

**THE EFFECTIVENESS OF COOPERATIVE LEARNING
METHOD ON STUDENTS' WRITING SKILL OF RECOUNT
TEXT AT VIIITH GRADE OF MTS NEGERI 3 CILACAP**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H Saifuddin Zuhri Purwokerto as the Requirement for
Writing an Undergraduate Thesis**

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Wassalamu'alaikum Warahmatullahi Wabarakatuh

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STUDENTS' WRITING SKILL OF RECOUNT TEXT AT VIIITH GRADE OF
MTS NEGERI 3 CILACAP**

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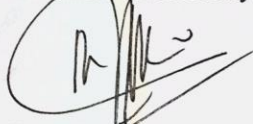
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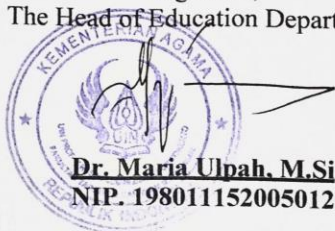
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**THE EFFECTIVENESS OF COOPERATIVE LEARNING METHOD ON
STUDENTS' WRITING SKILL OF RECOUNT TEXT AT VIIITH GRADE OF
MTS NEGERI 3 CILACAP**

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Abstract: Mastering writing skill is very important for students. In fact, every students and teachers at writing class might have their own difficulties. However, there were some students who have difficulties to make good text. Then the teacher also confused how to make students give their attention in writing class and understand how to make good text. Actually, to have an effective teaching learning process, a variety of teaching writing method are needed. One of the appropriate methods that can be used in teaching writing is Cooperative Learning method. Because it offers the students to express their idea and understand the material easily. This research used quantitative method. The goal of this study is to find out the significance difference of students' achievement in the improvement of students' writing ability between those who were taught by using conventional method and those who were taught by using Cooperative Learning method. The data were collected through writing test. T-test formula was applied to determine whether or not there was significant difference between the means of score of the experimental and control class. In the pre-test, the mean of experiment class score was 41.81 and control class score was 41.71. It means that they have low score and same ability. The average score of the experimental class, which served as the study's outcome was 79.00, greater than the result of control class that is 63.09. It can be conclude that teaching recount text to the students through cooperative learning method was very effective and increase students writing skill.

Keywords: *Cooperative learning Method; Writing Skill; Recount Text*

MOTTO

“Indeed, with hardship (will be) ease.”

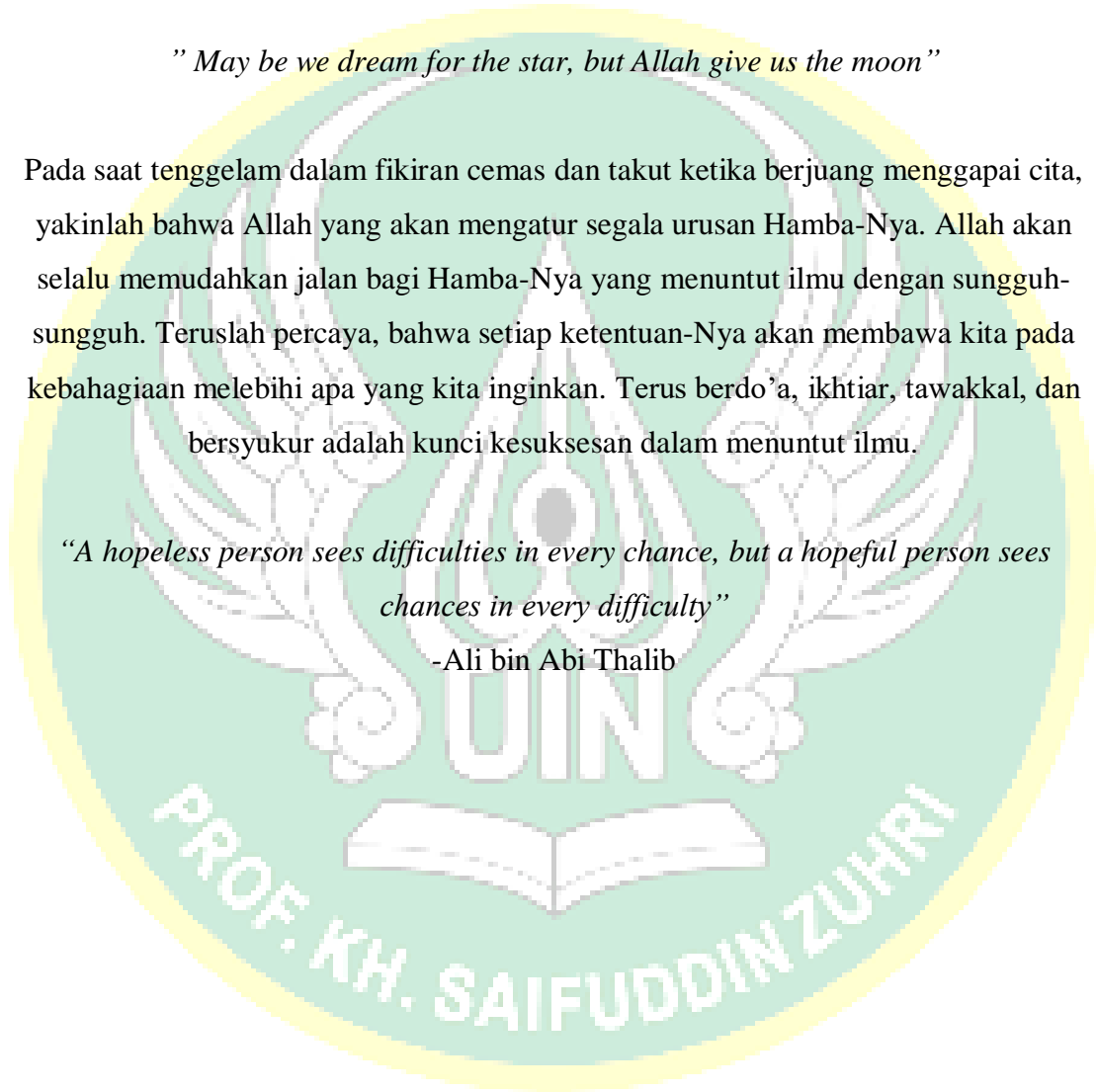
-Q.S Al-Insyirah verse 6

” May be we dream for the star, but Allah give us the moon”

Pada saat tenggelam dalam pikiran cemas dan takut ketika berjuang menggapai cita, yakinlah bahwa Allah yang akan mengatur segala urusan Hamba-Nya. Allah akan selalu memudahkan jalan bagi Hamba-Nya yang menuntut ilmu dengan sungguh-sungguh. Teruslah percaya, bahwa setiap ketentuan-Nya akan membawa kita pada kebahagiaan melebihi apa yang kita inginkan. Terus berdo'a, ikhtiar, tawakkal, dan bersyukur adalah kunci kesuksesan dalam menuntut ilmu.

“A hopeless person sees difficulties in every chance, but a hopeful person sees chances in every difficulty”

-Ali bin Abi Thalib



DEDICATION

I dedicate this thesis to:

My precious parents, Alm. Imam Sofyan and Nur Janah

My precious stepfather, Wagiyo

My lovely brother, Ari Saputra

My lovely aunty, Siti Hotipah and Siti Rofi'ah

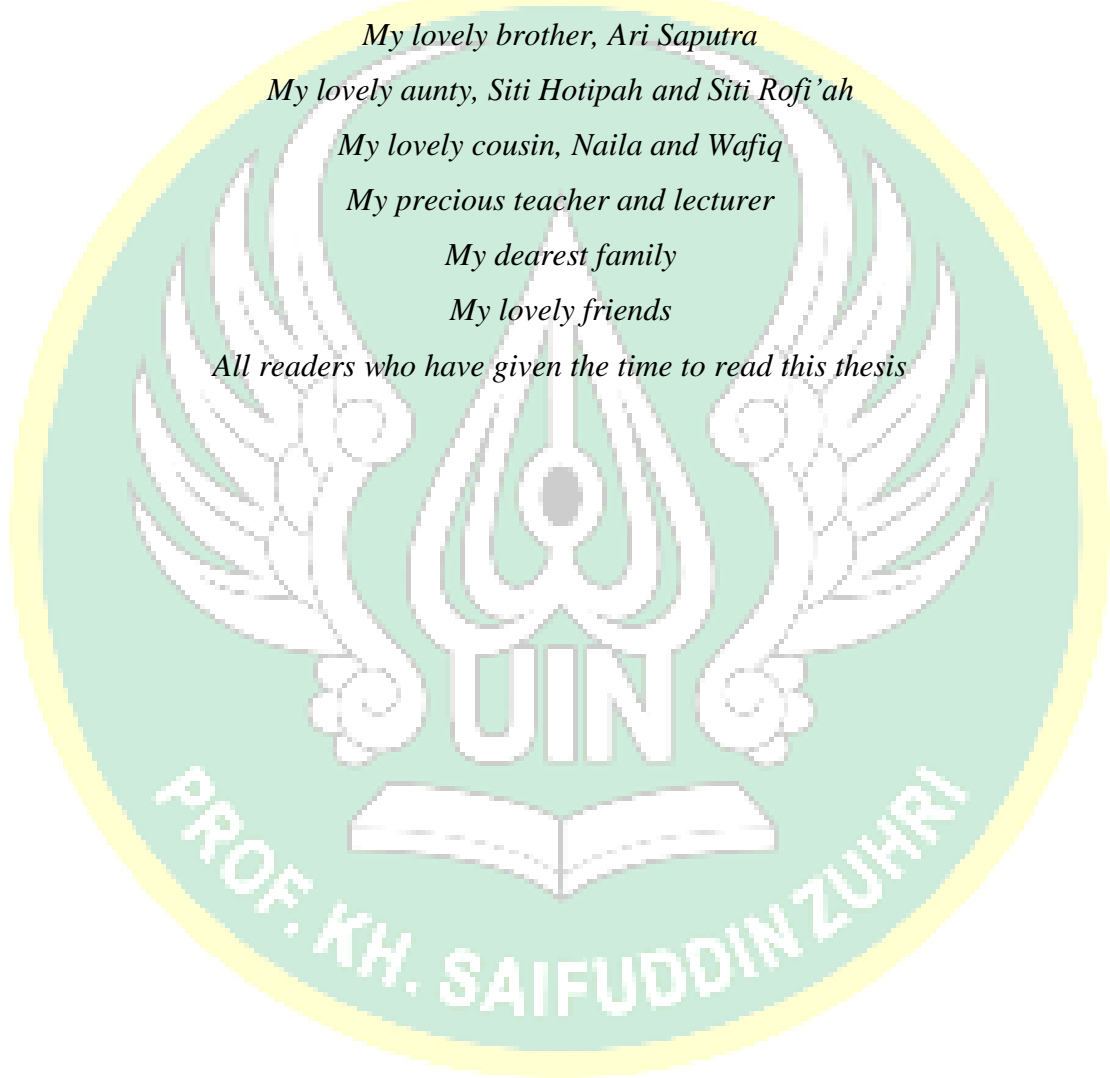
My lovely cousin, Naila and Wafiq

My precious teacher and lecturer

My dearest family

My lovely friends

All readers who have given the time to read this thesis



PREFACE

In the name of Allah, may praise always be to Allah SWT, for blessing me with his mercy and guidance to finish this thesis entitled “The Effectiveness of Cooperative Learning Method on Students’ Writing Skill of Recount Text at VIIIth Grade of MTs Negeri 3 Cilacap”. This thesis presented as partial fulfillment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto. The writer would like to express the deep gratitude and appreciation to:

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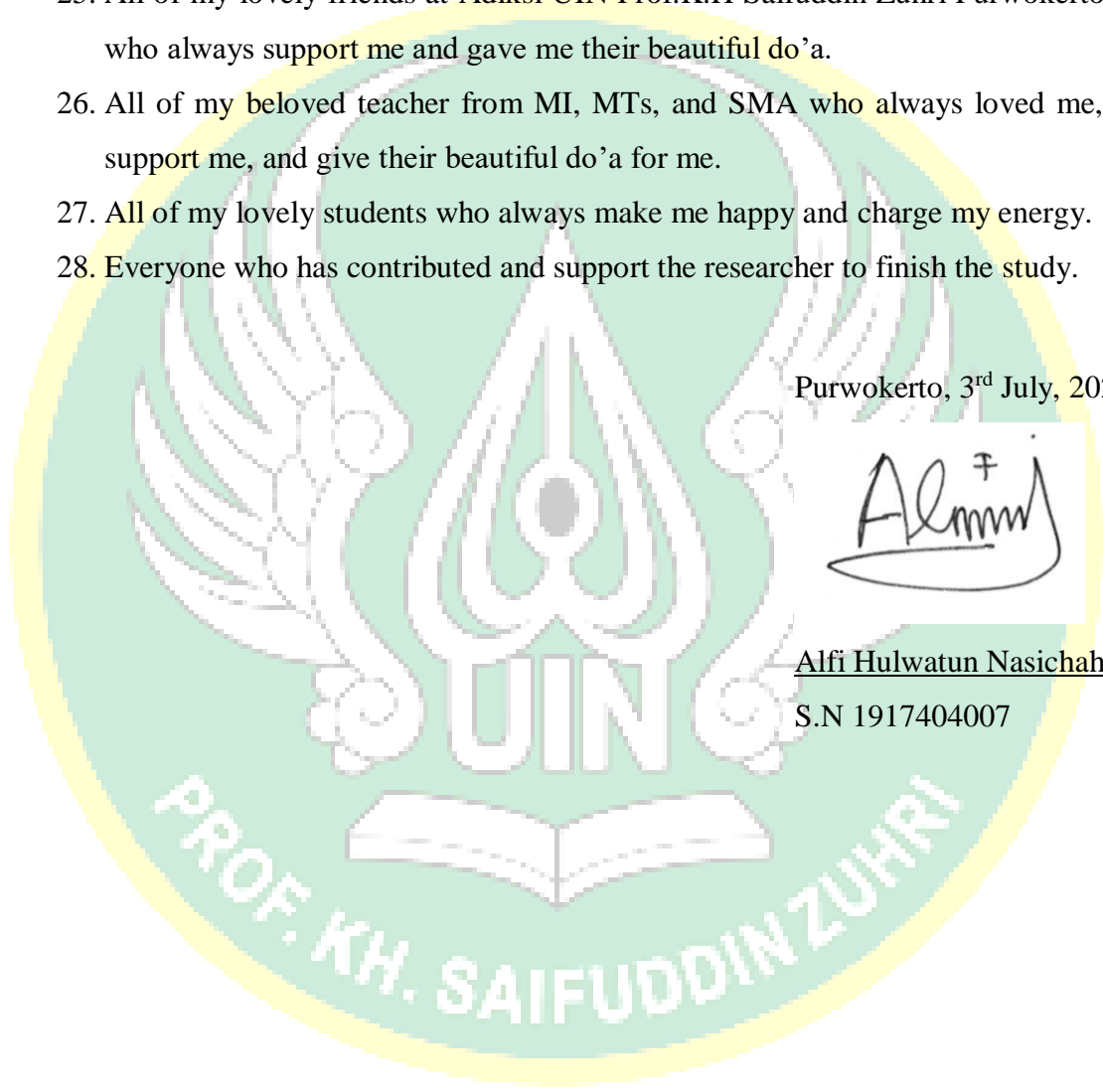


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CHAPTER I

INTRODUCTION

A. Background of the study

Writing can be widely defined from several perspectives. In the language learners' perspective, writing can be classified as productive skills besides speaking. According to Zamel (1987), Writing is a process through which meaning created. The act of writing generates ideas and it is away to explore one's feeling and thoughts. Weigle (2002) define writing as an act that takes place within a context that accomplishes a particular purpose and that is appropriately shaped for its intended audience. Raofi et al (2014) argued when it comes to the academic realm, writing is one of the critical abilities that must be learned in order to complete the requirements of the academic component and accumulate information. For students, writing is crucial material that must be taught, especially in English course. Students must be able to write, which is it was a fundamental ability. In the real world, writing skill not only effect in academic purpose, but also it used in every area of daily job, such as when they have to creating essays, papers, resumes, and other documents.

Disra et al (2018) stated that writing is a technique to express someone's thoughts, feelings, and opinions. Actually, students are expected to fully develop their formal writing abilities in secondary school. Writing is a blend of information and emotion, it is well known that writing abilities are among the hardest and most challenging for both students and teachers (Cer, 2019; Lv & Chen, 2010). This mindset made the students unwilling to absorb the lesson in writing. In order to build phrases, sentences, and paragraphs depending on their issue in writing, they truly need to develop their title and the main idea first. If the teacher want their students master writing skill, they must use a variety of teaching method. Because the students' treasury needs to be sufficient in order to produce quality writing. Writing is a very difficult task because it requires many different sectors to be mastering, such

as grammar, vocabulary, and much idea. To generate pupils with excellent writing skills, however seems to be an onerous challenge for teachers, therefore teaching writing is not as simple as some people said (Qismullah, 2019).

In the actual world of school, students are frequently taught using the traditional technique. It causes boredom to the students. Then, of course they will not be attentive to their teacher. According to Jones (1994), there are certain skills that college students should possess in writing, such as audience awareness, which means that students should be able to create a representation of their potential., the purpose of the writing that will be discussed, then pre-writing activity, which means that students should be able to discuss and clarify what they want to say, organizing the structure of students' writing, drafting, which means that students should correct their grammar errors then the last they must collaborating and revising.

The majority of students believe that try to being able write is extremely challenging and complex. One of that cases happened at Mts Negeri 3 Cilacap. They frequently struggle to come up with ideas, reluctant to write lengthy, and lack inspiration. Because of that, the students' score both in their daily exercise and examination were low. Another reason why students did not want to do writing exercises is because writing takes a long time, which can makes bored teaching learning process situation. It is consistent with Rahmatunisa's assertion in Rosiana & Yasmin (2017) that writing is one of the most challenging skills for Indonesian students because it involves a lengthy process that includes planning, drafting, redrafting, editing, and re-planning. According to Richards and Renandya in Wibowo (2013), who agreed with the previous statement, writing is one of the skill that the second or foreign language learners find as the most difficult skill to be master.

Teachers must use an engaging teaching method to engage students, make them feel at ease, and help them comprehend the material. Because teaching writing have some steps that student should master before writing a text (Disra et al, 2018). According to Gerlach and Ely (1980), in order to attain the terminal behavior, active

teachers must prepare to choose which of the various strategies that will be the most well-organized. Additionally, it also must concerns on how to motivate students to complete the exercise. Because do it continuously is crucial. Elbow (1998) claimed that practicing free writing regularly is the best approach to improve one's writing ability.

Cooperative learning is one of the most effective methods for teaching writing to accomplish the course's ultimate goal. According to Johnson (1975), the use of cooperative learning techniques encourages collaboration among students with varying ability levels. Additionally, it encourages better communication, greater acceptance, and the development of a wider range of thinking techniques among group members. According to Vygotsky (1978), cooperative learning approach is the way of teaching in which the various of students' intellectual abilities are urged to collaborate to solve learning difficulties. By requiring the students to work in groups rather than individually, it will enhance their intellectual development. Additionally, according to Bruner (1985), the cooperative learning technique is a method of instruction in which the pupils are divided into small groups according to their levels of academic proficiency. Then according to Kagan & Miguel (2010) cooperative learning is the most effecient educational innovation for addressing a variety of issues that we encountered in both our school and society. Then in this method, the students may share their information, knowledge, and opinions, so it can help students to have critical thinking. Therefore, the assimilation both external knowledge ang critical thinking skills of the students is made possible by the peer-support network.

The issue of cooperative learning method for English have been conducted in several previous research which agree that cooperative learning method is effective method to improve students' writing skill (Ammaria et al, 2023; Sholihah and Agustina, 2023; Jaudu and Sofian, 2022). The similarity between this research and those researches finding is the use of Cooperative Learning method to improve students writing skill. The difference between this research and those research is the

subject that researcher use and this research implement not only one strategy of cooperative learning, but this research used three strategy.

From the explanation above, it might draw the conclusion that Indonesian students require some simple method to boost the students' self-assurance and enjoyment of the teaching learning process. The students' desire to write can be impacted by how comfortable they feel. Many students are reluctant to write anything in English because of inappropriate teaching method. Therefore, the instructor should use a suitable writing style when teaching writing. It is consistent with Cantrikawaty (2018) who argued that it is crucial for teachers to find solutions since writing is one of the ways that students can communicate their ideas and opinions. One of the best writing teaching methods that can be employed in writing classes according to some researchers is Cooperative Learning method. Therefore, the writer found the importance to conduct a research entitled "The Effectiveness of Cooperative Learning Method on Students' Writing Skill of Recount Text at VIIIth Grade of MTS Negeri 3 Cilacap".

B. Conceptual Definition

1. Writing skill.

Writing is used in written form, it is a skill that is used to communicate indirectly, without face-to-face interaction. Writing is the exchange of words from one's thoughts, feelings, and perceptions. According to Brown (2001), writing is a process that the person tries to integrate their ability to think critically with their ability to express themselves in writing. Writing is a complex activity that involves thinking, arranging, reconsidering, and restructuring. Boardman (2002) indicates that the process of processing and constructing phrases in written language is a complex one for the writer. In other words, writing is the capacity of a person to develop an idea and convey it through a written composition.

Composition proficiency is a difficult action in producing a quality writing (Cakrawati, 2012). The intricate process is broken down into phases, much like writing steps. It means that writing capability can be defined as the writer's stages to write what they want to write. For writers, to become good writers, they must have mastered the art of writing. According to McLever in Cakrawati (2012), Writing ability is a cyclical process, which means students revise as they go along and regularly switch between phases. Students should then acquire invention and discovery skills, and teachers should assist students in creating content and determining their purpose. It suggests that writing ability is a process that students go through as they write, edit, or even rewrite their ideas. They must follow the steps in the writing process for their arrangement to be effective and relevant to the subject. In order to achieve the goal of writing proficiency, the teacher will lead them to write effectively.

2. Cooperative Learning Method

According to Kagan & Miguel (2010), cooperative learning is a type of instruction which is the student collaborate in small and heterogeneous to accomplish a common objective. They collaborate to learn and have responsibility both for their own and their teammate's progress. According to Sothara (2009), cooperative learning defined as teaching methods that give students the chance to learn in small groups. Students engage in cooperative learning when they study in groups which have been designed and need cooperation from all members in order to succeed. Student-centered learning is other definition of cooperative learning. In this method, using an instructional strategy that is facilitated by the instructor, a small group of students is in charge of both their own learning and the learning of all group members.

Lam (2013) made the case that students should interact with one another in the same group in order to learn and apply a subject matter's component in order to solve a problem, carry out a task, or accomplish a goal. As previously has mentioned,

cooperative learning can aid students in their writing product, because while participating in cooperative learning activities, each team member is liable for both their own learning and their teammates, which fosters a sense of accomplishment. Students work on the assignment until each group member is able to comprehend it and finish it.

3. Recount Text

As stated by Ken-Hyland (2003) Recount text is telling what happened. According to Watkins (2006), Recount is a sequential texts that do little more than sequence a series of events. Recount text serves as entertainment by recounting a former incident or occurrence. Tubbs (2008) said that recount text is a text which reconstructs events, experience, and achievement from the past in the logical sequence. Then Anderson (1997) said that Recount are used is most subjects to show memory of a series of events as in account of a science excursion, everyday life in another time of culture. Personal letter to friends are often recounts of experience.

