

**IMPROVING STUDENTS' WRITING ACHIEVEMENT  
THROUGH PENTAD STRATEGY**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By:**

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UNIVERSITY OF MUHAMMADIYAH NORTH SUMATERA  
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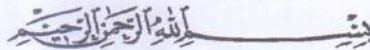
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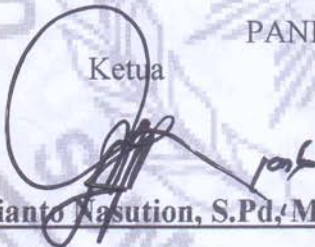
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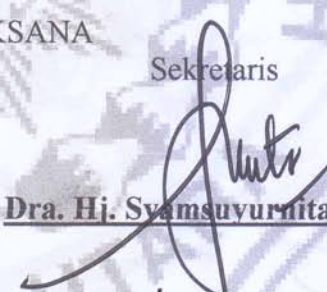
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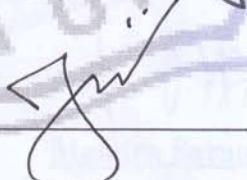
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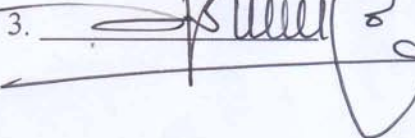
  
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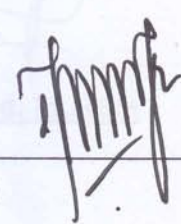
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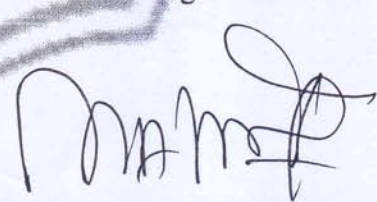
  
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## ABSTRACT

**Rizki, Misde Vira, 1302050131. “ Improving students’ writing achievement through Pentad Strategy”. Skripsi English education Program Faculty of Training and Education. University Muhammadiyah Sumatera Utara. Medan 2017.**

The study was aimed to figure out the improvement of students’ achievement in writing recount text through pentad strategy. This study applied classroom research. It was done through planning, action, observation, and reflection. The location of the research was SMP Muhammadiyah 48 Medan Jl. Tangguk Bongkar No.2 Medan. The subject of this research was eighth grade students which consisted of 29 students. Based on the writing recount text score, students’ score keep improving in every test. In the pre-test the mean score was 59.8, in first cycle test the mean score was 72.9 and the second cycle the test mean score was 84.4. The improvement also can be seen from the percentage of the students’ writing recount text, in pre-test 13.7% students got point more than 75 . In the first cycle test 58.6 % from pre-test to cycle I. In the second cycle test 100% students means that teaching writing recount text through pentad strategy can improved the students’achievement in recount text. Pentad strategy made students were interested, easy write recount text and motivate them to write recount text.

**Key Word :** Achievement in writing, Pentad Strategy, Classroom Action Research

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**MISDE VIRA RIZKI**

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

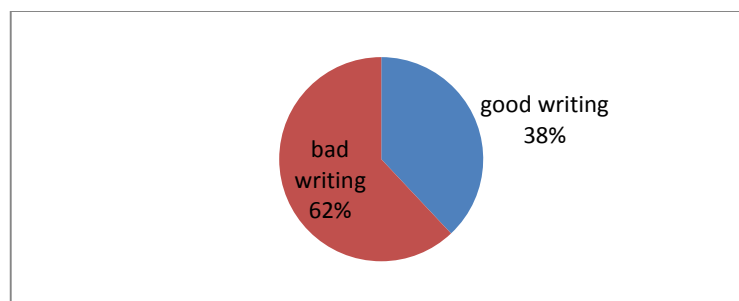
As an International language people have to speak English. Nowadays in Indonesia, English is taught in every level of education with either in primary, junior, or senior high school. Every people from children until adults have to speak English. In here, we just focus on students in Junior High School. Students should be known the four skill language, namely: listening, speaking, reading, and writing. Listening and speaking are conducted through oral expression while reading and writing used written expression. In goal teaching writing, the students know what the mean of text written by them.

Writing is the important one for language learners, because it can train them to think critically and creatively. According to Hyland (2002:1), “writing is central to our personal experience and social identities, and we are often evaluated by our control of it”. It means that. Writing is the important one for language learners, because it can train them to think critically and creatively .Harmer ( 2004:86) states “writing is a process that what we write is often influenced by the constraints of genre, and then these elements have to be present in learning activity”. One of the genres learned in junior high school is recount text. Recount ia a text which retells events or experiences in the past. Its purpose is either to inform or on entertain the audience.

In recount text, there is no complication among the participant and that differenties from narrative. There are some genres of writing skills that are taught for eighth grade students. All of them are Recount, Report, Narrative, Descriptive, etc. The Eighth grades of Junior high school students are taught some types of English text. Each of them is different in its social function, generic structures and significant grammatical features that the students should master.

But in the fact, Based on the researcher's experience on PPL most of students in SMP SWASTA MUHAMMADIYAH 48 Medan have some problems in learning English. The First is the students had a low ability in writing recount text. It happened because the teacher still using conventional method in teaching learning process. It makes students get bored and don't like the material. The second is the students still felt difficult in expressing their ideas.

The researcher then did a test to the students to be able to determine the percentage of students' achievement in writing recount text. In this test, the researcher asked the students to write their experience ( about holiday). The score will be presented on the chart.



**Chart 1.1**

**Students' Score in Writing Recount text**

From the Chart 1.1, it was found that only 38% of 30 students who taking the test had a good writing recount text.

There are many ways to solve this problem. One of them is pentad strategy. By using pentad strategy, Pentad strategy absolutely is the good or suitable strategy in writing. Pentad strategy is only for writing. Burke ( 1945:3) says that pentad strategy is the strategy is the strategy in writing which has five questions to ask. It consists of who (agent: can be anybody or anything that acts), what (act: what happened), when and where(scene: where and where the action took place), how (agency: how an action was accomplished), and why (purpose: why the agent performed the act).

The Pentad Strategy has important role in writing, because the Pentad Strategy as the guidance to guide them to write based on limitation. The students also can open up and explore a subject by those five questions, and the pentad offers you a way to discover and develop ideas for writing by asking questions systematically about a topic or a situation, they can use the five questions in pentad strategy before writing, so the writing will be easier and more enjoyable. Besides, the Pentad or five questions also can improve the students' writing, because before writing they start with the five questions as their outline. They make how to make good steps before writing, such as thinking about who the participants are, what happened, where and when the act is happened, how it is happened and why it is happened. So, it makes them easier to develop their writing.

Based on the fact above, the researcher is interested in conducting a research with a title “Improving the students’ achievement in writing through pentad strategy.”

