domains the writing skill is assessed or evaluated.

2. Assessing Writing/ Testing

Assessing writing means the way to evaluate the writing trough some tests. Writing assessment can be used for a variety of appropriate purposes, both inside the classroom and outside. Assessments of written literacy should be designed and evaluated by well-informed current or future teachers of the students being assessed, for purposes clearly understood by all participants.

Assessment, therefore, is an essential component of effective instruction. Airasian (1996) identified three types of classroom assessments. The first he called "sizing-up" assessments, usually done during the first week of school to provide the teacher with quick information about the students when beginning their instruction. The second type, instructional assessments, are used for the daily tasks of planning instruction, giving feedback, and monitoring student progress. The third type he referred

⁶ Georgia Department of Education, *Grade 5 Writing Assessment*, (http://www.doe.k12.ga.us/ci_test), accessed on 11th January 2012.

to as official assessments, which are the periodic formal functions of assessment for grouping, grading, and reporting.

In other words, teachers use assessment for identifying strengths and weaknesses, planning instruction to fit diagnosed needs, evaluating instructional activities, giving feedback, monitoring performance, and reporting progress.

2. Recount Text

a. Concept of Recount Text

In this research, the writer focuses on writing recount text ability. Otong Setiawan Djuharie says: “Teks recount merupakan jenis teks yang kontennya melaporkan peristiwa, kejadian, atau kegiatan yang menimpa seseorang, atau berupa pengalaman seseorang”.⁷ As addition he adds that recount text is aimed to inform or to entertain the readers or listeners.

Recount text is a kind of text written to retell for information or entertainment. A fictional narrative recount may consist of scene-setting, a starting point, a problem, account and a conclusion. The language is descriptive, and there may be dialogue. Characters are defined and often named. A non-fiction recount may begin with a scene-setting introduction.

Quantum enterprise states: “Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience”.⁸ There is no complication among the participants and that differentiates from narrative. Pardiyono defines recount text as a kind of texts that is aimed to inform about an event in the past.⁹ It means that recount text always use past tense because the activities are

⁷ Otong Setiawan Djuharie, *Genre* (Bandung: Yrama Widya, 2007), p.44

⁸ Quantum Enterprise, *Recount Text*, (<http://thinkquantum.wordpress.com>), accessed on 11th/11/2009.

⁹ Pardiyono, *Pasti Bisa! Teaching Genre-Based Writing Metode Mengajar Writing Berbasis Genre Secara Efektif*, (Yogyakarta: Andi, 2007), p. 63.

happened in the past time. Similarly Gerot and Wignell said, “Recount is a kind of texts which retell an event, tend to use past tense, material process and particular participant”.¹⁰ Furthermore, in this statement explains that not only past tense but also material process and particular participant that are used in recount text.

So, from the quotation above, the writer concludes recount text is a text that is used to retell something that happened in the past and to tell a series of past event and it relates to somebody experienced. Biography and autobiography are the examples of recount texts.

In writing recount text, we have to see and concentrate on social function, generic structure and its lexicogrammatical features in order our writing be good and suitable to its diction.

In here, the writer takes some indicators include to writing recount text ability, they are: Orientation, events, and reorientation. Based on the quotations above, it can be concluded that writing recount text is to inform or to entertain the readers usually. It is necessary to learn the generic structure first in order students become true in writing recount text.

b. Structures and Language Features

The generic structures of recount text are:

1. Orientation

Orientation consists of opening, introducing the participant, time and the place. As Otong Setiawan Djuharie says: “Orientation refers to the part of the

¹⁰Gerot and Wignell, *Making Sense of Functional Grammar*, (Sydney : Gerd Stabler, 2001), p. 190.

text which gives setting or introducing”¹¹. The part will guide the reader to make guessing of the content or form of the text which is read. It means that after a reader reads an orientation of a text, she/he can guess the content of the text. Similarly, Pardiyono says that orientation consists of topic of an activity or event which is told, while it functions to attract the attention of the reader and focus their attention”.¹² Furthermore, in short definition, Gerot and Wignell say: “Orientation provides the setting and introduces the participants”.¹³

Related to the explanation above, the writer concludes that orientation is a part of recount text which content participant, place and time of the events. The reader can guess the content of the text by reading orientation. It can be determined by giving question “who”, “where” and ”where”, and usually occurs in the beginning of the text.

According to Ratmoko says that “ In orientation the writer at least introduces the main character(s), the location and the time. To make it easier we can answer the questions: who involved in the story?, where it happened, when it happened?”.¹⁴ It means that orientation is the introduction of participant, time, and place in the text.

2. Event

An event is a part of recount text that contains sequences of phenomenon or tells what happened in the story. Pardiyono says that Event contains of recording of activities or events in the past that is told based on it

¹¹*Ibid.*,p.20.

¹²Pardiyono,*op.cit.*,p.64.

¹³ Gerot and Wignell, *op.cit.*, p.198.

¹⁴ Moko Ratmoko, *Recount text*, (<http://mokratmoko.blogspot.com>) accessed on 6 November 2008, p. 1.

chronological events”.¹⁵ In another word Gerot and Wignell say, “Event: tell what happened, in what sequence”.¹⁶ Similarly to Otong Setiawan Djuharie says that event is sequence of event.¹⁷ An event refers to part of the text that shows a phenomenon that happen. Such as; I bought many souvenirs, ten years ago my grand farther died, etc. From the sentences, the event can be found on its verb. They are, bought and died. Here the word “bought” shows the subject phenomenon or activity. It means the agent of the sentence is doing something/making an activity. Then the word “died” defines as verb of the second sentence. It is clear because a phenomenon has done to the subject, the phenomenon is “died”. Pardiyo adds that to tell an event of the past (recount) has the main purpose to tell an event, experience, or activities of the past to readers in order to merely inform.¹⁸

3. Re-orientation

Re-orientation is a part of recount text contains optional-closure of the event in the text. Otong Setiawan Djuharie says that Re-orientation refers to the part of text that gives indication that the events in the text have finished”.¹⁹ Briefly, Pardiyo says that re-orientation contains the brief conclusion of the record events”.²⁰ By comprehending the quotations, the writer concludes both experts determine re-orientation as the conclusion of the text. It also can be determined as the ending of the events in the text or story. Such as,

¹⁵ Pardiyo., *log.cit.*,

¹⁶ Gerot and Wignell, *loc.cit.*,

¹⁷ Otong Setiawan Djuharie, *loc.cit.*,

¹⁸ Pardiyo, *op.cit.*, p.41.

¹⁹ Otong Setiawan Djuharie, *loc.cit.*,

²⁰ Pardiyo, *loc.cit.*,

expressing “Sincerely yours “gives clue to the reader that the topic in the letter which he/she reads finished. It is a sequence of event, actually it used time connective and conjunction. He also adds that re-orientation (optional), it is a closing paragraph. It is to reorient the main point of the events. ...²¹

So, writing recount text is the ability of the students to write a text that gives some information to people, which contain of place, time, and participant in the event.

Beside it, the language features of recount text is also important to know in writing recount text well. Where language features present an overview of the syntax for writing applications to target the common language runtime.

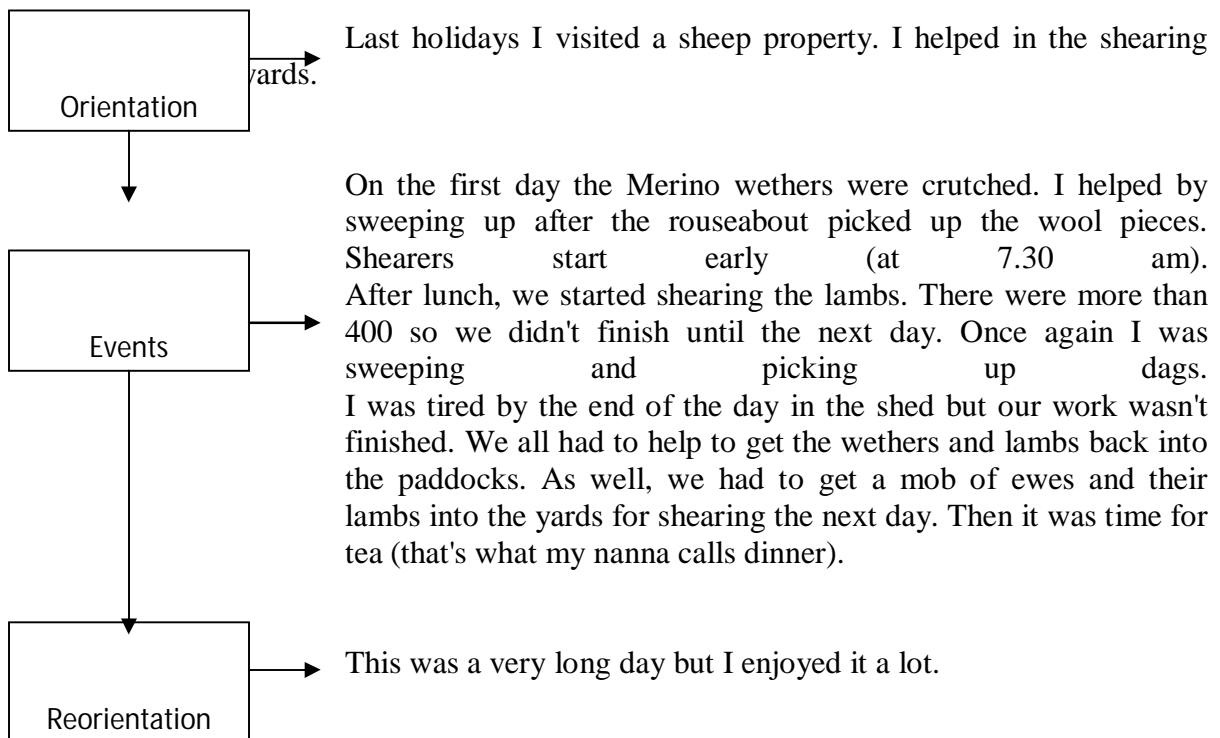
According to Otong Setiawan Djuharie, “ Lexicogrammatical identik dengan syntax (dalam tata bahasa internasional). Lexicogrammar mengacu pada struktur yang digunakan untuk mengungkapkan makna tertentu”.²² It means that language features or lexicogrammar identical with syntax (in international grammar). Lexicogrammar threaten to the structure which is used to express certain meaning. Otong Setiawan also adds that recount text is often use the language features as noun, individual participant, past tense, time connective and conjunction, action verb and adverbs”.²³ It means that noun is used as pronoun such Ratu Kandita, Otong, etc, individual participant is focussed on specific participant, past tense is used in writing recount text, time connective and conjunction become sequence of events, action verbs indicated the event, and adverbs is used to show the place, time, and manner too.

²¹ Pardiyo, *loc.cit.*,

²² Otong Setiawan Djuharie, *op.cit.*, p. 19.

²³ Otong Setiawan Djuharie, *loc.cit.*,

The writer concludes that recount text has its structure and language features as the draft of its text. To give more understanding about it, the writer presents you the example as follows:



A visit to a sheep property

Last holidays I visited a sheep property. I helped in the shearing sheds and in the yards.

On the first day the Merino wethers were crutched. I helped by sweeping up after the rouseabout picked up the wool pieces. Shearers start early (at 7.30 am). After lunch, we started shearing the lambs. There were more than 400 so we didn't finish until the next day. Once again I was sweeping and picking up dags. I was tired by the end of the day in the shed but our work wasn't finished. We all had to help to get the wethers and lambs back into the paddocks. As well, we had to get a mob of ewes and their lambs into the yards for shearing the next day. Then it was time for tea (that's what my nanna calls dinner). This was a very long day but I enjoyed it a lot.²⁴

The example of recount text above has been completed with the structure and language feature which has been mentioned before. It has been clear enough.

3. Group Investigation

²⁴ Lumadi Cahyo Bawono, *A recount Text and Structure*, (<http://lumadicahyob.blogspot.com/2009/09/recount-text-and-structure.html>).

a. Concepts and Objectives of Group Investigation

In group investigation, students collaborate to produce a group product for presentation. This is an open-ended investigation which students may help determine the focus of their investigation. The activity is structured to emphasize higher-order thinking skills.

Group investigation method is a group that made by students. In this group, students may choose their friend to be the member of group, then the students are given the material to solve together. Nurhadi Yasin and Senduk say, "Pembelajaran dengan metode group investigation menuntut melibatkan siswa sejak perencanaan, baik dalam menentukan topic maupun cara untuk mempelajari melalui investigasi".²⁵ It means by learning the lesson with group investigation method, the students are involved from the planning, either in choosing the topic or the way to investigate it.

Jhon Dewey and Hebert say, "Model investigasi kelompok yaitu: Pandangan proses social yang demokratik dengan penggunaan strategi intelektual atau ilmiah untuk membantu manusia menciptakan pengetahuan dan masyarakat yang teratur".²⁶ Group investigation method is a democratic social process that uses intellectual strategy to help people to create knowledge and good society.

The goal of group investigation method is teaching skill for participant in democratic social process through combination inquiry. So, group investigation is a learning method which the students may choose their friend to be the member of their group to work together.

In group investigation method, students are working together to accomplish shared learning goals and they have to work in small group that consists of two to four persons and

²⁵Nurhadi and Yasin, *Strategi Pembelajaran Inovatif Kontemporer*, (Jakarta Timur: Bumi Aksara,2009),p.145.

²⁶ Jhon and Thelen, *Guru Profesional*, (Bandung: Bumi Aksara,2009),p.108.

each students have to take an active role in a group and work cooperatively on project (student's goal achievement are positively correlated), the shared learning goals are reached if students in group reach their goals, to carry out the cooperation , social interaction sequences.

So, the terminology of cooperative according to Yatim Riyanto is “ model pembelajaran yang dirancang untuk membelajarkan kecakapan akademik (academic skill) sekaligus keterampilan social termasuk interpersonal skill”.²⁷ It means that cooperative method especially group investigation method is designed to teach academic skill and social skill including interpersonal skill.

Furthermore, group investigation gives students control and ownership of their own learning and provides opportunities for genuine cooperative peer group interaction. Students collaborate in their investigation, analyse data, resolve conflicts and have opportunities to develop their organisational and presentation skills.