C. Research Question

Based on the background of the study above, the research question of this research is; Is there any significant effect of Cooperative Learning method on students' writing skill of recount text at MTs Negeri 3 Cilacap?

D. Objective of the research

The objective of this research is to analyze whether or not there is significant effect of Cooperative Learning method on students' writing skill of recount text at MTs Negeri 3 Cilacap.

E. Significance of the Research

The research's significance was broken down into two categories that are theoretical significance and practical significance. The outcome of this study

theoretically is it was provided new insight into the value of how important the effective teaching method for writing. Then there were four practical implications that the author anticipated, which the writer hope it can be used as the criticism to improve students' English writing skills through the cooperative learning method.

1) The teacher,

The findings of the study may be helpful to teachers in their efforts to assist students more actively in the learning process. The teacher should then gain a better understanding of how to apply the Cooperative Learning Method to enhance students' writing proficiency. Then the teacher can get the new insight, knowledge, and inspiration about how to use the Cooperative Learning Method to enhance students' writing proficiency.

2) The students

The outcome of the study that the researcher predict is it can be used to motivate the students in enlightening the students' writing mastery, and raise the students' curiosity in writing. From practical point of view, the use of Cooperative Learning Method was expected can be valuable method to help the students' to have enjoyable feeling while writing. So, the students will be more understand and have new mindset that writing in English is not difficult as what they have thought and it can build the students' mindset how important mastering writing skill is.

3) For the next researcher

Actually this research might not be perfect yet, the researcher hope it can be good information to the next researchers to be better researcher and they can fulfill the weakness of this research. So that, the next researcher can give better result of the research and founding the new method in teaching writing which will give the contribution in education field especially in English language teaching learning process to enhance students writing skill.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Cooperative Learning

a) Definition of Cooperative Learning

In Indonesian school, there are 35 to 40 students in each of the class. Students study in groups alongside their classmates in the classroom. Today, one of the difficulties in teaching learning process is the big amount of the students. Teachers are obliged to conduct lessons in a way that encourages cooperative learning among students. Part of broader teaching strategy is well-known as cooperative language learning (CLL). The term "Cooperative Learning" refers to a teaching strategy that makes the most of the students do cooperative activities that involving pairs and small groups of students. According to Jack and Theodore (2001), Cooperative Learning is a type of group learning that is structured, so that the learning process depends on the socially that structured exchange of information among the learners in groups. Each learner is responsible for their own-learning process and it is encouraged them to help others do same thing.

b) Kind of Cooperative Learning

There are numerous approaches usually referred as structures that the teacher can utilize to integrate something into their teaching and learning process. Different skills are enhanced by the various cooperative learning methods. Some examples of cooperative learning methods are listed below:

A. Jigsaw

A teacher can easily employ a few frameworks to promote cooperative learning. Jigsaw is the initial structure. One of the methods that has been

utilized most frequently in classrooms is the jigsaw. Nunan (2004) stated that Jigsaw is a method utilized in cooperative learning settings. This method is applied in a classroom with a diverse group of students in terms of their race, skin tone, etc. It is employed to encourage communication and cooperation among the students during the lesson. Students are divided into two groups: the expert group and the home group. The pupils are given a different topic to discuss in home groups. When it is discovered, they depart from their original group and join an expert group to study the content based on the initially allocated subject. After that, students are free to go back to their home group, where each student is responsible for leading a lesson on the subject that has been allocated to them. It implies that jigsaw is a method that requires students to work together despite disparities in gender, skin tone, etc.

B. Think-Pair-Share (TPS)

Using the Think-Pair-Share method, make the students can answer questions or solve problems silently. According to Lyman (2005), the Think-Pair-Share (TPS) technique entails three stages of learning to thinking, pairing, and sharing. It places emphasis on the students' responsibilities at each stage.

C. Three-Steps Interview

According to Lyman (2005), a three-step interview is a method where students are required to interview one another in order to get a variety of thoughts. Every number in a team picks a different number to be their companion. Students interview their partners in the first step by asking clarifying questions. In the following phase, partners switch places. Then the members share their partners' responses with the team as the last step.

D. Student Team Achievement Division (STAD)

One of the simplest methods is called Students Team Achievement Division (STAD), and it is an excellent strategy for teaching students (Slavin, 1995). Each group member in STAD exhibits heterogeneity. Heterogenic learning

groups consist of four to five students and they are diverse in terms of ability level, gender, and ethnicity. Slavin (2007) stated that the Student Team Achievement Division (STAD) method involves dividing the class into more manageable groups. After a lesson is taught to the class as a whole, a test is given. Based on how well their team performs, the students will be graded. At first, the students also advised to work together despite the fact that after that, the tests must be done individually in order to improve the overall performance of the class.

E. Number Heads Together

Numbered Heads Together (NHT) is one of the cooperative learning methods. In this method, it involves students numbering and the students must be able to digest the information, communicate, think critically, understand the material, and assess the prior knowledge. As stated by Huda (2013), Numbered Heads Together's (NHT) goal is to provide the students' chance to express their thoughts and think about the right response and encourage the students to collaborate. In this method, students collaborate in groups to solve problems or give the respond to the teachers' question. This method also make sure that every participant is aware to give the solution.

c) The Implementation of Cooperative Learning

According to Jacobs and Hall (2002), there are some steps to implement the cooperative learning method. The four steps are:

1. Each pupil in a team consist of two until four people.
2. A question is posed by a student or teacher.
3. Each team attempts to create a solution. They make sure each member of the group can respond and defend the group's position.

4. Unpredictably, the teacher calls a number. The person in each group who has that number may be chosen to present and explain the solution from their group to the class or to another group.

There were some steps to implement the kind of Cooperative Learning Method as follow:

1. Think-Pair-Share (TPS)

As a cooperative learning technique, Think-Pair-Share give many benefits to the students such as students' acceptance to others, peer support, academic success, self-esteem, liking of other students, and enjoyment of the learning process. The following are the Think-pair-share components:

1. When a teacher asks a question, the students pay attention. This is crucial because it allows the students to begin formulating responses by pulling the information from long-term memory.
2. Time is given for students to consider their response.
3. After requesting to pair up with their friends, students talk about their opinions each other.
4. The students are given the opportunity to present their opinion to the entire class. Each stage of the process has a time constraint.

In this stage, all of the students have the chance to talk about their thoughts during the think-pair-share exercise. This is crucial because during these dialogues, students begin to build their knowledge and discover what they know and do not know. After having the chance to share their point of view with their friends, students are considerably more ready to respond the question. Additionally, as students that had an opportunity to dwell on their thoughts, the responses which provided are frequently more intellectually succinct. Then the students' writing skill and oral communication abilities are also improved by the think-pair-share method after they exchange their ideas with others.

2. Number Heads Together (NHT)

Kagan (1994) is the first to introduce Numbered Heads Together (NHT). One of the cooperative learning methods is NHT. NHT is specifically intended to affect how students interact with one another. This organization was established as an alternative teaching strategy to having students raise their hands first before the teacher asks one student to respond to a question. Due to everyone's desire to respond to the teacher's question, this method will produce commotion in the classroom.

Students will become more engaged in the learning process by participating in NHT by sharing information with one another, listening, speaking, and giving thoughtful answers to the questions. Numbered Heads Together (NHT) is one of the cooperative learning methods. Its cooperative structure involves students numbering each other, and the students are able to digest information, communicate, think critically, go over material, and assess prior knowledge. As stated by Huda (2013), Numbered Heads Together's (NHT) goal is to provide the students a chance to express their thoughts and think about the right response and to encourage more students to collaborate. In this technique, students collaborate in groups to solve problems or respond the teachers' question. This strategy makes sure that every participant is aware of the solution. According to Huda (2013), the steps of Numbered Heads Together (NHT) are follows:

- 1) The teacher divides the class into diverse groups.
- 2) The teacher assigns each student a group number and name.
- 3) After considering and discussing each other's responses to the teacher's questions,
- 4) After the teacher called a number, students in each group who had that number raised their hands and readied themselves to answer.
- 5) The instructor and students came to a consensus on all of the questions.

This little technique can increase student engagement and make learning enjoyable. Students were able to tackle the challenge more quickly and remain prepared by discussing it with their teammates.

3. Students' Team Achievement Division (STAD)

According to Slavin (1995), there are several steps of the implementation of STAD in the classroom:

- 1) Introduce and explain about the Student Teams Achievement Divisions technique to the class. Inform them about the benefits of group study. The rules of cooperation state that each group member has responsible for ensuring that all members understand the recount text and realizing that the study will not be complete until all of th members have done so.
- 2) Presenting the recount text. The opening, development, and guided practice sections are all included in the presentation. The purpose of the introduction is to inform the pupils about the topic to be covered. Give the pupils extra questions after that to gauge their skill. Explain the correct response in detail. Next, in supervised practice, phoning students at random and asking them about the questions will help them more prepare.
- 3) Grouping students into teams. Each squad has 4 or 5 players, including two average performers and each of the three performance levels. Based on their past test results, the students are then ranked and listed in order to know the students with lowest, average, and highest score. For example, starting at the top of the list with letter A and moving down the list, each student is given a team letter based on the ranking list.
- 4) Team research. Students begin to master the content (recount text) after forming their teams. Each team has two worksheets with answer sheets so that members can practice and gauge the team's comprehension. In this exercise, they can use quizzes to turn-by-turn test each other. Students should be

warned not to finish their studies before everyone has mastered the subject. While students are working in teams, the teacher moves in the classroom, sitting with each team to assess how effectively they are functioning.

- 5) Testing. Give each team a copy of the quiz and a deadline to do it on their own. The material from the recount text that has been shared with the students forms the basis of the quiz.
- 6) Appreciation for the team. Based on their quiz results that exceed the base score, students receive points for their team. Student development points will be added to team points, and the winning team will receive a prize.

d) Advantages of Cooperative Learning

According to Hartutik and Nuryanti (2018) the benefits of cooperative learning in the classroom are:

- a) Enabling students to make social adjustments.
- b) Getting students excited about learning.
- c) Promoting the creation and growth of students' social ideals and commitment.
- d) Increasing students' awareness might acquire a sense of responsibility.
- e) Encourage the students to see the teachers as being supportive of both healthy and integrated personality development and academic performance.
- f) Enhancing students' point of view that teachers as educators as well as possible.

According to Harmer (2009), the cooperative learning approach has several benefits for the teaching and learning processes (learning in group). The following are the benefits:

- a) Groups can assist the students in enhancing their leadership and communication abilities both collaboration and skill.

- b) Students who are bored can be motivated by groups.
- c) Groups encourage students' independence by allowing them to work and engage on their own without teacher guidance.
- d) It acknowledges the adage that "two heads are better than one" and by encouraging cooperation the aids in making the classroom more laid-back and welcoming environment can be reach later.

The following advantages of implementing cooperative learning, according to Lam (2005), include:

a) Universal education

In inclusive classrooms, cooperative learning makes sense since it formalizes and promotes peer support and interaction. All of the students can get the benefit from cooperative learning method not only from students' who have difficulties.

b) Academic achievement

Most studies comparing cooperative learning's effects on students achievement to control the courses, showed that without cooperative learning method they had much lower achievement. These academic achievements required the presence of both group objectives and individual accountability. Learners who give and receive detailed explanations are those who get benefit from the activities. The subjects were more appealing when use cooperative learning than without it. Additionally, they had established peer norms that wiil support them to have well perform in school.

c) Skilled communication

Many researchers discovered that students who participated in cooperative learning activities more quickly can improved interpersonal communication skills than the students who were in other classroom settings. They showed greater consideration for

others' feelings, more adept at navigating cross-cultural interactions, loved their teacher and classmates.

d) Psychological health

The psychological well-being of the students who participated in cooperative learning method was higher than those who did not. They valued themselves more so the students feel better about themselves. Slavin (1990) also found that students felt more in control of their academic destiny, spent more time on tasks, and shown higher levels of cooperation and altruism.

e) Disadvantages of Cooperative Learning

Hartutik and Nuryanti (2018) specified the weaknesses of cooperative learning at teaching learning process are:

- a) Necessitates more thorough material, energy, and time preparation.
- b) The presence of domination by one or more some students, making other students more passive.
- c) Sometimes students who practice need sufficient support in terms of resources, equipment, and costs.
- d) There are students who do not understand the subject matter.
- e) Some students go beyond the allotted time, which causes the topic to be more widely discussed. For pupils who are inactive in groups, there are students who do not implement the stages in accordance with the method. This is due to a lack of individual responsibility.

Then according to Chamisah (2013), the benefits of cooperative learning include certain drawbacks as well. The following are some drawbacks of cooperative learning:

- a) It takes a lot of time to plan a collective project.

- b) Compared to a typical class, the teacher has less control over the students' group work.
- c) Group projects in a big class will be distracting.
- d) Not all pupils feel enjoyable since they would rather concentrate on the instructors' attention than doing group work.
- e) The teacher has no control over the pupils' language used throughout the group exercise.
- f) Students may find it difficult to choose between pair or group work, especially if they frequently have to deal with people they don't particularly like.

Then, Isjoni (2009) said the drawbacks of Cooperative Learning are:

- a) The teacher must prepare the lesson carefully, besides it also requires more effort, thought, and time.
- b) To make the learning process goes smoothly, it requires the support of facilities, tools, and adequate costs, during group discussion activities.
- c) In progress, there is a tendency for the topic of the problem that being discussed was expand. So the time that has been allocated not match with the specified time.
- d) During class discussions, sometimes it is dominated by someone. So, the consequence is the other students become passive.

However, both the teacher and the students can overcome these drawbacks. For instance, the teacher can encourage the students by providing them with an engaging topic to discuss during the teaching and learning process. As a result, both the teacher and the student are able to foresee issues that may arise during the teaching and learning process.

2. Teaching Writing

a) Definition of Teaching

The process of teaching involves the interaction between the teacher and the students. According to Bennion (2015), teaching is the process of educating a person through the development of habits, knowledge acquisition, inculcation of ideals, and fixing of long-term interests. There are other definitions provided by various experts such as the definition of teaching by Edmund Amidon (1967), cited in Suresh (2014) who said that teaching is an interactive process that primarily involves classroom talk between the teacher and students and takes place during defined activities. As defined by Brown (2000) teaching means providing instructions, guiding someone in their study of something, providing them with knowledge, and causing them to know or understand are all examples of teaching.

According to John Brubacher (1939), teaching is the planning and management of a situation in which there are gaps or obstacles that a person will try to get around. Teaching, according to Gage (1963) is a type of interpersonal influence meant to alter a person's potential behavior. From the aforementioned definitions, it can be inferred that teaching is the process of assisting pupils in learning through a teacher-guided activity.

b) Definition of Writing

When someone writes, they liberate their minds to choose the thoughts that should be expressed. Writing according to Brown (2001) defined as the exchange of words. People can express what they are thinking and feeling through a free-form activity before putting it in writing. According to Byrne (1998), writing is a person's capacity to communicate their ideas effectively and accurately by utilizing a variety of written languages. Related to the terms, language have two distinct meanings that are competence and performance. Boardman (2002)

argued that writing is a complex activity that involves thinking, arranging, reconsidering, and restructuring.

According to Cakrawati (2012) writing ability is a process that pupils go through when they write, revise, or even rewrite their thoughts in written form. Then according to Morley (2011) writing is an intensive exercise of memory and concentration that begs the writer's brain cells to form a new link. Writing is one of the hardest skills to learn. It is according to the theories presented above. Because writing requires a lengthy process that includes thinking, arranging, reorganizing, and finally reorganizing our ideas. To generate our great writing skill, we also need competence in writing.

c. Strategies of Teaching Writing

As we know, the most crucial quality that the teacher must possess to produce an engaging and well-structured end product is professionalism in teaching writing. In English field, one of the most difficult subject to teach in schools is writing. It has not been able to thoroughly cover all facets of schooling. It is vital to provide more information about teaching writing as a result. Writing is the most difficult linguistic talent to be master, therefore teaching writing skill would be more difficult (Setyowati & Sukmawan, 2019; Mahmoudi & Bugra, 2020).

Although the teacher skill is nothing without student participation, teaching writing still be the most important thing to mastered (Mahmoudi & Bugra, 2020). Teaching writing is a skill that has to be mastered before we being a teacher. We must have good strategies that contain the entire element of teaching. It is not only just guessing what kind of the material that we will provide, but it is complete with teaching materials and appropriate time allocation. Count carefully the days which are effectively used, and which are also likely to be ineffective.

According to Harmer (2006), the instruction of writing is broken down into four stages. As follows:

a) Planning

refers to the writer's strategy for producing written work. The writing strategy involves thinking about the text's purpose, which refers to the readership and intended audience. Next, choose good language to be written, which includes the activity of taking language structure, language form, etc. into consideration. The content must be appropriate for or relate to the composition of writing.

b) Drafting

The process of drafting involves selecting each crucial item relating to the writing issue. The discussion of these ideas will continue in a few phrases and paragraphs.

c) Editing (reflecting and revising)

Editing involves making changes to what has already been written. To ensure that the manuscript is relevant to the topic of writing, the author must read it. After reviewing the first draft, the author should make any necessary revisions.

d) Last stages

The writer creates writing composition and uses all of the words or sentences that were gathered after all writing phases have been completed.

According to Harmer (2004), students should pay attention to both what they will write and how they will write. There are some methods for instructing writing include:

a. How teachers encourage the students to plan

Teachers should encourage and organize their pupils to consider what they are going to write at this stage. It entails that the teacher ask the pupils to make an outline and plan the topic of their work. There are two approaches to obtain the pupils' plan in this instance. They are guide task and brainstorming. A lot of ideas can be quickly generated the subject by brainstorming. Making a list of the ideas as much as the students can without worrying about what is the students will do with them is the goal of brainstorming.

The first step is the pupils have to create a list. Their list may contain single words, sentences, paragraphs, or even questions. On the other hand, the guide task is more closely tied to the particular activities that would inspire their writing. Teachers can also encourage the students to consider their writing's purpose and for whom they are writing.

b. The methods teachers use to assist pupils in creating drafts, reflecting, and revising

The pupils are led to assume that their drafts are not the finished product at this point. They still require revision and reflection. The students will collaborate with their classmates during this process to produce high-quality writing. They will each offer feedback on the language and content of the other's draft as well as suggestions. They are able to exchange ideas.

c. The manners in which instructors react to the students' writing product

There are three methods to react to the students' writing product. First, the instructors are responding to student work. It is used when teachers

Speak to the students' group while the others are still working independently. Reformulation is a further option (comparison). The teacher writes their own version of a good quality product of writing. It will be essential for students as a comparison with their works. Peer response. Then the last is peer response. Through the peer response, the students can discuss together and it will be incredibly enjoyable for them. It implies that each student will receive recommendations based on their needs.

d) Component of Writing

Writing is quite difficult and contains various components. According to Haris (1969) grammar, form, mechanics, vocabulary, and style are all components of writing. The following aspect can be explained as follows:

a) Grammar

Grammar is the use of syntactic structure and grammatical form. It implies that the sentence is another aspect that should be considered.

b) Form or organization)

Form refers to the how the content is arranged. We must make our point clear and concise. Therefore, the reader can infer the arrangement well. Communication between the writer and the reader is made possible by organization.

c) Mechanic

When using a language in a mechanical way, it's important to pay attention on how punctuation is used and how sentences are put together. The more the writer can make sense for the reader, the more important function is.

d) Vocabulary

The most crucial component of teaching language to make students master the vocabulary is guide and teach them to improve their vocabulary. It implies that they can develop their idea and put it into practice in writing.

e) Style

Style refers to the choices made in lexical and structural elements that give specific tone and flavor in writing. It should be highlighted that the readers' needs must be considered when selecting lexical items for writing.

According to the aforementioned opinion, there are five components of writing that must be taken into consideration in order to improve the writing and make it easier for the reader to grasp.

e) Assessment in writing

The Centre for Advancement of Learning and Teaching at the University of Tasmania (2011) claims that evaluation is an essential part of language teaching and learning. It may be claimed that this procedure entails making evaluations of the pupils' learning progress throughout a specified period of time. Creating assessment tasks, made the rubric, evaluate the students' performance based on those tasks, providing the students with feedback, and assigning grades are all part of this process. Because the writing portion of the test is subjective, it should be assessed using one's own judgment. For example, a rubric assessment criteria is required in order to reduce the subjectivity of the teacher when evaluating the students' writing product.

The writing assignment given to the students will be scored analytically. According to Weigle (2002), it is utilized since it offers more beneficial diagnostic

data regarding students' writing talents. According to Brown (2004) assessment is a continuous process that has several different components. There are two different types of assessment both official and informal assessments that commonly used. Formal assessment is a method that has been carefully thought out and created to determine how well children have learned. In contrast, spontaneous input to the students, such as unanticipated comments and ideas was known as informal evaluation.

According to Richard and Renandya (2002), portfolio, journal, and project work evaluations were become more famous in language teaching and learning. These types of evaluation allow the students' chance to examine their own learning and give the teacher more helpful data to enhance the lesson plans. In other words, assessment is a method for evaluating students' success in language teaching and learning process and can provide both students and teachers with relevant data. The students can assess and manage their own learning because they can see the outcomes of their learning. The assessment can help the teacher make their lessons better.

The teacher can utilize a variety of conventional evaluation methods as well as alternative ones, particularly when it comes to writing, to determine how well the pupils have learned what they have been taught. In a traditional evaluation, students must choose one or more answers from a range of options or provide written responses to a number of questions. The focus of traditional assessment, according to Brown (2004), is on the right response and output. The aim of alternative evaluation is both the process and the product. A type of examination known as an alternative assessment challenges pupils to demonstrate their abilities (Macias in Richard and Renandya, 2002). As a result, this examination calls for students to produce, perform, or take action (Brown, 2004).

The use of alternative assessments is growing in ESL (English as a Second Language) classrooms, because they give students more control over their

education and opportunities to be more involved in it (Richard and Renandya (2002). More specifically, Dikli (2013) notes that there are various traditional evaluation types that are frequently utilized in classrooms. They consist of multiple choice, true or false, essay, and short answer questions. According to Brown (2004), there are different types of alternative evaluations, including portfolios, journals, observations, self-assessments, and peer-assessments. In conclusion, there are two types of writing evaluation: traditional evaluation and alternative evaluation. The literary product is the main focus of traditional evaluation. In addition, alternative assessment emphasizes the writing process as much as the final product. Traditional assessments come in a variety of shapes and sizes. They consist of multiple choice, true or false, essay, and short answer questions. Portfolios, journals, observations, self-assessment, and peer-assessment are examples of alternative assessment methods.

3. Recount Text

a) Definition of Recount Text

Text that recounts a prior event is known as a recount text. Recount texts are pieces of English literature that tell tales of authors, people, or events that happened in the past. The activity or action is the writer's experience as it is conveyed in the recount text that the text's primary goals are often to reassure and enlighten the reader. According to Anderson & Anderson (1995) stated that a recount is a piece of writing that recounts historical events in chronological sequence. Its objective is to provide the listener with a thorough explanation of what occurred and when it did. Recount texts, as the name implies are texts that recount earlier experiences or incidents. In a recount text, the author either shares their own personal experience with the reader or educates the reader of the others experiences.