### **B. Identification of the Problem**

Based on the previous discussion, the problems of this study can be concluded as:

1. The students still had a low ability in writing recount text.
2. The teacher still using conventional method in teaching learning process.
3. The students get bored and don’t like the material.

### **C. The Scope and Limitation**

The scope of this research was focused on Writing that using pentad strategy and it was limited on Recount text .

### **D. Formulation of the Problem**

The problem of the study was formulated as the following:

1. How is the improvement of students’ achievement in writing recount text through Pentad strategy?

### **E. The Objective of the Study**

The objective of the study was stated as follow:

1. To figure out the improvement of students’ achievement in writing recount text through Pentad strategy.



**F. The Significance of the Study**

The result of the research was expected to be significant:

**a. Theoretically**

Theoretically, the research findings of the study are expected to enrich readers knowledge in teaching recount text.

**b. Practically**

Practically, the research findings of the study are expected to be useful for:

1. The readers to give information and knowledge to the readers about teaching and learning writing.
2. The students to increase their ability in writing Recount text.
3. The teacher, to use various models in teaching writing Recount text like using Pentad strategy.
4. The other researcher, who have interested in conducting the same field of research.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Framework**

The basic concept of the study will be made clear from the start. This is considered important to understand the ideas conveyed. The concept is prevent possible miss understanding between the researcher and the reader. In the world, the following is considered to be important to discuss for clarifying the concept used or being discussed so that the readers will get the point clearly. There are many point to discussion in this chapter as follows:

##### **1. Improving**

Improving is changing thing to be better or perfect by effort. Based on Shady, <http://allinterviewcategories/improving.com/htm>, improving is going through better work environment to reach. Improving consists of three steps. They are good, better, and best.

- a. Doing a work in a simple way called good
- b. Doing work in different way but in a correct called better
- c. Doing work in different way with a great quality and correctly is called the best.

From the quotations previously, it can be concluded that improving is a process of changing something to be better by an effort.

##### **2. Students' Achievement**

Students' achievement is a proof that students have done successfully by using his own effort and skill. According Hornby (2003:11) defines

“achievement” as (1) a thing that somebody has done successfully, especially using his own effort and skill (2) the act or process of achieving something. Students’ achievement according to Bloom’s taxonomy is divided into three domains which are cognitive, affective, and psychomotor. Cognitive domain includes the manner in which the student deal with things emotionally, such as feeling, appreciation, enthusiasms, motivation, and attitudes. The psychomotor domain include physical movement, coordination, and use of the motor-skill areas. It is the skill to do something. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedure, or techniques in execution.

### **3. Writing**

Writing is one of the four basic skills in language learning. It is very important in teaching and learning English. Writing is the ability to express, to converts ideas, thought and feeling to someone else. Writing is very important in written communication, Byrne( 1988:14) defines writing as “the act of forming graphic symbols; making marks on a flat surface some kinds”. He continuous says that, “these symbols have to be arranged, according to form words and words to from sentences”. Hyland (2002:6), states that writing as a textual product, a coherent arrangement of elements structured according to a system of rules.

Writing is one way to communication our daily life. The goal good writing is tocommunicate ideas effectively. It can be achieved if the student mastersome technique of writing such as how to obtain ideas about what s/he chronologically, and coherently, and how to review and then to review the composition until the

writing is well-built. Besides, there are four components which are the keys in written, communication, namely: (1) grammar, (2) punctuation, (3) vocabulary, (4) and spelling. These aspects are important to master in order to be able to produce good writing.

#### **4. Process of writing**

According to Harmmer (2004) there are four main elements in writing process. Those are:

##### **a. Planning**

Before starting to write, the writer have to decide what is they are going to say when planning. When planning, researcher have to think about three main issues. In the first place then have to consider the content structure (how best to sequence the facts, ideas, or arguments which they decided to include).

##### **b. Drafting**

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

##### **c. Editing (Reflecting and revising)**

After making a draft, usually the researcher read what they have written in drafts to see whether it is correct or not, perhaps the other of information is not clear. Perhaps the way something written is ambiguous or confusing.

##### **d. Final Version (Publishing)**

It is last process of writing. After editing the draft, the writer produces their final version. And the researcher is now ready to send the written text to its

final version. And the writer is now ready to send the written text to its intended audience.

Based on quotation previously, it can be concluded that process of writing has four main elements, there are planning, drafting, editing and final version.

## **5. Assessment of Writing**

Writing skill needs assessment in order to determine how well the writing is. So, the researcher must be an evaluator in assessing writing. Knapp and Watkins (2005:94-97) elaborate the components of writing assessment are as follow:

- a. Generic Features
  1. Genre, criteria in this group consider whether the writing successfully uses the appropriate for the task
  2. Theme, this criterion consider whether the writing has addressed the task or the degree to which the writing stays on the task, or the inventiveness of weaving the task to produce particular effects.
  3. Structure, different genre have different structural features.
  4. Rheotirical and language features, different genres use different rheotirical strategies or figurative devices to enchance the effectiveness of the writing.
  5. Vocabulary, different genre are different types of vocabulary, depending on the determining categories such as topic, purpose, and audience.



b. Teaching Language

1. Connocative, is a functional term words like conjunct and conjunction the join linguistic will such as sentence, clauses, phrases, and words in logical relationship of time, cause, and effect. Comparision of addition. Connocative are useful indicators of development in writing because early writers move from 'speech like' connocative such as 'and', 'then', 'when', 'but', and so on the more complex, logical connectives that are required for the construction of effective complex sentences.

2. References, refer to the way is which information is introduced, explained and expended is a text. The use of process (grammatical reference) is the most common way of maintaining reference without the enthusiasm of countinual meaning.

3. Tense, the use of tense change from genre to genre. Factual description are generally written consistenly in the present tense, whereas recount, arguments can move between present and past tense. In meaning students writing for appropriate and control of tense as is important as be aware of changes in genre where writing may between recounting, describing, arguing, and so on.

4. Sentence structure, this creation is a powerful indictor of development in student writing. Writers move from simple to compound, speech-like. Sentence structure to more complex, identical structure using embedded clauses.

c. Syntactical Language

1. Component does every structures have a subject and theme?

2. Verb in the correct past participle of the verb used?

3. Preposition use preposition used appropriately and correctly?
4. Articles are the correct article used?
5. Plurals, use plurals used correctly?
- d. Spelling

Spelling needs to be assessed systematically, in order words. It is not sufficient to mark spelling for incorrectly spell word. Spelling should be also the level of difficulty of the words attempted.

Based on quotation previously, it can be concluded that components of writing assessment are generic features, textual language, syntactical language and spelling.

## **6. Genre Text**

A genre is a loose set of criteria for a category of composition, the term is often used to categorize literature and speech. Text is classified into genres. As it is know, genre divided into 13 types based on generic structure and language feature dominantly used. They are: narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, discussion, review, anecdote, spoof, news item, and procedure. Therefore, this study will focus on recount text as one of the important genres which should be mastered by the students of Junior High School.