The objectives of employing this approach were to (1) make use of the wealth of practical experience these nurses brought with them to the learning situation, (2) give students control and ownership of their own learning, (3) provide opportunities for genuine cooperative peer group interaction, (4) develop students' organisational and presentation skills, and (5) provide experiences in learning how to learn.

b. Procedures of Group Investigation

According to Sharan the steps of group investigation are:

a. Choosing the topic

Zaenal says, “ Topic is the main idea in paragraph which is be a problem”.²⁸ It means, the paragraph usually consists of sequence of event tat is related one sentence to

²⁷ Yatim Riyanto , *Paradigma baru Pembelajaran* , (Jakarta : Kencana,2009), p.278

²⁸ Zaenal Arifin, *Cermat Berbahasa Indonesia*, (Jakarta: Akademi Presindo,2008),p.116.

each other and it appears main idea cognitively. However, according to Sharan, “Choosing the topic is the students choose the specific subtopic on the area that is usually stated by the teacher as general problem”.²⁹ As a further explanation, the students are organized two until six members of each group to finish their task group. The composition of group is heterogeneous based on academic or ethnic. The teacher concerns topics which will be discussed by the students about a problem or a significant event that has happened before. Such as flood, fire, earthquake, and tsunami.

b. Cooperative planning

According to Sharan,” Cooperative planning is the teacher and students make a procedure planning, the task and the special goal that is consistent with the subtopic that has been chosen in the first step”.³⁰ It means that after choosing the topic, the teacher and the students discuss an important case in choosing topic such the topic which has been chosen in the first step is the text discusses tsunami in Aceh. Nurhadi argues,” Cooperative planning is the planning to divide of the task in each group that is suitable with certain topic”.³¹ It means that the teacher asks every group to discuss an important case which is suitable with the topic. So every group understand the intention of the given task that looking for the detailed informations.

c. Implementation

According to Sharan,” Implementation is the students make the planning that they had developed in second step”.³² It means that after the teacher gives the explanation

²⁹ Sharan, *Mendesain Model Pembelajaran Inovatif-Progresif*, (Jakarta: Kencana,2009),p.80.

³⁰ Sharan, *op.cit.*,p.80.

³¹ Nurhadi, *op.cit.*,p.116.

³² Sharan, *loc.cit.*,

about the task which discuss in second step, exactly the students have to conduct by searching the background of tsunami where the place is, when occurred, and where the source is. Then, Jack C. Richards argues, “ Implementation is a form to promote review, reflection, revision of the circumstance based on careful complication of information from a variety of different sources”.³³ Large activity and show the students about kind of sources that is different in and out of the class. The teacher helps the students if it is needed.

d. Analyze and synthesis

According to Sharan,” Analyze and synthesis is the students analyze the information from the third step and plan how to conclude and serve an interesting way as a material to be presented in the class”.³⁴ It means after the students know what they have searched in the third step in the text, then exactly they analyze it one by one and write it well in a peace of paper in order to present in front of the class.

Then according to Jack C. Richards,” Analyze is the result that consisted of information taken from several different sources and summarized in the form of ranked list of different kinds”.³⁵ This statement has close meaning or subscription of Sharan’s argument, meanwhile after the text has been analyzed so the detailed information will be achieved and the result can be summarized in order to be easier in comprehending it.

e. Presentation of the final research

Sharan says,” Presentation is all groups present their report in the class, with which is involved the other students”.³⁶ Then Nurhadi adds, “Presentation is the each

³³Jack C.Richards, *Curriculum Developing Language Teaching*, (Singapore:Cambridge, 2009),p.298.

³⁴ Sharan, *loc.cit.*,

³⁵ Jack C. Richard,*op.cit.*,p. 64.

³⁶ Sharan,*loc.cit.*,

group present their result of the research in the class”.³⁷ Both of statements mean after the task has been finished by each group, directly they present the result of their discussion one group each other in front of the class. So, all of the students involve in the discussion. For example, giving questions, suggestions, opinions and the responds from another group. Here, the presentation is coordinated by the teacher.

f. Evaluation

According to Sharan, “Evaluation is the teachers and students do evaluation of their task”.³⁸ It means after all groups have finished presenting the result of their discussion, so the teacher and the students can evaluate the result of each group. From it result, the teacher know directly what group is better than another. Then Farida adds, “Evaluation is the process that certain of education how far is get by the students”.³⁹ It directly means the evaluation is one of a significant factor to understand how far the students competence in achieving the matery or lesson. Morely, the teacher can differ good students and fail students. The evaluation can be done individually or group.

In can be concluded that there are some steps that have to do in teaching by using group investigation. They are Choosing the topic, Cooperative planning, Implementation, Analyze and synthesis, Presentation of the final research, Evaluation.

According to Buchari Alma:“ The advantages that can be taken from the group investigation method :

1. Social system. This model is democratic. The problem is prepared by the teacher as learning object. The teacher and the students have the same status.

³⁷ Nurhadi, *op.cit.*, p.145.

³⁸ Sharan, *loc.cit.*

³⁹ Farida, *Evaluation Program*, (Jakarta: Rineka Cipta,2000), p.3.

2. The reaction of principle are the teacher as a counselor without disturbing any structure.
3. The support that has been given by the teacher is extensive and responsive to the students. For example; the library is an essential needs for this modeling. The relationship connection to solve the problem that is focused on the lesson.
4. Group investigation method can be used in all aspects as information and problem solving”.⁴⁰

c. Material Development of Group Investigation

We have a great deal of collective experience in designing materials for a range of deployments and learning outcomes. Most of our experience is in creating actual lessons with detailed teachers’ notes and self-study resources for students’ use.

Based on Claire Davis and Elizabeth Wilcock, “There are a number of ways to develop case studies, some more successful than others. The following list covers the main methods and also discusses other options and experiences external to our institution:

- Developing a material based on the research interests of staff. For example, the research area of one of our lecturers is polymeric foams; he is now responsible for a sports and materials science case study analysing running shoe performance including the behaviour of the polymeric foams in the soles. We have found this to be a good method of case study development, as it is easier to locate resources for the case study and the lecturer’s in-depth knowledge and interest in the topic add to the case study.
- Requesting students to develop case studies based on personal interests. This is a method we have not tried, but is an interesting way to develop case studies and one promoted by Smith (1992). However, problems may arise when trying to involve students. A more focussed approach of asking postgraduate students, and graduates from the department, to develop case studies based on their experiences/projects is now being pursued.
- Develop from scratch, maybe following interests/ideas picked up from elsewhere. This approach may involve contacting or visiting other institutions to find out what methods and topics they are using.
- Invite external lecturers, for example from industry, to develop, or contribute to, a case study. Involving external sources can add new dimensions to the learning activity. One of

⁴⁰ Buchari Alma, *Guru Profesional*, (Bandung: Alfa Beta, 2009), p. 109.

our case studies looks at materials used in tennis equipment and we invite a tennis coach to brief the students on the topic at the start of the case study. This has been well received by the students who felt it added further insights into the topic.

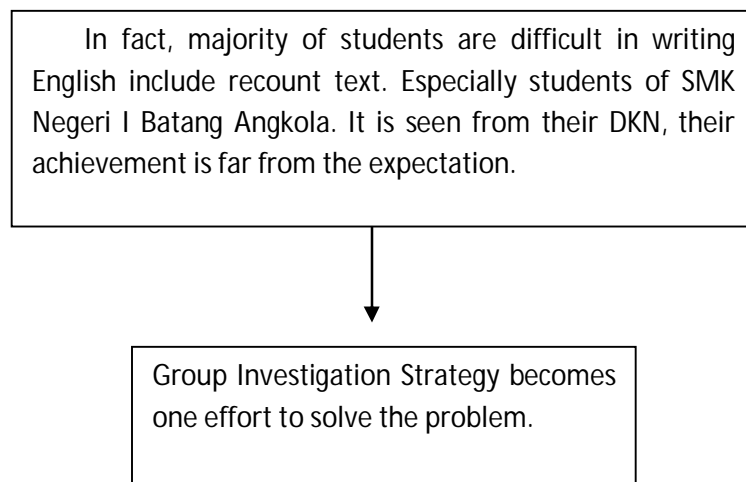
- Developing a material to replace more traditional teaching on the same topic. For example, we now run a case study on joining processes.

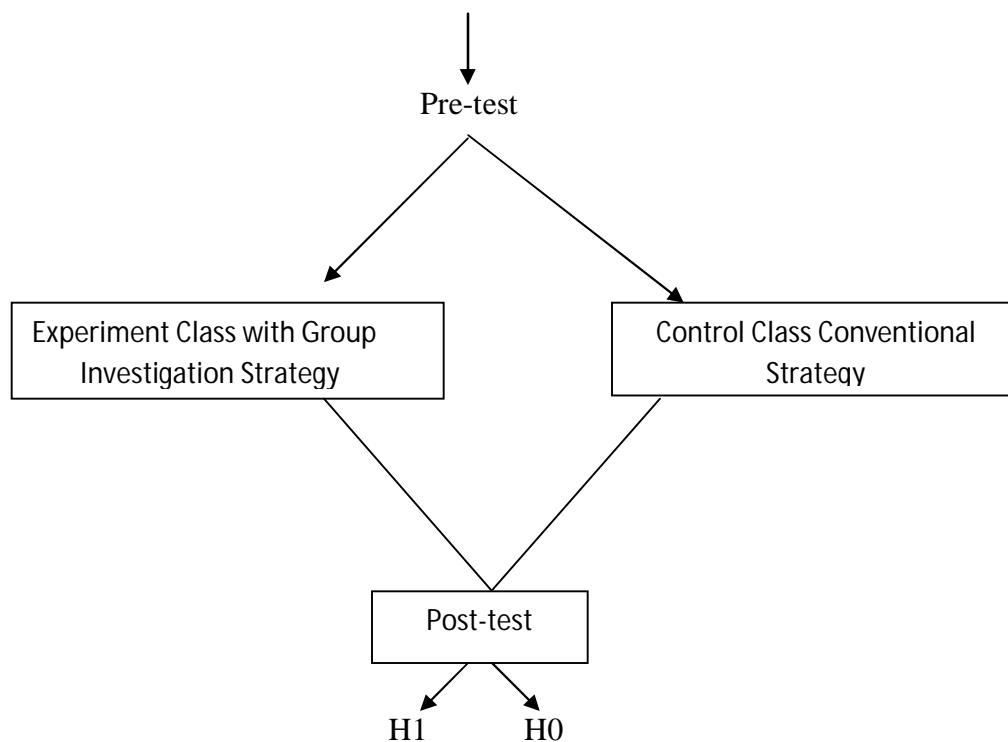
B. Conceptual Framework

The successful of writing ability depends on many factors. One of them is how the teacher teaches English to the students. The suitable method is very important to teach writing recount text ability. Writing recount text is a text that is used to retell something that happened in the past and to tell a series of past event and it relates to somebody experienced. Biography and autobiography are the examples of recount texts.

However, it becomes main manifestation of the writer. As the framework for this research is if we study competitively and individually ,we will be effective and this method is one way to motivate the students to do the best, and give them freedom to look for their ability distance.

This method is covered in constructivism theory. This learning appears from a concept that students will be easier to find and comprehend the difficult concept if they discuss and investigate the problems with their friends.





From the pictures above, group investigation strategy is a method used by the teacher on writing recount text ability. In order the learning of writing recount text through group investigation method to be easier, the teacher must be able to facilitate the students to learn effectively.

Based on the description above, using group investigation should be seen as a suitable strategy in teaching and learning of writing recount text ability and it develops the students' competencies. Group investigation strategy gives maximum control for teacher to teach writing with large or small classes to convey the students' interest and motivation in writing recount text subject especially. Hopefully, the students will write recount text better by using group investigation strategy.

CHAPTER III

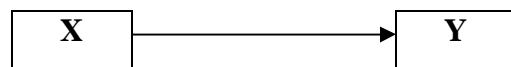
METHODOLOGY OF THE RESEARCH

A. Research Design

To take the data, the writer makes some tests and uses experiment method. According to Suharsimi Arikunto says “ Metode experiment adalah penelitian yang dimaksudkan untuk mengetahui ada tidaknya akibat dari sesuatu yang dikenakan pada subjek selidik”.¹ It means that experiment method is the way to find out the cause effect relationship between two or more factors and it is happened by the researcher with eliminate or avoid others factor can be influenced. According to L.R. Gay and Peter Airasian,” Experimental research was the only type of research that can test hypothesis to established cause and effect”.²

From the quotation above, the writer concludes that the experimental research was a kind of research which has an aim to know the cause-effect relationship between one or more variables to another variable.

Next, the writer had done an experimental research as a method of the effect of group investigation method on writing recount text ability of Tenth Grade Students of SMK Negeri 1 Batang Angkola.



Where: X = using investigation method

Y = Writing recount text ability

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B. The Population and the Sample

1. Population

¹Suharsimi Arikunto, *op.cit.*, p.207.

² L.R. Gay and Peter Airasian, *Educational Research*, (USA: Merrill, 2000), p. 367

According to Suharsimi Arikunto, “Populasi adalah keseluruhan data subject penelitian”.³ It means that population is all of the subject of the research. Nurul Zuriyah said that, “Populasi adalah keseluruhan data yang menjadi perhatian peneliti dalam suatu ruang lingkup dan waktu yang ditentukan”.⁴ It means that the all of data which become attention of researcher in a scope and certain time.

The population of this research is all the ten grade students of SMK Negeri 1 Batang Angkola in 2011/2012 academic year. This school consists of ten classes which consist of 334 students.

Table 1
The Population of the Tenth Grade Students of SMK Negeri 1 Batang Angkola
In 2011/2012 academic year

No.	Class	Total
1	X TAV ^A	35
2	X TAV ^B	30
3	X TMO ^A	35
4	X TMO ^B	35
5	X TKJ ^A	32
6	X TKJ ^B	33
7	X TKR ^A	35
8	X TKR ^B	35
9	X TSM ^A	33

³ Suharsimi Arikunto, *op. cit.*, p.73.

⁴ Nurul Zuriyah, *op.cit.*, p. 116.

10	X TSM ^B	31
Total of Students		334

TAV = Teknik Audio Visual

TMO = Teknik Otomotif

TKR = Teknik Kendaraan Ringan

TKJ = Teknik Jaringan Komputer

2. Sample

According to Suharsimi Arikunto: “ Sampel adalah sebagian atau wakil dari populasi yang diteliti”.⁵ It means that sample is the part of population. There are many kinds of sample are random sampling is used by the researcher if the population of the sample is homogeneous, cluster sampling is used by the researcher if the population has each characteristic, stratified sampling is used by the researcher if in population seems there are groups of subject between one group to another stratified or has a degree.

If the number of subject is less than 100, it is better to take all of them as a sample, but if the total of population is more than 100 students, the sample should be take about 10 – 15% or 20 – 25%. Sample of this research are 38 students or 20% from the population by using random sampling. According to S. Margono: ” Teknik random sampling adalah pengambilan sampling secara random atau tanpa pandang bulu”.⁶ This technique has the higher possibility in stating the representative sample, while Suharsimi Arikunto adds that: “Sampel random or sample acak diberi nama karena didalam pengambilan sampelnya, peneliti mencampur subjek - didalam populasi sehingga semua

⁵Suharsimi Arikunto, *op.cit.*,p.95.

⁶ S.Margono, *Metodologi Penelitian Pendidikan* (Jakarta: Asdi Mahasatya,2004),p.125.

subjek tidak sama”.⁷ It means that random sampling is given the name because in taking the sample, the researcher combine the subject on population so all the subject is not same or randomly.

Therefore, in this sample, the analysis is not for individual analysis but the group or classes consist of several individuals. The writer concludes this technique is used in this research, because the population is homogeneous. It means that in this research the sample is taken randomly.