Recount texts are essentially designed to present a report about an experience of a series of connected with the events and they are meant to inform or amuse the

readers. The aforementioned information can be used to determine that a recount text depicts the author's actual experience, but it can also be fictitious or others.

b) Generic Structure of Recount text

The basic organization of recount text are:

1) Orientation

The purpose of orientation or introduction is to describe who, where, and when the events or actions took place in the past.

2) Events

Describing a sequence of historical occurrences, typically presented in chronological order. Example: at second day, I cooked fried rice with my brother. Because it's so delicious in the third day we cooked fried rice again. It give me alots of beautiful memories with my brother. Unfortunately in the next day I have to back home. This holiday was amazing holiday and I hope I can met my brother again and cook the fried rice together. There is a personal comment regarding the events or events told in the events section. This helps readers to understand the text deeply.

3) Reorientation

The introduction of the figure, the setting, and the duration of the events in the reorientation phase are repeated. This repetition provides the sentence summary of the entire series of the events. It means that the recount text starts with an introduction to set the stage and provide background details that are important for guiding the readers' comprehension to the following section of the story. The series of events then proceeds to describe the accident in a sequential manner. Impressions are something important to be written during the reorientation process after the events have ended.

c) Language Features of Recount Text

Barwick (1998) said that recount text has certain linguistic components. They are proper nouns and pronouns that can be used to refer to people, animals, or things. The sentences are then written in the past tense to describe historical occurrences. Writers can use a range of action verbs and adjectives to convey their emotions. To further arrange occurrences in time and location, adverbs and adverbial phrases should be utilized. In order to connect clauses and order events, authors must employ conjunctions and connectives. Recount text has the following linguistic characteristics:

- 1) Used simple past tense.
Example: I ate a watermelon.
- 2) Used conjunction and time connectives.
Example: So, then, the.
- 3) Used adverb and adverbial phrase to expose the events, times, and places.
Example: Yesterday, Last night, at Hulwa's house, clearly.
- 4) Used action verbs
Example: brought, washed, wrote and drank
- 5) Using chronological sequence such as On Tuesday.
- 6) Focused to the specific participants for example used I or the writer .

B. Previous Studies

There are some journals and earlier research that relate to this research's topic, according to the various sources related to it. As follows:

First, Ammaria et al (2023) have conducted research entitled "The Use of Numbered Head Together to Improve Students' Writing Ability for Grade VIII of Junior High School". The purpose of this study is to examine what is the role of Number Head Together in improving students writing skill. The results showed that Numbered Heads Together (NHT) given good impact on students' writing abilities. It

can be approved through the students understanding on what they will write because they can discuss and ask their friends opinion. So, they can solve the problem. Through this technique, students also be more active and can do serios discussion. So, they can understand about writing aspect, such as content, mechanic, and how to organize their ideas. Therefore, the students can understand the writing paragraph well. The resemblance with this research is emphasizing on the way to improve pupils' writing skills. Then in this research the experimental design used in the researcher's study. The differenceare Ammaria study only used Number Heads Together (NHT) method while the researcher used three strategy that were Think-Pair-Share (TPS), Number Heads Together (NHT), and Student Team Achievement Development (STAD).

Secondly is a study entitled "Improving Sudents' Writing Competence by Adopting Cooperative Learning (Think-Pair-Share) Technique at Grade VIII SMP Negeri 1 Padangsidimpuan" was conducted in 2018 by Disra M, Zaim, and Yenni Rozimela. This study used the "think, pair, share" method of cooperative learning to boost students' writing abilities. The result of this research found that the adoption of the cooperative learning (Think, Pair, Share) method increased the students' writing skills in the class. The emphasis on improving students' writing abilities and the subject matter, SMP for grades VIII, are similar to this research. The differential is the data come from both quantitative and qualitative sources were used in the study by Disra M., Zaim, and Yenni Rozimela whereas the reseracher's study only using quantitative data.

Thirdly, a study entitled "The Influence of Think Pair Share Strategy Towards Students' Writing Ability of Recount Text (A Quasi Experimental Research at the even semester of SMPN 1 Gudo Jombang) was conducted in 2023 by Sholihah and Agustina. The purpose of this study is to determine whether there is a discernible difference between eighth-grade students at SMPN 1 Gudo Jombang who are taught writing recount texts using the TPS approach and those who are not. The students'

writing abilities, particularly in creating recount texts, were influenced by the Think Pair Share method. This research found that through this strategy, the students' got new vocabularies. It also made the students felt interesting and enjoying the class. Moreover they have time to think, discuss and decided the results together with their friends. The author concluded that there was a substantial difference between the two groups in light of the study's findings. The similarity with this research is the focus on developing students' writing skill and the subject that is grade VIII SMP. Then it also used T-test. Meanwhile, the difference is on the object. The researcher's study not only used TPS but also NHT and STAD.

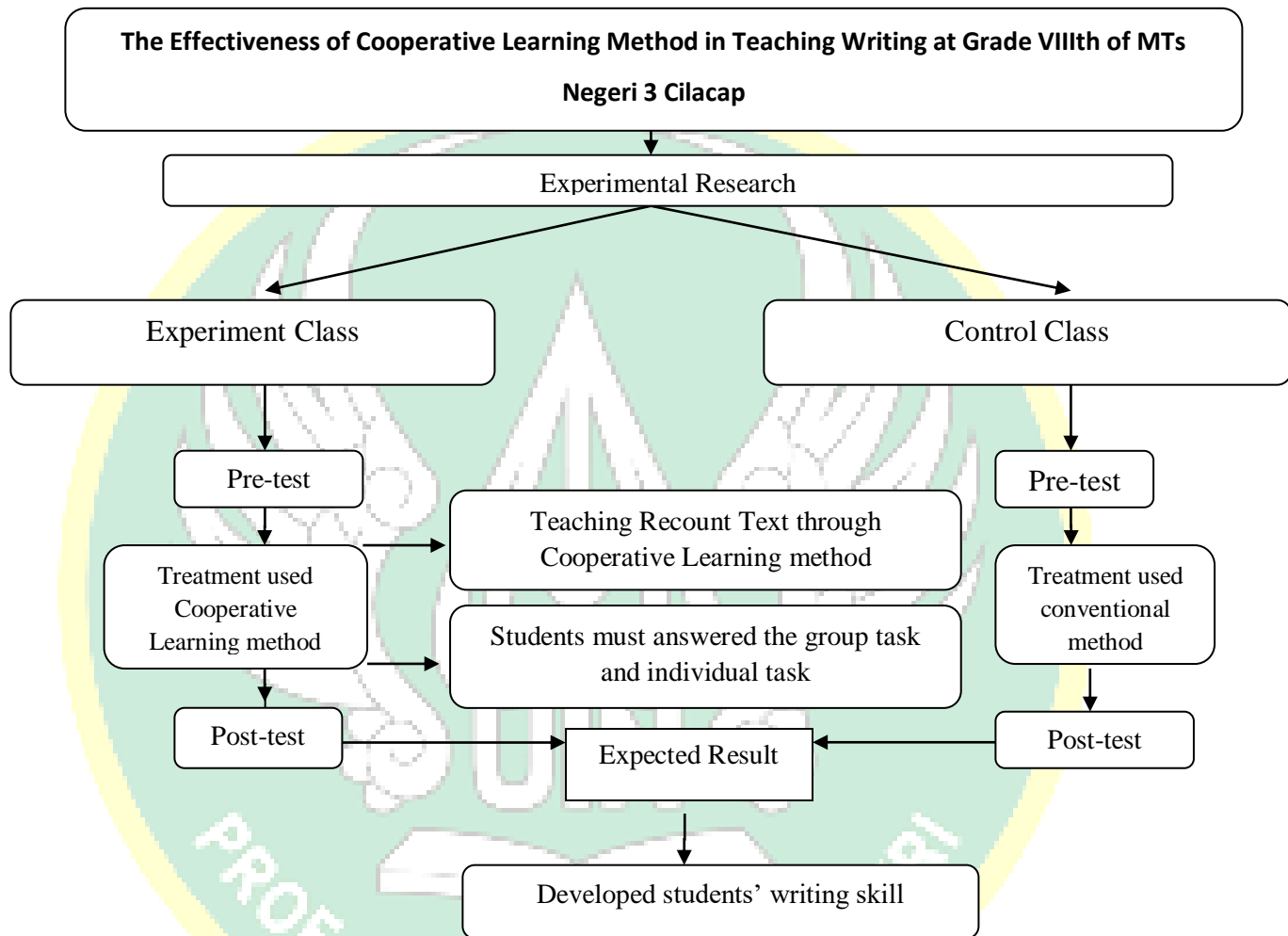
Fourth, Tama et al (2021) conducted research entitled "Developing Learning Material for Teaching Writing Recount Text Using STAD Technique for the Tenth-Grade Students". This research found that STAD is appropriate method for teaching writing because it can improve students' writing Skill. The students can developed their idea and organizing the text better than before. The similarity with this research is the focus on developing students' writing skilwith STAD method . However, the distinction relates to the subject. The researcher's study concentrated on the students grade VIII and while this study focused on class X. Then Tama et al only used STAD while the teacher used TPS, NHT, and STAD.

Fifth, the research entitled "Cooperative Learning Strategies to Enhance Writing Skills Among Second Language Learners," was carried out in 2019 by Qismullah Yusuf and Zalina Jusoh Yunisrina. The outcomes demonstrated that after implementing Cooperative Learning mmethod in the classroom, students' writing scores improved between the pre-test and post-test. The findings show that Cooperative Learning method has a favorable impact on students' writing abilities at the school, and it is also highlighted in the report. Students in high school at grade ninth, and the place of the research that is Kuala lumpur made a difference both this study and the researcher study. But the similarity is on the Pre-test and post-test as research tools to get the data.

Then the research project entitled "Improving Students' Writing Skills Using Cooperative Learning at SMPN 2 Sukodono" was carried out by Hertiki and Juliati in 2019. According to the study's findings, cycle 1 saw a rise in the average student score from 62.9 to 74.7. On the other side, cycle 2 saw a typical increase in the mean score from 76.7 to 83.5. With the help of cooperative learning, the students' writing proficiency has met the success indicator, according to the aforementioned data. According to the findings, cooperative learning can help students in SMPN 2 Sukodono's seventh grade develop their writing skills. The similarities between this researchs are the studies are interested in discovering whether the cooperative learning approach works well for enhancing students' writing abilities or not. The difference between this study and the researcher's study is that the researcher used an experimental study, whilst this study used classroom action research (CAR). Then, the researcher only employed pre-test and post-test whereas this study do the data collection methods used observation, performance, and documentation.

Based on the research above, it can be conclude that Cooperative Learning method have so many beneficial for education sector if it is implemented. It can increase students' motivation in learning, improve the students writing skill, and make the students have better English learning outcome. So, this method is very effective to be used by the teacher in teaching writing skill to the students.

C. Conceptual Framework



D. Hypothesis

Ha: There is a significance difference mean between variable x and variable y

Ho: There is no significance difference mean between variable x and variable y

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the process of conducting research to find the solution to the research question that posed in chapter one. It contains a type of research, time and location of the research, population and sample of the research, variable of the research, techniques data collection, and technique of data analysis.

A. Type of the Research

A quantitative approach was applied in this study. According to Sugiyono (2011), the quantitative method is a positivist research methodology that is used to study about populations or specific samples. Typically, samples are taken randomly, data are collected using research instruments, and the hypotheses that have been made are tested through quantitative or statistical analysis. This study used quantitative experimental methodology. According to Jhon (2008), experimental research is a method used in quantitative studies to ascertain whether a participant's response to a particular activity or set of materials is affected by it. Additionally, experimental research is the only type of research that can truly test hypotheses relating to the cause and effect relationships (Gay & Patern, 2000).

In an experimental study, the goal is to test a hypothesis or a method that may have an impact on the findings. More specifically, the researcher employed true experimental methodology for this study. According to Suryabrata (2011) true experimental design is utilized to investigate possible causal relationships by applying the treatments. This study employed true experimental design with a control group and an experimental group of eighth-grade students at MTs Negeri 3 Cilacap.

In this study, there were two variables that are independent variables and dependent variables. The Cooperative Learning Method is an independent variable, and students' writing skill is the dependent variable. Two classes have

employed in this study. A class served as the experimental group and the other classes served as the control group. The control group received treatment without using the cooperative learning method while the experimental group received treatment using it. Therefore, the researcher in this study conducted pre-test and post-test to gauge any changes or effects on the participants in the two groups. The layout is shown as follows:

Table 1.
Research Design

O1	X	O2
O3		O4

O1 : Pre-test for experiment group

X : Treatment for experiment group, using Cooperative Learning method

O2 : Post-test for experiment group

O3 : Pre-test for control group

O4 : Post-test for control group

B. Research Site and Participant

This research has conducted at MTs Negeri 3 Cilacap, sited in Tegalsari street, Kawunganten. The researcher chooses the research location at MTS Negeri 3 Cilacap especially at grade VIII because the students have problem with their writing skill. Then, this school had chosen because this school also has developed and has created outstanding students that can be approve through students' achievement especially in English field. Next, this school also famous as school who concern to develop students' English skill. So, the researcher feel interested to do the research in this school.

Not only that, the researcher also want to investigate kind of the students' difficulty in English subject especially when they have to write something in English

and try to give a point of view about good method for the teachers in teaching learning process. Because of that, the researcher interested to find out deeply about whether or not the implementation of cooperative learning method in teaching writing that used by the researcher run effectively. Because most of the students ponder that writing something in English is very difficult and complicated to learn. They usually feel confused to find the idea, feel afraid to write the long text, and there is no motivation to write. Due to the long process of writing they was not enjoy in the learning process is other reasons why the students avoid writing practice. In addition, there are so many students' amount each of the class in this school. So, the teacher must give their big energy. Then the researcher want to know whether or not cooperative learning method can help the teacher to have effective class. Therefore, the researcher conducted the research in three meetings:

Table 2. Scedhule of Research

No	Class	Meeting	Time
1	VIII E	Pre-test	Wednesday, 29 th March 2023
2	VIII F	Pre-test	Friday, 31 th March 2023
3	VIII E	1 ^s treatment used Think-Pair-Share	Friday, 31 th March 2023
4	VIII F	1 st treatment used Conventional Method	Saturday, 1 st June 2023
5	VIII E	2 nd treatment used Number Head Together	Wednesday, 5 th June 2023
6	VIII F	2 nd treatment used Conventional Method	Saturday, 8 th June 2023
7	VIII E	3 nd treatment used Student Team Achievement Development	Friday, 14 th June 2023
8	VIII F	3 nd treatment used Conventional Method	Friday, 14 th June 2023
9	VIII E	Post-test	Saturday, 15 th June 2023
10	VIII F	Post-test	Saturday, 15 th June 2023

C. Population, Sample and Sampling of the Research

1. Population

Population is a region of generalization consisting of things or subjects that have specific features and attributes which determined by researcher to be investigated and conclusions drawn (Sugiyono, 2014). According to Urdan (2005) a population is a person or group who is typical of all the people who belong to a particular group or category of interests. Then, Mei (2017) continued by stating that the population is the research's whole subject. The research's target audience was the eighth grades at MTs Negeri 3 Cilacap.

2. Sample

According to Sugiyono (2014) the sample is a representation of the population's size and features. Fraenkel and Wallen (2006) defined sample as the population from the information that have collected in a research project. According to Creswell (2012), Sample was a subset of the target population that the researcher intended to analyze in order to draw generalizations about the target population. The population samples consist of 64 students from two classes; 32 students from VIII E as the experimental group and 32 students from VIII F as the control group.

3. Sampling

The researcher employed the purposive sampling. According to Millan (2013) purposive sampling is also known as judgment, judgmental sampling, or purposeful sampling. Etikan (2016) identified that purposive sampling reflect to the participants' qualities. This study used the VIII E and VIII F class as the sample, with one serving as the experimental class and the other as the control class. The researcher chooses specific population components that have been be indicative or instructive about the research topic. The samples choosed based on specific purpose. Because the student's aptitude is homogeneous, the author used purposive sampling.

This method used to know the influence of Cooperative Learning Method. Based on the interview that the writer did with the English teacher at MTs Negeri 3

Cilacap, she said that the students' writing ability was still lacking for several reasons. First, they are not students from the excellent class, where their thinking ability is different from the excellent class which tends to be easy to understand the material and easy to learn. Secondly, the basic knowledge of students in VIII E and VIII F is also still lacking. Thirdly, because they still adapt in the post-pandemic situation. After they did the online class and know in the normal situation, their learning motivation was still low.

D. Variable of the Research

According to Creswell (2012), a variable is an identifiable trait of a person or an organization that can be measured or seen and that varies depending on the individual or organization being researched. Independent and dependent variables was used in this study. The independent variable (X) in this investigation is Cooperative Learning Method, whereas the dependent variable (Y) is the effectiveness. The research has two factors, which are cooperative learning method and writing ability. The following is the operational definition of the variables used in this study:

1. Independent variable

According to Coolidge (2000), an independent variable is one of the experimenter controls. The outcome was a variable that was presumably a cause, an influence, or an effect. Treatment was another name for them. The factors under investigation were divided into independent and dependent factors. Cooperative Learning Method serves as the research's independent variable (X). Additionally, the following is the indicator for this variable:

1. In a group activity, the students were able to communicate their thoughts.
2. The students' writing abilities could be enhanced.
3. The students were successful in producing quality written work.

2. Dependent Variable

According to Coolidge (2000), a dependent variable is variable that will be impacted by independent variable. Students' writing abilities are a dependent variable in this study (variable Y). In this study, the students have to explored their ideas to produce good writing. A test was used to determine the dependent variable. Written test was used to measure this variable. The test was dministered twice; once before the therapy, which is referred as the pre-test, and once after the treatment, which is referred as the post-test. The student was received a grade based on the rubric's categories for measuring writing abilities, which there are content, organization, vocabulary, language use, and mechanics. The writing score criteria for each category include excellent, good, fair, and very poor. Thus, 100 is the highest possible score.

E. Techniques of Data Collection

The instruments that was used in this research to collect the data was pre-tests and post-tests to address the research question. These tools was used to analyze the collected data and determine the efficacy of the cooperative learning method.

1. Test

a. Pre-test

For the first stage of a writing test, a pre-test has given. It has given to the students before the students received the treatment. The samples from both groups took a pre-test with the same items prior to the experiment. An essay test is the type of test that the researcher offered. Their test then have examined. Then the pre-test data was collected and the researcher then got the results. The pre-test was used to find out the students' writing abilities and the fundamental information.

b. Treatment

After got pre-test, the experimental and control groups got some treatments. The experimental group and control group received different instruction while using the identical course materials. While the control group taught used the traditional approach, the experimental group taught used the cooperative learning method. Therefore, the pre-test followed by the treatment.

c. Post-test

After the treatment, the post-test administered. The researcher provided the students a task. Then they made a recount text. After the students received the treatment, the data examined.

F) Research Instrument

The writer used written test as research instrument. According to Brown (2004) a test is used to examine a person's skill, knowledge, or performance in a certain topic. In this study, written test was used in the pre-test and post-test and it have given both to the experimental class and control class. The pre-test was hold to find out how the students' ability in writing before the students given treatment by the writer. Meanwhile, the post-test was used to determined the effect of using Cooperative Learning method on the students' ability after being given treatment. Furthermore, according to Huges (2003), pre-test and post-test have given an assessment in accordance with the provisions. In conducting the instrument validation, the researcher consulted the writing instrument with two English Lectures from UIN Prof.K.H Saifuddin Zuhri Purwokerto. After the instrument being consulted, the researcher implemented the instrument in experiment class. The instrument as follow:

Worksheet of Pre-test

Name:	Class:
--------------	---------------

Instruction:

1. Write down your unforgettable experience at least a paragraph in 5-10 sentences!.
2. You will have 50 minutes to write your unforgettable experience.

TITLE

.....

Content Based on Schematic Structure

Worksheet of Post-test

Name:	Class:
--------------	---------------

Instruction:

1. Write down your unforgettable experience at least a paragraph in 5-10 sentences!.
2. You will have 50 minutes to write your unforgettable experience.

TITLE

.....

Content Based on Schematic Structure

G. Techniques of Data Analysis

To evaluate the effectiveness of the cooperative learning method on students' writing skills, pre-test and post-test data was analyzed with IBM SPSS V 23 for Windows to aid in the data analysis process. The gathered data was evaluated to establish the distinction between the experimental group and the control group. To assess the data, the author used the t-test. To compare the means of two groups, the t-test was used. The data gathered was used to assess the efficacy of using cooperative learning method. The data must be subjected to the normality testing, as required by the t-test.