Based on quotation previously, it can be concluded that genre text is a type of written.

## 7. **Recount Text**

Recount text is a text which retells events or experiences in the past. According to Pardiyono (2007:63) says that recount is one of type which has a function to retell or inform an event or activity in the past. Recount almost has the same with narrative because both recount and narrative have a function to retell the activity or event in the past. The different is recount tells the activity or event just to give the information to the readers, but narrative tells the activity or event not only to give information but also to give moral lesson by presenting a problematic experience and then will be ended by a problem solving.

Derewianka (2004: 18) states that the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). To achieve its purpose, the text will move through a different set of stages: a) an orientation letting the reader knows who is involved, where, when, etc. b) the retelling of a series of events in chronological sequence.

Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both). Frequent use is made of words, which link events in time, such as next, after, when then, after, before, first, at the same time. It describes events, so plenty of use is made of verbs (action words), and of adverbs (which describe or add more details are often chosen to add interest or humor to the recount). It means that, recount has sequence of events and the purpose to tell what happened in the past and uses the questions who, what, where, when.

The same opinion, Gerot and Wignell (1994) explains that recount as a text that to tell events for the purpose of informing and entertaining. Recount text has three schematic structures : orientation, events, re-orientation. The orientation provides the setting and introduces participants.

### **The Generic Structure and Language Features of Recount Text.**

In writing recount text, there are two things that should be mastered by students, they are:

Generic Structure of Recount Text:

- 1) Orientation : Introducing the participant, place, and time.
- 2) Events : Describing series of event that happened in the past.
- 3) Reorientation : The summary of events or stating personal comment of the writer to the story.

### **The Language Feature of Recount Text:**

- 1) Introducing participant : I, my, our, etc.
- 2) Using chronological connection : then, first, etc.
- 3) Using linking verb : was, were, seem, etc.
- 4) Using action verb : look, go, walk, etc.
- 5) Using simple past tense : went, walked, etc.
- 6) Using active and passive : play, is played
- 7) Using past continuous tense : I was standing

### Example of Recount Text

#### My First Experience to Ride Motorcycle

One day, when I was ten years old, my father bought an old motorcycle. That was “Honda 75”. I think it was small light object and easy to ride it. I persuaded my father to teach me to ride “Honda 75”. Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle.”yes, I can”.

One day later, when I was alone at home. I intended to try my riding ability, so. Myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my fathers’ permission to ride motorcycle.

**Orientation** : who = I and my father, when = when I was 10 years, what happen = my father bought motorcycle and my father promised to teach me riding

**Events** : My father taught me riding motorcycle → I could ride, finally → One day later, I tried riding motorcycle alone → I fell to the ditch

**Reorientation** : After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my fathers' permission to ride motorcycle.

## **8. Definition of Pentad as a Teaching Strategy**

Pentad strategy is one of strategy can use in teaching in writing in specific Narrative text and Recount text. According to Burke ( 1945) “ the pentad strategy is the students' activities in writing which are used to examine a topic as if it were a drama”. Therefore, Burke sets up a ‘pentad’ in which are five questions ( i.e. the questions of act, scene, agent, agency, and purpose) to ask of any discourse to begin teasing out the motive.

Brown (2000) defines, “ strategies are those specific ‘ attack’ that we make on a given problem”. It means strategies are the specific activities manifested to solve a problem. There are many students face problems when they are asked to write, thus writing needs some strategies in order to get a good result/product. Before a student goes to a first draft, he usually gets started by considering the topic he will address, gathering the details he will include, and identifying the main idea he will convey ( also called prewriting stage of the writing process).

Prewriting is freely exploring topics, choosing topic, and beginning to gather and recognize details before writing. In this stage, a student usually will have general topic. The scope of the topic. The scope of the topic will dictate the amount of detail and explanation a student needs to provide. Hence, to identity the topic a student wants to develop, a student has to narrow the general topic to one,

he can address adequately in the time and space he anticipates, as what Reinking, Hart, and Osten (1996) say that if a student choose a topic, pick one narrow enough so that a student can develop it properly within any length limitation.

Carrol, willson, Forlini (2001) state that a topic can be narrowed by using pentad strategy. Based on <http://rhetorica.net/burke.htm> .this strategy is proposed by Kenneth Burke, a rhetorician, as a framework for the study of motives (i.e the reason why people do the things they do) which is the foundation of dramatism. Burke believes that all of life is drama( in the sense of fiction).

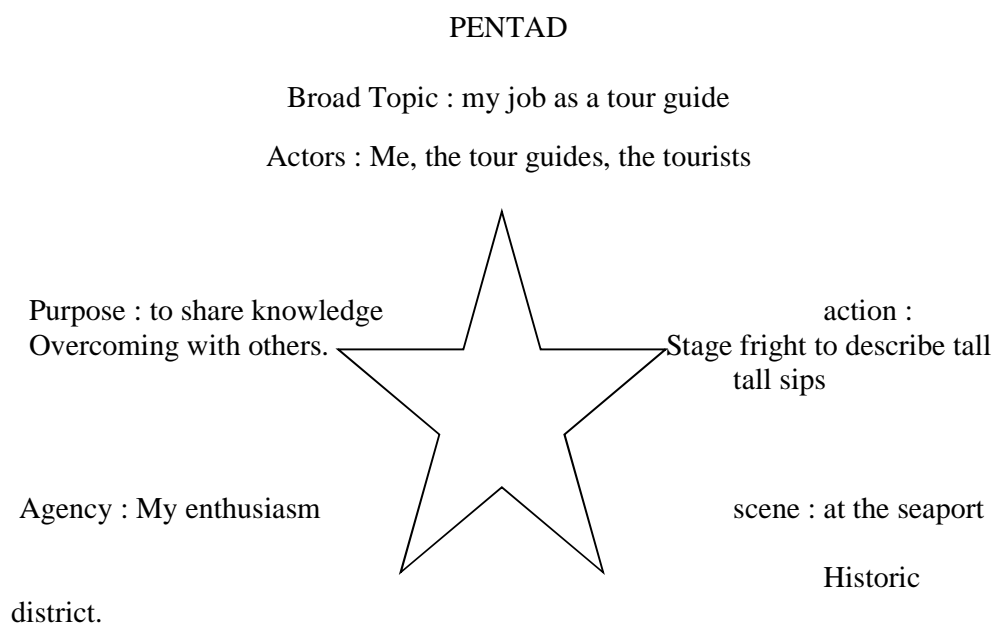
Burke (1945:3) says that the five key elements of the pentad strategy can be explained as follows:

1. Actors/agent : *who* did the action ?
2. Acts : *what* was done ?
3. Scenes : *when or where* was it done?
4. Agencies : *how* was it done ?
5. Purposes : *why* was it done ?