1. Normality test intends to see whether the data of sample distributes normally or no.

Normality test which is used is Liliefors, such:

a. Student’s learning result x_1, x_2, \dots, x_n becomes standard index z_1, z_2, \dots, z_n by using the formula:

$$z_i = \frac{x_i - \bar{x}}{s}$$

Where: \bar{x} = mean

S = standard intersection

b. For every standard number by using list distribution of standard normal, then it is accounted a chance. $F(z_i) = P(Z \leq z_i)$

c. Calculating proportion z_1, z_2, \dots, z_n shorter or equalize with z_i . If proportion stated with $S(z_i)$ so;

$$S(z_i) = \frac{\text{banyaknya } z_1, z_2, \dots, z_n \text{ yang } \leq z_i}{n}$$

d. Calculating the quarrel $F(z_i) - S(z_i)$ then concern the absolute value.

e. Take the bigger value between absolute one of the quarrel, named L_o .

$$L_o = \max |F(z_i) - S(z_i)|$$

Compare the value of L_o with critic value L which is available in the table in choosing fact degree. H_o is accepted if $L_o \leq L_{\text{tabel}}$, where H_o says that sample is derived from population of normal distribution.

2. Homogeneity test intends to see whether both of data group have homogeneous variance or no by using $F_{\text{-test}}$. The formula is as follows:

⁷ Suharsimi Arikunto, *op.cit.*, p. 100

$$F = \frac{S_1^2}{S_2^2} \text{ where } S_1^2 = \text{Varians of learning result of experiment class}$$

$$S_2^2 = \text{Varians of learning result of control class}$$

Testing criteria is accepted H_0 if

$$F_{(1-\alpha)(n_1-1)} < F < F_{\frac{1}{2}\alpha(n_1-1, n_2-2)}$$

C. Instrumentation

A research must have a good instrument because it is able to guarantee for taking the valid data. In addition, Arikunto says, "Instrument of the research is a tool of facility which is used by researcher in collecting data so that the process is easier and better or more careful, complete, and systematic".⁸

Based on the definition above, when doing the research must use a tool, it means can be object or facility and its function is to collect the data from the field. In this research is the collection of many questions.

In making the instrument, it is based on both variables. In this case, teaching with group investigation method as independent or X variable and writing recount text ability as dependent or Y variable.

In this research, the writer gives pre test and post test design to experimental and control class.

- Pre-test

The pre-test is conducted to find out the homogeneity of the sample. It's function is to find scores of the group investigation strategy before the researcher gives the treatment.

⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p. 160.

In this case, the researcher hopes that the whole student's writing recount text ability are same, or if there is a difference effect, the difference is hopefully not significant.

- Post-test

After giving the treatment, the researcher conducted a post-test which the same test with the pre-test, and it must conduct in the previous of the research. The post test will be the final test in the research, especially in measuring the treatment whether it is significant or not. It can be seen from the following table:

Table 2
Table of design of instrumentation

Class	Pretest	Treatment	Post test
Experimental class (X TAV ^A)	√	√	√
Control class (X TAV ^B)	√	x	√

From the indicators above, the writer gives writing recount text test to students from both variables in order to be clearer, the indicators can be seen below.

Table 3
The Indicators of Writing Recount Text at the Tenth Grade Students of SMK Negeri 1 Batang Angkola

No	Indicators	Item	Total
1	Orientation	1,2,3,4,5,6,7	7
2	Event	8,9,10,11,12,13,14	7
3	Reorientation	15,16,17,18,19,20	6
	Total		20

- Validity of Instrument

In this research, the writer uses content validity to establish the validity of the instrument. The writer takes content validity as instrument because content validity refers to the extent to which instrument represents the content of interest. In order to have content validity, a measure must adequately sample both the topics and the cognitive processes include in the content universe under consideration. In this case, the writer uses writing recount text test as the starting point of making the test.

In starting the research, the researcher has validated writing recount text test. This test means to analyze the items of the test comprehensively, and basic question is: ‘ Do items of the test measure what is supposed to measure?. In this case, because the test function is to measure the student’s writing recount text. This process of analysis has showed the content validity of the test. In other words, the researcher concluded that writing recount text test has been valid. Next, the instrument which is used by the researcher is valid too.

- **Reliability of Instrument**

A test is reliable to the extent that whatever it measures, it measures it consistently. There are three major categories of reliability for most instruments: test-retest, equivalent form, and internal consistency.

1. Test-Retest

The same instrument is given twice to the same group of people. The reliability is the correlation between the scores on the two instruments. If the results are consistent over time, the scores should be similar. The trick with test-retest reliability is determining how long to wait between the two administrations. One should wait long enough so the subjects

don't remember how they responded the first time they completed the instrument, but not so long that their knowledge of the material being measured has changed.

2. Equivalent Form

Two different versions of the instrument are created. We assume both measure the same thing. The same subjects complete both instruments during the same time period. The scores on the two instruments are correlated to calculate the consistency between the two forms of the instrument.

3. Internal Consistency

Several internal-consistency methods exist. They have one thing in common. The subjects complete one instrument one time. For this reason, this is the easiest form of reliability to investigate. This method measures consistency within the instrument three different ways

A. The Technique of Collecting Data

In collecting data, the research is conducted twice as pre test and post test design. The rubric of recount text is intended to assess the test of writing recount text as follows:

No	Indicators	Item	Total
1	Orientation	1,2,3,4,5,6,7	7
2	Event	8,9,10,11,12,13,14	7
3	Reorientation	15,16,17,18,19,20	6
	Total		20

a. Giving Pre-test

The pre test is conducted to find out the homogeneity of the sample. It's function is to find scores of writing recount text ability. The experimental group and the control group

are given some materials which are consisted of communication aspects that will be taught by the teacher in group investigation strategy.

b. Giving Post-test

After giving the treatment, the researcher conducted a post-test which the same test with the pre-test, and it must conduct in the previous of the research. The post test will be the final test in the research, especially in measuring the treatment whether it is significant or not. After conducting the post test, the researcher analyzed the data.

E. The Technique of the Data Analysis

The writer uses statistic to analyze the data. In this research the writer uses descriptive technique to examine the hypothesis. To analyze the data, there are three markers who evaluate the result of the data. They are Mr. Amron Amar, S.Pd., Doroslin Simamora, S.Pd., and Endang Suryantina. The result of the data that has been evaluated by the markers will be generalized in average score.

In addition, to know the criteria of score, the writer quotes Muhibbin Syah opinion as follows:

Table 3
The criteria of value”⁹

No	Class of score	Predicate
1	80 – 100	Very good

⁹Muhibbinsyah, *Psikologi Pendidikan Pendekatan Baru*, (Bandung: Remaja Rosdakarya, 2000), p.81.
43 Suharsimi Arikunto, *op.cit.*, p.327.

2	70 – 79	Good
3	60 – 69	Enough
4	50 – 59	Bad
5	0 – 49	Fail

The data that writer collects from participants is analyzed by using “r” product moment formulation.

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}^{43}$$

Where:

- r_{xy} = The coefficient correlation between “X” and “Y” variables
- ΣX = The total score of X distribution
- ΣY = The total score of Y distribution
- ΣXY = The total score of multiplication of X and Y scores
- N = Number of sample

To know the significant effect of the reseach, the writer analyze the data by applying t- test formula as following

$$2. t = \sqrt{\frac{r^2(N-1)}{1-r^2}}$$

Where:

- t = t-test
- r = the correlation between X and Y
- N = total data

CHAPTER IV

DATA ANALYSIS

A. Description of Data

As the result of this research, the data is the score calculation of group investigation strategy and writing recount text ability in looking for the effect of both of them. This research is conducted at the tenth grade students of SMK Negeri 1 Batang Angkola. In collecting the data, the writer gives the questionnaires to get the data about group investigation method and test in essay form test to writing recount text ability. In order to know the data of this research, the writer describes both of variables.

1. The Distribution Data of Writing Recount Text by Using Group Investigation Strategy

1.1 Pre-test Data of Writing Recount Text by Using Group Investigation

NO.	Initial Name	Students' Score
1	TA	60
2	NM	30
3	FL	20
4	AL	40
5	MLK	50
6	RU	40
7	MK	50
8	MAH	60
9	IW	50
10	EN	60
11	MH	50
12	N	50
13	J	30
14	MA	30
15	EY	70
16	DHY	40
17	SA	60
18	UM	60
19	AK	60
20	LA	70
21	EL	90

22	M	60
23	MIF	40
24	AG	40
25	PP	20
26	BR	55
27	AN	60
28	LW	60
29	WH	80
30	DM	70
31	DA	60
32	NJ	70
33	YK	50
34	DS	60
35	HT	50
Total		1955
Mean		55.85
Median		52.59
Mode		60.43
The lowest score		20
The highest score		90

The mean score of pretest of writing recount text by using group investigation method test is 55.85. It indicates that this method is categorized “bad” if it is related to the criteria of score:

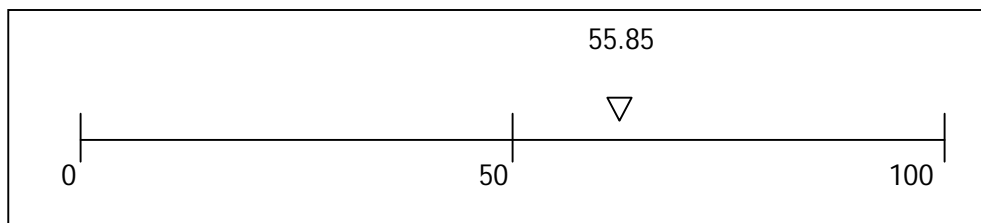


Figure 1 : The position of Mean Score of Writing Recount Text by Using Group Investigation Method of the Tenth Grade Students of SMK Negeri 1 Batang Angkola.

From the figure above, it can be seen that the score is 0-100 and the middle theoretic score is 50, the mean score is 55.85. So, it is bigger than the middle theoretic score.

The following table shows the frequency distribution of writing recount text by using group investigation strategy.

Table 4

Frequency Distribution of Writing Recount Text by Using Group Investigation of the Tenth Grade Students of SMK Negeri 1 Batang Angkola

No	Interval class	frequency	Cumulative frequency	Percentages
1	86 – 96	5	5	14.2%
2	75 – 85	5	10	14.2%
3	64 – 74	7	17	20%
4	53 – 63	12	29	34.2%
5	42 – 52	4	33	11.4%
6	31 – 41	1	34	2.8%
7	20 – 30	1	35	2.8%
	Total	35	-	100 %

From the table of distribution above, it is found that 5 students from 35 samples got scores between 86-96, 5 students got scores between 75-85, 7 students got scores between 64-74, 12 students got scores between 53-63, 4 students got scores between 42-52, 1 student got scores between 31-41, and 1 student got scores between 20- 30.

In order to make the description of the data of writing recount text by using group investigation method more complete, the writer presents the below histogram :

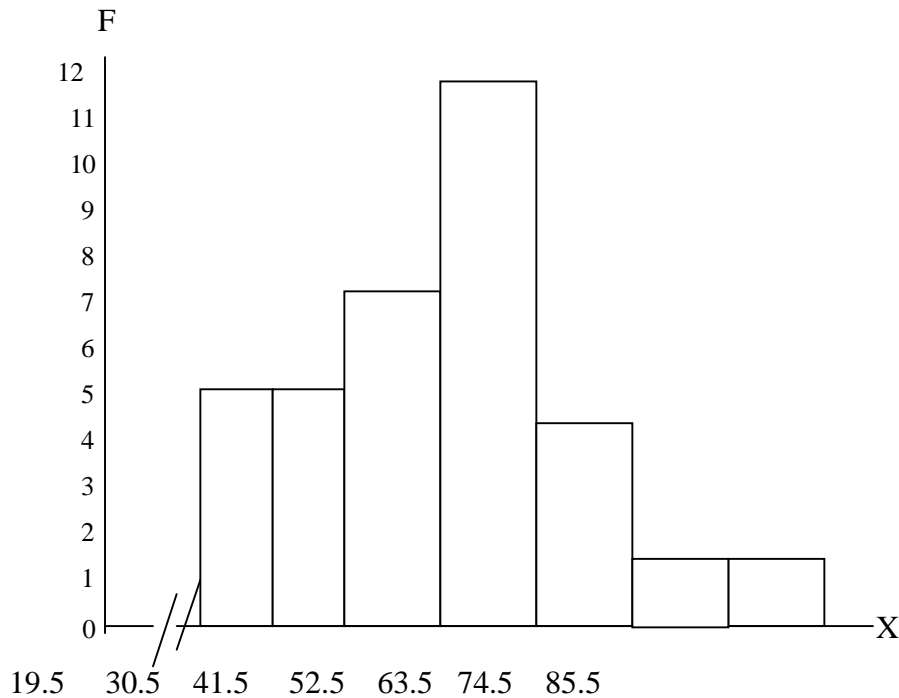


Figure 2: The Histogram of Writing Recount Text by Using Group Investigation Method of the Tenth Grade Students of SMK Negeri 1 Batang Angkola

1.2 Post-test Data of Writing Recount Text by Using Group Investigation

NO.	Initial Name	Students' Score
1	TA	80
2	NM	85
3	FL	90
4	AL	90
5	MLK	80
6	RU	90
7	MK	90
8	MAH	70
9	IW	90
10	EN	65
11	MH	80
12	N	85
13	J	75
14	MA	80
15	EY	70
16	DHY	60
17	SA	60
18	UM	60
19	AK	55
20	LA	55
21	EL	80
22	M	80
23	MIF	80
24	AG	75
25	PP	75
26	BR	65
27	AN	70
28	LW	75
29	WH	80
30	DM	80
31	DA	80
32	NJ	85
33	YK	80
34	DS	70
35	HT	75
	Total	2480
	Mean	70.85
	Median	79.25
	Mode	82
	The lowest score	55
	The highest score	90

The mean score of post-test of writing recount text by using group investigation method test is 70.85. It indicates that this method is categorized “good” if it is related to the criteria of score:

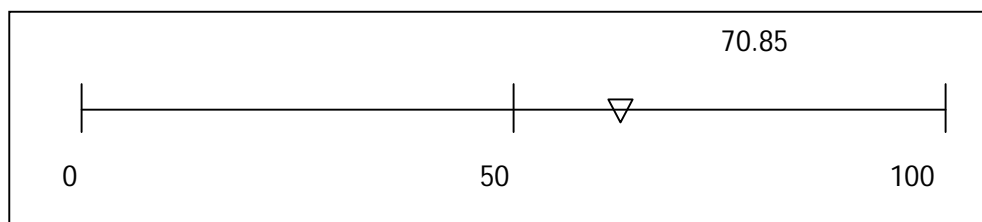


Figure 1 : The position of Mean Score of Writing Recount Text by Using Group Investigation Method of the Tenth Grade Students of SMK Negeri 1 Batang Angkola.

From the figure above, it can be seen that the score is 0-100 and the middle theoretic score is 50, the mean score is 70.85. So, it is bigger than the middle theoretic score.

The following table shows the frequency distribution of writing recount text by using group investigation strategy as post-test.