Based on Sudijono (2008) the data analysis technique that used in this study are:

$$T_{test} = \frac{M_x - M_y}{SE_{M_x - M_y}}$$

Note:

M_x = Mean of variable x

M_y = Mean of variable y

SE = Standar Error

Prior calculation of the T_{test} there are several procedure to taken as follow:

1) Defining mean of variable x, with formula:

$$M_x = \frac{\sum x}{N_1}$$

2) Defining mean of variable y, with formula:

$$M_y = \frac{\sum y}{N_2}$$

- 3) Defining standard deviation score of variable x, with formula of variable x, with formula:

$$SD_x = \sqrt{\frac{\sum x^2}{N1}}$$

- 4) Defining standard deviation score of variable y, with formula:

$$SD_y = \sqrt{\frac{\sum y^2}{N2}}$$

- 5) Defining standard error of mean of variable x with formula:

$$SE_{Mx} = \frac{SD_x}{\sqrt{N1-1}}$$

- 6) Defining standard error of mean of variable y with formula:

$$SE_{My} = \frac{SD_y}{\sqrt{N2-1}}$$

- 7) Defining standard error of difference of mean of variable x and variable y with formula:

$$SE_{Mx-My} = \sqrt{SE_{Mx}^2 + SE_{My}^2}$$

- 8) Defining T_{test} with formula

$$T_o = \frac{M_x - M_y}{SE_{Mx-My}}$$

9) Defining T_{test} in significance level of 5% with degrees of freedom (df) with formula:

$$df = (N_1 - N_2) - 2$$

Note:

M : The average of students' error

SD : Standar Deviation

SE : Standar Error

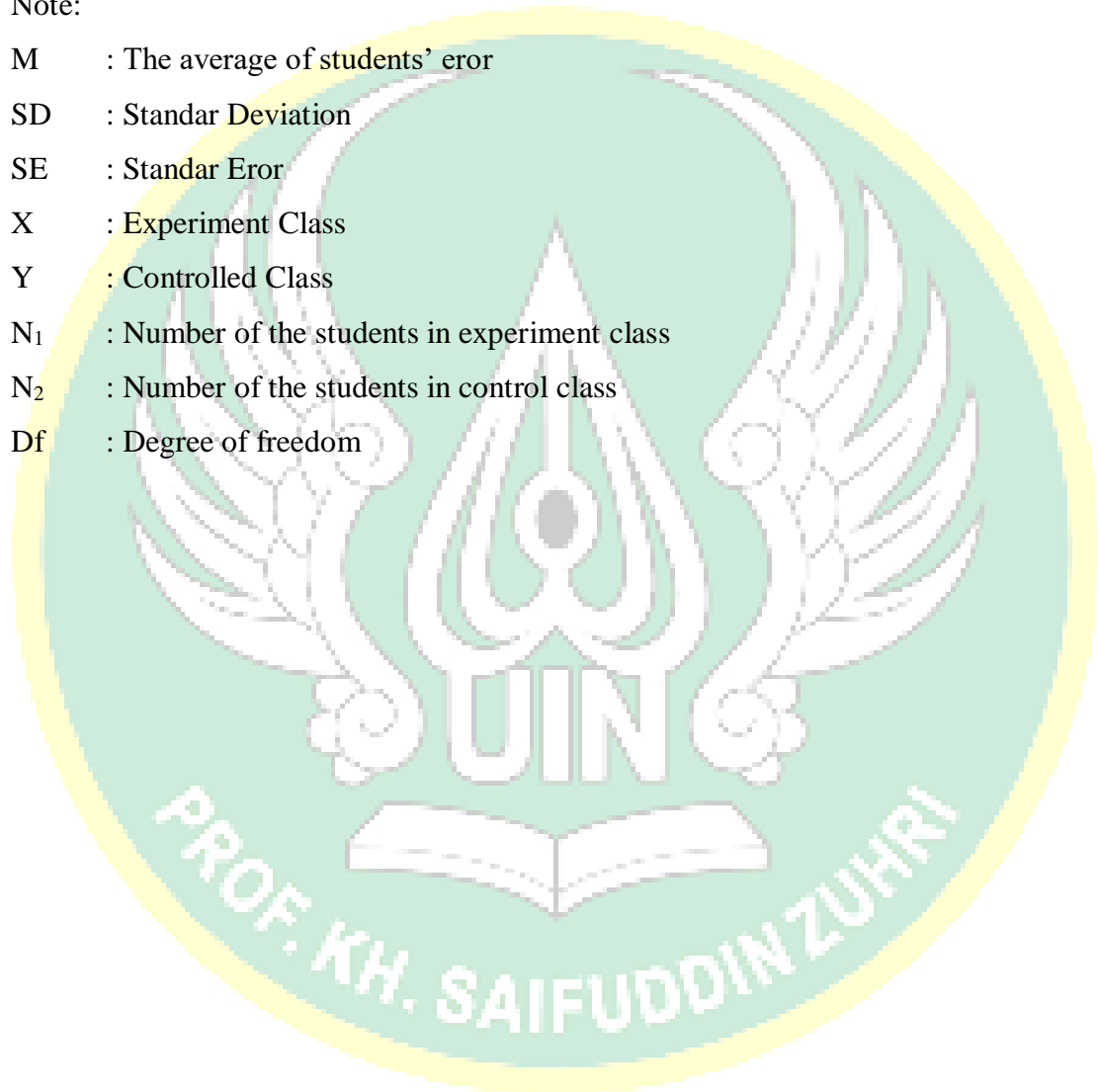
X : Experiment Class

Y : Controlled Class

N_1 : Number of the students in experiment class

N_2 : Number of the students in control class

Df : Degree of freedom



Hening (1999) propose the diagnostic scale that was used to analyze and assess the students' pretest and post-test writing tests, as shown in the table below:

Content	30-27	Excellent to very good: Knowledgeable, Substantive, thorough development of the topic, relevant to assigned topic.
	26-22	Good to average: Adequate range, limited development of topic, mostly relevant to topic, but lacks detail
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
	16-13	Very poor: does not show knowledge or subject, non-substantive, not pertinent, or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very poor: does not communicate, no organization, or not enough to evaluate. Vocabulary
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.
	17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
Language Use	25-22	Excellent to very good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition.
	21-18	Good to average: effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.

	17-11	Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, article, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough evaluate. Mechanics
Mechanics	5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough evaluate.

Then, this method below was used to calculate the pre-test and post-test score:

$$\text{Total score} = \frac{S}{R} \times 100$$

S = Score of each student

R = The right answer's total number

N = Items total number

The researcher has started the data analysis procedure after the writer has collected the data. The SPSS version 23 program was used to analyze the study's data, with a significance level of 0.05.

A. Normality Test

The normality test was used to look at the distribution of the instrument's response to determine whether or not it was normal. The T-test test for normalcy was used to the experimental and control groups in this study at a significance level of = 0.05. The IBM SPSS V 23 actually employs a graphical normality assessment that is based on the normality test.

B. Homogeneity Test

Before comparing the various groups, the homogeneity test was used to ascertain how similar the population is. The homogeneity test was calculated with IBM SPSS V 23. For the data to be deemed homogeneous, the T-test table results must be greater than 0.05.

C. Hypothesis Test

By contrasting the results from the data from the pre-test and post-test, it is possible to determine the significant difference score between the Cooperative Learning Technique and conventional method. To calculate the differences between the experimental group's pre-test and post-test results, a paired sample T-test was used. The T-test was used to ascertain whether or not there is a significant difference between the post-test results for the two groups. Singgih Santoso (2013) claims that the rationale for the decision there are two parts to the Paired Sample T-Test:

- A. If the value of Sig. (2-tailed) < Research Alpha (0.05), then H₀ is denied and H_a is approved.
- B. If the value of Sig. (2-tailed) > Research Alpha (0.05), then H₀ is approved and H_a is denied.

H. Analysis of research instrument

1. Validity of test

By adjusting the difference between item scores and total scores, validity tests was performed to determine whether the data from each item is genuine or not. Validity is a measuring tool to determine if the data under examination is valid or invalid in the instrument (Sugiyono, 2015). Arikunto (2010) defined validity is a measure that shows the level of validity or validity of an instrument. In circumstances, instruments that are less valid means having very low validity.

$$r = \frac{\overline{X_i} - \overline{X_t}}{\sqrt{\frac{\sum x_t^2}{n}}} \sqrt{\frac{p_i}{q_i}}$$

2. Reliability

The constancy of the standard defines reliability. The standard consistency or output is the same for both groups if the same test is administered to various groups and the findings are different. Therefore, the results will be the same if enough people take the exam using a reliable technique.

$$S_t = \sqrt{\frac{\sum x_t^2}{n}}$$

I. Organization of the research

Actually, in the research, it is vital to categorize the research's structure in order to do systemic research. The five chapters that make up this research will explain in the following:

Chapter I presented an introduction. It included the background of the study, operational definitions, research question, objectives and significances of the research methodology, and the structure of the research.

Chapter II explained the theories relating to the efficacy of the cooperative learning method to teaching writing.

Chapter III discovered the research method that deals with the research design, time and place of the research, population, sample, instrument for getting the data, and techniques for collecting data, and analyzing data.

Chapter IV discussed about the research findings to showed how effectiveness cooperative learning method works for teaching writing.

Chapter V presented the research's conclusion, suggestion, and limitation. The answer to the research question has given in the conclusion. Furthermore, this chapter includes recommendations for future research.

BAB IV FINDINGS AND DISCUSSION

The research findings and discussion are described in this chapter. They are composed by the data description, data analysis, and data interpretation. This chapter displays the findings of the researcher's investigation.

A. Finding

1. Description of the data

Students' pre-test and post-test scores from both classes were used to collect the data. Data for the control group and the experimental group are presented in separate tables. The following are explanations of the data:

a. The Pre-test and Post-test Score in the Experimental Class

The final score of the students were:

No	Students	Score		Gained
		Pre-test	Post-test	
1	1 st Student	37	56	19
2	2 nd Student	34	76	42
3	3 rd Student	37	50	13
4	4 th Student	43	96	53
5	5 th Student	49	82	33
6	6 th Student	35	89	54
7	7 th Student	50	95	45
8	8 th Student	39	96	57
9	9 th Student	34	97	63
10	10 th Student	43	98	55
11	11 th Student	34	53	19
12	12 th Student	34	64	30
13	13 th Student	34	55	21

14	14 th Student	47	94	47
15	15 th Student	41	84	43
16	16 th Student	60	100	40
17	17 th Student	34	76	42
18	18 th Student	49	94	45
19	19 th Student	50	100	50
20	20 th Student	37	61	24
21	21 st Student	38	75	37
22	22 nd Student	41	85	44
23	23 rd Student	47	68	21
24	24 th Student	34	91	57
25	25 th Student	42	72	30
26	26 th Student	52	87	35
27	27 th Student	40	72	32
28	28 th Student	43	75	32
29	29 th Student	37	45	8
30	30 th Student	52	87	35
31	31 st student	48	84	36
32	32 nd Student	43	71	28
SUM		1338	2528	1190
MEAN		41,8125	79	37
MAXIMUM SCORE		60	100	-
MINIMUM SCORE		34	45	-

Table 4.1 Pre-test and Post-test Score in Experimental Class

The experimental class score from the table shows that the average pre-test score from thirty two pupils was 41,81 while the average post-test score was 79. Then the final score of mean in gain score was 37 points. The pre-test has a maximum score of 60 and a minimum score of pre-test was 34. The post-test has maximum scores of 100 and 45 as the minimum. Based on the students' test results, their score

was increased after the researcher used Cooperative learning method to treat the students in writing recount text. The results show that there is a significant difference in the students' performance before and after the test.

b. The Pre-test and Post-test Score in the Control Class

The final score of the students were:

No	Students	Score		Gained
		Pre-test	Post-test	
1	1 st Student	34	50	16
2	2 nd Student	44	74	30
3	3 rd Student	39	45	6
4	4 th Student	36	60	24
5	5 th Student	35	51	16
6	6 th Student	43	65	22
7	7 th Student	39	71	32
8	8 th Student	41	61	20
9	9 th Student	39	56	17
10	10 th Student	38	62	24
11	11 th Student	40	58	18
12	12 th Student	35	71	36
13	13 th Student	48	61	13
14	14 th Student	40	63	23
15	15 th Student	58	85	27
16	16 th Student	47	59	12
17	17 th Student	50	76	26
18	18 th Student	53	79	26
19	19 th Student	50	84	34
20	20 th Student	47	58	11
21	21 st Student	41	64	23

22	22 nd Student	34	60	26
23	23 rd Student	38	61	23
24	24 th Student	34	69	35
25	25 th Student	51	55	4
26	26 th Student	37	69	32
27	27 th Student	55	59	4
28	28 th Student	34	36	2
29	29 th Student	50	51	1
30	30 th Student	34	59	25
31	31 st Student	34	86	52
32	32 nd Student	37	61	24
SUM		1335	2019	684
MEAN		41,71875	63,09375	21,375
MAXIMUM SCORE		58	86	-
MINIMUM SCORE		34	36	-

Table 4.2 Pre-test and Post-test Score in Control Class

According to the control class score table shows that the average pre-test score from thirty two pupils was 41,71, while the average of post-test score was 63,09. Then the final score of gain score was 21,375 points. The pre-test has a maximum score of 58 and a minimum score of pre-test was 34. The post-test has maximum scores of 86 and 36 as the minimum. Based on the pre-test and post-test results, we can conclude that Experimental class improvement higher than control class. It can be revealed by the gained score of experimental class was 1190 while control class gained score was 660. It was revealed that the class which treat by the Cooperative learning method in writing recount text have differential students' achievement in writing ability. The diagram bellow was showed the differential between students' achievement in experiment and control class.

2. Data Analysis

a. Normality Test

Before determining the hypothesis test, a normality test is performed to see whether the data from the experimental and control classes have been distributed regularly. Using, the normality test is calculated by with the use of SPSS and the Kolmogorov-Smirnov and Shapiro-Wilk formulas, the data results are displayed as follows:

1. Normality Test of Pre-test

Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result of the study	Experiment	.133	32	.161	.914	32	.014
	Control	.166	32	.026	.899	32	.006
a. Lilliefors Significance Correction							

Table 4.3 Pre-test Normality Test

The t-statistics probability value is used as the basis for the normality test decision; if it is greater than the Level of Significance (0.05), the data is normally distributed. The significance of the experimental class is 0.161, whereas the significance of the control class is 0.26, as shown in the preceding table. Because the significance values in both classes are greater than 0.05, it may be said that the data are regularly distributed. The post-test normalcy test is then carried out as follows:

2. Normality Test of Post-test

Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result of the study	Experiment	.122	32	.200*	.935	32	.052
	Control	.136	32	.140	.961	32	.297

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4.4 Post-test Normality Test

The significance of the post-test in the experimental class is 0.200, and in the control class, it is 0.140, as shown in the post-test normality test table above. The data is regularly distributed if the t-statistics probability value exceeds the Level of Significance (0.05). Because both classes of significance are > 0.05 , it may be said that the data is regularly distributed.

b. Homogeneity

After performing the normality test, the homogeneity test is carried out to determine how similar the samples in the two classes are. In order to calculate the homogeneity test, Levene statistics are compared with a significance threshold of 0.05. In this study, pre- and post-tests are used to examine the homogeneity in both classes.

1. Homogeneity Test of Pre-test

Test of Homogeneity of Variances
Study Result

Levene Statistic	df1	df2	Sig.
.096	1	62	.758

Table 4.5 Pre-test Homogeneity Test

According to the table above, the pre-test's significance between the experimental and control groups is 0.758. The pre-test data is homogeneous because it is greater than 0.05.

2. Homogeneity Test of Post-test

Test of Homogeneity of Variances
Study Result

Levene Statistic	df1	df2	Sig.
6.549	1	62	.013

Table 4.6 Post-test Homogeneity Test

The experimental class and the control class were both homogeneous, according to the results of the post-test homogeneity test. As can be seen, the significance for both groups is 0.13, which is greater than 0.05.

c. Test of Hypothesis

The purpose of hypothesis testing is to determine whether there is or is not a relationship between the two groups of scores and the use of picture series in writing

instruction. The Independent Sample T-test was employed in this study to investigate the significance of the impact of picture series on teaching writing. When comparing two unpaired samples, this test is intended to determine whether there is a statistically significant mean difference between the experimental group and the control group. Decisions are based on two different criteria when using the Independent Sample T-test. The Independent Sample T-test has two criteria for decision-making as follows:

- If the value of Sign. (2-tailed) < Research Alpha (0,05), then H_0 is rejected and H_a is accepted.
- If the value of Sign. (2-tailed) > Research Alpha (0,05), then H_0 is accepted and H_a is rejected.

1) Independent Sample T-test of Pre-test

Group Statistics

	Learning Model Class	N	Mean	Std. Deviation	Std. Error Mean
Result of the study	Experiment model class	32	41.81	6.879	1.216
	Control model class	32	41.72	7.058	1.248

Table 4.7 Independent Sample T-test of Pre-test

According to the data statistics above, the mean score for the experimental class and the control class are almost identical. The mean pre-test score for the experimental class is 41.81, while the mean pre-test score for the control class is 41.72. As a result, it can be claimed that the experimental class and the control class are homogeneous or equally skilled at teaching writing.

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Result of the study	.096	.758	Equal variances assumed	.054	62	.957	.094	1.742	-3.389	3.577
Equal variances not assumed			.054	61.959	.957	.094	1.742	-3.389	3.577	

Table 4.8 Independent Sample Test

The significant value column in the table above indicates that the statistical hypothesis for this study, which was computed using SPSS, is 0.758 ($p > 0.05$). This suggests that the two variances are equivalent, hence the t-test (t-test for Equivalence of Means) must be based on the same column of assumed variance to compare the variances of the population means. The sig. (2-tailed) value, which is recorded in the equal variance assumed column, is $0.957 > 0.05$. Based on the independent t-test's conclusion, H_0 is accepted and H_a is rejected. As a result, there was no distinction between students in the experimental and control classrooms in terms of their average pre-test results.

2) Independent Sample T-test of Post-test

Group Statistics

	Learning Model Class	N	Mean	Std. Deviation	Std. Error Mean
Result of the study	Experiment learning model class	32	79.00	16.042	2.836
	Control learning model class	32	63.09	11.303	1.998

Table 4.9 Independent Sample T-test of Post-test

The group statistics output from the table above shows that the experimental class's mean post-test score is higher than that of the control class. The experimental class had a mean post-test score of 79.00, while the control class received a mean post-test score of 63.09. As a result, the experimental group's pupils scored better on writing than the control group's students.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result of the study	Equal variances assumed	6.549	.013	4.585	62	.000	15.906	3.469	8.972	22.841
	Equal variances not assumed			4.585	55.694	.000	15.906	3.469	8.956	22.857

Table 4.10 Independent Sample Test

According to the hypothesis table above, the statistical significance value for this study is 0.13 ($p > 0.05$), as indicated in the significance value column. This suggests that the two variances are homogenous or identical, necessitating the use of the variance column for the t-test to determine whether the means are equal. The column's two-tailed sig. value, which assumes equal variance, is $0.000 > 0.05$. According to the findings of the independent t-test, H_0 is disproved and H_a is

approved. The average student post-test writing scores in the experimental and control groups can be determined to differ significantly.

3) Independent Sample T-test of Gained Score

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
NGain_Persen	Experiment	32	37.1875	13.77805	2.43564
	Control	32	21.3750	11.24722	1.98825

Table 4.11 Independent Sample T-test of Gained Score

The statistical results of the earned score for both the experimental and control classes are shown in the table above. There were 32 pupils participating in the test in each class. As can be observed, pupils' average test scores in the mean grade for the experimental class is 37.1875, whereas the mean grade for the control class's students is 21.37509. It is clear from the data generated by SPSS that there was a significant difference in the mean scores for the two courses. The mean difference between the experimental and control classes is 15,81241 , meaning that the experimental class's mean score is higher than the control class's mean score.

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
NGain_Persen	Equal variances assumed	1936	.169	5.029	62	.000	15.81250	3.14411	9.52750	22.09750
	Equal variances not assumed			5.029	59.610	.000	15.81250	3.14411	9.52249	22.10251

Table 4.12 Independent Sample Test

This study has a statistical significance of 0.169% ($p > 0.05$), according to the significance value column of the table that displays the results of a t-test based on the score obtained. The t-test (t-test for Equivalence of Means) must be based on the same assumed variance column to compare population mean variances since this shows that the two discrepancies are homogeneous or same. Given an equal variance, the sig. (2-tailed) value is $0.000 > 0.05$, as shown in the column. The independent t-test findings show that H_0 is rejected while H_a is accepted. It may be concluded from this that there were statistically significant differences in the mean post-test writing scores of the students in the experimental group and the control group.

4) Effect Size Formulation

In this part, the effect size formulation was conducted used Cohen's Calculation which the goal was to measure the effectiveness level of the treatment that implemented in teaching learning activities. The formulation of this calculation as below.

$$d = \frac{\text{Mean of experimental group} - \text{mean of control group}}{\text{Pooled standard deviation}}$$

Mean of Experiment Class	:79.00
Mean of Control Class	: 63,09
Std.Deviation ₁ (Experiment Class)	: 16.09
Std.Deviation ₂ (Control Class)	:11.30

Before we try to calculate the effectiveness level of the treatment, the Pooled Standard Deviation must be calculate first.

a) The formulation of SDPooled are:

$$= \sqrt{\frac{SD_1^2 + SD_2^2}{2}}$$
$$= \frac{\sqrt{SD_1^2} + \sqrt{SD_2^2}}{2}$$

$$= \frac{\sqrt{16.09^2} + \sqrt{11.30^2}}{2}$$

$$= \frac{\sqrt{258,88 + 127,69}}{2}$$

$$= \frac{\sqrt{386,57}}{2}$$

$$= \sqrt{193,285}$$

$$= 13,90$$

Then, 13.90 was SDPooled score. Next the Cohen's calculation can be calculate.

b) Cohen's Calculation

$$d = \frac{\text{Mean of experimental group} - \text{mean of control group}}{\text{Pooled standard deviation}}$$

Mean of Experiment Class : 79.00
 Mean of Control Class : 63,09
 Std.Deviation₁ (Experiment Class) : 16.09
 Std.Deviation₂ (Control Class) : 11.30

$$d = \frac{\text{Mean of experimental group} - \text{mean of control group}}{\text{Pooled standard deviation}}$$

$$\begin{aligned} & \frac{79,00 - 63,09}{13,90} \\ & \frac{15,91}{13,90} \\ & = 1,14 \end{aligned}$$

The Criteria as bellow:

Cohen's Standard	Effect Size
High	0,8-2,0
Moderate	0,5-0,7
Low	0,0-0,4

Based on the data, the data got the score 1,14. So, we can conclude that the effectiveness of cooperative learning method to teach recount text was high.

B. Discussion

According to Muthoharoh et al (2012), writing skills are all knowledge and skills that connected to communicating ideas through the written word. According to Sinta & Ma'rufah (2022), writing abilities are crucial for pupils to master because they will be useful in the current global period. However, the majority of students struggle with writing in English. According to Kusumawanti & Bharati (2018), when it comes to the job market, pupils who are not well-prepared for English may have less employment prospects than those who do. Due to the potential impact on the students' careers, the problem requires the appropriate approach to be solved.

Students are occasionally asked to create recount texts based on their experiences, but when professors compile the students' writing, the accuracy is still an issue. Both linguistic and grammatical mistakes are frequently made by pupils in interlanguage writing (Wahidiyati; 2020). According to the description of the data that has been gathered, teaching English through cooperative learning methods such as Think-Pair-Share (TPS), Number Head Together (NHT), and Student Team Achievement Development (STAD) in order to teach recount texts and improve students' writing skill demonstrated that the students were interested in the subject and that their skill had improved. The frequency and rate percentage of the results of the students' pre-test and post-test scores supported it. After receiving treatment using the Think-Pair-Share, Number Head Together, and Student Team Achievement Development techniques for teaching writing the recount text, the students' scores improved compared to their initial results.

According to the findings, before implementing the cooperative learning method, the students at MTs Negeri 3 Cilacap had very poor scores in the eighth grade for creating recount texts. According to the pre-test results, neither the experimental group nor the control group's 32 students who participated received any great scores. The experiment class received a maximum score of 58 and a minimum score of 38 on the pre-test. The greatest and lowest scores from the control class were

58 and 34, respectively. Pre-test results indicate that the students' English writing skills are still somewhat limited. This indicates that pupils struggle when required to write in English, particularly when it comes to selecting a topic, organizing their ideas, and using appropriate terminology, vocabulary, and syntax. As is common knowledge, writing is the hardest skill to master because it requires more effort on the part of the writer to generate an idea. According to Hani et al. (2023), writing is the hardest talent to learn out of the four since it requires careful thought to produce words, sentences, and paragraphs all at once.

Asyifa (2022) asserts that using the right approach is crucial for resolving the issue facing the learner. Cooperative learning methods are one of the available approaches. Student collaboration is encouraged through the use of cooperative learning techniques in the classroom. They could express an idea or a viewpoint, or they could aid in explaining the subject to a buddy. This approach can encourage learners to participate in the process, particularly in the teaching of writing. The researcher had used TPS, NHT, and STAD to teach the students how to write recount texts as part of the cooperative learning strategy for the reasons mentioned above. Upon analysis of the students' abilities, it was shown that after receiving the therapies, the students' writing abilities for recount texts had improved. . Students were taught this strategy because the researcher thought it would help students improve their writing skills since they would more readily understand the subject matter, like learning, have fun while doing it, and collaborate with friends. As a result, students will have no trouble writing their recounts.