Those five questions of the pentad are similar to journalism or news reporter's questions : who, what, when, where, why, how, and the elements of the pentad are the same as the features of recount, namely a character or characters (actors), a place (scene), time-sequence, tension, circumstance, and focus ( Davidson: 1959). Pentad strategy can communicate to us which aspects of the situation are more important than others ( Griffin: 2006). It means by using this pentad strategy, a place ( scene), time-sequence, tension,circumstance, and focus ( Davidson:1959).

Pentad strategy can communicate to us which aspects of the situation are more important than others ( Griffin: 2006). It means by using this pentad strategy, a student gets simple way to generate ideas and has limitation for his writing so that writing has purpose and becomes easier and more enjoyable.

In the model pentad below in ( Figure 2.1), a student analyzes a summer job as a tour guide to narrow the focus of an autobiographical writing.



Narrow topic : How my job helped me overcome stage fright and gain self-confidence.

Figure 2.3 ( adopted from writing and Grammar: Communication in Action; Joyce Armstrong Carroll, Edward E. Wilson, and Gary Forlini 2001)

### **8.1 Instructional Pentad Strategy.**

According to Carrol, willson, Forlini (2001) there are several guidelines for effective pentad that these teachers shared included the following:

a. Individual work

Task do individual, the student must to do task in individual, so the student know their ability



- b. Free write briefly about the event, just letting your random ideas flow on paper

The student write in free , but adapt theme from the teacher.

- c. Write as many details as you can regard the five questions of the Pentad : agent, action, scene, agency, and purpose.

After the student write free wrting, the student search question from question pentad adapt their writing.

- d. Using the questions you write down, add observations and ideas you have about the interconnections between the agent, action, scene, agency, and purpose.

after the student finish to search answer in question, the student write answer adapt in question of the pentad

- e. Finally, re-evaluate your ideas

The teacher evaluate your writing along with answer of question of pentad .

## **B. Conceptual Framework**

Writing is a method of representing language in visual or tactile form. Writing is a process of putting thoughts, ideas or opinions in written form that involves some aspect such as word choice, grammar, mechanics, and content. Through writing, the students can express their ideas, their experience. In order to get best outcome in the process of writing, the students should have to good ability to write the sentences.

This research will be conducted to use Pentad Strategy can improve in teaching recount text. Pentad strategy is suitable to be apply in teaching process. It can improve students' achievement in writing recount text because this strategy help the students write easy.

English teacher should try to find out good method in other to make better result. Writing is one of the important skills which have to be learned by the students in order to master English well.

### **C. Related Research**

Related research of this research are "The Effect of Using a Pentad Strategy on Students' Achievement Narrative Writing" published library of UNIMED. It made Noviana in 2008. And " The Effect of Teaching Strategies and Self-Efficacy on Students' Achievement in Writing Narrative Text" published by Library of UNIMED. It was made by Maharani in 2014

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Location**

This research was conducted at SMP Swasta Muhammadiyah 48 Medan Jl.Tanggung Bongkar X No.2 Medan. The research was conducted during the academic year 2016/2017.

#### **B. Subject and Object of the Research**

The subject of this research was the eighth grade of SMP Swasta Muhammadiyah 48 Medan in academic year 2016/2017. Based on the purposive sampling technique, the researcher took VIII students which consisted of 29 students as the subject of research. The object of research was applying pentad strategy to improve the students' achievement in writing recount text.

#### **C. Research Design**

This research was conducted by using classroom action research. Classroom Action Research was a method of finding out what works best in your own so that you can improve students' learning.

There are four steps to conduct classroom action research namely :

1. Planning, involves thinking process and evaluating to reflect the event that will be happened and attempting to find out ways to overcome problem encounter
2. Action, at this step, the researcher think and consider what action will be done, how the method will be provided

3. Observation, is activity that consists of gathering data to identify the result action. Collecting data can be considered form several factors: students, teacher, interaction between student and teacher. Observation process can be done by the teacher or assist by other such as others teachers, consultant, head master, act.
4. Reflection, is activity the fairness of data for doing some improvement and revisions in another enhance the successful of teaching.

#### D. Procedure of the Research

This research had been conducted by two cycles. Every cycle have four stages; they are planning, action, observation and reflection.

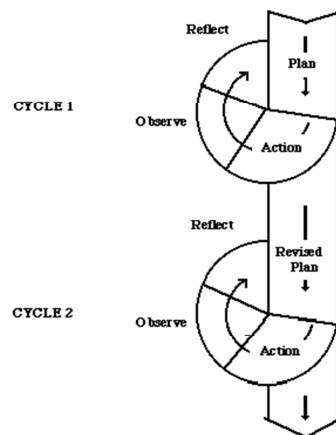


Chart 3.1

Action Classroom Research Model by Kemmis and Mc. Taggart

1. Cycle 1
  - a) Planning

The activities in the planning are:

1. Making the lesson plan about Recount text ( see appendix 1 )
2. Designing the steps in doing Pentad strategy.
3. Preparing the material that is Recount text.
4. Preparing sheets for classroom observation (to know the situation of teaching learning process when the pentad strategy will be applied). (see appendix 2)
5. Preparing teaching aids, that is pentad strategy ( see appendix 3)
6. Preparing a test, that is written test. (see appendix 3)

b) Action

Teachers' activity:

1. Teacher came to class on time.
2. Teacher opened the class by greeting the students.
3. The teacher told the students what material they learn
4. The teacher asked the students about recount text.
5. The teacher told she students about the advantages of learning recount text.
6. The teacher explained about the generic structure and language features of learning recount text.
7. The teacher gave the examples of recount text by using Pentad Strategy.
8. The teacher explained about recount text by using Pentad Strategy.
9. The teacher asked the students to make the recount text based on the Pentad Strategy.
10. The teacher made a conclusion about recount text with the students.

11. The teacher ends the class by closing and salaam.

**Students' activity**

1. The students came to class on time
2. The students answered greeting from their teacher as response to the teacher
3. The students gave their attention when the teacher talks what material they learn
4. The students gave their opinion about recount text
5. The students gave the attention about the advantages of learning recount text.
6. The students gave their attention to the explanation about generic structure and language features of recount text.
7. The students saw the examples of recount text by using Pentad Strategy
8. The students give their attention to the explanation about recount text by using Pentad Strategy
9. The students wrote to analyzed recount text based on the Pentad Strategy
10. The students made a conclusion about recount text with the teacher
11. The students answered closing from their teacher as response to the teacher.

c) Observation

Observation proposed to find out information action by observes in the classroom during the teaching learning process. Observation was doing to collect data namely, teacher and students activity attitude during learning process going

on. In this section the researcher did the observation formal. The researcher was an observer for English teacher, namely Rismawati Sirait, S.Pd and the students of the class consisted of 30 students. The observer use indicators with note: 3 for very good, 2 for good and 1 for bad, it will used to see as indicators of teacher and indicators of students. ( See Appendix 2 )

d) Reflection

Reflection was a feedback process from the action that will be done. Reflection use to help the teacher makes decision. The researcher analyzed all recording information learning process by using observation sheet and the result that had done. If the result in cycle 1 was no improvement, so it was revised in next cycle.