Table 5
Frequency Distribution of Writing Recount Text by Using Group Investigation of the Tenth Grade Students of SMK Negeri 1 Batang Angkola

No	Interval class	frequency	Cumulative frequency	Percentages
1	85 – 90	5	5	14.2%
2	79 – 84	2	7	5.7%
3	73 – 78	4	11	11.4%
4	67 – 72	5	16	14.2%
5	61 – 66	12	28	34%
6	55 – 60	7	35	20%
	Total	35	-	100 %

From the table of distribution above, it is found that 5 students from 35 samples got scores between 85-90, 2 students got scores between 79-84, 4 students got scores between 73-78, 5 students got scores between 67-72, 12 students got scores between 61-66, and 7 students got scores between 55- 60.

In order to make the description of the data of writing recount text by using group investigation method more complete, the writer presents the below histogram :

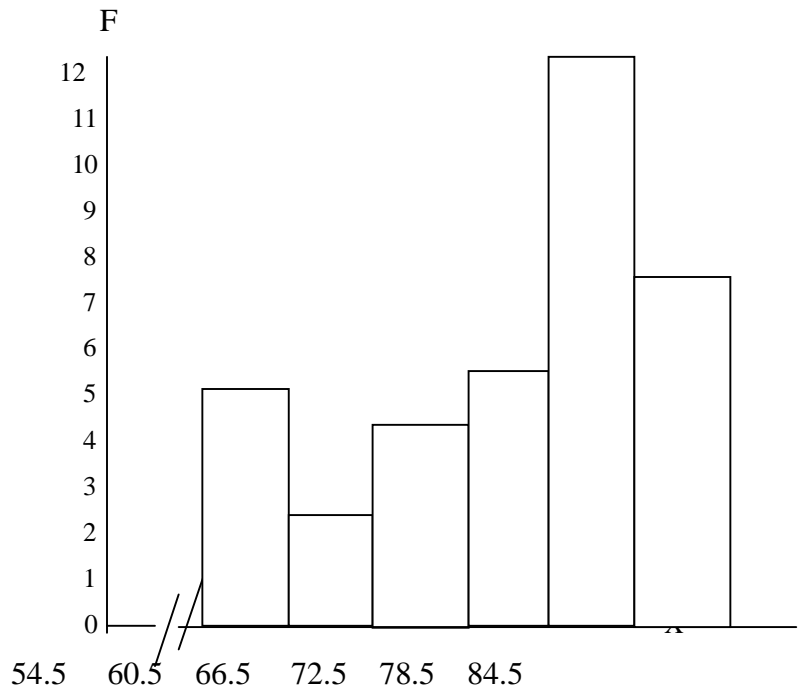


Figure 2: The Histogram of Writing Recount Text by Using Group Investigation Method of the Tenth Grade Students of SMK Negeri 1 Batang Angkola

2. The Distribution Data of Writing Recount Text Ability by Using Conventional Strategy

2.1 Pre-test of Writing Recount Text by Using Conventional Strategy

NO.	Initial Name	Students' Score
1	HH	20
2	KL	10
3	FR	30
4	AS	35
5	FR	60
6	PA	35

7	RW	45
8	HQI	45
9	TR	35
10	N	60
11	GL	60
12	WR	50
13	SD	50
14	LL	55
15	IJ	55
16	UHY	55
17	IG	55
18	JKU	35
19	YU	25
20	OMK	55
21	WRY	35
22	JBV	30
23	THM	40
24	KJ	60
25	IP	70
26	TG	25
27	UIH	25
28	KHU	55
29	JHT	60
30	LOP	50
31	JT	30

32	EK	40
33	NO	45
34	VUL	40
35	KMB	55
Total		1530
Mean		43.71
Median		51.08
Mode		60.07
The lowest score		10
The highest score		70

The mean score of pre-test of writing recount text by using group investigation method test is 43.71. It indicates that this way is categorized “fail” if it is related to the criteria of score:

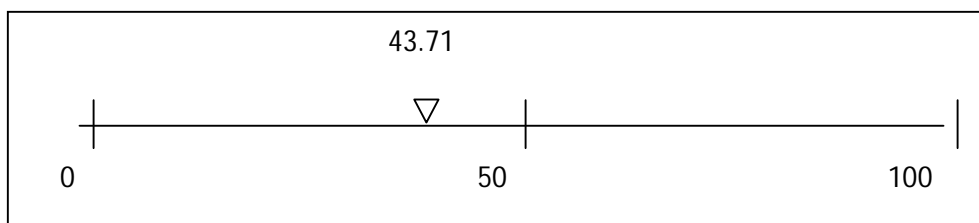


Figure 1 : The position of Mean Score of Writing Recount Text by Using Conventional Strategy of the Tenth Grade Students of SMK Negeri 1 Batang Angkola.

From the figure above, it can be seen that the score is 0-100 and the middle theoretic score is 50, the mean score is 43.71. So, it is lower than the middle theoretic score.

The following table shows the frequency distribution of writing recount text by using conventional strategy as pre-test.

Table 6
Frequency Distribution of Writing Recount Text by Using Conventional Strategy of the Tenth Grade Students of SMK Negeri 1 Batang Angkola

No	Interval class	frequency	Cumulative frequency	Percentages
1	61 – 70	2	2	5.7%
2	51 – 60	6	8	17.1%
3	41 – 50	8	16	22.8%
4	31 – 40	6	22	17.1%
5	21 – 30	12	34	34%
6	10 – 20	1	35	2.8%
	Total	35	-	100 %

From the table of distribution above, it is found that 2 students from 35 samples got scores between 61-70, 6 students got scores between 51-60, 8 students got scores between 41-50, 6 students got scores between 31-40, 12 students got scores between 21-30, and 1 student got scores between 10- 20.

In order to make the description of the data of writing recount text by using conventional strategy more complete, the writer presents the below histogram :

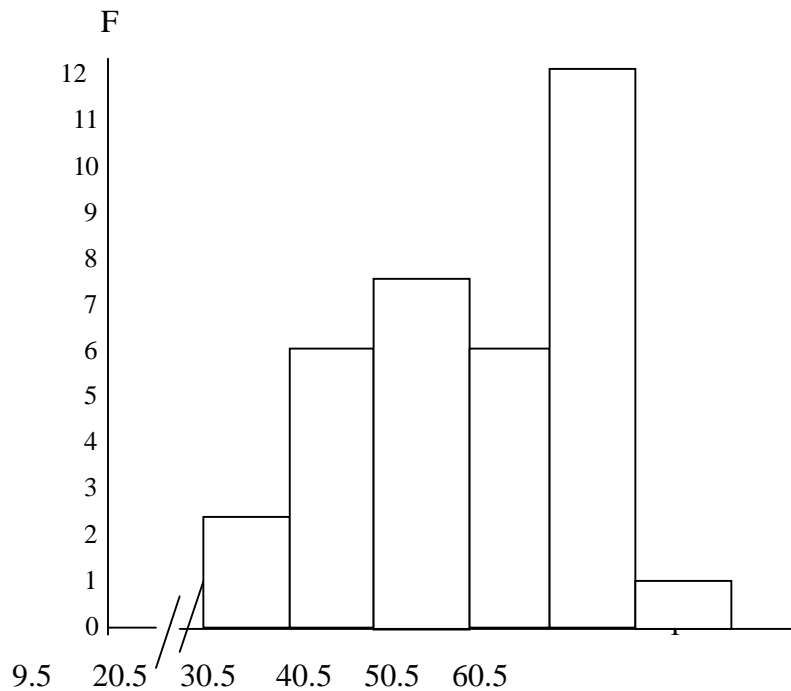


Figure 2: The Histogram of Writing Recount Text by Using Conventional Strategy of the Tenth Grade Students of SMK Negeri 1 Batang Angkola

2.2 Post-test of Writing Recount Text by Using Conventional Strategy

NO	Initial Name	Students' Score
----	--------------	-----------------

1	HH	40
2	KL	55
3	FR	40
4	AS	55
5	FR	60
6	PA	60
7	RW	60
8	HQI	60
9	TR	65
10	N	65
11	GL	70
12	WR	70
13	SD	70
14	LL	75
15	IJ	75
16	UHY	75
17	IG	75
18	JKU	75
19	YU	75
20	OMK	75
21	WRY	75
22	JBV	80
23	THM	80
24	KJ	80
25	IP	80

26	TG	85
27	UIH	85
28	KHU	85
29	JHT	50
30	LOP	80
31	JT	60
32	EK	80
33	NO	70
34	VUL	80
35	KMB	55
Total		2395
Mean		68.4
Median		80.05
Mode		88.5
The lowest score		40
The highest score		85

The mean score of pre-test of writing recount text by using conventional strategy test is 68.4. It indicates that this way is categorized “enough” if it is related to the criteria of score:

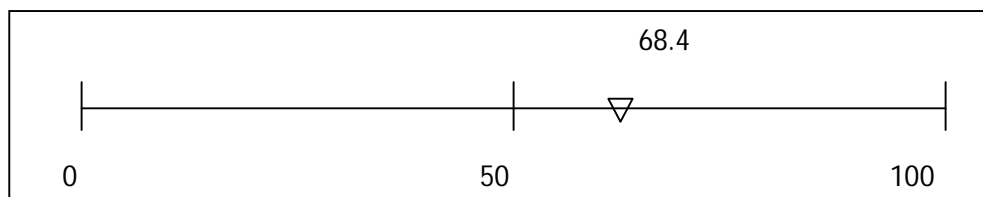


Figure 1 : The position of Mean Score of Writing Recount Text by Using Conventional Strategy of the Tenth Grade Students of SMK Negeri 1 Batang Angkola.

From the figure above, it can be seen that the score is 0-100 and the middle theoretic score is 50, the mean score is 68.4. So, it is bigger than the middle theoretic score.

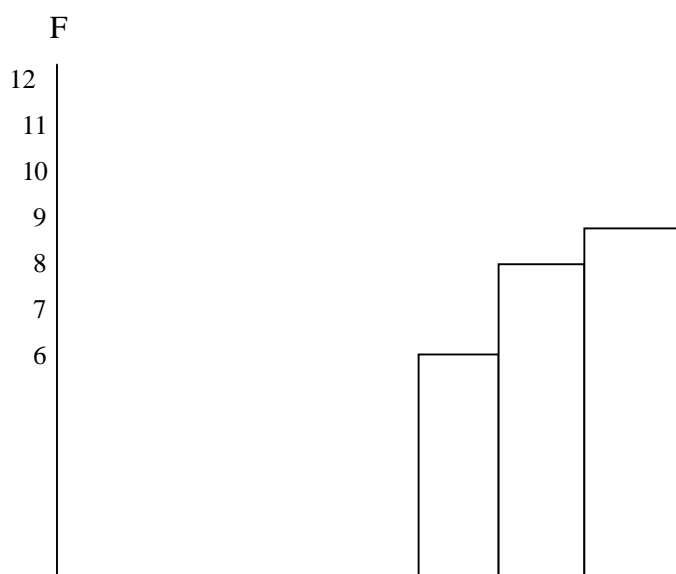
The following table shows the frequency distribution of writing recount text by using conventional strategy as post-test.

Table 7
Frequency Distribution of Writing Recount Text by Using Conventional Strategy of the Tenth Grade Students of SMK Negeri 1 Batang Angkola

No	Interval class	frequency	Cumulative frequency	Percentages
1	80 – 87	2	2	2.8%
2	72 – 79	5	7	14.2%
3	62 – 71	5	12	14.2%
4	56 – 63	6	18	17.1%
5	48 – 55	8	26	22.8%
6	40 – 47	9	35	25.7%
	Total	35	-	100 %

From the table of distribution above, it is found that 2 students from 35 samples got scores between 80-87, 5 students got scores between 72-79, 5 students got scores between 62-71, 6 students got scores between 56-63, 8 students got scores between 48-55, and 9 students got scores between 40- 47.

In order to make the description of the data of writing recount text by using conventional strategy more complete, the writer presents the below histogram :



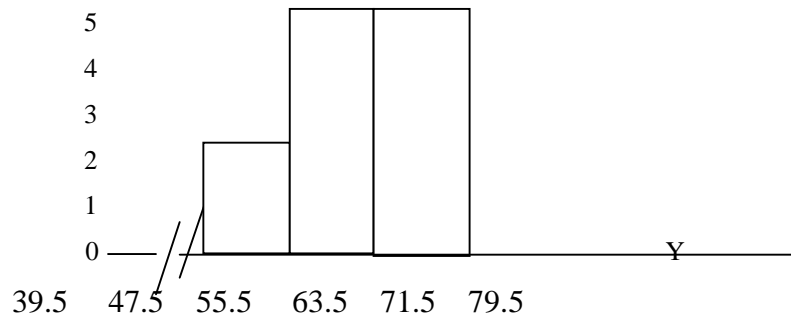


Figure 2: The Histogram of Writing Recount Text by Using Conventional Strategy of the Tenth Grade Students of SMK Negeri 1 Batang Angkola

B. Analysis Data

1. Data Normality

H_0 : normal distribution data

H_1 : abnormal distribution data

$\alpha = 5\% = 0,05$

No	x_i	$z = \frac{x_i - \bar{x}}{s}$	$F(z_i) = P(z \leq z_i)$	$S(z_i)$	$ F(z_i) - S(z_i) $
1	80	0,387	0,1480	0,0285	0,1195
2	85	0,599	0,2224	0,0570	0,1654
3	90	0,811	0,2881	0,0855	0,2026
4	90	0,811	0,2881	0,1140	0,1741
5	80	0,387	0,1480	0,1425	0,0055
6	90	0,811	0,2881	0,1710	0,1171
7	90	0,811	0,2881	0,1995	0,0886
8	70	-0,036	0,0120	0,2280	0,2445
9	90	0,811	0,2881	0,2565	0,0316
10	65	-0,247	0,0910	0,2850	0,194
11	80	0,387	0,1480	0,3135	0,1655
12	85	0,599	0,2224	0,342	0,1196
13	75	0,175	0,0675	0,3705	0,303
14	80	0,387	0,1480	0,6555	0,5075
15	70	-0,036	0,0120	0,685	0,673
16	60	-0,459	0,1736	0,7125	0,5389
17	60	-0,459	0,1736	0,741	0,5674
18	60	-0,459	0,1736	0,7695	0,5959
19	55	-0,671	0,2486	0,798	0,5494
20	55	-0,671	0,2486	0,8265	0,5779
21	80	0,387	0,1480	0,855	0,707
22	80	0,387	0,1480	0,8835	0,7355
23	80	0,387	0,1480	0,912	0,764

24	75	0,175	0,0675	0,9405	0,873
25	75	0,175	0,0675	0,969	0,9015
26	65	-0,247	0,0948	0,9975	0,9027
27	70	-0,036	0,0120	1,026	1,014
28	75	0,175	0,0675	1,0545	0,987
29	80	0,387	0,1480	1,083	0,935
30	80	0,387	0,1480	1,1115	0,9635
31	80	0,387	0,1480	1,14	0,992
32	85	0,599	0,2224	1,1685	0,9461
33	80	0,387	0,1480	1,197	1,049
34	70	-0,036	0,0120	1,2255	1,2135
35	75	0,175	0,0675	1,254	1,1865
	mean :				
	70.85				
	s : 23,59				

Testing Statistic:

The highest score of $|F(z_i) - S(z_i)| = 1,2135$

$L_o = 1,2135$, according to table with $n = 35$ dan $\alpha = 0,05$, so the value of is $L_{tabel} = 0,886$.