Cooperative learning allows students to collaborate with their classmates to comprehend how to develop an idea, provide detailed information, and how to write the texts appropriately based on the generic structure, the researcher chose this method as the method to teach the writing skill of recount texts in this study. Students are also urged to support one another because individual efforts have a significant impact on team achievement. Students' score percentages on the post-test

served as evidence of the improvement. The average score of the experimental class, which served as the study's outcome, was 79.00, greater than the result for the control class, which was 63.09. Using the cooperative learning approach to teach students how to write recount texts in an experimental classroom helps keep the learning environment lively while the treatment is being administered. With the advantages of the cooperative learning method, it is appropriate for both teachers and students.

The Levene's Test for Equality of Variances' sig value from the data was 0.571, exceeding the Independent Sample T-test's pre-test alpha value (0.05) calculated from the output table. It proved that the experimental and control data variations were the same or homogeneous. The Equal Variances Assumed table then guides the Sample T-test of the pre-Independent test's subsequent analysis. According to the table, the 2-tailed sig. value was $0.981 > 0.05$. Based on the Independent Sample T-test's recommended conclusion, H_a is rejected. The mean pre-test writing scores for the experimental and control classes were identical as a result. Only 0.10 was the revealed mean difference.

The score of 0.10 was come from $40.36 - 40.26 = 0.10$. the result shows the difference in mean score between the experimental and control groups. Because the mean score in both courses was essentially the same, the mean score did not change. The Independent Sample T-test data can be explained in more depth using the t-count and t-table comparison methods. The reason for a decision will be H_a if the t-count exceeds the t-table. The Independent Sample T-test output table from the pre-test was used to calculate the t-count. Due to the study's unpaired sample, the t-table was constructed using $df = 58$ and an alpha of 0.05 split by two. Consequently, the t-table had a value of 2.001 in column 0.025 and a row df of 58. A t-table with a t-count of 0.24 2.001 was the outcome. The conclusion that H_a is disapproved of is feasible. As a result, there was no distinction between the mean pre-test scores of the experimental and control groups.

Next, the sig value of the Levene's Test for Equality of Variances was 0.758, which is higher than the pre-test alpha value (0.05) calculated from the Independent Sample T-test output table. It proved that the experimental and control data variations were the same or homogeneous. The Equal Variances Assumed table then guides the Sample T-test of the pre-Independent test's subsequent analysis. According to the table, the 2-tailed sig. value was $0.957 > 0.05$. Based on the Independent Sample T-test's recommended conclusion, H_a is rejected. The mean pre-test writing scores for the experimental and control classes were identical as a result. Only 0.10 was the revealed mean difference. This value, $41.81 - 41.71 = 0.10$, shows the difference in mean score between the experimental and control groups. Because the mean score in both courses was essentially the same, the mean score did not change.

The Independent Sample T-test data can be explained in more depth using the t-count and t-table comparison methods. The reason for a decision will be H_a if the t-count exceeds the t-table. The Independent Sample T-test output table from the pre-test was used to calculate the t-count. Due to the unpaired nature of the study's sample, an alpha of 0.05 split by two was employed when calculating the t-table using $df = 62$. As a result, the t-table's value was 1.995 in column 0.025 and row $df = 62$. A t-count t-table, or 0.54 1995, was the outcome. It is conceivable to conclude that H_a is unpopular. The mean pre-test scores for the experimental and control groups were identical as a result. .

Additionally, the Independent Sample T-test's post-test output table calculated the sig value for Levene's Test for Equality of Variances as 0.013, which is higher than the alpha (0.05). It proved the similarity or homogeneity of the experimental and control data variants. As a result, the Equal Variances Assumed table directs the Independent Sample T-test of the post-test's further analysis. The table shows that the 2-tailed sign value was $0.000 > 0.05$. H_a is approved as the Independent Sample T-test's recommended foundation for decision-making. The mean post-test writing scores for the experimental and control classes were different as a result. The

standard deviation was 15.91. The following number showed the difference in mean score between the experimental and control groups: $79.00 - 63.09 = 15.91$. The resulting difference in the mean score varied from 8.97 to 22.85 (95% CI of the Lower and Upper Limits), and there was a difference in the mean score.

Using a method for comparing t-count and t-table, the Independent Sample T-test of the gained score was also conducted. If the t-count surpasses the t-table, H_a will be the determining factor. The Independent Sample T-test of a Gained Score produced a t-count of 5.029, which was derived from the output table. The t-table was created using the value of $df = 62$ and an alpha value of 0.05 divided in half because the sample was unpaired. This led to the conclusion that 1995 in column 0.025, row $df = 62$, was the t-table's value. The t-count was therefore higher than the t-table, or 5.029 was higher than 1995. H_a is a good candidate, according to the conclusion. In other words, there was a difference between the experimental and control groups' mean obtained scores.

Based on the interpretation of the data analysis in the pre-test and post-test Independent Sample T-test output in the experimental class and the control class, the mean difference between the post-test results of both classes can be seen to show that the experimental class was higher than the control class. The Cohen's d effect size calculation, which results in a number of 1.08, was also used to show that the Cooperative Learning approach had a significant impact. In other words, the students' writing skills have greatly increased as a result of the experimental class's employment of the cooperative learning technique.

Actually, the TPS, NHT, and STAD cooperative learning strategies were three that the researcher used in this study. STAD was the first. The researcher choose this approach because it can help the pupils comprehend the subject matter better. Because they receive explanations from both the teacher and their peers in addition to the teacher. Because STAD is a strategy that students use in groups to support one another and make sure that everyone in the group is engaged and knows the issue, it

is consistent with (Slavin, 1995; Intan, 2023) who claimed that this technique allows students to work in groups. In the implementation of STAD, the first students must work with their group then they must work individually. Then the individual score was resumed and the highest group got gift from teacher. Because they receive explanations from both the teacher and their peers in addition to the teacher. Because STAD is a strategy that students use in groups to support one another and make sure that everyone in the group is engaged and knows the issue. It is in line with (Slavin, 1995; Intan, 2023) who claimed that this technique allows students to work in groups.

In addition, NHT was used by the researcher. According to earlier studies (Arrasul and Umair, 2020; Paramita, 2014; Kasyulita, 2015; Puspawati, 2011; Pratiwi, 2012; Nadya, 2019; Harianda, Ras, and Supriusman, 2013; Khairani and Zainuddin, 2012), NHT is an excellent technique for enhancing students' writing abilities. The classroom was really boisterous since the students were so engaged when the researcher was doing research and presenting the subject. In order to solve the issue, the instructor needs a different strategy than having everyone raise their hands first and then pointing to one student to respond to a question while the rest of the class is making noise. Because of this, the researcher believed that NHT was a good method to use in a noisy class. In the implementation in the class, the researcher also did the right step of NHT implementation from giving the number head, divided the groups, giving the students question and ask them to discussion and ask them to present their result in front of the students based on the number that teacher ask. So, the class will be active but no noisy. It is in line with Hani et al. (2023) who stated that NHT was designed as an alternate strategy in the classroom, such as having the student raise their hand first before the teacher points out one student to answer the question. Because every student wants to respond to the teacher's question, there will be a lot of noise in the classroom. They can therefore collaborate and talk about the optimal solution using the NHT approach. The argument made by Hani et al. (2023) that Numbered head Together (NHT) is one of

the cooperative learning structures that conveys the idea that each student has a number and that all the students on the team put their brains together to come up with their best response is in line with this statement.

Actually, students evidently experience grammatical awkwardness during the writing process, in addition to occasionally being immersed in the subject matter. This is because there aren't enough words to express the ideas that are needed (Badriyatus & Ria; 2023). Therefore, it puts pressure on the whole student evaluation. Most pupils write in a dull manner. As a result, developing student ideas and reconditioning language faults require a lot of reactions and conceptions. Think Pair Share is a way of teaching writing that has several benefits. Because it gives students the chance to explore their ideas for writing, cultivate ideas with other students, share ideas, learn to criticize and acknowledge effective estimates, and foster teamwork, the author concludes that this approach to teaching writing is very effective (Badriyatus & Ria;2023). In the implementation of this method, the teacher ask the students to work individually first then they have to discuss with their pair about the right answer of the question. Then they must share their opinion in front of their friends. Then, the study discovered that by using this strategy, the students acquire new vocabulary. Since students frequently read and comprehend recount texts, they could learn new words from their own stories as well as those of their friends. Each word was noted, and they noted how it related to their story. They were able to expand their vocabulary as a result and avoided using repetitive words.

Sometimes students have the misconception that expanding their vocabulary is unimportant. However, one of the most crucial components of writing was vocabulary. Vocabulary is the primary building block for acquiring sentence structure and other language skills, according to Kartikasari (2021). It will therefore be relevant to the students' command of grammar. because the students need to improve their command of grammar. According to Wijayanti et al. (2021), grammar improvement is the area where students most urgently require it. It indicates that

having a large vocabulary will make it simpler for someone to communicate their ideas in writing and will have an impact on how well they understand grammar. Since they can discuss their ideas with others, the TPS technique makes learning more enjoyable and productive because students don't only utilize the same words when they write; instead, they may expand their vocabulary. According to Badriyatus & Ria (2023), they claimed that through TPS, they could learn new words from both their friends' and their own stories. Each word they noted was related to their story in some way. By not using repetitive words in their story, they were able to expand their vocabulary. Now that they understand that learning can be active and students can feel displayed, learning is no longer only entertaining when students have their full attention on the teacher and are seated to listen.

Therefore, both teachers and students face challenges during the teaching and learning process. Sometimes teachers struggle to come up with an engaging and appropriate teaching strategy that will foster a positive learning environment. The students encountered problems trying to comprehend the subject matter as well. As a result, the teacher's method has an impact on how well students are taught and learn. Students actively participated in the teaching and learning process by following step-by-step instructions to learn the topic. Through cooperative learning, students are given the opportunity to collaborate with classmates to comprehend the writing process, how to generate an idea, and how to arrange a text. By learning in groups, students can practice writing well with their classmates so that the reader will understand the reader's major concepts and specific details.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

English is a global language that is used as a medium of communication practically everywhere in the world. English has been taught all over the world since it is an international language. For the students, this language is challenging. Mastering English as foreign language is not as simple as learning English as National Language. The four English language skills that students must develop during their educational process are writing, reading, speaking, and listening. Writing is one of the most difficult skill to be mastered. This mindset made the students unwilling to absorb the lesson in writing. However, it was critical abilities that must be learned by the students in order to complete the requirements of the academic component and accumulate information. Teachers must use an engaging teaching method to engage students, make them feel at ease, and help them comprehend the material. One of the appropriate method that can be used is Cooperative Learning Method. Cooperative learning is one of the most effective methods for teaching writing to accomplish the course's ultimate goal. From the data that the researcher found after used Cooperative Learning method that used TPS, NHT, and STAD technique the students writing ability was improved significantly. It can be seen from the comparison between the score of experiment class and control class.

In the pre-test, the mean of experiment class score was 41,81 and control class score was 41,71. It means that they have low score and same ability. Then the improvement can be prove through tudents' score percentages on the post-test served as evidence of the improvement. The average score of the experimental class, which served as the study's outcome, was 79.00, greater than the result for the control class, which was 63.09. It can be conclude that teaching recount text to the students through cooperative learning method was very effective and increase students writing skill. It

can be happened because cooperative learning method also make the teaching learning process alive, fun, and enjoyable. It's also make the students felt confident to write something in English because they can do the work with their friends and sharing the knowledge each other. So, the students felt interested, not bored and exciting to follow the teaching learning process.

B. Limitation of the Study

Based on the study that conducted by the researcher, this study also has some limitations. The first limitation was about the limited time allocation. Secondly, it also about the projector that not bright enough. So, it makes the students faced difficulties when they have to see the material in PPT.

C. Suggestion

In accordance with the earlier research findings, here are some recommendations that can be made in relation to the researcher's conclusion and perhaps it will be useful. These are the suggestions:

1. Teacher

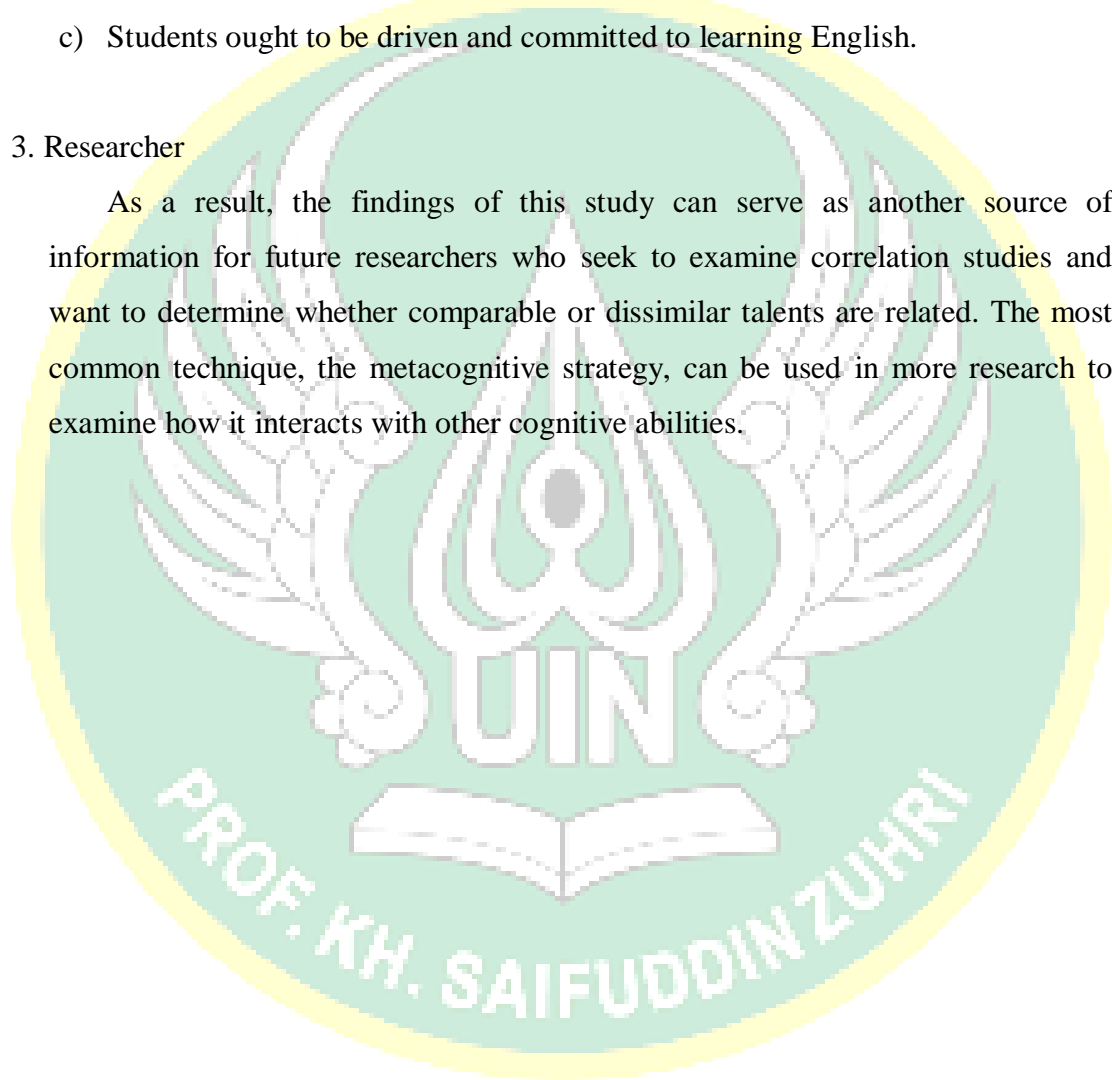
- a) Teachers should use effective methods to teach writing and ensure that students enjoy the teaching and learning process.
- b) More clarification of English grammar rules should be given in class, especially for the simple past tense. Students will thus have a better understanding of how to create recount texts, particularly in terms of grammatical features.
- c) To help the students become more accustomed to the structure of English writing, the teacher should assign more writing exercises.

2. The learners

- a) In order to improve their writing skills, particularly in recount texts, students should read more and write more.
- b) Students need to learn more about grammar and should not be afraid to seek their teachers for help if they run into problems.
- c) Students ought to be driven and committed to learning English.

3. Researcher

As a result, the findings of this study can serve as another source of information for future researchers who seek to examine correlation studies and want to determine whether comparable or dissimilar talents are related. The most common technique, the metacognitive strategy, can be used in more research to examine how it interacts with other cognitive abilities.



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APPENDICES

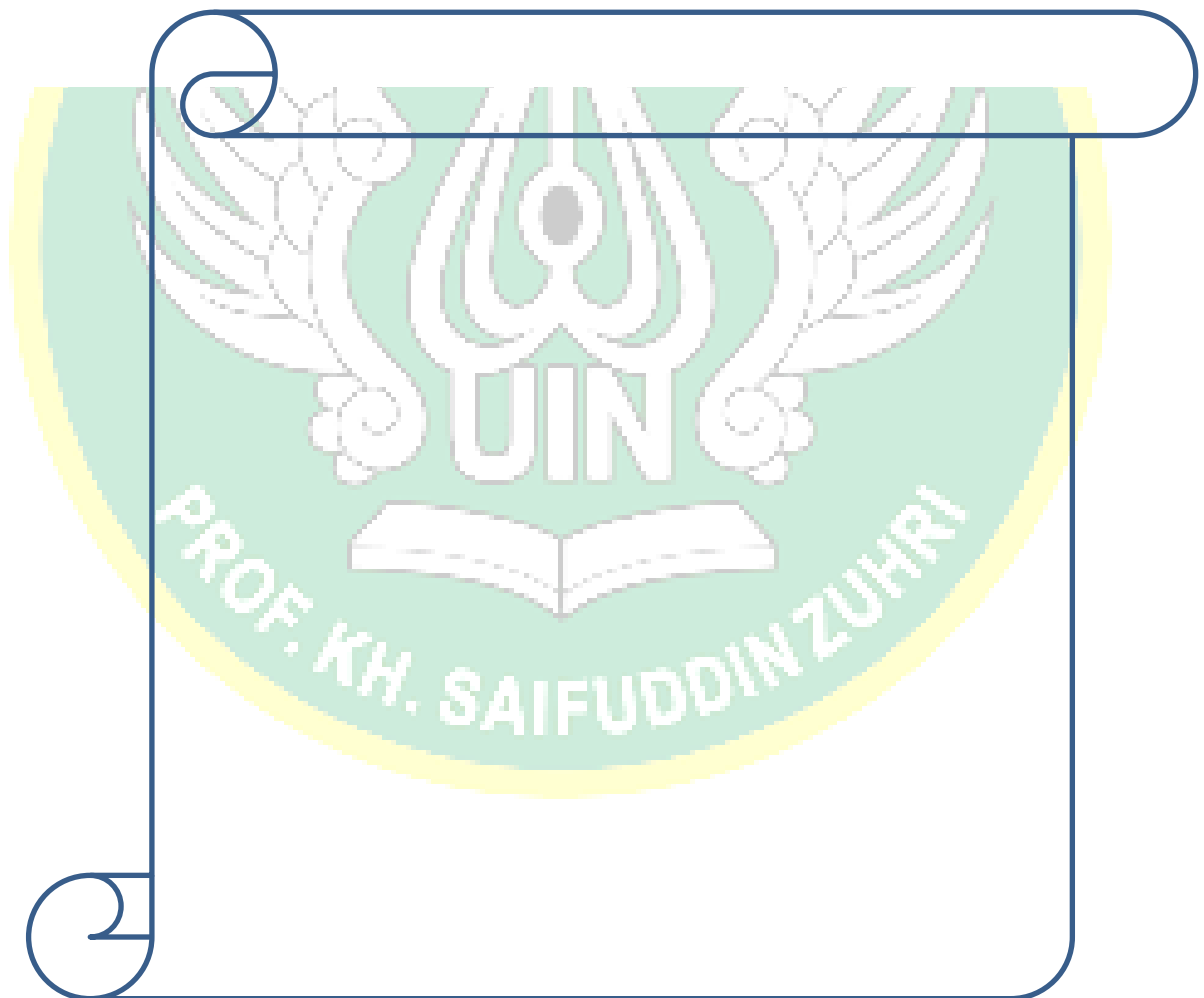
Appendix 1:Pre-test

Worksheet of Pre-test

Name:	Class:
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Instruction:

1. Write down your unforgettable experience at least a paragraph in 5-10 sentences!.
2. You will have 50 minutes to write your unforgettable experience.



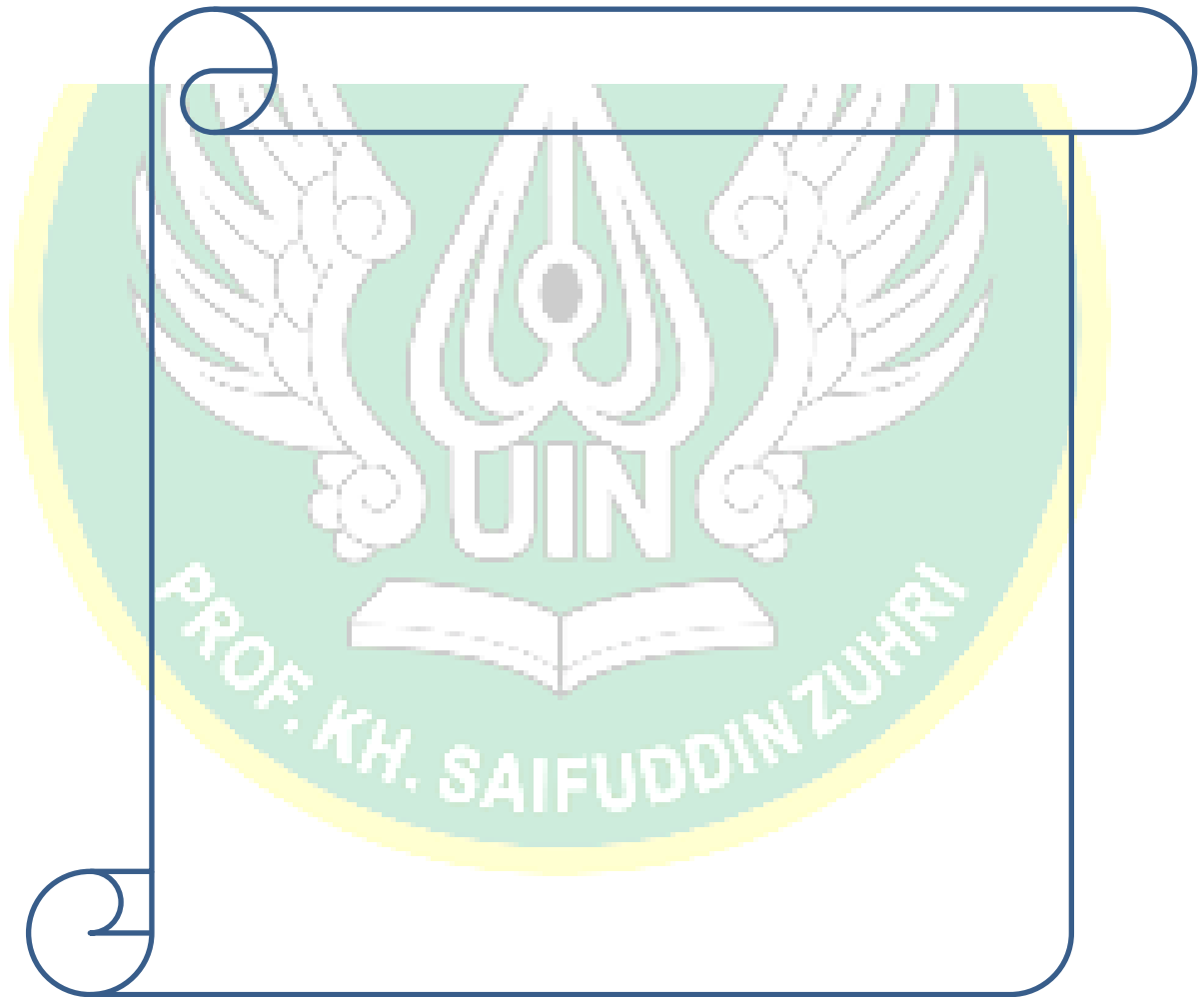
Appendix 2: Post-test

Worksheet of Post-test

Name:	Class:
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Instruction:

1. Write down your unforgettable experience at least a paragraph in 5-10 sentences!.
2. You will have 50 minutes to write your unforgettable experience.