### **E. Instrument of Research**

The research had been used four instruments, they is observation sheet, test, interview sheet.

1. Observation Sheet

Observation sheet was used to observe all activities that happen during the teaching learning process. The activities included teacher and students activities.

2. Test

Test was sequence of practice which had been used measure skills, intelligence, ability, and attitude own by individual or group. The instrument of test was written test. Test had been taken from English SMP/MTS Grade VIII book consists of written.

### 3. Interview Sheet

Interview was a questioning and answering activity which was been done by researcher by asking to the English teacher and the students to collect the data about the students and teaching learning process.

The interview in this study was conducted with teacher and students at SMP Swasta Muhammadiyah 48 Medan. The first interview was done with English teacher to know about specific information of English teaching activities such as problem, the method, strategy in learning process. The second interview was done with the students. The researcher asked their interest in English, their problem in English and their mark in English.

### **F. Technique of Collecting Data.**

There were some procedures in collecting data:

#### 1. Pre-Test

Pre-test was given before the treatment. The function of the pre-test was to know the means scores of students before give a treatment. The test was written test.

#### 2. Treatment

The treatment was given to the students by using Pentad Strategy in teaching recount text. The treatment was given in cycle 1 and next cycle .

#### 3. Post-Test.

After the treatment, test was given to the students. The researcher gave a written test to find out their score in writing recount text. The lowest score was



70. It was according to the Standard English Score (KKM) in eighth grade at the school.

### **G. Technique of Analyzing Data**

Qualitative and quantitative data was used in this study. The qualitative data was used to describe the situation during the teaching-learning process, and the quantitative data was used to analyze the students' score.

The qualitative data was analyzed from the observation sheets, interview sheets and camera recorder to describe the improvement of the students' ability in writing recount text.

The quantitative data was analyzed by using formula as follow:

$$\bar{x} = \frac{\sum x}{N} \text{ (Arikunto,2013:315)}$$

Where:

$\bar{x}$  : The mean of the students' score

$\sum x$  : The total score of students

N : The number of the students

Next to categories the number of the students who passed the test successfully, the writer applied the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P : The percentage of those who getting scores

R : The number of students' getting score

T : The total number of the students

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. The Data**

This study was applied by using quantitative and qualitative data. The quantitative data were taken from the mean of the students' score of writing. It was accomplished in two cycles. Every cycle have four stages namely: planning, action, observation, and reflection. The researcher conducted two cycles. Each cycle was conducted in two meetings which the first meeting was pre-test. In the second, cycle there were two meetings also. In the end each cycle was conducted a post-test.

The qualitative data were taken from the observation sheet and documents. Observation sheet were used the situation when teaching and learning process. Documents were taken as instrument of data to analyze about students' activity, behavior, expressing.

#### **1. The Quantitative Data**

The quantitative data were taken from the result of competence test during the research was conducted in five meetings. The first competence test was given in the first meeting and the other tests were given in the end of each cycle. The score of the students showed improvement continuously. The improvement of the students' achievement in writing recount text by using pentad strategy assisted by miniatures can be seen in table 4.1 which the students' score increased from the first competence test to the last competence test

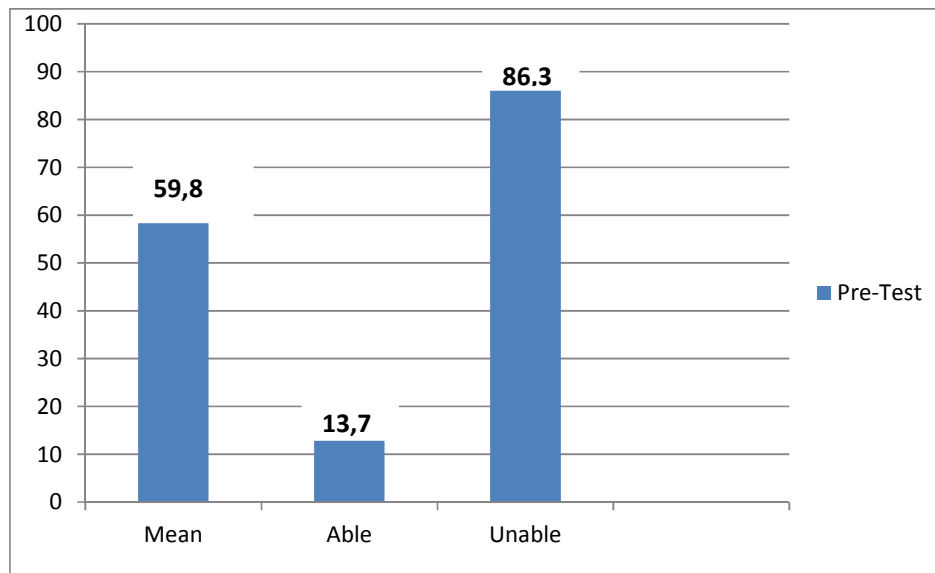
**Table 4.1**  
**Students' scores in the three competences tests**

No	Name	Pre-Test Score	Post-Test Score(cycle I)	Post-Test Score (cycle II)
1	AS	60	75	85
2	AM	55	75	80
3	AY	60	65	80
4	AW	50	60	80
5	BG	30	40	75
6	CA	80	85	95
7	ET	55	70	85
8	FF	60	70	80
9	FU	55	70	80
10	HH	80	85	95
11	KA	65	75	80
12	MI1	65	80	90
13	MI2	55	75	85
14	MF1	65	70	80
15	MF2	50	65	80
16	QZ	40	65	80
17	RS	65	70	85
18	RD	55	75	80
19	RN	60	80	90
20	RF	60	85	95
21	RS	50	70	80
22	SR	65	75	85
23	SL	70	85	95
24	WN	25	50	75
25	Y	75	80	85
26	YRF	80	85	95
27	YY	80	85	90
28	ZK	65	75	80
29	ZF	60	75	85
<b>Total</b>		<b>1735</b>	<b>2115</b>	<b>2450</b>
<b>Mean</b>		<b>59.8</b>	<b>72.9</b>	<b>84.4</b>

The first test was given before the treatment, it called by pre-test. Based on the result in the pre-test, the total score of the students was 1735 and the number of students was 30, so the mean score was  $\bar{X} = \frac{1735}{29} = 59,8$ . The students who got

score more than 75 was 13.7% or 4 students and the students who got score less than 75 was 86.3% or 25 students (see appendix 5) and it can be shown from the chart 4.1.