H_o is accepted if $L_o \leq L_{tabel}$, where H_o says that sample is derived from population of normal distribution.

2. Data Homogeneity

NO	Students' Score
1	40
2	55
3	40
4	55
5	60
6	60
7	60
8	60
9	65

10	65
11	70
12	70
13	70
14	75
15	75
16	75
17	75
18	75
19	75
20	75
21	75
22	80
23	80
24	80
25	80
26	85
27	85
28	85
29	50
30	80
31	60
32	80
33	70
34	80

35	55
Total	2395
Mean	68.4
Median	80.05
Mode	88.5
The lowest score	40
The highest score	85

Homogeneity test intends to see whether both of data group have homogeneous variance or no by using $F_{\text{-test}}$. The formula is as follows:

$$F = \frac{S_1^2}{S_2^2} \text{ where } S_1^2 = \text{Varians of learning result of experiment class}$$

$$S_2^2 = \text{Varians of learning result of control class}$$

$$F = \frac{34}{34}$$

$$F = 1$$

Testing criteria is accepted H_0 if

$$F_{(1-\alpha)(n_1-1)} < F < F_{\frac{1}{2}\alpha(n_1-1, n_2-2)}$$

C. Hypothesis Testing

After collecting the data, this research is going to test the hypothesis. Before testing the hypothesis, the writer uses testing normality to know whether the frequency distribution of data collected is normal or not. To prove the hypothesis, the writer uses “t-test”. This technique is used to see the effect of using group investigation and conventional strategy in writing recount text of the tenth grade students of SMK Negeri 1 Batang Angkola. The hypothesis is rejected or H_1 is accepted which means there is no any significant difference

between group investigation strategy and conventional strategy on writing recount text. There are some steps that have to be done to get the score of differential effect as t-test as follows:

$$t_o = \frac{M1 - M2}{SEM1 - M2}$$

$$SDM_1 = \sqrt{\frac{\sum MX1^2}{N1}} \qquad \sqrt{\frac{\sum MX2^2}{N2}}$$

$$= \sqrt{\frac{5019.7225}{35}} \qquad \sqrt{\frac{4678.56}{35}}$$

$$= \sqrt{143.42064} \qquad \sqrt{133.67314}$$

$$= 11.97$$

$$SE_{M1} = \frac{SDM1}{\sqrt{N1-1}} \qquad \frac{SDM2}{\sqrt{N2-1}}$$

$$= \frac{11.97}{\sqrt{35-1}} \qquad \frac{11.56}{\sqrt{35-1}}$$

$$= \frac{11.97}{\sqrt{34}} \qquad \frac{11.56}{\sqrt{34}}$$

$$= \frac{11.97}{5.83} \qquad \frac{11.56}{5.83}$$

$$= 2.05$$

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 - M2^2}$$

$$= \sqrt{2.05^2 + 1.98^2}$$

$$= \sqrt{4.2025 + 3.9204}$$

$$= \sqrt{8.1229}$$

$$= 2.85$$

$$\begin{aligned}
 t_o &= \frac{M1 - M2}{SEM1 - M2} \\
 &= \frac{70.85 - 68.4}{2.85} \\
 &= \frac{2.45}{2.85} \\
 &= 0.85
 \end{aligned}$$

From the calculation above, it is gotten $t_{observed}$ 0.85 with df $N1+N2 - 2 = 35+35 - 2 = 68$. So, the score of t_{table} at 5% significant level is 2.00 with df=68. It is clear that the score of $t_{observed}$ is lower than the score of t_{table} or $0.85 < 2.00$. Based on the score, once more it can be concluded that there is no significant difference between group investigation and conventional strategies in writing recount text ability at the tenth grade students of SMK Negeri 1 Batang Angkola 2011-2012 Academic Year. So, the writer concludes that the hypothesis is rejected (H_1 is accepted).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the data, the writer comes to the conclusion, the list of scores of using group investigation method on writing recount text ability at the eleventh grade students of SMK Negeri 1 Batang Angkola in 2011/2012 academic years can be seen as follows:

1. The using of group investigation strategy in writing recount text at the tenth grade students of SMK Negeri 1 Batang Angkola in 2011/2012 academic year is categorized “good”. It is shown through the average score of the student is 70.85.
2. The using of conventional strategy in writing recount text ability at the tenth grade students of SMK Negeri 1 Batang Angkola 2011/2012 academic year is categorized “enough”. It is shown through the average score of the student is 68.4.
3. There is no a significant effect of using group investigation strategy and conventional strategy in writing recount text ability at the tenth grade students of SMK Negeri 1 Batang Angkola 2011/2012 academic year. From ‘t’ test calculation it is found that $t_{observed} < t_{table}$ ($0.85 < 2.00$). It means there is no

any effect of using group investigation and conventional strategy in writing recount text ability. At last, the hypothesis of the research is rejected.

B. Implications

Based on the conclusion above, it is hoped the result of this research can be implicated in teaching writing process. Writing recount text ability is not easy to do by the students. Because of that reason, so the students must study hard to identify and understand about recount text well.

Furthermore, the teacher should be able to increase their interest to learn English by choosing suitable method in order the students are able to express idea, feeling, or sense in understanding the text. In this case, group investigation method is suitable method to each text because this method make the students will be easier to understand the text.

Beside the step or procedure which is offered by the author in group investigation method, the writer determines the implications such:

1. Preparation of the subject
2. Arrange or control the class
3. Create the situation of learning become alive
4. Close the discussion by giving a nice impression.

C. Suggestions

Based on the conclusion and implications which have been presented previously, the writer would like to present some suggestions as follow:

1. Group investigation method in learning English in SMK Negeri 1 Batang Angkola is necessary to be developed.
2. The teacher should attract the students' interest to understand the recount text by using group investigation method.
3. The headmaster of SMK Negeri 1 Batang Angkola should prepare the facilities which are needed and motivate the students to study English seriously.
4. The writer recommends any other writer to do further research such as to investigate the determination of other factor in writing recount text ability.

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BIOGRAPHY

Name : Endang Suryantina Nasution
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Mother : Nurhannah Batubara

Background of Education

1. Graduated from SD Negeri No. 142522Pintupadang in 1998
2. Graduated from SMP Negeri I Pintupadang in 2004
3. Graduated from SMA Negeri I Batang Angkola in 2007
4. A learner of STAIN "Padangsidimpuan" since 2007

Appendix 1

Pot-test

RESEARCH INSTRUMENT OF TEACHING WRITING RECOUNT TEXT ABILITY

A. Pengantar

1. Instrumen ini bertujuan untuk menjaring data siswa tentang pembelajaran teks recount. Oleh sebab itu, jawablah sesuai kemampuan anda.
2. Jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.
3. Jawaban anda akan dijaga kerahasiaannya.

B. Petunjuk

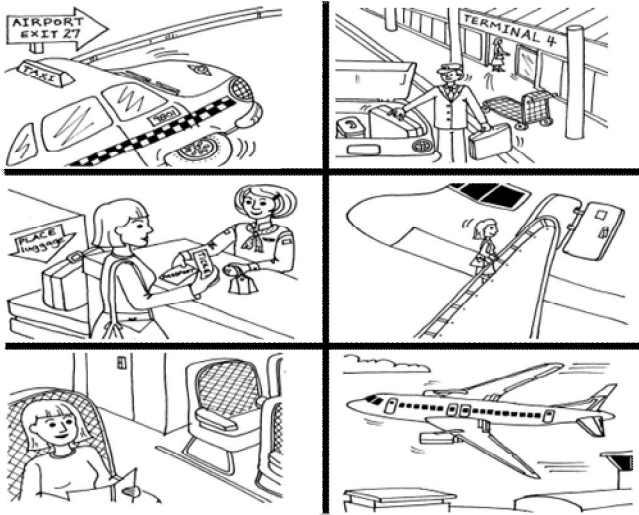
1. Bacalah pertanyaan berikut ini dengan seksama.
2. Jawablah pertanyaan dengan jawaban yang tepat.
3. Apabila pertanyaan kurang jelas tanyakan langsung kepada pengawas.
4. Waktu yang tersedia 60 menit.

Nama :

Soal!

Answer those questions by following the rules of writing!

1. Arrange the sequence of pictures below then tell it into good paragraph!



2. Write your best experience in good written rules at least two paragraphs!

3. LATENESS

Last morning, Dinar, my roommate woke up late and she had to go to campus.

When she wanted to take her motorcycle, in fact she couldn't move it because there were some motorcycles that blocked up her motorcycle.

She tried to move all of the motorcycles, so that her motorcycle could move from the garage. But she couldn't do it.

Then, she called Adel who had that motorcycle which blocked it up. After that, her friend who had that motorcycle helped her. Finally, she could move her motorcycle and rode it to go to campus.

- a. Analyse the generic structure of the example of recount text above! And give the reason!
 - b. Conclude the text above in a simple sentence!
4. What is recount text in your mind?
 5. Write the summary of recount text!

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

NAMA SEKOLAH	:	_____
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	IV/1
Standar Kompetensi	:	1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas
Kompetensi Dasar	:	1.1 Merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks kelas
Alokasi Waktu	:	2 x 35 menit
Tujuan Pembelajaran**	:	1. Siswa dapat melengkapi dialog-dialog yang masih kosong 2. Siswa dapat mewarnai gambar sesuai dengan apa yang didengar dari kaset/CD 3. Siswa dapat melengkapi dan memperagakan dialog
Karakter siswa yang diharapkan :		Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)
Metode Pembelajaran	:	1. Siswa melengkap dialog-dialog yang masih kosong 2. Siswa mewarnai gambar sesuai dengan apa yang didengar dari kaset/CD 3. Siswa melengkapi dan memperagakan dialog

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari
- Guru dapat meminta siswa untuk menyebutkan ujaran-ujaran yang biasa dipakai dalam situasi-situasi yang disajikan dalam buku. Sebagai contoh, jika bab yang sedang dibahas mengangkat topik *introduction*, guru bertanya pada siswa bagaimana cara mereka memperkenalkan diri dalam bahasa Inggris.

2. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Siswa diminta membuka buku pada halaman materi yang akan dipelajari.
- ☞ Pada halaman tersebut, terdapat dialog-dialog yang perlu dilengkapi.

Elaborasi

			<i>Listen, complete and act out the dialogues.</i>
--	--	--	--

FORMAT KRITERIA PENILAIAN



PRODUK (HASIL DISKUSI)

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1



PERFORMANSI

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1



LEMBAR PENILAIAN

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							

9.							
10.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

✍ Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

**Mengetahui
Kepala Sekolah**

.....,20 ...

Guru Mapel Bahasa Inggris

.....
NIP :

.....
NIP :

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

NAMA SEKOLAH	:	_____
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	IV/1
Standar Kompetensi	:	1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas
Kompetensi Dasar	:	1.2 Merespon instruksi sangat sederhana secara verbal dalam konteks kelas
Alokasi Waktu	:	2 x 35 menit
Tujuan Pembelajaran**	:	1. Siswa dapat mengulang apa yang didengar dari kaset/CD dengan suara lantang 2. Siswa dapat mengulang apa yang didengar dari kaset/CD dengan pengucapan bahasa Inggris yang benar
Karakter siswa yang diharapkan :		Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)
Metode Pembelajaran	:	1. Siswa bersama-sama mengulang dengan suara lantang apa yang didengar dari kaset/CD 2. Masing-masing siswa mengulang dengan suara lantang apa yang didengar dari kaset/CD

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari.
- Guru dapat meminta siswa untuk menyebutkan ujaran-ujaran yang biasa dipakai dalam situasi-situasi yang disajikan dalam buku. Sebagai contoh, jika bab yang sedang dibahas mengangkat topik *introduction*, guru bertanya pada siswa bagaimana cara mereka memperkenalkan diri dalam bahasa Inggris.

2. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Siswa diminta mendengar instruksi guru atau instruksi dari kaset/CD dan merespon dengan mengulang apa yang mereka dengar secara klasikal.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Siswa mengulang secara kelompok/individu.

- ☞ Guru memperhatikan pengucapan bahasa Inggris siswa dan membetulkan jika ada pengucapan yang salah.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru menunjuk siswa secara acak untuk merespon instruksi yang didengar dari kaset/CD secara verbal.
- ☞ Guru memberikan komentar dengan mengucapkan *well done*, *good job*, atau *very good* pada siswa agar mereka termotivasi.

Alat/Sumber Belajar:

1. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 4, Esis
2. Rekaman kaset/CD
3. Buku-buku lain yang relevan
4. *Script* percakapan

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
<ul style="list-style-type: none"> ▪ Merespon dengan mengulang apa yang didengar dari kaset/CD dengan suara lantang ▪ Merespon dengan mengulang apa yang didengar dari kaset/CD dengan pengucapan bahasa Inggris yang benar 	Unjuk kerja	<i>Responding</i>	<p><i>Listen to the dialogues and repeat. (rekaman kaset/CD): How are you today?</i></p> <p><i>Siswa: (mengulang)</i></p>

FORMAT KRITERIA PENILAIAN

PRODUK (HASIL DISKUSI)

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

PERFORMANSI

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2

		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1



LEMBAR PENILAIAN

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

✍ Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

Mengetahui
Kepala Sekolah

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Guru Mapel Bahasa Inggris

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NIP :

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NIP :

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

NAMA SEKOLAH	:	_____
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	IV/1
Standar Kompetensi	:	2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas
Kompetensi Dasar	:	2.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: mengenalkan diri, memberi salam/sapaan, memberi salam perpisahan, dan memberi aba-aba
Alokasi Waktu	:	4 x 35 menit
Tujuan Pembelajaran**	:	1. Siswa dapat bercakap-cakap untuk mengenalkan diri 2. Siswa dapat bercakap-cakap untuk memberi salam/sapaan 3. Siswa dapat bercakap-cakap untuk memberi salam perpisahan 4. Siswa dapat bercakap-cakap untuk memberi aba-aba
Karakter siswa yang diharapkan :		Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)
Metode Pembelajaran	:	1. Siswa melakukan tanya jawab yang berkaitan dengan materi 2. Siswa meniru pertanyaan-pertanyaan dan respon pertanyaan 3. Siswa dan guru membahas kosakata dan struktur percakapan sesuai materi 4. Siswa melakukan latihan percakapan dalam bentuk dialog 5. Siswa menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata


Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari
- Guru dapat meminta siswa untuk menyebutkan ujaran-ujaran yang biasa dipakai dalam situasi-situasi yang disajikan dalam buku. Sebagai contoh, jika bab yang sedang dibahas mengangkat topik *introduction*, guru bertanya pada siswa bagaimana cara mereka memperkenalkan diri dalam bahasa Inggris.