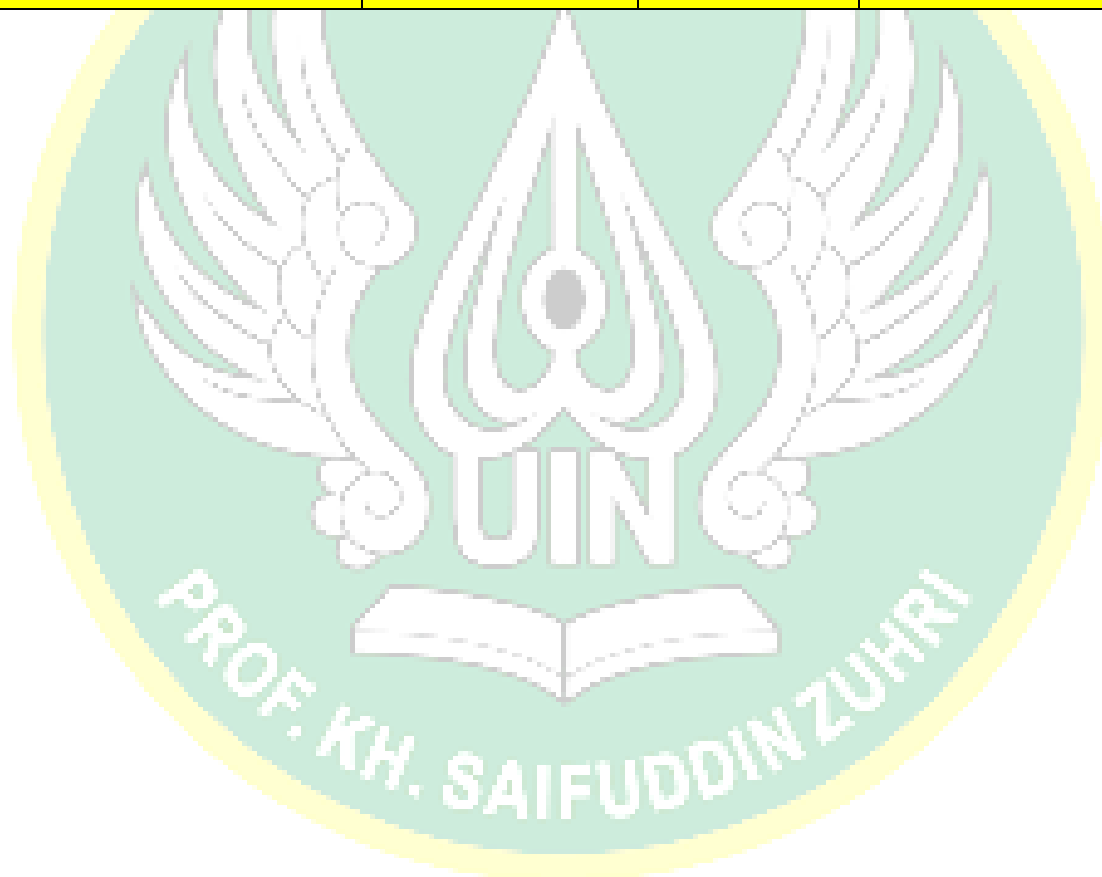
Appendix 3: Writing Rubric Indicator

Content	30-27	Excellent to very good: Knowledgeable, Substantive, thorough development of the topic, relevant to assigned topic.
	26-22	Good to average: Adequate range, limited development of topic, mostly relevant to topic, but lacks detail
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
	16-13	Very poor: does not show knowledge or subject, non-substantive, not pertinent, or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very poor: does not communicate, no organization, or not enough to evaluate. Vocabulary
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.
	17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
Language Use	25-22	Excellent to very good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition.
	21-18	Good to average: effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.

Appendix 4: Students Score in Experiment Class

No	Students	Score		Gained
		Pre-test	Post-test	
1	1 st Student	37	56	19
2	2 nd Student	34	76	42
3	3 rd Student	37	50	13
4	4 th Student	43	96	53
5	5 th Student	49	82	33
6	6 th Student	35	89	54
7	7 th Student	50	95	45
8	8 th Student	39	96	57
9	9 th Student	34	97	63
10	10 th Student	43	98	55
11	11 th Student	34	53	19
12	12 th Student	34	64	30
13	13 th Student	34	55	21
14	14 th Student	47	94	47
15	15 th Student	41	84	43
16	16 th Student	60	100	40
17	17 th Student	34	76	42
18	18 th Student	49	94	45
19	19 th Student	50	100	50
20	20 th Student	37	61	24
21	21 st Student	38	75	37
22	22 nd Student	41	85	44
23	23 rd Student	47	68	21
24	24 th Student	34	91	57
25	25 th Student	42	72	30
26	26 th Student	52	87	35
27	27 th Student	40	72	32

28	28 th Student	43	75	32
29	29 th Student	37	45	8
30	30 th Student	52	87	35
31	31 st student	48	84	36
32	32 nd Student	43	71	28
SUM		1338	2528	1190
MEAN		41,8125	79	37
MAXIMUM SCORE		60	100	-
MINIMUM SCORE		34	45	-



Appendix 5: Students' Score in Control Class

No	Students	Score		Gained
		Pre-test	Post-test	
1	1 st Student	34	50	16
2	2 nd Student	44	74	30
3	3 rd Student	39	45	6
4	4 th Student	36	60	24
5	5 th Student	35	51	16
6	6 th Student	43	65	22
7	7 th Student	39	71	32
8	8 th Student	41	61	20
9	9 th Student	39	56	17
10	10 th Student	38	62	24
11	11 th Student	40	58	18
12	12 th Student	35	71	36
13	13 th Student	48	61	13
14	14 th Student	40	63	23
15	15 th Student	58	85	27
16	16 th Student	47	59	12
17	17 th Student	50	76	26
18	18 th Student	53	79	26
19	19 th Student	50	84	34
20	20 th Student	47	58	11
21	21 st Student	41	64	23
22	22 nd Student	34	60	26
23	23 rd Student	38	61	23
24	24 th Student	34	69	35
25	25 th Student	51	55	4

26	26 th Student	37	69	32
27	27 th Student	55	59	4
28	28 th Student	34	36	2
29	29 th Student	50	51	1
30	30 th Student	34	59	25
31	31 st Student	34	86	52
32	32 nd Student	37	61	24
SUM		1335	2019	684
MEAN		41,71875	63,09375	21,375
MAXIMUM SCORE		58	86	-
MINIMUM SCORE		34	36	-



Appendix 6: Lesson Plan

Experiment Class

Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan : MTs Negeri 3 Cilacap
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Genap
Materi Pokok : Recount Text
Skill : Writing
Alokasi Waktu : 2 x 30 menit (Meeting 1)

A. Kompetensi Inti, Kompetensi Dasar, Indikator Pencapaian Kompetensi

Kompetensi Inti 3 (Pengetahuan)	Kompetensi Inti 4 (Keterampilan)
3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.3 Membandingkan fungsi sosial,	4.3 Teks <i>Recount</i>

<p>struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>).</p> <p>4.3.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>
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B. Indikator Pencapaian Kompetensi

1. Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks personal recount, terkait pengalaman pribadi di waktu lampau, pendek dan sederhana. C1
2. Peserta didik mampu menganalisis penggunaan language features dalam recount text. C4
3. Peserta didik mampu menyimpulkan peristiwa yang terjadi dalam bagian event. C2

C. Tujuan

Tujuan pembelajaran ini yaitu:

1. Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks personal recount, terkait pengalaman pribadi di waktu lampau, pendek dan sederhana dengan akurat
2. Peserta didik mampu menyimpulkan makna terkait peristiwa yang terjadi dalam bagian event dengan akurat
3. Peserta didik mampu menganalisis penggunaan language features dalam recount text dengan akurat

D. Materi Pembelajaran

A. Definition of Recount Text

B. Types of recount text

1. Personal recount text
2. Imaginative recount text
3. Factual recount text

E. Pendekatan, Metode, dan Strategi Pembelajaran

1. Pendekatan :Scientific Approach
2. Metode : Cooperative Learning, Think-Pair-Share
3. Strategi : Pengamatan, tanya jawab, diskusi, penugasan

F. Media dan Sumber Belajar

A. Media

- a) Boardmarker
- b) Whiteboard
- c) Laptop
- d) LCD Projector
- e) Lembar Kerja Peserta Didik

- f) Gambar
- g) Video
- h) PPT

B. Sumber Belajar

- a) Buku Bahasa Inggris “When English Ring’s a Bell” kelas VIII SMP/MTs
- b) <https://youtu.be/DGI15kQ399o>

G. Langkah-langkah Pembelajaran

Experimental Class

Pertemuan kedua
Pendahuluan (10 menit)
<ol style="list-style-type: none"> 1. Guru membuka kegiatan pembelajaran dengan menyapa peserta didik dan membuka dengan berdo’a bersama. 2. Guru mengecek kehadiran peserta didik. 3. Guru mengecek kesiapan belajar peserta didik. 4. Guru mengaitkan materi pelajaran dengan pengalaman peserta didik. 5. Guru meminta peserta didik menebak materi yang akan dipelajari. 6. Guru memberikan motivasi kepada peserta didik berkaitan dengan materi yang akan dipelajari yaitu tentang news item. 7. Guru memberi gambaran tentang manfaat mempelajari materi pembelajaran.
Kegiatan Inti (60 Menit)
<ol style="list-style-type: none"> 1. Guru menayangkan video yang berkaitan dengan dengan pengalaman dimasa lampau yang berkaitan dengan materi. 2. Guru memberi penjelasan materi mengenai jenis recount text kepada peserta

didik.

3. Peserta didik menyimak penjelasan guru tentang materi recount text.
4. Guru memberikan kesempatan kepada peserta didik untuk bertanya.
5. Guru menjawab pertanyaan peserta didik.
6. Guru memberikan apresiasi kepada peserta didik yang telah bertanya dan menjelaskan pelaksanaan metode think-pair-share.
7. Guru meminta peserta didik untuk mengerjakan soal secara individu.
8. Guru meminta peserta didik mengerjakan soal yang telah diberikan oleh guru secara individu
9. Guru meminta peserta didik untuk bertukar pikiran dengan pasangannya untuk menjawab soal yang telah diberikan guru
10. Guru memandu diskusi dan setiap kelompok mengemukakan hasil diskusinya
11. Guru memberikan penguatan tentang pengetahuan atau konsep yang luput dari perhatian siswa saat berdiskusi dengan pasangannya.
12. Guru memberikan komentar dan apresiasi terhadap peserta didik.

Penutup (10 menit)

1. Guru dan peserta didik menyimpulkan kegiatan pembelajaran yang telah dilakukan untuk memberikan penguatan dengan meminta peserta didik menyimpulkan materi yang telah diajarkan.
2. Guru memberikan apresiasi dan feedback kepada peserta didik.
3. Guru melakukan refleksi terhadap peserta didik tentang kesulitan apa yang mereka hadapi pada saat proses pembelajaran.
4. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan selanjutnya dan memberikan tugas rumah.
5. Guru memberi kesempatan kepada peserta didik untuk bertanya terkait tugas rumah.
6. Guru memberikan nasehat yang dapat memotivasi peserta didik sebelum kegiatan diakhiri.

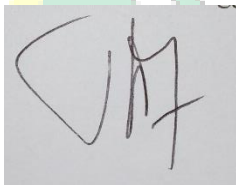
7. Guru mengakhiri pembelajaran dengan salam.

H. Penilaian

1. Penilaian sikap
2. Penilaian pengetahuan
3. Penilaian keterampilan

Mengetahui

Guru Bahasa Inggris



Asih Mulyanti, S.Pd

NIP.197008311997032001

Purwokerto, 10 Maret 2023

Mahasiswa



Alfi Hulwatun Nasichah

NIM. 1917404007



Control Class

**Rencana Pelaksanaan Pembelajaran
(RPP)**

Satuan Pendidikan : MTs Negeri 3 Cilacap
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Genap
Materi Pokok : Recount Text
Skill : Writing
Alokasi Waktu : 2 x 30 menit (Meeting 1)

A. Kompetensi Inti, Kompetensi Dasar

Kompetensi Inti 3 (Pengetahuan)	Kompetensi Inti 4 (Keterampilan)
3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.3 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan	4.3 Teks <i>Recount</i> 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur

<p>tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>).</p> <p>4.3.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>
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B. Indikator Pencapaian Kompetensi

1. Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks personal recount, terkait pengalaman pribadi di waktu lampau, pendek dan sederhana. C1
2. Peserta didik mampu menganalisis penggunaan language features dalam recount text. C4
3. Peserta didik mampu menyimpulkan peristiwa yang terjadi dalam bagian event. C2

C. Tujuan

Setelah mengikuti pembelajaran ini peserta didik diharapkan mampu:

1. Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks personal recount, terkait pengalaman pribadi di waktu lampau, pendek dan sederhana dengan akurat

2. Peserta didik mampu menyimpulkan makna terkait peristiwa yang terjadi dalam bagian event dengan akurat
3. Peserta didik mampu menganalisis penggunaan language features dalam recount text dengan akurat

D. Materi Pembelajaran

A. Definition of Recount text

B. Types of recount text

1. Personal recount text
2. Imaginative recount text
3. Factual recount text

E. Pendekatan, Metode, dan Strategi Pembelajaran

1. Pendekatan :Scientific Approach
2. Metode : Conventional Method
3. Strategi : Ceramah dan Tanya Jawab

F. Media dan Sumber Belajar

A. Media

1. Boardmarker
2. Whiteboard
3. Laptop
4. LCD Projector
5. Video
6. PPT

B. Sumber Belajar

- c) Buku Bahasa Inggris “When English Ring’s a Bell” kelas VIII SMP/MTs
- d) <https://youtu.be/DGI15kQ399o>

G. Langkah-langkah Pembelajaran

Pertemuan kedua	
Pendahuluan (10 menit)	
	<ol style="list-style-type: none">1. Guru membuka kegiatan pembelajaran dengan menyapa peserta didik dan membuka dengan berdo'a bersama.2. Guru mengecek kehadiran peserta didik.3. Guru mengecek kesiapan belajar peserta didik.4. Guru mengaitkan materi pelajaran dengan pengalaman peserta didik5. Guru meminta peserta didik menebak materi yang akan dipelajari.6. Guru memberikan motivasi kepada peserta didik berkaitan dengan materi yang akan dipelajari yaitu tentang news item.7. Guru memberi gambaran tentang manfaat mempelajari materi pembelajaran.
Kegiatan Inti (60 Menit)	
	<ol style="list-style-type: none">1. Guru menayangkan video yang berkaitan dengan materi.2. Guru memberi penjelasan materi mengenai jenis recount text kepada peserta didik.3. Peserta didik menyimak penjelasan guru tentang materi recount text.4. Guru memberikan kesempatan kepada peserta didik untuk bertanya.5. Guru menjawab pertanyaan peserta didik.6. Guru memberikan apresiasi kepada peserta didik yang telah bertanya.7. Guru meminta peserta didik mengerjakan soal yang telah diberikan oleh guru secara individu8. Guru membahas soal bersama.9. Guru memberikan komentar dan apresiasi terhadap peserta didik.

Penutup (10 menit)

1. Guru dan peserta didik menyimpulkan kegiatan pembelajaran yang telah dilakukan untuk memberikan penguatan dengan meminta peserta didik menyimpulkan materi yang telah diajarkan.
2. Guru memberikan apresiasi dan feedback kepada peserta didik.
3. Guru melakukan refleksi terhadap peserta didik tentang kesulitan apa yang mereka hadapi pada saat proses pembelajaran.
4. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan selanjutnya dan memberikan tugas rumah.
5. Guru memberi kesempatan kepada peserta didik untuk bertanya terkait tugas rumah.
6. Guru memberikan nasehat yang dapat memotivasi peserta didik sebelum kegiatan diakhiri.
7. Guru mengakhiri pembelajaran dengan salam.



UIN
PROF. KH. SAIFUDDIN ZUHRI

G. Penilaian

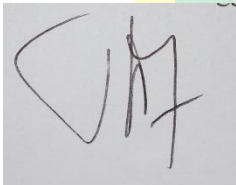
1. Penilaian sikap
2. Penilaian pengetahuan

Mengetahui

Purwokerto, 10 Maret 2023

Guru Bahasa Inggris

Mahasiswa



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Experimental Class

**Rencana Pelaksanaan Pembelajaran
(RPP)**

Satuan Pendidikan : MTs Negeri 3 Cilacap
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Genap
Materi Pokok : Recount Text
Skill : Writing
Alokasi Waktu : 2 x 30 menit (Meeting 2)

A. Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti (Keterampilan)
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
Kompetensi Dasar
4.3 Teks <i>Recount</i> 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>). 4.3.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

B. Indikator Pencapaian Kompetensi

1. Mengubah kalimat acak menjadi kalimat yang benar C2
2. Menyusun teks recount sederhana terkait kegiatan sekolah dimasa lampau sesuai tema yang telah ditentukan C5

C. Tujuan

Setelah mengikuti pembelajaran ini peserta didik diharapkan mampu:

1. Peserta didik mampu mengubah kalimat acak menjadi recount teks dengan akurat
2. Peserta didik mampu menyusun teks recount sederhana terkait kegiatan sekolah dimasa lampau sesuai tema yang telah ditentukan terkait Classroom Competition

D. Materi Pembelajaran

1. Simple past tense
2. Adverb of time
3. Adverb of place
4. Conjunction

E. Pendekatan, Metode, dan Strategi Pembelajaran

1. Pendekatan :Scientific Approach
2. Metode : Cooperative Learning, Number Heads Together
3. Strategi : Pengamatan, tanya jawab, diskusi, penugasan, dan presentasi

F. Media dan Sumber Belajar

A. Media

- a) Boardmarker
- b) Whiteboard

- c) Laptop
- d) LCD
- e) Projector
- f) Lembar Kerja Peserta Didik
- g) Gambar
- h) PPT

B. Sumber Belajar

- a) Buku Bahasa Inggris “When English Ring’s a Bell” kelas VIII SMP/MTs
- b) <https://www.mediaingris.com/2020/10/recount-texts-kumpulan-contoh-soal.html?m=1>
- c) <http://freeenglishcourse.info/8-contoh-recount-text-pendek-bahasa-inggris/>

G. Langkah-langkah Pembelajaran

Experimental Class

Pertemuan kedua
Pendahuluan (10 menit)
<ol style="list-style-type: none"> 1. Guru membuka kegiatan pembelajaran dengan menyapa peserta didik dan membuka dengan berdo’a bersama. 2. Guru mengecek kehadiran peserta didik. 3. Guru mengecek kesiapan belajar peserta didik. 4. Guru mengaitkan materi pelajaran dengan pengalaman peserta didik. 5. Guru meminta peserta didik menebak materi yang akan dipelajari. 6. Guru memberikan motivasi kepada peserta didik berkaitan dengan materi yang akan dipelajari yaitu tentang news item. 7. Guru memberi gambaran tentang manfaat mempelajari materi pembelajaran.
Kegiatan Inti (60 Menit)

1. Guru melakukan Ice breaking dengan bernyanyi bersama murid dan mengaitkannya dengan pengalaman personalnya dimasa lampau .
2. Guru menjelaskan materi tentang unsur kebahasaan recount text kepada peserta didik.
3. Peserta didik menyimak penjelasan guru tentang materi recount text.
4. Guru memberikan kesempatan kepada peserta didik untuk bertanya.
5. Guru menjawab pertanyaan peserta didik.
6. Guru memberikan apresiasi kepada peserta didik yang telah bertanya.
7. Guru meminta siswa untuk berkelompok sesuai kelompok yang telah dibagi pada pertemuan sebelumnya dan memberikan nomor 1-4 kepada setiap kelompok dan menjelaskan mekanisme pembelajaran melalui metode NHT.
8. Guru memberikan LKPD kepada setiap kelompok peserta didik untuk mengerjakan soal yang telah diberikan oleh guru bersama kelompok.
9. Peserta didik berdiskusi untuk menemukan jawaban yang dianggap paling benar dan memastikan semua anggota kelompok mengetahui jawaban tersebut.
10. Guru memanggil salah satu nomor yang dipanggil untuk mempresentasikan jawaban hasil diskusi kelompok mereka.
11. Guru memberikan komentar dan apresiasi terhadap peserta didik.

Penutup (10 menit)

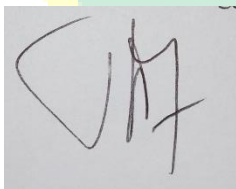
1. Guru dan peserta didik menyimpulkan kegiatan pembelajaran yang telah dilakukan untuk memberikan penguatan dengan meminta peserta didik menyimpulkan materi yang telah diajarkan.
2. Guru memberikan apresiasi dan feedback kepada peserta didik.
3. Guru melakukan refleksi terhadap peserta didik tentang kesulitan apa yang mereka hadapi pada saat proses pembelajaran.
4. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan selanjutnya dan memberikan tugas rumah.

5. Guru memberi kesempatan kepada peserta didik untuk bertanya terkait tugas rumah.
6. Guru memberikan nasehat yang dapat memotivasi peserta didik sebelum kegiatan diakhiri.
7. Guru mengakhiri pembelajaran dengan salam.

G. Penilaian

3. Penilaian sikap
4. Penilaian pengetahuan
5. Penilaian keterampilan

Mengetahui
Guru Bahasa Inggris



Asih Mulyanti, S.Pd
NIP.197008311997032001

Purwokerto, 10 Maret 2023
Mahasiswa



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Control Class

**Rencana Pelaksanaan Pembelajaran
(RPP)**

Satuan Pendidikan : MTs Negeri 3 Cilacap
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Genap
Materi Pokok : Recount Text
Skill : Writing
Alokasi Waktu : 2 x 30 menit (Meeting 2)

A. Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti

(Keterampilan)

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

Kompetensi Dasar

4.3 Teks *Recount*

4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*).