**Chart 4.1**  
**Students' Score in Pre-Test**

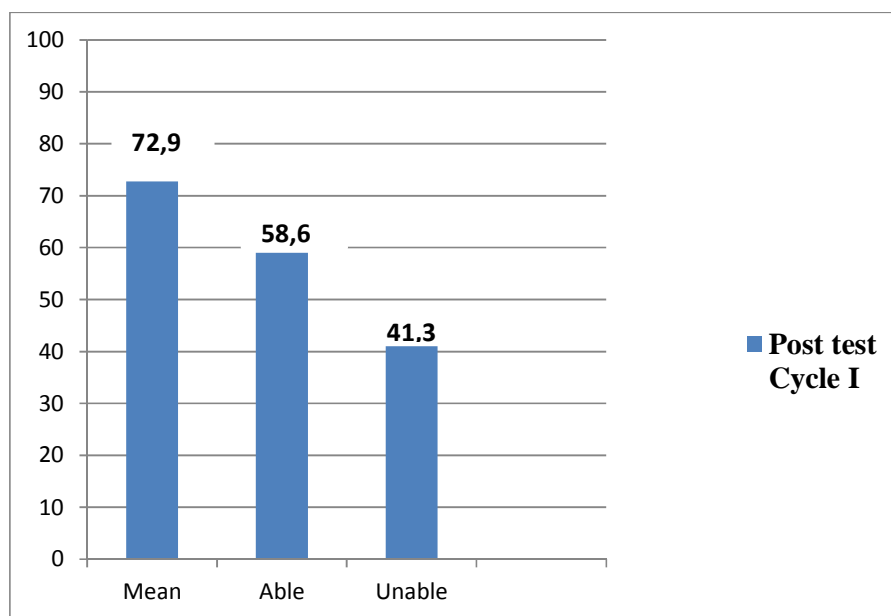


The table and chart above showed that the students who were able 4 students or 13,7% and the students who were unable 25 students or 86,3%. From the data above, it can be concluded that the students in the eighth grade at SMP Muhammadiyah 48 Medan in academic year 2016/2017 had a low ability in writing.

So, to improve the students' achievement in writing recount text, the researcher gave the teacher a strategy in teaching writing recount text namely pentad strategy .In that time, the teacher helped the researcher to apply the strategy and the researcher was an observer. After the teacher had applied pentad strategy in cycle I, the teacher gave them a test.

Based on the result from the test in cycle I the total score of the students was 2115 and the number of students was 30, so the mean score was  $\bar{X} = \frac{2115}{29} = 72.9$ . The students who get score less than 75 was 41.3% or 12 students (see appendix 5) and it can shown from the chart 4.2.

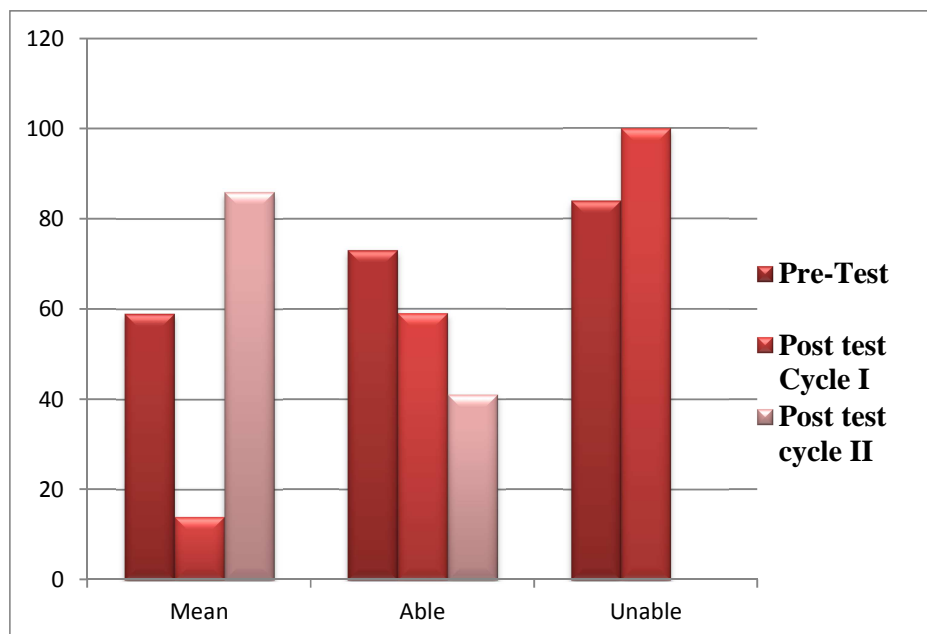
**Chart 4.2**  
**Students' Score in Cycle I**



The table and chart above showed that the students who were able 17 students or 58.6% and the students who were unable 12 students or 41.4%. Based on the data above, the teacher and researcher concluded that cycle was still improvement. So, the teacher and researcher revised all the activities in the cycle II. Then, the teacher applied pentad strategy. After finished, the teacher gave them a test.

Based on the result from the test in cycle II, the total score of the students was 2450 and the number of students was 30, so the mean score was  $\bar{X} = \frac{2450}{29} = 84.4$ . The students who got score more than 75 was 100% or 29 students and the students who got score less than 75 was 0% or 0 students (see appendix 5) and it can be shown from the chart 4.3.

**Chart 4.3**  
**The Improvement of Students' Score in Pre-test, Cycle I and Cycle II**



## 2. The Qualitative Data

The qualitative data were taken from the observation sheet, interview sheet and document. Observation sheet, interview sheet and document was used to identify all the condition of teaching and learning process. By using observation sheet ,interview sheet, and document such as photos and diary notes it could be seen whether there was a significant improvement both in the teaching writing and

the students' achievement by using pentad strategy assisted by miniatures. (See appendix 4 and 5)

## **B. The Data Analysis**

### **1. The Analysis of Quantitative Data**

A test given in every end of teaching and learning process, based on the result of all meeting conducted, it was found that the students' score kept improving started from the first meeting until the seventh meeting.

The improvement the students' score in writing descriptive text after applying pentad strategy could be seen from the mean of the students' score during the research, the researcher applied the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$\bar{X}$  : The mean of the students' score

$\sum x$  : The total score of students

$N$  : The number of the students

In the pre-test the total score of the students was 1735 and the number of students was 29, so the mean of the students score was:

$$\bar{X} = \frac{1735}{29} = 59.8$$

In the test of cycle I, the total score of students was 2115 and the number of students was 29, so the mean of the students score was:

$$\bar{X} = \frac{2115}{29} = 72.9$$

In the test of cycle II, the total score of the students was 2450 and the number of the students was 29, so the mean of the students score was:



$$\bar{X} = \frac{2450}{29} = 84.4$$

All the students improved their score from the pre-test to the post test of the first cycle and second cycle. The mean of the students' score in the post-test in cycle II was highest of the entire test given. So it could be concluded that pentad strategy can improve the students' achievement in writing recount text.