2. Kegiatan Inti

 *Eksplorasi*

Dalam kegiatan eksplorasi, guru:

- ☞ Guru memberikan contoh dialog-dialog yang berkaitan dengan materi.
- ☞ Siswa melengkapi dialog-dialog yang masih kosong dalam buku teks.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Siswa berlatih dialog-dialog tersebut dengan teman-temannya (latihan ini dapat dilakukan secara berpasangan ataupun berkelompok).
- ☞ Selama siswa berlatih, guru mengitari siswa dan mencatat kesalahan-kesalahan yang dilakukan oleh siswa.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan, penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi fokus bahasan).
- ☞ Guru menilai hasil kerja siswa dalam melengkapi dialog.
- ☞ Guru meminta beberapa siswa maju ke depan kelas untuk mempraktikkan dialog yang baru saja dilatih.
- ☞ Guru memberikan komentar dengan mengucapkan well done, good job, atau very good pada siswa yang berani maju ke depan agar mereka termotivasi.

Alat/Sumber Belajar:

1. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 4, Esis
2. *Script* percakapan yang terdapat dalam buku teks dan buku guru
3. Alat peraga yang berkaitan dengan materi ajar
4. Buku-buku lain yang relevan

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Mengungkapkan berbagai tindak tutur: <ul style="list-style-type: none">▪ Mengenal diri▪ Memberi salam/sapaan▪ Memberi salam perpisahan▪ Memberi aba-aba	<ul style="list-style-type: none">• Tes lisan• Unjuk kerja• Unjuk	<ul style="list-style-type: none">• Pertanyaan• <i>Performance</i>	<p><i>Answer the questions orally!</i> <i>What is your name?</i> <i>How old are you?</i></p> <p><i>Act out the dialogues in front of the class!</i> <i>(siswa secara berpasangan atau berkelompok mempraktikkan dialog-dialog yang sudah dipelajari)</i></p>

	kerja	• Bermain peran	<i>Perform a role play with your friend about asking and giving personal information! (terdapat dialog yang harus diperagakan siswa bersama teman sekelasnya)</i>
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FORMAT KRITERIA PENILAIAN

PRODUK (HASIL DISKUSI)

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

PERFORMANSI

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1

LEMBAR PENILAIAN

No	Nama Siswa	Perfoman			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							
6.							

7.							
8.							
9.							
10.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

✍ Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

**Mengetahui
Kepala Sekolah**

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Guru Mapel Bahasa Inggris

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

NAMA SEKOLAH	:	_____
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	IV/1
Standar Kompetensi	:	2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas
Kompetensi Dasar	:	2.2 Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, meminta barang, dan memberi barang
Alokasi Waktu	:	4 x 35 menit
Tujuan Pembelajaran**	:	1. Siswa dapat bercakap-cakap untuk meminta bantuan 2. Siswa dapat bercakap-cakap untuk meminta barang 3. Siswa dapat bercakap-cakap untuk memberi barang
Karakter siswa yang diharapkan :		Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)
Metode Pembelajaran	:	1. Siswa melakukan tanya jawab yang berkaitan dengan materi 2. Siswa meniru pertanyaan-pertanyaan dan respon pertanyaan 3. Siswa dan guru membahas kosakata dan struktur percakapan sesuai materi 4. Siswa melakukan latihan percakapan dalam bentuk dialog 5. Siswa menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan Apersepsi dan Motivasi :

- Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari
- Guru dapat meminta siswa untuk menyebutkan ujaran-ujaran yang biasa dipakai dalam situasi-situasi yang disajikan dalam buku. Sebagai contoh, jika bab yang sedang dibahas mengangkat topik *introduction*, guru bertanya pada siswa bagaimana cara mereka memperkenalkan diri dalam bahasa Inggris.

2. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Guru memberikan contoh dialog-dialog yang berkaitan dengan materi.
- ☞ Siswa melengkapi dialog-dialog yang masih kosong dalam buku teks.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Siswa berlatih dialog-dialog tersebut dengan teman-temannya (latihan ini dapat dilakukan secara berpasangan ataupun berkelompok).
- ☞ Selama siswa berlatih, guru mengitari siswa dan mencatat kesalahan-kesalahan yang dilakukan oleh siswa.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan, penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi fokus bahasan).
- ☞ Guru menilai hasil kerja siswa dalam melengkapi dialog.
- ☞ Guru meminta beberapa siswa maju ke depan kelas untuk mempraktikkan dialog yang baru saja dilatih.
- ☞ Guru memberikan komentar dengan mengucapkan *well done*, *good job*, atau *very good* pada siswa yang berani maju ke depan agar mereka termotivasi.

Alat/Sumber Belajar:

1. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 4, Esis
2. *Script* percakapan yang terdapat dalam buku teks dan buku guru
3. Alat peraga yang berkaitan dengan materi ajar
4. Buku-buku lain yang relevan

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Mengungkapkan berbagai tindak tutur: <ul style="list-style-type: none">▪ Meminta bantuan▪ Meminta barang▪ Memberi barang	Tes lisan	Pertanyaan	<i>Answer the questions orally.</i> <i>(siswa menjawab pertanyaan-pertanyaan yang diberikan oleh guru mengenai materi yang sudah dipelajari)</i>

FORMAT KRITERIA PENILAIAN

PRODUK (HASIL DISKUSI)

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2

		* semua salah	1
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 **PERFORMANSI**

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1

 **LEMBAR PENILAIAN**

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

✎ Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

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Mengetahui
Kepala Sekolah

Guru Mapel Bahasa Inggris

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NIP :

NIP :

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

NAMA SEKOLAH	:	_____
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	IV/1
Standar Kompetensi	:	2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas
Kompetensi Dasar	:	2.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: berterima kasih, meminta maaf, memberi maaf, melarang, memuji, dan mengajak
Alokasi Waktu	:	4 x 35 menit
Tujuan Pembelajaran**	:	1. Siswa dapat bercakap-cakap untuk berterima kasih 2. Siswa dapat bercakap-cakap untuk meminta maaf 3. Siswa dapat bercakap-cakap untuk memberi maaf 4. Siswa dapat bercakap-cakap untuk melarang 5. Siswa dapat bercakap-cakap untuk memuji 6. Siswa dapat bercakap-cakap untuk mengajak

Karakter siswa yang diharapkan : Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)
Tanggung jawab (*responsibility*)
Berani (*courage*)

Metode Pembelajaran	:	1. Siswa melakukan tanya jawab yang berkaitan dengan materi 2. Siswa meniru pertanyaan-pertanyaan dan respon pertanyaan 3. Siswa dan guru membahas kosakata dan struktur percakapan sesuai materi 4. Siswa melakukan latihan percakapan dalam bentuk dialog 5. Siswa menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata
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Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan Apersepsi dan Motivasi :

- Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari
- Guru dapat meminta siswa untuk menyebutkan ujaran-ujaran yang biasa dipakai dalam situasi-situasi yang disajikan dalam buku. Sebagai contoh, jika bab yang sedang dibahas mengangkat topik *introduction*, guru bertanya pada siswa bagaimana cara mereka memperkenalkan diri dalam bahasa Inggris.

2. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Guru memberikan contoh dialog-dialog yang berkaitan dengan materi.
- ☞ Siswa melengkapi dialog-dialog yang masih kosong dalam buku teks.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Siswa berlatih dialog-dialog tersebut dengan teman-temannya (latihan ini dapat dilakukan secara berpasangan ataupun berkelompok).
- ☞ Selama siswa berlatih, guru mengitari siswa dan mencatat kesalahan-kesalahan yang dilakukan oleh siswa.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan, penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi fokus bahasan).
- ☞ Guru menilai hasil kerja siswa dalam melengkapi dialog.
- ☞ Guru meminta beberapa siswa maju ke depan kelas untuk mempraktikkan dialog yang baru saja dilatih.
- ☞ Guru memberikan komentar dengan mengucapkan *well done*, *good job*, atau *very good* pada siswa yang berani maju ke depan agar mereka termotivasi.

Alat/Sumber Belajar:

1. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 4, Esis
2. *Script* percakapan yang terdapat dalam buku teks dan buku guru
3. Alat peraga yang berkaitan dengan materi ajar
4. Buku-buku lain yang relevan

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Mengungkapkan berbagai tindak tutur: <ul style="list-style-type: none">▪ Berterima kasih▪ Meminta maaf▪ Memberi maaf▪ Melarang▪ Memuji▪ Mengajak	Tes lisan	<i>Performance</i>	<i>Act out the dialogues in front of the class!</i> <i>(siswa secara berpasangan atau berkelompok mempraktikkan dialog-dialog yang sudah dipelajari)</i>

FORMAT KRITERIA PENILAIAN

**PRODUK (HASIL DISKUSI)**

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

**PERFORMANSI**

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1

**LEMBAR PENILAIAN**

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

✂ Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

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Mengetahui
Kepala Sekolah

Guru Mapel Bahasa Inggris

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NIP :

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NIP :

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

NAMA SEKOLAH	:	_____
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	IV/1
Standar Kompetensi	:	2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas
Kompetensi Dasar	:	2.4 Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: thank you, sorry, please, dan excuse me
Alokasi Waktu	:	4 x 35 menit
Tujuan Pembelajaran**	:	1. Siswa dapat mengucapkan ungkapan thank you dengan santun 2. Siswa dapat mengucapkan ungkapan sorry dengan santun 3. Siswa dapat mengucapkan ungkapan please dengan santun 4. Siswa dapat mengucapkan ungkapan excuse me dengan santun

Karakter siswa yang diharapkan : Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)
Tanggung jawab (*responsibility*)
Berani (*courage*)

Metode Pembelajaran	:	1. Siswa melakukan tanya jawab yang berkaitan dengan materi 2. Siswa meniru pertanyaan-pertanyaan dan respon pertanyaan 3. Siswa dan guru membahas kosakata dan struktur percakapan sesuai materi 4. Siswa melakukan latihan percakapan dalam bentuk dialog 5. Siswa menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata
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Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan
Apersepsi dan Motivasi :

- Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari
- Guru dapat meminta siswa untuk menyebutkan ujaran-ujaran yang biasa dipakai dalam situasi-situasi yang disajikan dalam buku. Sebagai contoh, jika bab yang sedang dibahas mengangkat topik *introduction*, guru bertanya pada siswa bagaimana cara mereka memperkenalkan diri dalam bahasa Inggris.

2. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Guru memberikan contoh dialog-dialog yang berkaitan dengan materi.
- ☞ Siswa melengkapi dialog-dialog yang masih kosong dalam buku teks.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Siswa berlatih dialog-dialog tersebut dengan teman-temannya (latihan ini dapat dilakukan secara berpasangan ataupun berkelompok).
- ☞ Selama siswa berlatih, guru mengitari siswa dan mencatat kesalahan-kesalahan yang dilakukan oleh siswa.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan, penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi fokus bahasan).
- ☞ Guru menilai hasil kerja siswa dalam melengkapi dialog.
- ☞ Guru meminta beberapa siswa maju ke depan kelas untuk mempraktikkan dialog yang baru saja dilatih.
- ☞ Guru memberikan komentar dengan mengucapkan *well done*, *good job*, atau *very good* pada siswa yang berani maju ke depan agar mereka termotivasi.

Alat/Sumber Belajar:

1. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 4, Esis
2. *Script* percakapan yang terdapat dalam buku teks dan buku guru
3. Alat peraga yang berkaitan dengan materi ajar
4. Buku-buku lain yang relevan

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: <ul style="list-style-type: none"> ▪ <i>Thank you</i> ▪ <i>Sorry</i> ▪ <i>Please</i> ▪ <i>Excuse me</i> 	Tes lisan	<i>Performance</i>	<i>Act out the dialogues in front of the class!</i> <i>(siswa secara berpasangan atau berkelompok mempraktikkan dialog-dialog yang sudah dipelajari)</i>

FORMAT KRITERIA PENILAIAN

PRODUK (HASIL DISKUSI)

No.	Aspek	Kriteria	Skor
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1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1



PERFORMANSI

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1



LEMBAR PENILAIAN

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

✎ Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

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Mengetahui
Kepala Sekolah

Guru Mapel Bahasa Inggris

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NIP :

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

NAMA SEKOLAH	:	_____
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	IV/1
Standar Kompetensi	:	3. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas
Kompetensi Dasar	:	3.1 Membaca nyaring dengan melafalkan alfabet dan ucapan yang tepat yang melibatkan kata, frasa, dan kalimat sangat sederhana
Alokasi Waktu	:	2 x 35 menit
Tujuan Pembelajaran**	:	1. Siswa dapat melafalkan alfabet, kata, frasa, dan kalimat dengan baik dan benar 2. Siswa dapat membaca alfabet, kata, frasa, dan kalimat dengan intonasi yang benar 3. Siswa dapat membaca nyaring dengan baik dan benar

Karakter siswa yang diharapkan : Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)
Tanggung jawab (*responsibility*)
Berani (*courage*)

Metode Pembelajaran	:	1. Siswa mendengarkan dan merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring: pronunciation dan intonation 2. Siswa mendengarkan contoh membaca nyaring yang dilakukan guru 3. Siswa menirukan membaca nyaring dengan intonasi dan jeda sesuai model 4. Siswa membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar
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Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan
Apersepsi dan Motivasi :

- Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari
- Guru dapat meminta siswa untuk mengucapkan alfabet dalam bahasa Inggris yang mereka tahu dengan suara lantang jika topik bahasa berkaitan dengan *spelling*.

2. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Guru membaca teks secara lantang dengan pengucapan dan intonasi yang sesuai sementara siswa mendengar.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Guru membaca teks secara lantang untuk kedua kalinya dan kali ini meminta siswa untuk menirukan membaca nyaring dengan intonasi dan jeda sesuai dengan yang guru contohkan.
- ☞ Masing-masing siswa membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar (sementara siswa melakukan kegiatan ini, guru mengitari siswa dan membetulkan apabila terdapat siswa yang melakukan kesalahan dalam membaca).
- ☞ Guru meminta siswa mengeja namanya masing-masing.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru menunjuk siswa secara acak dan meminta siswa mengeja nama orang tua atau saudara mereka.
- ☞ Guru meminta siswa untuk berlatih mengeja nama-nama benda dalam bahasa Inggris yang mereka tahu di rumah sebagai latihan tambahan.

Alat/Sumber Belajar:

1. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 4, Esis
2. Buku-buku lain yang relevan
3. Alat peraga

Penilaian:

- a. Teknik: Tes unjuk kerja
- b. Bentuk: Uji petik membaca nyaring
- c. Contoh instrumen:

Read the alphabets aloud.