4.3.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman

pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

B. Indikator Pencapaian Kompetensi

1. Mengubah kalimat acak menjadi kalimat yang benar C2
2. Menyusun teks recount sederhana terkait kegiatan sekolah dimasa lampau sesuai dengan tema yang telah ditentukan terkait Classroom Competition. C5

C. Tujuan

Setelah mengikuti pembelajaran ini peserta didik diharapkan mampu:

1. Peserta didik mampu mengubah kalimat acak menjadi kalimat yang benar dengan akurat.
2. Peserta didik mampu menyusun teks recount sederhana terkait kegiatan sekolah dimasa lampau sesuai tema yang telah ditentukan terkait Classroom Competition dengan akurat.

D. Materi Pembelajaran

1. Simple past tense
2. Adverb of time
3. Adverb of place
4. Conjunction

E. Pendekatan, Metode, dan Strategi Pembelajaran

1. Pendekatan :Scientific Approach
2. Metode : Conventional Method
3. Strategi : Ceramah dan Tanya Jawab

F. Media dan Sumber Belajar

A. Media

7. Boardmarker
8. Whiteboard
9. Laptop
10. LCD Projector
11. PPT

B. Sumber Belajar

- e) Buku Bahasa Inggris “When English Ring’s a Bell” kelas VIII SMP/MTs
- f) <https://youtu.be/DGI15kQ399o>

G, Langkah-langkah Pembelajaran

Pertemuan kedua 2

Pendahuluan (10 menit)

1. Guru membuka kegiatan pembelajaran dengan menyapa peserta didik dan membuka dengan berdo’a bersama.
2. Guru mengecek kehadiran peserta didik.
3. Guru mengecek kesiapan belajar peserta didik.
4. Guru mengaitkan materi pelajaran dengan pengalaman peserta didik
5. Guru meminta peserta didik menebak materi yang akan dipelajari.
6. Guru memberikan motivasi kepada peserta didik berkaitan dengan materi yang akan dipelajari yaitu tentang news item.
7. Guru memberi gambaran tentang manfaat mempelajari materi pembelajaran.

Kegiatan Inti (60 Menit)

1. Guru melakukan Ice breaking dengan bernyanyi bersama murid dan mengaitkannya dengan pengalaman personalnya dimasa lampau.
2. Guru menjelaskan materi tentang unsur kebahasaan recount text kepada peserta didik
3. Peserta didik menyimak penjelasan guru tentang materi recount text.
4. Guru memberikan kesempatan kepada peserta didik untuk bertanya.
5. Guru menjawab pertanyaan peserta didik.
6. Guru memberikan apresiasi kepada peserta didik yang telah bertanya.
7. Guru meminta peserta didik mengerjakan soal yang telah diberikan oleh guru secara individu.
8. Guru dan peserta didik membahas soal bersama.
9. Guru meminta peserta didik membuat recount text berdasarkan gambar yang telah disediakan secara individu.
10. Guru meminta peserta didik mengumpulkan hasil pekerjaannya.
11. Guru memberikan komentar dan apresiasi terhadap peserta didik.

Penutup (10 menit)

1. Guru dan peserta didik menyimpulkan kegiatan pembelajaran yang telah dilakukan untuk memberikan penguatan dengan meminta peserta didik menyimpulkan materi yang telah diajarkan.
2. Guru memberikan apresiasi dan feedback kepada peserta didik.
3. Guru melakukan refleksi terhadap peserta didik tentang kesulitan apa yang mereka hadapi pada saat proses pembelajaran.
4. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan selanjutnya dan memberikan tugas rumah.
5. Guru memberi kesempatan kepada peserta didik untuk bertanya terkait tugas rumah.
6. Guru memberikan nasehat yang dapat memotivasi peserta didik sebelum kegiatan diakhiri.

7. Guru mengakhiri pembelajaran dengan salam.

G. Penilaian

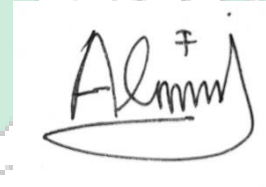
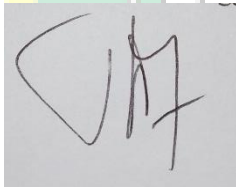
4. Penilaian sikap
5. Penilaian pengetahuan
6. Penilaian keterampilan

Mengetahui

Purwokerto, 10 Maret 2023

Guru Bahasa Inggris

Mahasiswa



Asih Mulyanti, S.Pd

Alfi Hulwatun Nasichah

NIP.197008311997032001

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Experiment Class

**Rencana Pelaksanaan Pembelajaran
(RPP)**

Satuan Pendidikan : MTs Negeri 3 Cilacap
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Genap
Materi Pokok : Recount Text
Skill : Writing
Alokasi Waktu : 2x 30 menit (Meeting 3)

A. Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti (Keterampilan)
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
Kompetensi Dasar
4.3 Teks <i>Recount</i> 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>). 4.3.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

B. Indikator Pencapaian Kompetensi

1. Mengurutkan kalimat acak menjadi paragraph C3
2. Menyusun teks recount sederhana tentang pengalaman pribadi, kegiatan, atau peristiwa di waktu lampau C5

C. Tujuan

Setelah mengikuti pembelajaran ini peserta didik diharapkan mampu:

1. Peserta didik mampu mengurutkan kalimat acak menjadi paragraph dengan akurat
2. Peserta didik mampu menyusun teks recount sederhana tentang pengalaman pribadi, kegiatan, atau peristiwa di waktu lampau dengan akurat

D. Materi Pembelajaran

Writing organizer of recount text.

E. Pendekatan, Metode, dan Strategi Pembelajaran

1. Pendekatan :Scientific Approach
2. Metode : Cooperative Learning, Students Team Achievement Division
3. Strategi : Pengamatan, tanya jawab, diskusi, penugasan

F. Media dan Sumber Belajar

- A. Media
 - a) Boardmarker
 - b) Whiteboard
 - c) Laptop
 - d) LCD
 - e) Projector

- f) Lembar Kerja Peserta Didik
- g) Gambar
- h) Video
- i) PPT

B. Sumber Belajar

- a) Buku Bahasa Inggris “When English Ring’s a Bell” kelas VIII SMP/MTs
- b) <https://www.caramudahbelajarbahasainggris.net/contoh-dan-soal-recount-text-beserta-jawabannya/>
- c) <https://www.mediainggris.com/2020/10/recount-texts-kumpulan-contoh-soal.html?m=1>

G. Langkah-langkah Pembelajaran

Experimental Class

Pertemuan ketiga	
Pendahuluan (10 menit)	
1.	Guru membuka kegiatan pembelajaran dengan menyapa peserta didik dan membuka dengan berdo’a bersama.
2.	Guru mengecek kehadiran peserta didik.
3.	Guru mengecek kesiapan belajar peserta didik.
4.	Guru mengaitkan materi pelajaran dengan pengalaman peserta didik.
5.	Guru meminta peserta didik menebak materi yang akan dipelajari.
6.	Guru memberikan motivasi kepada peserta didik berkaitan dengan materi yang akan dipelajari yaitu tentang news item.
7.	Guru memberi gambaran tentang manfaat mempelajari materi pembelajaran.
Kegiatan Inti (60 Menit)	
1.	Guru melakukan Ice breaking dengan bernyanyi bersama peserta didik dan mengaitkannya dengan pengalaman personalnya dimasa lampau.
2.	Guru menjelaskan materi tentang how to make a good recount text kepada peserta

didik.

3. Peserta didik menyimak penjelasan guru.
4. Guru memberikan kesempatan kepada peserta didik untuk bertanya.
5. Guru menjawab pertanyaan peserta didik.
6. Guru memberikan apresiasi kepada peserta didik yang telah bertanya.
7. Guru menjelaskan pelaksanaan metode STAD dan meminta peserta didik untuk mengerjakan secara berkelompok untuk saling berbagi pengetahuan dan menyelesaikan soal.
8. Guru dan peserta didik membahas soal bersama.
9. Guru meminta peserta didik mengerjakan soal secara individu.
10. Guru meminta peserta didik mengumpulkan hasil pekerjaannya.
11. Guru memberikan komentar dan apresiasi terhadap peserta didik.

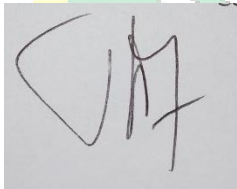
Penutup (10 menit)

1. Guru dan peserta didik menyimpulkan kegiatan pembelajaran yang telah dilakukan untuk memberikan penguatan dengan meminta peserta didik menyimpulkan materi yang telah diajarkan.
2. Guru memberikan apresiasi dan feedback kepada peserta didik.
3. Guru melakukan refleksi terhadap peserta didik tentang kesulitan apa yang mereka hadapi pada saat proses pembelajaran.
4. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan selanjutnya dan memberikan tugas rumah.
5. Guru memberi kesempatan kepada peserta didik untuk bertanya terkait tugas rumah.
6. Guru memberikan nasehat yang dapat memotivasi peserta didik sebelum kegiatan diakhiri.
7. Guru mengakhiri pembelajaran dengan salam.

H. Penilaian

7. Penilaian sikap
8. Penilaian pengetahuan
9. Penilaian keterampilan

Mengetahui
Guru Bahasa Inggris



Asih Mulyanti, S.Pd

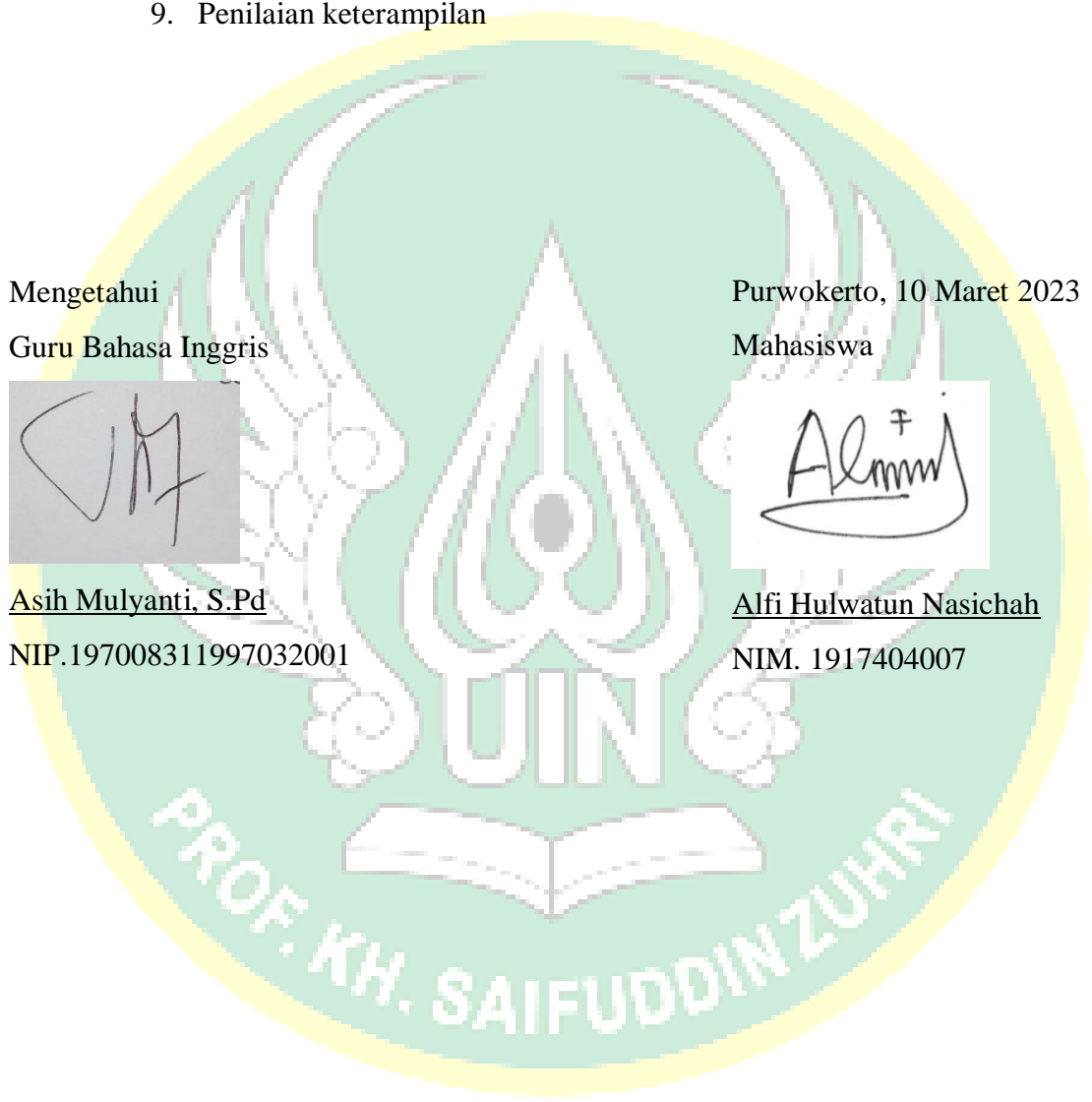
NIP.197008311997032001

Purwokerto, 10 Maret 2023
Mahasiswa



Alfi Hulwatun Nasichah

NIM. 1917404007



Control Class

**Rencana Pelaksanaan Pembelajaran
(RPP)**

Satuan Pendidikan : MTs Negeri 3 Cilacap
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Genap
Materi Pokok : Recount Text
Skill : Writing
Alokasi Waktu : 2 x 30 menit (Meetings 3)

A. Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti

(Keterampilan)

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

Kompetensi Dasar

4.3 Teks *Recount*

4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*).

4.3.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

B. Indikator Pencapaian Kompetensi

1. Mengurutkan kalimat acak menjadi sebuah paragraf C3
2. Menyusun teks recount sederhana tentang pengalaman pribadi, kegiatan, atau peristiwa di waktu lampau C5

C. Tujuan

Setelah mengikuti pembelajaran ini peserta didik diharapkan mampu:

1. Peserta didik mampu mengurutkan kalimat acak menjadi sebuah paragraf dengan akurat.
2. Peserta didik mampu menyusun teks recount sederhana tentang pengalaman pribadi, kegiatan, atau peristiwa di waktu lampau dengan akurat.

D. Materi Pembelajaran

Writing organizer of recount text.

E. Pendekatan, Metode, dan Strategi Pembelajaran

4. Pendekatan :Scientific Approach
5. Metode : Conventional Method
6. Strategi : Ceramah dan Tanya Jawab

F. Media dan Sumber Belajar

A. Media

1. Boardmarker
2. Whiteboard
3. Laptop
4. LCD
5. Projector

6. Lembar Kerja Peserta Didik
7. Gambar
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B. Sumber Belajar

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3. <https://www.mediainggris.com/2020/10/recount-texts-kumpulan-contoh-soal.html?m=1>

F. Langkah-langkah Pembelajaran

Control Class

Pertemuan ketiga	
Pendahuluan (10 menit)	
1.	Guru membuka kegiatan pembelajaran dengan menyapa peserta didik dan membuka dengan berdo’a bersama.
2.	Guru mengecek kehadiran peserta didik.
3.	Guru mengecek kesiapan belajar peserta didik.
4.	Guru mengaitkan materi pelajaran dengan pengalaman peserta didik
5.	Guru meminta peserta didik menebak materi yang akan dipelajari.
6.	Guru memberikan motivasi kepada peserta didik berkaitan dengan materi yang akan dipelajari yaitu tentang news item.
7.	Guru memberi gambaran tentang manfaat mempelajari materi pembelajaran.
Kegiatan Inti (60 Menit)	
1.	Guru melakukan Ice breaking dengan bernyanyi bersama peserta didik dan mengaitkannya dengan pengalaman personalnya dimasa lampau

2. Guru menjelaskan materi tentang how to make a good recount text kepada peserta didik
3. Peserta didik menyimak penjelasan guru
4. Guru memberikan kesempatan kepada peserta didik untuk bertanya.
5. Guru menjawab pertanyaan peserta didik.
6. Guru memberikan apresiasi kepada peserta didik yang telah bertanya.
7. Guru meminta peserta didik mengerjakan soal yang telah diberikan oleh guru secara individu
8. Guru dan peserta didik membahas soal bersama
9. Guru meminta peserta didik membuat recount dengan tema bebas secara individu
10. Guru meminta peserta didik mengumpulkan hasil pekerjaannya
11. Guru memberikan komentar dan apresiasi terhadap peserta didik.

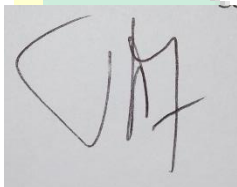
Penutup (10 menit)

1. Guru dan peserta didik menyimpulkan kegiatan pembelajaran yang telah dilakukan untuk memberikan penguatan dengan meminta peserta didik menyimpulkan materi yang telah diajarkan.
2. Guru memberikan apresiasi dan feedback kepada peserta didik.
3. Guru melakukan refleksi terhadap peserta didik tentang kesulitan apa yang mereka hadapi pada saat proses pembelajaran.
4. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan selanjutnya dan memberikan tugas rumah.
5. Guru memberi kesempatan kepada peserta didik untuk bertanya terkait tugas rumah.
6. Guru memberikan nasehat yang dapat memotivasi peserta didik sebelum kegiatan diakhiri.
7. Guru mengakhiri pembelajaran dengan salam.

G. Penilaian

- a) Penilaian sikap
- b) Penilaian pengetahuan
- c) Penilaian keterampilan

Mengetahui
Guru Bahasa Inggris



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Purwokerto, 10 Maret 2023
Mahasiswa



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NIM. 1917404007

C. Materi Pelajaran

Recount Text

1. Definition of Recount Text

Recount text is a text which retells events or experiences in the past.

2. Social Function

The social function of the recount text is to retell events or experiences in the past for the purpose of informing or entertaining.

3. Generic Structure

1. Orientation

It tells background information to the readers or audiences about the participants, the place, and the time when the story happened.

2. Events

This part describes series of events which happened in the past chronologically. It begins from the first event, followed by the second event until the last event.

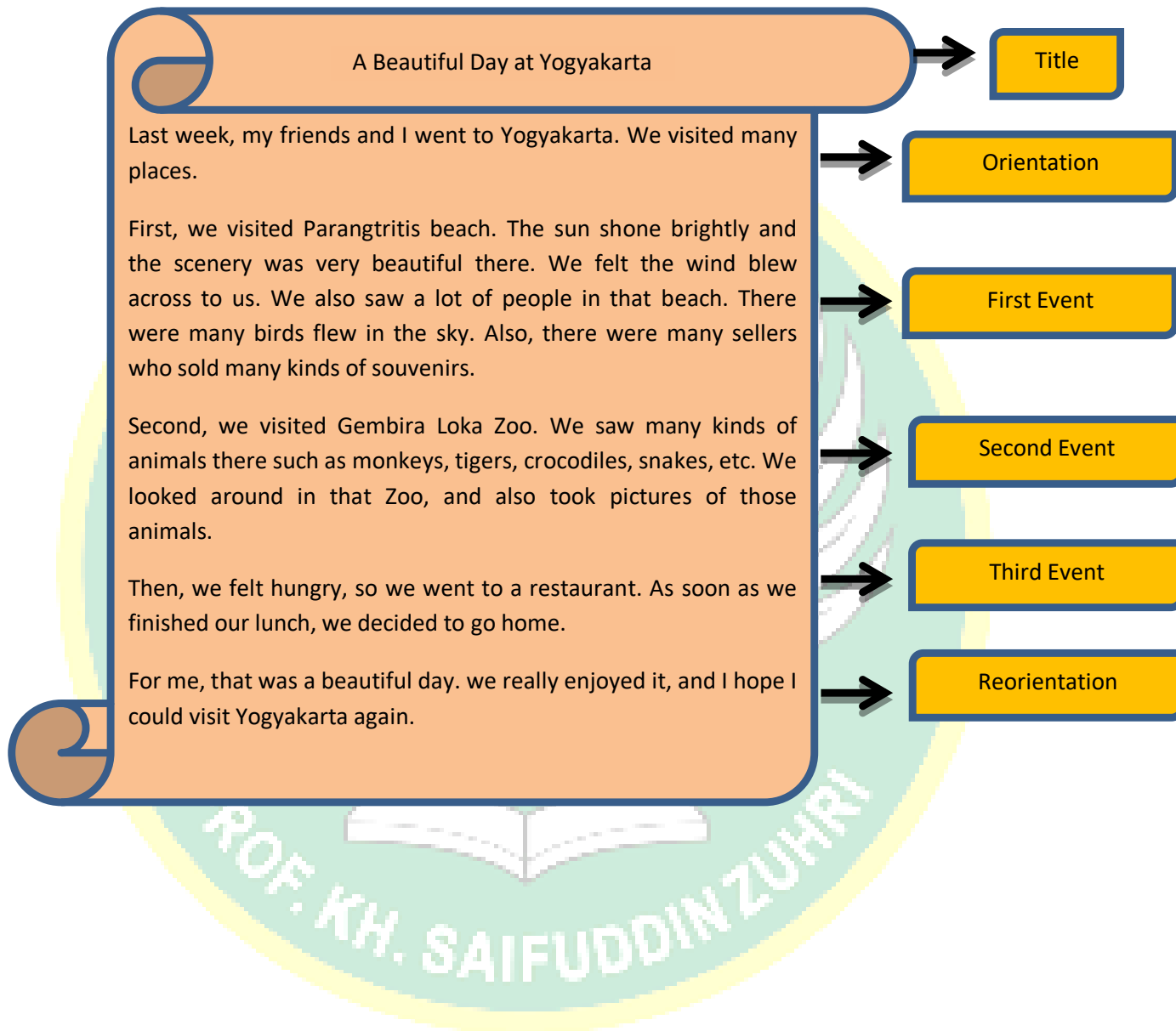
3. Reorientation

It is optional. It states the personal comment of the writer about the event or what happened at the end of the event.

4. Language Features

1. Focus on individual participant or a group of participants, such as *I (the writer), my family and I, my friend and I, etc.*
2. Using past tense, including simple past tense, past continuous tense, and past perfect tense. For example: *We went to Raja Ampat last month, I visited my grandmother, I was very tired, etc.*
3. Using action verbs, such as *went, stayed, visited, ate, etc.*
4. Using conjunction. Conjunction is a connective. It is a part of speech (or word class) that serves to connect words, phrases, clauses, or sentences. The examples of temporal conjunction, such as *then, after that, before, etc.*
5. Using linking verbs, such as *was, were, etc*

Example of the text



1. Personal recount

These usually retell an event that the writer was personally involved in. Example

Camping

Orientation:

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

Event:

The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.

Reorientation:

On Monday, we packed our bags and got ready to go home.

2. Factual recount

Recording an incident, eg. a science experiment, police report.

A Man Charged

Orientation:

A man has been sued in court for pushing an older woman down a bus on Upper Thomson Road. Ong Kok Hao, 25, is accused of injuring 76-year-old Hwang Li Lian Nee Lye on bus service number 167 around 3 p.m. on June 5th.

Event:

Ong is alleged to have pushed the older woman onto her back, causing her to collapse onto the bus stairs. The incident was recorded and posted to YouTube in a two-minute video. Ong bursts into a fury at Madam Hwang for pressing the ring at the last minute along Upper Thomson Road, according to the video. During the resulting scream battle, Ong attempted to slap the woman before shoving her down the bus.

Re-orientation

Ong's lawyer, Eddie Koh, will present his case to the court. The issue will be revisited by the police in December.