The percentage of the students' who got the points up 75 also showed the improvement of the students' score from the pre-test to the post-test in the second cycle. In the pre-test there were only 4 students who got the score up to 75 points. In the post-test of second cycle, where the teacher used pentad strategy there were a significant improvement, it was showed by the students who get the score up to 75 were 29 students. Therefore, it could be concluded that the used pentad strategy could improve the students' achievement in learning writing.

The improvement of the students' achievement in learning writing could be seen from the percentage of the students who got the score up to 75. This percentage was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

The percentage of the improvement of the students' writing could be seen as

follows:  $P = \frac{4}{29} \times 100\% = 13.7 \%$

$$P = \frac{16}{29} \times 100\% = 55.1 \%$$

$$P = \frac{30}{30} \times 100\% = 100 \%$$

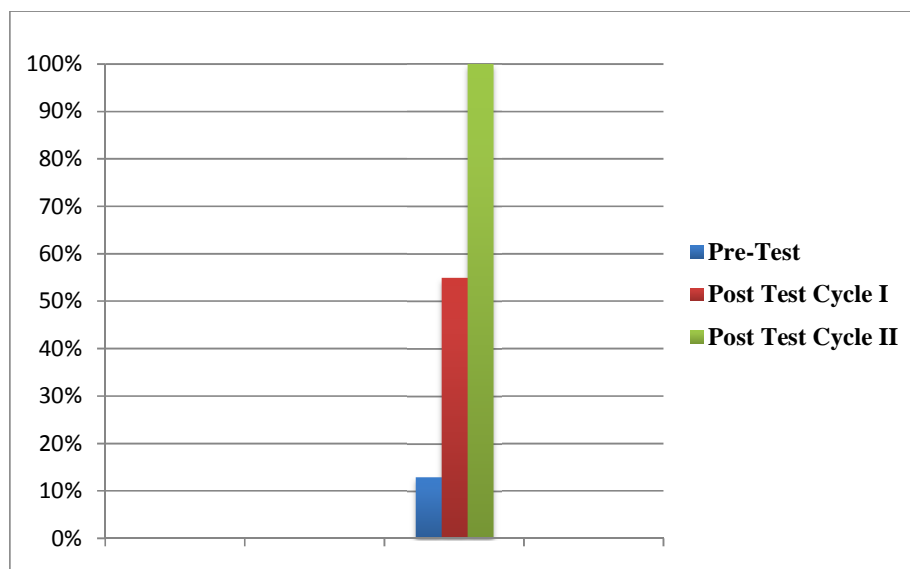
The improvement of students' score and students frequency in pre-test, post-test cycle I and post-test cycle II it can be shown by the following table.

**Table 4.2**  
**The Percentage of the Students who got the points up to 75**

No	Test	Students who got the point up to 75	Percentage (%)
1	Pre-test	4	13.7 %
2	Post-test Cycle I	16	55.1 %
3	Post-test Cycle II	30	100 %

From the table above, it showed that the used pentad strategy to improve the students' achievement in writing recount text was effective as it could improve students' achievement in writing and also helped teachers to teach writing. The improvement of students' score in pre-test, post-test cycle I and cycle II can be seen from the chart 4.4

**Chart 4.4**  
**The Percentage of Students who got the point up to 75**



## **2. The Analysis of Qualitative Data**

As it has been explained before, the qualitative data were taken from observation sheets, interview sheet, and document. It was explained as follow.

### **2.1. Observation sheet**

Observation sheet was used to observe all activities that happened during the teaching learning process. The activities included teacher and students activities. The researcher was an observer for the English teacher and the students of the class that consisted of 29 students. The researcher did formal observation. The researcher observed every meeting in cycle I and cycle II.

In every meetings the teacher didn't come late, but didn't observe the students intensively (second meeting, cycle I) when giving the explanation. In next meeting, she was more observed the students intensively and used time effectively. From the students side, in the second meeting (cycle 1), the students still come late, didn't give their attention to their teacher, didn't enthusiast to give their opinions, still quite noise, but in the second meeting, third and fourth meeting (cycle II), the students didn't come late, give their attention to the explanation of the teacher, and enthusiast it give their opinions and more active in teaching learning. (See appendix 2 and 3)

### **2.2. Interview Sheet**

Interview was a questioning and answering activity which was done by asking to the English teacher and the students at SMP Muhammadiyah 48 Medan.

The first interview was done before applying pentad strategy in teaching writing recount text. The teacher said that the students didn't like English

especially in writing. Some students said that they didn't like English because it was difficult and writing made them were bored.

The second interview was done after applying pentad strategy in teaching writing recount text. After applying pentad strategy in teaching writing recount text, the teacher said that there were improvement in students' skill in writing especially recount text and the students write their experience and their holiday in using pentad strategy.

From the interview sheet, we could see that there was improvement after applying pentad strategy in teaching writing recount text. (See appendix VIII).

### **2.3. Diary Notes**

Diary notes showed the behaviors of the students while the researcher was conducted pentad strategy in writing recount text. From the observation, the researcher noted in the first meeting in cycle I, students paid a little attention to the researcher. Almost all of students were lazy to write. They just talked to their friend and cheated their friends. Next day, in the second meeting through pentad strategy, all of the students could see what they have learned. After given the example and the explanation about pentad strategy, they were given the test. They worked individual but some of the students didn't paid attention and made noisy in the class, especially the students who sat in the corner.

### **C. Research Findings**

Based on the data analysis, it showed that the students' achievement in writing descriptive text had been improved through pentad strategy. It could be seen the quantitative data, the mean score from pre-test to cycle II were 59,8 –

72,9 – 84,4 the students got score more than 75 from pre-test to cycle II were 4 – 16 – 29 and the percentage of students who got score more than 75 from pre-test cycle II were 13,7% - 55,1% - 100%.

The researcher also analyzed qualitative data to support the research finding beside the quantitative data. Observation sheets, interview sheets, and document supported that pentad strategy has been able to improve the students' achievement in writing recount text. From the observation sheets, it can be seen there were a significant progress showed in every meeting, especially in second cycle where the students didn't come late, give their attention to the explanation of their teacher, and enthusiast to give their opinions, more active in teaching learning and their mistakes become less and less in each meeting.