A	B	C	D	E	F	G	H	I	J	K
L	M	N	O	P	Q	R	S	T	U	V
W	X	Y	Z							

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
<ul style="list-style-type: none"> ▪ Melafalkan alfabet, kata, frasa, dan kalimat dengan baik dan benar ▪ Membaca alfabet, kata, frasa, dan kalimat dengan intonasi yang benar 	<ul style="list-style-type: none"> ▪ Tes unjuk kerja 	<ul style="list-style-type: none"> ▪ Uji petik membaca nyaring 	<p><i>Read all the sentences loudly and carefully.</i></p> <p><i>My name is Rudi.</i></p> <p><i>Can you spell your name, please?</i></p> <p><i>R – U – D – I</i></p>

▪ Membaca nyaring dengan baik dan benar	▪ Observasi	▪ Lembar observasi	<i>How do you spell your name?</i> <i>P - A - U - L</i>
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FORMAT KRITERIA PENILAIAN



PRODUK (HASIL DISKUSI)

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1



PERFORMANSI

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1



LEMBAR PENILAIAN

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							

10.							
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CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

✍ Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

**Mengetahui
Kepala Sekolah**

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Guru Mapel Bahasa Inggris

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

NAMA SEKOLAH	:	_____
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	IV/1
Standar Kompetensi	:	3. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas
Kompetensi Dasar	:	3.2 Memahami kalimat dan pesan tertulis sangat sederhana
Alokasi Waktu	:	2 x 35 menit
Tujuan Pembelajaran**	:	1. Siswa dapat mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana 2. Siswa dapat mengidentifikasi berbagai informasi dalam pesan tertulis sangat sederhana

Karakter siswa yang diharapkan : Dapat dipercaya (*Trustworthines*)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

Metode Pembelajaran	:	1. Siswa mengidentifikasi informasi dalam kalimat-kalimat sangat sederhana 2. Siswa mengidentifikasi informasi yang terdapat dalam pesan tertulis 3. Siswa melakukan tanya jawab dengan guru mengenai bacaan yang sedang dibahas
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Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru bertanya pada siswa mengenai hal yang berkaitan dengan topik bacaan. Sebagai contoh: guru bertanya apakah siswa memiliki saudara ketika akan membahas bacaan mengenai anak yang menceritakan saudara laki-lakinya.
- Guru mengajak siswa mengingat kembali kosakata-kosakata yang berkaitan dengan topik bacaan.

2. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Siswa dapat mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Guru membagi siswa dalam kelompok-kelompok yang terdiri dari tiga siswa dalam setiap kelompoknya.
- ☞ Siswa membaca teks secara individual.
- ☞ Setelah selesai membaca, guru meminta siswa bersama-sama dengan teman satu kelompoknya melengkapi informasi berdasarkan teks.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru memeriksa hasil pekerjaan kelompok siswa dan membahasnya secara bersama-sama.
- ☞ Guru mengaitkan apa yang dibaca siswa dengan kehidupan nyata siswa, misalnya: guru meminta siswa menceritakan hobi dan kegemaran saudara mereka di depan kelas.

Alat/Sumber Belajar:

1. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 4, Esis
2. Buku-buku lain yang relevan

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
<ul style="list-style-type: none"> ▪ Mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana ▪ Mengidentifikasi berbagai informasi dalam pesan tertulis sangat sederhana 	Tes unjuk kerja	Tes identifikasi gambar berdasarkan informasi yang ada dalam kalimat-kalimat sangat sederhana dalam teks	<p><i>Complete the blanks next to the pictures according to the text.</i></p> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 10px auto; text-align: center;">(gambar)</div> <p><i>His name is _____</i></p> <p><i>His hobby is _____</i></p> <p><i>He practices _____</i></p>

FORMAT KRITERIA PENILAIAN

PRODUK (HASIL DISKUSI)

No.	Aspek	Kriteria	Skor
1.	Konsep	<ul style="list-style-type: none"> * semua benar * sebagian besar benar * sebagian kecil benar * semua salah 	<p>4</p> <p>3</p> <p>2</p> <p>1</p>

**PERFORMANSI**

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1

**LEMBAR PENILAIAN**

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

✎ Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

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**Mengetahui
Kepala Sekolah**

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NIP :

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

NAMA SEKOLAH	:	_____
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	IV/1
Standar Kompetensi	:	4. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas
Kompetensi Dasar	:	4.1 Mengeja ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan kata, frasa, dan kalimat sangat sederhana
Alokasi Waktu	:	4 x 35 menit
Tujuan Pembelajaran**	:	Siswa dapat mengeja ujaran bahasa Inggris dengan ejaan yang benar
Karakter siswa yang diharapkan :		Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)
Metode Pembelajaran	:	Siswa mengeja ujaran bahasa Inggris sangat sederhana

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru bertanya pada siswa mengenai hal yang berkaitan dengan topik bahasan. Sebagai contoh: guru bertanya ujaran-ujaran yang siswa tahu ketika menyapa seseorang dalam bahasa Inggris.
- Guru mengajak siswa mengingat kembali ujaran-ujaran yang berkaitan dengan topik bahasan.

2. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Siswa dapat mengeja ujaran bahasa Inggris dengan ejaan yang benar

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Guru meminta siswa mengerjakan latihan mengisi titik-titik yang kosong dalam dialog-dialog.
- ☞ Siswa dapat melakukan kegiatan ini secara individual atau berpasangan.
- ☞ Pada saat siswa melakukan kegiatan ini, guru mengitari siswa dan melihat apakah setiap siswa sudah menulis dengan ejaan yang benar.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa

- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru membahas hasil pekerjaan siswa bersama-sama.
- ☞ Sebagai latihan tambahan, guru dapat memanggil siswa secara acak dan meminta siswa menulis ujaran-ujaran yang berkaitan dengan topik bahasan berdasarkan apa yang guru ucapkan di papan tulis.
- ☞ Guru mengingatkan siswa kembali mengenai ejaan yang benar yang berkaitan dengan ujaran yang dipelajari siswa.

Alat/Sumber Belajar:

1. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 4, Esis
2. Buku-buku lain yang relevan
3. Alat peraga yang berkaitan dengan materi ajar

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Mengeja ujaran bahasa Inggris dengan ejaan yang benar	Tes tulis	Menulis ujaran bahasa Inggris dengan ejaan yang benar	<p><i>Fill in the blanks with the correct expressions.</i></p> <p>A: <i>Hello, how are you?</i></p> <p>B: <i>I'm fine, thank you.</i></p> <p>_____?</p> <p>A: <i>I'm fine too.</i></p>

FORMAT KRITERIA PENILAIAN



PRODUK (HASIL DISKUSI)

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1



PERFORMANSI

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1

2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1



LEMBAR PENILAIAN

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

✎ Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

**Mengetahui
Kepala Sekolah**

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Guru Mapel Bahasa Inggris

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NIP :

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NIP :

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

NAMA SEKOLAH	:	_____
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	IV/1
Standar Kompetensi	:	4. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas
Kompetensi Dasar	:	4.2 Menyalin tulisan bahasa Inggris sangat sederhana secara tepat dan berterima seperti: ucapan selamat dan pesan tertulis
Alokasi Waktu	:	4 x 35 menit
Tujuan Pembelajaran**	:	Siswa dapat menyalin tulisan bahasa Inggris sangat sederhana dengan benar
Karakter siswa yang diharapkan :		Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)
Metode Pembelajaran	:	Siswa menyalin tulisan bahasa Inggris sangat sederhana

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari
- Guru dapat meminta siswa untuk menyebutkan ujaran-ujaran yang biasa dipakai dalam situasi-situasi yang disajikan dalam buku. Sebagai contoh, jika bab yang sedang dibahas mengangkat topik *introduction*, guru bertanya pada siswa bagaimana cara mereka memperkenalkan diri dalam bahasa Inggris.

2. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Siswa dapat menyalin tulisan bahasa Inggris sangat sederhana dengan benar

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Guru meminta siswa mengerjakan latihan menyalin dan menulis pesan kepada temannya.
- ☞ Siswa dapat melakukan kegiatan ini secara individual atau berpasangan.
- ☞ Pada saat melakukan kegiatan ini, guru mengitari siswa dan melihat apakah siswa sudah menulis dengan benar.
- ☞ Siswa juga diminta untuk mengerjakan latihan menyusun kata-kata menjadi kalimat yang benar
- ☞ Siswa dapat melakukan kegiatan ini secara individual

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru membahas hasil pekerjaan siswa bersama-sama.
- ☞ Sebagai latihan tambahan, guru dapat memanggil siswa secara acak dan meminta mereka untuk membacakan pesan yang telah mereka tulis di depan kelas.

Alat/Sumber Belajar:

1. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 4, Esis
2. Buku-buku lain yang relevan
3. Alat peraga yang berkaitan dengan materi ajar

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Menyalin tulisan bahasa Inggris sangat sederhana dengan benar	Tes tulis	<ul style="list-style-type: none">• Menulis pesan tertulis • Menyusun kata-kata bahasa Inggris menjadi kalimat yang benar	<i>Write a message to your friend telling about yourself.</i> <i>(terdapat contoh pesan yang dapat disalin siswa)</i> <i>Rearrange the words into good sentences.</i> <i>you-to-Nice-meet.</i> <i>Susan-am-I.</i> <i>name-is-your-What?</i>

FORMAT KRITERIA PENILAIAN

PRODUK (HASIL DISKUSI)

No.	Aspek	Kriteria	Skor
1.	Konsep	<ul style="list-style-type: none">* semua benar* sebagian besar benar* sebagian kecil benar* semua salah	4 3 2 1

PERFORMANSI

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1

 **LEMBAR PENILAIAN**

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

✎ Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

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Mengetahui
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NIP :

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NIP :

Pre-test

RESEARCH INSTRUMENT OF TEACHING WRITING RECOUNT TEXT ABILITY

A. Pengantar

1. Instrumen ini bertujuan untuk menjanging data siswa tentang pembelajaran teks recount. Oleh sebab itu, jawablah sesuai kemampuan anda.
2. Jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.
3. Jawaban anda akan dijaga kerahasiaannya.

B. Petunjuk

1. Bacalah pertanyaan berikut ini dengan seksama.
2. Jawablah pertanyaan dengan jawaban yang tepat.
3. Apabila pertanyaan kurang jelas tanyakan langsung kepada pengawas.
4. Waktu yang tersedia 60 menit.

Nama :

Kelas :

Soal!

Answer those questions by following the rules of writing!

A visit to a sheep property

Last holidays I visited a sheep property. I helped in the shearing sheds and in the yards. On the first day the Merino wethers were crutched. I helped by sweeping up after the rouseabout picked up the wool pieces. Shearers start early (at 7.30 am). After lunch, we started shearing the lambs. There were more than 400 so we didn't finish until the next day. Once again I was sweeping and picking up dags. I was tired by the end of the day in the shed but our work wasn't finished. We all had to help to get the wethers and lambs back into the paddocks. As well, we had to get a mob of ewes and their lambs into the yards for shearing the next day. Then it was time for tea (that's what my nanna calls dinner). This was a very long day but I enjoyed it a lot.

1. Analyse the generic structure of recount text above!
2. Conclude the text above by using your own in good writing!
3. What language feature does use in the text above?
4. What is generic structre?
5. Why do you say the above text become recount text?

Appendix 6

Recapitulation Data of Teaching Writing Recount Text by Using Group Investigation Strategy at the Tenth Grade Students of SMK Negeri 1 Batang Angkola

No	Initial Name	1							2							3							4	Total
		Identifying Orientation							Identifying Event							Identifying Reorientation								
1.	TA	0	5	5	0	5	5	5	0	5	5	5	5	5	5	5	5	5	0	5	5	80		
2.	NM	5	5	5	5	0	5	5	5	5	0	5	5	5	5	0	5	5	5	0	5	85		
3.	FL	5	5	5	0	5	0	5	0	5	5	5	0	5	5	5	5	5	5	5	5	90		
4.	AL	0	5	0	5	5	5	0	5	5	0	5	5	5	5	5	5	5	5	5	5	90		
5.	MLK	5	5	5	5	5	5	5	5	5	5	0	5	0	5	0	5	0	5	0	80			
6.	RU	5	5	5	5	5	5	0	0	5	0	5	5	5	5	0	0	5	5	0	5	90		
7.	MK	5	0	5	0	5	0	5	5	5	0	5	0	0	5	5	0	5	5	5	5	90		
8.	MAH	5	5	0	5	0	5	5	0	5	5	0	5	5	5	0	5	5	0	0	5	70		
9.	IW	5	0	5	0	5	0	5	5	5	0	5	5	0	5	0	5	0	5	5	5	90		
10.	EN	0	5	0	5	5	0	5	5	5	0	5	5	5	0	5	5	0	0	5	5	65		
11.	MH	0	5	0	5	0	5	0	0	5	0	0	5	5	5	5	5	5	5	5	5	80		
12.	N	5	0	5	5	5	0	5	5	0	0	5	0	5	0	5	0	5	5	5	5	85		
13.	J	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	5	75		
14.	MA	0	5	0	5	5	0	5	5	0	5	0	5	5	0	5	5	5	0	5	5	80		
15.	EY	0	5	0	0	5	0	5	0	5	5	0	5	5	5	0	5	5	5	0	5	70		
16.	DHY	0	0	5	0	5	5	0	5	0	5	5	0	5	0	5	0	5	5	5	5	60		
17.	SA	0	0	5	0	0	0	5	0	5	0	5	5	0	5	5	0	5	5	5	5	60		
18.	UM	5	5	0	0	5	5	0	5	0	0	5	0	5	5	5	0	0	5	5	5	60		
19.	AK	5	5	0	0	5	5	5	5	0	5	0	5	5	0	5	5	0	0	5	0	55		
20.	LA	0	5	0	5	0	5	5	0	5	5	0	0	5	5	0	5	5	5	0	5	55		

21.	EL	5	0	0	5	0	5	5	5	0	0	5	5	0	0	5	0	5	0	5	5	80
22.	M	5	0	0	5	5	0	5	5	0	5	0	0	5	0	5	5	0	5	5	5	80
23.	MIF	5	5	5	0	5	5	0	0	5	5	0	5	5	0	5	5	5	5	5	5	80
24.	AG	5	5	5	0	5	0	5	0	0	5	0	5	0	5	0	5	5	5	5	5	75
25.	PP	5	5	5	0	5	5	5	0	5	0	5	0	5	5	0	5	5	0	5	0	75
26.	BR	5	5	0	5	0	5	0	5	5	5	0	5	5	5	5	0	5	0	5	0	65
27.	AN	5	0	5	0	5	5	0	5	5	0	5	5	5	0	5	5	0	5	5	5	70
28.	LW	0	5	5	5	0	5	5	0	5	0	5	0	0	5	0	5	5	5	5	5	75
29.	WH	5	0	5	0	5	0	5	5	5	5	5	5	5	5	0	5	5	0	5	5	80
30.	DM	5	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	80
31.	DA	5	0	5	0	5	5	0	5	0	5	0	5	5	0	5	0	5	0	5	0	80
32.	NJ	5	0	5	0	5	5	0	5	5	0	0	0	5	5	0	5	5	0	5	0	85
33.	YK	0	5	0	5	5	5	0	0	5	5	0	5	0	5	0	5	5	5	0	5	80
34.	DS	0	5	0	5	0	5	0	0	5	0	5	0	5	0	5	0	5	0	5	0	70
35.	HT	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	0	5	0	0	5	75
Total		955						895						630						2480		
Mean		66.31						53.2						35.7						70.85		

Appendix 7

Recapitulation Data of Teaching Writing Recount Text by Using Conventional Strategy at the Tenth Grade Students of SMK Negeri 1 Batang Angkola