3. Imaginative recount

Writing an imaginary role and giving details of events, eg. A day in the life of a pirate .

My Dream Last Night

Orientation:

Firstly, I was dreaming about being one of the Avengers' members who had the responsibility to save the world.

Event:

Actually, I got that fascinating dream. because I imagined that I was a superhero. Basically, I hope if I was a kind of mutant or have a superpower like Captain Marvel.

Reorientation:

Unfortunately, my dream was not going well because I scared of the alien and Thanos's crewmate who wanted to kill me badly. As well as that, I decided to jump into Dr. Strange portal and after that, I woke up kind of shocked and blessed.

Language Features

1. Simple past tense

The form of a verb used to describe an action that happened before the present time and is no longer happening. It is usually made by adding -ed.

Bentuk	Rumus		Contoh
+	Verbal	<i>Subject + verb.2 + Object</i>	You stayed at home last holiday
	Nominal	<i>Subject + to be (was/were) + Object</i>	He was happy about the result
-	Verbal	<i>Subject + did not + verb.1 + Object</i>	You did not stay at home last holiday
	Nominal	<i>Subject + to be (was/were) not + Object</i>	He was not happy about the result
?	Verbal	<i>Did + subject + verb.1 + object</i>	Did you stay at home last holiday?
	Nominal	<i>To be was / were + subject + verb.1 + object</i>	Was he happy about the result?

2. Adverb of time

Adverb of time ini merupakan kata keterangan yang digunakan untuk menyatakan waktu terjadinya suatu kegiatan atau peristiwa.

Adverb of Time in Recount Text	
❖ Ago	❖ Last month
❖ The day before	❖ Last year
❖ Yesterday	❖ Two years ago
❖ Last week	❖ Two weak ago

Example: Rizki went to the Afrika last year

3. Adverb of sequence

Adverb of sequence is an adverb to describe a sequence of events or incidents.

Adverb of Sequence in Recount Text	
❖ First	❖ Last
❖ Next	❖ After
❖ Then	❖ Before
❖ Finally	❖ Secondly

Example: Yesterday I went to Lombok on holiday. Next, I want to go to the China.

3. Adverb of Place

Adverbs of place tell us where something happens.

Adverbs of place

- Put it **there**.
- Bring the bottle **here**.
- Do you live **nearby**?
- Let's find **somewhere** to park.
- We didn't go **far**.
- It was raining, so we stayed **inside**.
- My friend is a long way **behind**.
- I will wait **outside**.
- The ship turned **northwards**.
- We were walking **along** in a line.
- We can't swim **across**.
- I have to go **somewhere**.
- I have **nowhere** to stay.
- He follows me **everywhere**.
- Put the box down **anywhere**.
- We have to wait **here** for half-an hour.
- I'll meet you **outside** at three o'clock.
- There were **inside** the house **all day**.

4. Conjunctions

Conjunctions are words that link other words, phrases, or clauses together.

COORDINATING CONJUNCTIONS	CORRELATIVE CONJUNCTIONS	SUBORDINATING CONJUNCTIONS	
<ul style="list-style-type: none">• For• And• Nor• But• Or• Yet• So	<ul style="list-style-type: none">• Either/or• Neither/nor• Whether/or• Not only/but also• Both/and• Such/that• Rather/than• No sooner/than• As many/as	<ul style="list-style-type: none">• Because• Although• If• Since• Until• While• Unless• As	<ul style="list-style-type: none">• When• Before• After• Whenever• In case• Though• Whereas

Example: Naila and Alfi went to the Makkah.

WRITING ORGANIZER - Recount

Orientation: - Introduction – Setting the scene.

Gives details of:

- Who
- What
- When
- Where
- Why

Events: - What happened – in chronological order.

What happened?

- First...
- Next...
- Soon...
- During...
- After...
- Later...
- Eventually...
- Finally...

Conclusion: - Personal Comment (Optional)

What did you think, feel or decide about the events that happened.

Task

First treatment task in the first meeting

Task 1

Fill in the blanks use the word in the box to complete the following sentences!

Dressed

Woke up

Take

Missed

Walked

My Terrible Day

I had a terrible day yesterday. First, I(1) an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got(2)so quickly that I forgot to wear socks. Next, I ran out of the house trying to get the 9:30 bus, but of course I(3) it. I wanted to....(4) a taxi, but I didn't have enough money. Finally, I(5) three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.



Second treatment task in the second meeting

Task 1

After read the following text, please answer the following questions correctly!

My Holiday

Last holiday my students and I went to Yogyakarta. We stayed at Morison Hotel which is not a long way from Malioboro.

On Friday, we went to the sanctuaries in Prambanan. There are three significant sanctuaries, the Brahmana, Siwa, and Wisnu. They are truly stunning. We went by just Brahmana and Syiwa sanctuaries, on the grounds that Wisnu sanctuary is being remodeled.

On Saturday morning we went to Yogya Kraton. We spent around two hours there. We were fortunate on the grounds that we were driven by a brilliant and amicable aide. At that point, we proceeded with our adventure to Borobudur. We touched base there at four p.m. At 6 p.m. we heard the declaration that the Borobudur entryway would be closed. Finally in the evening we left Yogyakarta by bus.

That was a very pleasant moment that I ever got.

1. What is the goal of the text?
2. Which paragraph is the orientation?
3. Why did they only visit Brahmana and Syiwa sanctuaries?
4. Which one the sentences that show us about the re-orientation?
5. Write 3 sentences that use simple past tense in the text above!

Task 2

- 1) We left our house at about 5 o'clock in the morning. We took a taxi to the railway station.
- 2) Finally our train came. All of us rushed to get on the train.
- 3) Last Lebaran, my family and I went to our hometown. We decided to take a train because it is more comfortable.
- 4) It took about 5 to 7 hours to get to our hometown. We enjoyed our journey.
- 5) We took the carriage no 3 according to our tickets.
- 6) But our train was late for about fifteen minutes, so we had to wait a bit longer.
- 7) After finding our seats, we sat comfortably.
- 8) We arrived at the station at six. Our train would leave at 6.40.



Third treatment task in the third meeting

Task 1

Arrange the words bellow into correct sentences

1. Took/We/In Ungaran/to find/ trekking/Semirang water fall/a little bit
2. With/first/did/I/my assignment/She/my partner/Nur Hidayah/Was
3. Busy/activities/made/my/day/those
4. I/scene/could/the/enjoy/Felt
5. A fascinating/it/place/the/were/friendly/people/was/and

Task 2

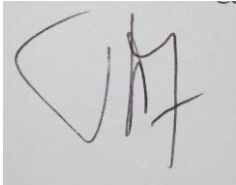
Arrange the sentences below into a good paragraph!

1. We went for recreation.
2. It is about 50 kilometers to go to the zoo from my house.
3. Last week my parents, sister, brother and I went to the zoo.
4. We left at 8a.m and arrived at 9 a.m.
5. There were a lot of people watching a giant snake there.
6. I thought it was the biggest snake had ever seen.
7. It's 60 meters long.
8. After going around and watching various animals, we went home.

Kawunganten. 8 Mei 2023

Mengetahui

Guru Bahasa Inggris



Asih Mulyanti, S.Pd
NIP.197008311997032001

Peneliti



Alfi Hulwatun Nasichah
NIM. 1917404007



Appendix 7: Validation Sheet

VALIDATION SHEET

Name : Alfi Hulwatun Nasichah
NIM : 1917404007
Study Program : Tadris Bahasa Inggris
Title : The Effectiveness of Cooperative Learning Method on Students' Writing Skill of Recount Text at VIIITH Grade of MTs Negeri 3 Cilacap
Research Question : Is there any significant effect of Cooperative Learning method on students writing skil of recount text?
Evaluator : Desi Wijayanti Ma'rufah, M.Pd

A. Instrument Research

Pre-test	✓
Post-test	✓
Assessment Rubric	✓

B. Instruction

Put a checklist "✓" in the assessment column that is appropriate to the assessment of the pre-test and post-test with the following rating scale.

- 1 = Not good
- 2 = Not good enough
- 3 = Good Enough
- 4 = Good
- 5 = Very Good

C. Evaluation

No	Observed Aspect	Observe Score				
		1	2	3	4	5
1	The suitability of the question with the purpose of the research					✓
2	The suitability of the question with the purpose of the treatment					✓
3	The clarity of the question's instruction				✓	

D. Evaluator's Conclusion

Put the circle mark on the answer that matches your conclusion.

1. Can be used without revision
2. Can be used with revision

Purwokerto, 21 Maret 2023

Evaluator



Desi Wijayanti Ma'rufah, M.Pd

NIP. 199212152018012003

VALIDATION SHEET

Name : Alfi Hulwatun Nasichah
NIM : 1917404007
Study Program : Tadris Bahasa Inggris
Title : The Effectiveness of Cooperative Learning Method on Students' Writing Skill of Recount Text at VIIITH Grade of MTs Negeri 3 Cilacap
Research Question : Is there any significant effect of Cooperative Learning method on students writing skil of recount text?
Evaluator : Muflihah, S.S., M.Pd

A. Instrument Research

Pre-test	✓
Post-test	✓
Assessment Rubric	✓

B. Instruction

Put a checklist "✓" in the assessment column that is appropriate to the aassessment of the pre-test and post-test with the following rating scale.

- 1 = Not good
- 2 = Not good enough
- 3 = Good Enough
- 4 = Good ✓
- 5 = Very Good

C. Evaluation

No	Observed Aspect	Observe Score				
		1	2	3	4	5
1	The suitability of the question with the purpose of the research					✓
2	The suitability of the question with the purpose of the treatment					✓
3	The clarity of the question's instruction			■	✓	

D. Evaluator's Conclusion

Put the circle mark on the answer that matches your conclusion.

1. Can be used without revision
2. Can be used with revision

Purwokerto, 21 Maret 2023

Evaluator



Muflihah, S.S., M.Pd

NIP. 198011152005012004

Appendix 8: Certificate of the research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN CILACAP
MADRASAH TSANAWIYAH NEGERI 3 CILACAP
Jl. Raya Tegalsari RT. 02/05, Kawunganten Lor - Kawunganten
Telepon/Fax (0282) 611838 Cilacap 53253
E-mail : mtsnkawungaten@kemenag.go.id

SURAT KETERANGAN

Nomor: *187* /Mts.11.01.03/PP.00/04/2023

Yang bertanda tangan dibawah ini :

Nama : H. Ali Nurdin, S.Ag, M.Pd.I
NIP : 197103121996031002
Pangkat/Gol. Ruang : Pembina (IV/a)
Jabatan : Kepala Madrasah
Unit Kerja : MTs Negeri 3 Cilacap

Menerangkan bahwa :

Nama : ALFI HULWATUN NASICHAH
NIM : 1917404007
Semester : 8 (Delapan)
Jurusan / Prodi : Tadris Bahasa Inggris

benar-benar telah melaksanakan **Riset**, dengan judul "The Effectiveness of Cooperative Learning Method on Students' Writing Skill of Recount Text at VIIIth Grade of MTs Negeri 3 Cilacap", dengan Metode Penelitian Kuantitatif, yang dilaksanakan mulai tanggal 29 Maret 2023 s.d 29 Mei 2023.

Demikian surat ini dibuat, untuk digunakan sebagaimana mestinya



Kawunganten, 8 Mei 2023
Kepala

H. Ali Nurdin, S. Ag, M.Pd.I
NIP. 197103121996031002

Appendix 9: Students Worksheet

1. Pre-test of Students Worksheet

a)

Worksheet of Pre-test

Name: FAIZ AKH MA& MUBAROK Class: VIII E

Instruction:

1. Write down your unforgettable experience at least a paragraph in 5-10 sentences!.
2. You will have 50 minutes to write your unforgettable experience.

Fishing

my name is FAIZ. I Fishing every day. Sunday, I Fishing in Morning day. I Fishing when holiday. I Fishing For PLeasant together my Friends. I Fishing kect Fish

b)

Worksheet of Pre-test

Name: Erwin Dwi Arya .S. Class: VIII E /BE

Instruction:

1. Write down your unforgettable experience at least a paragraph in 5-10 sentences!.
2. You will have 50 minutes to write your unforgettable experience.

Play Football

at day week I and Friends Play Football in
wide ball, I go to wide ball clock 03.00
~~and~~ ~~and~~

2. Post-test of Students' Worksheet

a)

Worksheet of Post-test

Name: FAIZ AKHMAJ MUBAROK Class: VIII E LBE 7

Instruction:

1. Write down your unforgettable experience at least a paragraph in 5-10 sentences!.
2. You will have 50 minutes to write your unforgettable experience.

EXPERIENCE BAD

Last week was the first day I was late to school

I had never come late to school before, before sleeping I set my alarm 08.00.

But then I woke up at 08.00 because the alarm didn't ring.

After I woke up I realized that my alarm was broken. I panicked and rushed to bathroom and changed to my school uniform.

I grab my bike and rode it with full speed to school.

When I arrived, I was punished for being late.

The next day, I bought a new alarm to prevent me from doing the same mistake

b)

Worksheet of Post-test

Name: Etwin dwi arya S Class: VIII E

Instruction:

1. Write down your unforgettable experience at least a paragraph in 5-10 sentences!
2. You will have 50 minutes to write your unforgettable experience.

Study tour to Yogyakarta

To fill the Year end Study tour, finally we decided to went to Yogyakarta. Yogyakarta is a fascinating and historic city, with a rich culture and a lot of interesting things to see and do.

One of the first things we did was visit the Taman Sari, a beautiful and historic water castle. We were able to try some of the local delicacies and do some shopping for souvenirs and gifts.

Overall, we had a great time in Yogyakarta. It was a wonderful and fascinating place.

c)

Worksheet of Post-test

Name: Elsa fernanda	Class: VIII E 16E
----------------------------	--------------------------

Instruction:

1. Write down your unforgettable experience at least a paragraph in 5-10 sentences!.
2. You will have 50 minutes to write your unforgettable experience.

my Vacation to benteng pendem

on saturday, my family and I went on vacation to benteng pendem and we left at 9 am by ear, got there at 10 o'clock and there my family and I bought tickets we walked around benteng pendem and we took pictures there, after that we go home. and I feel very happy.

Appendix 10: Teaching Learning Process

1. Meeting 1 (Think-Pair-Share)



(Think individually)

(Discussion with pair)



(Share the students' answer in front of the class)

2. Meeting 2 (Number Heads Together)



(Distribution of head number and question)



(Monitoring of students when discussing together)



(Student whose number is called presents the results of the discussion)



(Student whose number is called presents the results of the discussion)



(Teaching the materials)

3. Meeting 3 (Students Team Achievement Development)



(Answer the question with group)



(Answer the question individually)



(Presenting the result discussion)



(Teaching material process)

BIOGRAPHY

A. Profile

Name : Alfi Hulwatun Nasichah
Student Number : 1917404007
Place/Date of Birth : Cilacap, July 19th 2001
Address : Sarwadadi RT 04/RW 05, Cilacap, Jawa Tengah
Name of Father : Alm. Imam Sofyan
Name of Mother : Nur Janah

B. Educational Background

1. Formal Education

- a) MI Al-Muttaqin
- b) MTs Negeri 3 Cilacap
- c) SMA Negeri 1 Bantarsari

2. Non formal Education

- a) Pondok Pesantren Darul Abror Purwokerto

C. Organizational Experience

- a) Adiksi UIN Prof. K.H Saifuddin Zuhri Purwokerto
- b) Javelin UIN Prof. K.H Saifuddin Zuhri Purwokerto
- c) Piqsi UIN Prof. K.H Saifuddin Zuhri Purwokerto

D. Achievement

1. Juara 2 Pidato Bahasa Inggris Tingkat Internasional Gebyar Muharram 1443H yang diadakan oleh UNISSULA 2021
2. Mahasiswa Adiksi UIN Prof.K.H Saifuddin Zuhri paling berprestasi Adiksi Award
3. Juara 1 Lomba Dakwah tingkat Nasional UIN Prof. K.H Saifuddin Zuhri Purwokerto 2023
4. Harapan 3 lomba Dakwah Internasional 2022

5. Top 5 ASEAN Cover Song Competition diadakan oleh Himatika UIN
Profesor Kiai Haji Saifuddin Zuhri Purwokerto 2021
6. Juara 1 English Speech contest UIN Batusangkar 2022
7. Juara 2 Lomba Dakwah Nasional Unsoed 2022
8. Juara 1 Pidato Bahasa Asing Expo Ma'had UIN Prof.K.H Saifuddin Zuhri
Purwokerto 2022
9. Juara 1 lomba da'wah Nasional 2022 UIN Prof. K.H Saifuddin Zuhri
Purwokerto 2023
10. Juara 1 kreasi santri 2022
11. Juara 2 Febi got Talent UIN Prof. K.H Saifuddin Zuhri Purwokerto 2022
12. Juara 2 Video Tips Konsumsi Makanan Sehat ala Buka Puasa antar
Mahasiswa UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto 2021
13. Juara 3 Learning Video Competition Tingkat Nasional diadakan oleh
Program Studi Pendidikan Bahasa Inggris Universitas Harapan Bangsa
2021
14. Juara 2 Lomba Reading Poetry Tingkat Regional Banyumas diadakan oleh
UKM EASA UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto 2021
15. Juara 1 Branding produk UIN Profesor Kiai Haji Saifuddin Zuhri
Purwokerto 2021
16. Juara 3 National English Speech Tingkat Nasional diadakan oleh HMJ
Tadris Bahasa Inggris IAIN Pekalongan 2021
17. Juara 3 National Speech Competition Tingkat Nasional diadakan oleh
Club K Universitas Negeri Jakarta 2021
18. Juara 1 Kreasi santri 2023
19. 3rd Winner position on English Speech Contest UIN Prof.K.H Saifuddin
Zuhri Purwokerto 2022
20. TOP 10 of OASE (Olimpiade Agama, Sains, dan Ristek) PTKI se-
Indonesia 2023

21. Juara 1 LCCA Tingkat kecamatan bantarsari tahun 2011
22. Juara 2 English Speech Tingkat kecamatan bantarsari tahun 2011
23. Juara 3 vocal hadrah Tingkat kecamatan bantarsari tahun 2011
24. Juara 3 lomba Al-Barzanzi Tingkat kecamatan bantarsari tahun 2012
25. Finalist lomba tilawah tingkat kabupaten Cilacap 2012
26. Juara 2 English speech antar siswa tahun 2013
27. Juara 1 Story Telling antar siswa tahun 2014
28. Juara 1 Pidato Bahasa Jawa Antar siswa tahun 2015
29. Juara 1 English Speech Tingkat KKM Kawunganten tahun 2015
30. Juara 1 English Speech Tingkat Kabupaten Cilacap tahun 2015
31. Juara 1 Merangkai Bunga antar siswa tahun 2016
32. Juara 1 Pemilihan Duta Bahasa Inggris tahun 2017
33. Juara 1 Pembuat dan Pembaca Naskah Do'a Upacara Terbaik tahun 2018
34. Juara 1 English Debat Tingkat SMA se- Kecamatan Kawunganten dan Bantarsari tahun 2019
35. Top 4 National English Speech Competition held by Hmj TBI IAIN Kudus 2022
36. Top 4 Da'i Dema Fakultas Dakwah antar fakultas UIN Prof. K. H Saifuddin Zuhri Purwokerto 2022
37. Top 4 Edsa speech competition 2022 at Universitas Muhammadiyah Makassar
38. Top 10 National Learning Vlog held by HMJ TBI IAIN Salatiga
39. Top 10 Regional English Speech Competition held by Himsi UTA45 Jakarta 2022
40. Finalist of OASE (Olimpiade Agama, Sains, dan Ristek) PTKI se-Indonesia 2023
41. 7th position in National Cover Song held by Peradaban University

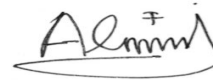
42. 4th Position in English Speech Contest held by English Departement Student Association IAIN Kudus
43. 2nd Position of favourite video in Islamic Cover song competition held by Fakultas Kedokteran gigi Universitas Andalas 2021
44. Finalist of Cipta Baca Puisi Tingkat Nasional held by Adiksi UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto 2021
45. Finalist of EFEST Speech Competition 2021 held by Economics English Conversation Club (EECC) FEB UNDIP
46. Finalist of English Speech Competition 2021 held by Language Community Fakultas Ekonomi dan Bisnis Islam UIN Sunan Kalijaga Yogyakarta
47. Finalist of National Essay Competition 2021 held by Universitas Muhammadiyah Semarang
48. Finalist of OASE (Olimpiade Agama, Sains, dan Ristek) PTKI se-Indonesia 2021
49. Best Participant's Question in Webinar Siber Kreasi Literasi Digital, Cilacap Regency 2021
50. Duta Bahasa Inggris at SMA Negeri 1 Bantarsari
51. Most outstanding student at SMA Negeri 1 Bantarsari at 2017, 2018, and 2019
52. Judges of English Speech Contest of at Pondok Pesantren Darul Abror 2022
53. Judges of Islamic Fashion Show at Sidengen, Banjarnegara 2022
54. Judges of Da'wah Competition at Banjarnegara 2022
55. Judges of Da'wah Competition at Pondok Pesantren Darul Abror 2023

Karya Tulis

1. Presenter at Conference on English Language Teaching (CELTl) 2021 at UIN Prof. K.H Saifuddin Zuhri Purwokerto with the title “ Analyzing Reading Comprehension Problems on English Education Students at UIN Prof.K.H Saifuddin Zuhri Purwokerto”.
2. Presenter at Conference on English Language Teaching (CELTl) 2022 at UIN Prof. K.H Saifuddin Zuhri Purwokerto with the title “ Analyzing Students’ Perception about the Use of Duolingo Application Towards Vocabulary Mastery at UIN Prof.K.H Saifuddin Zuhri Purwokerto”
3. Presenter at International Undergraduate Conference on Language, Literature and Culture (UNCLLE) at Universitas Dian Nuswantoro Semarang 2022 with the title “ Students’ Perception Towards the Use of Free Writing Technique to Improve Students’ Writing Skill at UIN Prof.K.H Saifuddin Zuhri Purwokerto”
4. Presenter at 1st ICP & 10th ELITE Hybrid International Conference "Global Cross Culture Practices" at Universitas Islam Negeri Maulana Malik Ibrahim Malang 2022 with the title “Analyzing Students’ Perception about the Use of Tik Tok Application to Enhance Students’ Speaking Skills at UIN Prof.K.H Saifuddin Zuhri Purwokerto”.
5. Presenter at 2nd International Conference on Religion, Science, and Education “Bridging Science and Religion for Sustainable Education in the 21st Century” at Universitas Negeri Yogyakarta 2022 with the title “ The Role of Taman Pendidikan Al-Qur’an in Instilling the Students’ Principles of the Importance of Seek Islamic Education at Pondok Pesantren”.
6. Presenter at 11st ELITE (English, Linguistics, Literature, and Education), 11st COTEFL (Conference on Teaching English as a Foreign Language), and 3rd

CELTI (Conference on English Language Teaching) at UIN Prof.K.H Saifuddin Zuhri Purwokerto 2023 with the title “The Role of Cooperative Learning Method in Teaching English to Improve Students’ Skill: a Systematic Review”.

Purwokerto, 3rd July, 2023



Alfi Hulwatun Nasichah