No	Initial Name	1							2							3							4
		Identifying Orientation							Identifying Event							Identifying Reorientation							Total
1.	HH	0	5	5	0	5	5	5	0	5	5	5	5	5	5	5	5	5	0	5	5	80	
2.	KL	5	5	5	5	0	5	5	5	5	0	5	5	5	5	0	5	5	5	0	5	80	
3.	FR	5	5	5	0	5	0	5	0	5	5	5	5	0	5	5	5	5	5	5	5	80	
4.	AS	0	5	0	5	5	5	0	5	5	0	5	5	5	5	5	5	5	5	5	5	75	
5.	FR	5	5	5	5	5	5	5	5	5	5	5	0	5	0	5	0	5	0	5	0	70	
6.	PA	5	5	5	5	5	5	5	0	0	5	0	5	5	5	0	0	5	5	0	5	65	
7.	RW	5	0	5	0	5	0	5	5	5	0	5	0	0	5	5	0	5	5	5	5	65	
8.	HQI	5	5	0	5	0	5	5	0	5	5	0	5	5	5	0	5	5	0	0	5	65	
9.	TR	5	0	5	0	5	0	5	5	5	0	5	5	0	5	0	5	0	5	5	5	65	
10.	N	0	5	0	5	5	0	5	5	5	0	5	5	5	0	5	5	0	0	5	5	65	
11.	GL	0	5	0	5	0	5	0	0	5	0	0	5	5	5	5	5	5	5	5	5	65	
12.	WR	5	0	5	5	5	0	5	5	0	0	5	0	5	0	5	0	5	5	5	5	65	
13.	SD	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	5	65	
14.	LL	0	5	0	5	5	0	5	5	0	5	0	5	5	0	5	5	5	0	5	5	60	
15.	IJ	0	5	0	0	5	0	5	0	5	5	0	5	5	5	0	5	5	5	0	5	60	
16.	UHY	0	0	5	0	5	5	0	5	0	5	5	0	5	0	5	0	5	5	5	5	60	
17.	IG	0	0	5	0	0	0	5	0	5	0	5	5	0	5	5	0	5	5	5	5	60	
18.	JKU	5	5	0	0	5	5	0	5	0	0	5	0	5	5	5	0	0	5	5	5	60	
19.	YU	5	5	0	0	5	5	5	5	0	5	0	5	5	0	5	5	0	0	5	0	60	
20.	OMK	0	5	0	5	0	5	5	0	5	5	0	0	5	5	0	5	5	5	0	5	60	
21.	WRY	5	0	0	5	0	5	5	5	0	0	5	5	0	0	5	0	5	0	5	5	60	
22.	JBY	5	0	0	5	5	0	5	5	0	5	0	0	5	0	5	5	0	5	5	5	60	
23.	THM	5	5	5	0	5	5	0	0	5	5	0	5	5	0	5	5	5	5	5	5	60	

24.	KJ	5	5	5	0	5	0	5	0	0	5	0	5	0	5	0	5	5	5	5	5	60
25.	IP	5	5	5	0	5	5	5	0	5	0	5	0	5	5	0	5	5	0	5	0	55
26.	TG	5	5	0	5	0	5	0	5	5	5	0	5	5	5	5	0	5	0	5	0	55
27.	UIH	5	0	5	0	5	5	0	5	5	0	5	5	5	0	5	5	0	5	5	5	55
28.	KHU	0	5	5	5	0	5	5	0	5	0	5	0	0	5	0	5	5	5	5	5	55
29.	JHT	5	0	5	0	5	0	5	5	5	5	5	5	5	5	0	5	5	0	5	5	50
30.	LOP	5	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	50
31.	JT	5	0	5	0	5	5	0	5	0	5	0	5	5	0	5	0	5	0	5	0	50
32.	EK	5	0	5	0	5	5	0	5	5	0	0	0	5	5	0	5	5	0	5	0	50
33.	NO	0	5	0	5	5	5	0	0	5	5	0	5	0	5	0	5	5	5	0	5	50
34.	VUL	0	5	0	5	0	5	0	0	5	0	5	0	5	0	5	0	5	0	5	0	45
35.	KMB	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	0	5	0	0	5	45
Total		900						805						600						2395		
Mean		66.01						52.4						35.7						68.4		

No	Initial	1	2	3	4
		Identifying	Identifying Event	Identifying	

	Name	Orientation				Reorientation	Total
1.	TA	20	20	20	20	20	50
2.	NM	20	20	20	20	20	50
3.	FL	20	20	20	20	20	50
4.	AL	20	20	20	20	20	50
5.	MLK	20	20	20	20	20	55
6.	RU	20	20	20	20	20	55
7.	MK	20	20	20	20	20	55
8.	MAH	20	20	20	20	20	55
9.	IW	20	20	20	20	20	55
10.	EN	20	20	20	20	20	55
11.	MH	20	20	20	20	20	60
12.	N	20	20	20	20	20	60
13.	J	20	20	20	20	20	60
14.	MA	20	20	20	20	20	60
15.	EY	20	20	20	20	20	65
16.	DHY	20	20	20	20	20	65
17.	SA	20	20	20	20	20	65
18.	UM	20	20	20	20	20	70
19.	AK	20	20	20	20	20	70
20.	LA	20	20	20	20	20	70
21.	EL	20	20	20	20	20	70
22.	M	20	20	20	20	20	75
23.	MIF	20	20	20	20	20	75
24.	AG	20	20	20	20	20	75
25.	PP	20	20	20	20	20	75
26.	BR	20	20	20	20	20	80
27.	AN	20	20	20	20	20	80
28.	LW	20	20	20	20	20	80
29.	WH	20	20	20	20	20	85
30.	DM	20	20	20	20	20	85
31.	DA	20	20	20	20	20	80
32.	NJ	20	20	20	20	20	90
33.	YK	20	20	20	20	20	90
34.	DS	20	20	20	20	20	90
35.	HT	20	20	20	20	20	90
Total		610	620			410	2475
Mean		67.7	68.8			45.5	68.75

Rubrik Penilaian

Tata Bahasa

- 6 Hanya sedikit (jika ada) terlihat kesalahan tata bahasa atau urutan kata.
- 5 Beberapa kesalahan ketertiban tata bahasa atau kata yang tidak sesuai, yang mengganggu pemahaman
- 4 Kesalahan tata bahasa atau urutan kata yang cukup sering, sesekali membaca kembali diperlukan untuk pemahaman penuh
- 3 Kesalahan tata bahasa atau urutan kata yang cukup sering; upaya interpretasi kadang-kadang diperlukan pada bagian pembaca
- 2 Kesalahan tata bahasa atau urutan kata yang cukup sering, pembaca sering harus mengandalkan interpretasi sendiri
- 1 Kesalahan ketertiban tata bahasa atau kata begitu parah untuk membuat pemahaman yang tidak mungkin

Kosa Kata

- 6 Penggunaan kosa kata dan idiom jarang (jika sama sekali) dibedakan dari yang asli dari penulis berpendidikan
- 5 Terkadang menggunakan istilah yang tidak tepat atau bergantung pada belit; ekspresi ide hampir tidak terganggu
- 4 Menggunakan kata-kata yang salah atau tidak tepat cukup sering; ekspresi ide mungkin terbatas karena kosakata tidak memadai.
- 3 Kosa kata yang terbatas dan kesalahan sering jelas menghambat ekspresi ide.
- 2 Kosa kata yang terbatas dan begitu sering disalahgunakan bahwa pembaca sering harus bergantung pada interpretasi sendiri.
- 1 Keterbatasan kosakata sangat ekstrim untuk membuat pemahaman hampir tidak mungkin.

Mekanik

- 6 Sedikit (jika ada) terlihat penyimpangan dalam tanda baca atau ejaan.
- 5 Sesekali penyimpangan dalam punctuation atau ejaan yang tidak sesuai, yang mengganggu pemahaman.

- 4 Kesalahan dalam tanda baca atau ejaan yang cukup sering, sesekali membaca kembali diperlukan untuk pemahaman penuh.
- 3 Sering kesalahan dalam ejaan atau tanda baca; kadang-kadang menyebabkan ketidakjelasan.
- 2 Kesalahan dalam ejaan atau tanda baca sehingga pembaca sering harus bergantung pada interpretasi sendiri.
- 1 Kesalahan dalam ejaan atau tanda baca begitu parah untuk membuat pemahaman hampir tidak mungkin.

Kelancaran

- 6 Pilihan struktur dan kosa kata secara konsisten sesuai; seperti itu dari penulis asli berpendidikan.
- 5 Sesekali kurangnya konsistensi dalam pilihan struktur dan kosa kata yang tidak, yang merusak keseluruhan kasus komunikasi.
- 4 'tambal sulam', dengan beberapa struktur atau item kosakata terasa inappropriate dengangaya umum.
- 3 Struktur atau item kosa kata kadang-kadang bukan saja tidak tepat tapi juga disalahgunakan; akal komunikasi mudah.
- 2 Komunikasi sering terganggu dengan sepenuhnya ketidaktepatan atau disalahgunakan struktur atau item kosa kata.
- 1 Sebuah 'hotch-potch' setengah terpelajar disalahgunakan struktur dan kosakata komunikasi render hampir mustahil.

Bentuk (organisasi)

- 6 sangat terorganisir; kemajuan yang jelas ide juga terkait; seperti penulis asli berpendidikan.
- 5 Terorganisasi dengan baik material; link occasionally bisa lebih jelas dan komunikasi tidak terganggu.
- 4 Beberapa kurangnya organisasi; ulang bacaan wajib untuk klarifikasi ide.
- 3 Usaha sedikit atau tidak ada di konektivitas, meskipun pembaca dapat menyimpulkan beberapa organisasi.
- 2 Ide-ide individual mungkin jelas, tetapi sangat sulit untuk menyimpulkan hubungan antara mereka.
- 1 Kurangnya organisasi begitu parah sehingga komunikasi sangat terganggu.



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PADANGSIDIMPUAN
JURUSAN TARBIYAH
Email: stainpasid@yahoo.co.id

Alamat: Jl.Imam Bonjol Km. 4,5 Sihitang Padangsidimpuan Telp. (0634) 22080 Fax. (0634) 24022

Hal: **Data Penulisan Ijazah dan Akta IV**

Padangsidimpuan, Mei 2012
Kepada Yth:
Bapak Ketua STAIN
Padangsidimpuan
di -
Padangsidimpuan

Assalamu 'alaikum Wr.Wb

Di bawah ini saya cantumkan data untuk penulisan Ijazah S.Pd.I dan Akta IV agar dapat disesuaikan dengan Ijazah yang saya miliki sebelumnya yaitu:

Nama : **ENDANG SURYANTINA NASUTION**
NIM : 07 340 0080
Jurusan/Prog. Study : TARBIYAH/TBI-3
Judul Skripsi : **"THE EFFECT OF GROUP INVESTIGATION STRATEGY ON STUDENTS' WRITING RECOUNT TEXT ABILITY (A Study at the tenth Grade Students' of SMK Ngeri 1 Batang Angkola)"**

Demikian data ini saya perbuat atas perhatian Bapak saya ucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb

METERAI
TEMPEL

PADA KEMENTERIAN AGAMA

48F7BAAF000047364

ENAM RIBU RUPIAH

6000

DJP

Pemohon,



ENDANG SURYANTINA

NIM. 07 340 0080



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

Alamat : Jl.Imam Bonjol Km 4,5 Sihitang Telp (0634) 22080 Padangsidimpuan 22733
website:<http://stainpsp.ac.id>

Padangsidimpuan, 6 Februari 2012

Nomor :Sti.14/I.B4/PP.00.9/ 24/ 12012

Lamp. : -

Hal : **Mohon Bantuan Informasi
Penyelesaian Skripsi.**

Kepada Yth,
Kepala SMK Negeri 1
Batang Angkola
di-

Tempat.

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)
Padangsidimpuan menerangkan bahwa :

Nama : Endang Suryantina
Nomor induk mahasiswa : 07. 340 0080
Jurusan/prog.Studi : Tarbiyah/TBI
Alamat : Pintu Padang

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi
dengan Judul " **The Effect Of Using Group Investigation Strategy On Students
Writting Recount Text Ability (A Study At Grade X SMK Negeri 1 Batang
Angkola)** ".

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan
informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atās kerja sama yang baik diucapkan terima kasih.



Administrasi

Hasibuan, S. Ag
1231 198703 1 009



PEMERINTAH KABUPATEN TAPANULI SELATAN
DINAS PENDIDIKAN DAERAH
SMK NEGERI 1 BATANG ANGKOLA

JLN. MANDAILING NO 2 BENTENG HURABA Telp. (0634) 7363157

Email : smkn1_batangankola@yahoo.co.id

Kode Pos 22773

SURAT KETERANGAN

Nomor : 422/1164/2012

Yang bertanda tangan di bawah ini Kepala SMK Negeri 1 Batang Angkola, berdasarkan surat Sekolah Tinggi Agama Islam Negeri (STAIN) No : Sti.14/I.B4/PP.00.9/241/2012 tanggal 6 Februari 2012 perihal memohon Bantuan Informasi Penyelesaian skripsi menerangkan bahwa :

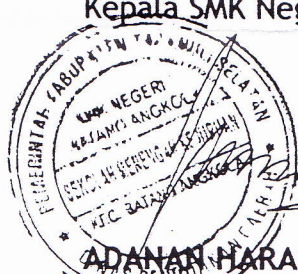
Nama : ENDANG SURYANTINA
NPM : 07.340 0080
Jurusan/ Prog. Studi : Tarbiyah/TBI
Alamat : Pintu Padang Kec. Batang Angkola
Kab. Tapanuli Selatan

Adalah benar telah melaksanakan Riset/Pengumpulan data di SMK Negeri 1 Batang Angkola untuk keperluan penyusunan skripsi dengan judul "The Effect Of Using Group Investigation Strategy On Students Writing Recount Text Ability (A Study At Grade X SMK Negeri 1 Batang Angkola)".

Demikian surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Benteng Huraba, 03 Mei 2012

Kepala SMK Negeri 1 Batang Angkola



ADANAN HARAHAP, S.Pd

Pembina

NIP. 19680328 199801 1 001



SEKOLAH TINGGI AGAMA ISLAM NEGERI

PADANGSIDIMPUAN

Sekretariat : Jl.Imam Bonjol Km.4,5 Sihitang, Telp.0634-240022 Padangsidimpuan 22733

Nomor: Sti.14/USB/P 22/2010

Lamp:

Hal :Pembimbing skripsi

Padangsidimpuan, Desember 2011

Kepada Yth;

Bapak/ibu:

1. Rayendriani Fahmei Lubis M.Ag
2. Sojuangon Rambe, SS., M.Pd.

Di _

Padangsidimpuan

Assalamu'Alaikum Wr.Wb.

Dengan hormat, disampaikan kepada Bapak/ Ibu bahwa berdasarkan hasil sidang Tim Pengkajian kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut dibawah ini sebagai berikut:

Nama/ NIM : Endang Suryani Nasution/07.340 0080

Jurusan/ Prodi : Tarbiyah/ Tadris Bahasa Inggris-3

Judul skripsi : **THE EFFECT OF USING GROUP INVESTIGATION STRATEGY ON STUDENTS' WRITING RECOUNT TEXT ABILITY (A STUDY AT GRADE X SMK 1 BATANG ANGKOLA.**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/ Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerja sama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

KETUA PRODI BAHASA INGGRIS

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