They were interested to write recount text after using pentad strategy(see appendix VIII). Then from the interview sheets, it was found that the students felt difficult to make recount text based on the generic structure and difficult to express their ideas to make a recount text. It was shown by the students' comments (see appendix VIII). Then, the last was document, like diary notes and photos it showed that teacher and students activities, it showed that the students more active in second cycle.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research, it could be concluded that:

1. There was an improvement on the students' achievement in writing recount text by using pentad strategy. It could be seen from the students' score: the mean of the pre-test in the first meeting was still low, 4 students got points up 75. In the post-test cycle I, 16 students got points up 75, and the last post-test (cycle II) 29 students got points up 75. It could be concluded that there was an improvement on the students' achievement in writing recount text by using pentad strategy. This condition showed that the implementation of pentad strategy in improving the students' achievement in writing recount text was successful.
2. The improvement of students' achievement can be shown from the pre-test to cycle I and to cycle II. The mean score from pre-test to cycle II were 59.8 – 72.9 – 84.4. The students' who got score from the pre-test to cycle II were 4 – 16 – 29. The percentage of students who got the score more than 75 from pre-test to cycle II were 13.7% - 55.1% - 100%.
3. Observation and interview sheet indicate that there is improvement in students' achievement in writing recount text. Furthermore, pentad strategy as

strategy that makes students can be easier wrote recount text ,actively, enthusiastic, and joyfully to develop in teaching writing process.

## **B. Suggestion**

Suggestion was stages as the following:

1. For English teacher, it's better to use pentad strategy to improve the students' achievement in writing recount text because it could make the students more understand about writing recount text.
2. For students, to use pentad in learning English, especially writing recount text because it can improve their achievement in writing recount text.
3. For all readers, this research can contribute a good understanding of how to improve the students' achievement in writing recount text through pentad strategy
4. For the other researcher, it is suggested that pentad strategy should be researched more in other types of text to improve the students' skill in writing.

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on 22<sup>th</sup> December 2016

APPENDIX 1  
**LESSON PLAN**  
**CYCLE 1**

School : SMP Muhammadiyah 48 Medan  
Class : VIII-2  
Subject : English  
Time : 2 x 45 minutes  
Meeting : 1

**A. Standard Competence**

Expressing meaning in short functional written text and simple essay of recount text in the context of daily life

**B. Basic Competence**

Expressing meaning and rhetorical in short simple essay accurately and appropriately in the context of daily life in recount from.

**C. Indicator**

1. Able to write a recount text
2. Able to identify elements to recount text
3. Able to organizing the language features of recount text

**D. Learning Objectives**

At the end of the learning process, students are able to

1. Construct ideas to write recount text
2. Identify the element of recount text
3. Organize the language features of recount text

#### 4. Write recount text

### E. Materials

#### 1. Definition of recount text

Recount text is a text retell experience someone or yourself or information in the past.

#### 2. The Purpose of Recount Text

The purpose is retell or to inform the reader about what was happened to the writer with series of events.

#### 3. Generic Structure of Recount Text

The generic structure of recount text:

- a. Orientation : Introducing the participant, place, and time.
- b. Events : Describing series of event that happened in the past.
- c. Reorientation : The summary of events or stating personal comment of the writer to the story.

#### 4. Language Features of Recount Text

1. Introducing participant : I, my, our, etc.
2. Using chronological connection : then, first, etc.
3. Using linking verb : was, were, seem, etc.
4. Using action verb : look, go, walk, etc.
5. Using simple past tense : went, walked, etc.
6. Using active and passive : play, is played
7. Using past continuous tense : I was standing

### 5. Example of Recount Text

<u>My First Experience to Ride Motorcycle</u>	
<p>One day, when I was ten years old, my father bought an old motorcycle. That was “Honda 75”. I think it was small light object and easy to ride it. I persuaded my father to teach me to ride “ Honda 75”. Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.</p>	<b>Orientation</b>
<p>He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle.”yes, I can”.</p> <p>One day later, when I was alone at home. I intended to try my riding ability, so. Myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.</p>	<b>Events</b>
<p>After that, I told my father about the last accident. I</p>	

<p>imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my fathers' permission to ride motorcycle.</p>	<b>Re-orientation</b>
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#### F. Learning Method

- Individual
- Conventional method

#### G. Learning Activity

No	Learning Activities	Time Allocation
1	<p><b>Opening</b></p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Pray together</li> <li>• Check students' attendance list</li> </ul>	5 Minutes
2	<p><b>Main Activity</b></p> <p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>• The teacher asks their holiday</li> <li>• The teacher says who to want share their holiday in front of class</li> </ul> <p><b>. Elaboration</b></p> <ul style="list-style-type: none"> <li>• The teacher explains about recount text.</li> <li>• The teacher explains about generic structure and</li> </ul>	65 Minutes

	<p>features language about recount text.</p> <ul style="list-style-type: none"> <li>• The teacher makes example about recount text based her experience. For example win to olympiade debt</li> <li>• The teacher asks who to remember her said</li> <li>• The teacher asks students to make recount text based on title that they have chosen.</li> <li>• Students do Pre-test</li> </ul> <p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>• The teacher gives confirmation to the students' exercise.</li> </ul>	
3	<p><b>Closing Activity</b></p> <ul style="list-style-type: none"> <li>• Collect to pre-test</li> <li>• The teacher gives opportunities to the students to ask about the topic.</li> <li>• The teacher makes conclusion about recount text.</li> <li>• The teacher closing the meeting with says <i>Hamdallah.</i></li> </ul>	10 inutes

#### H. Learning Sources

- *English in Focus for Grade VIII Junior High School,2008,Eureka!*
- Dictionary

#### I. Assessment

##### 1. Indicator, Technique, Form, and Example of Instrument

No	Indicator	Technique	Form	Example of Instrument/Instruction
1	Write a recount paragraph	Written test	Essay	Choose one title and write the recount text paragraph based on the title that you had chosen!

## 2. Evaluating Guide

Scoring rubric for writing production (adopted from Jacobs et al. in Weigle)

<b>CONTENT</b>	4	Excellent to very good	Knowledgeable, through development of thesis, relevant to the topic
	3	Good to average	Some knowledge of subject, limited development of thesis, mostly relevant to topic
	2	Fair to Poor	Limited knowledge of subject, inadequate development of topic
	1	Very poor	Does not show knowledge of subject, not enough to evaluate
<b>ORGANIZATION</b>	4	Excellent to Very good	Fluent expression, ideas clearly stated, organized, logical sequencing, cohesive
	3	Good to	Loosely organized but main ideas

		average	stand out, limited support, logical but incomplete sequencing
	2	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	1	Very poor	Does not communicate, no organization, not enough to evaluate.
<b>VOCABULARY</b>	4	Excellent to very good	Sophisticated range, effective word choice, word form mastery.
	3	Good to average	Adequate range, sometimes errors of word choice, usage but meaning not obscured.
	2	Fair to poor	Limited range, frequent errors of word choice, usage but meaning confused or obscured.
	1	Very poor	Essentially translation, little knowledge of English vocabulary, not enough to evaluate.
<b>LANGUAGE USE</b>	4	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word orders, articles, pronouns, and preposition.



	3	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word orders, articles, pronouns, and preposition.
	2	Fair to poor	Major problem in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order, articles, pronouns, and preposition, meaning confused or obscured.
	1	Very good	Almost no mastery of sentence construction rules dominated by errors, does not communicate, not enough to evaluate.
<b>MECHANICS</b>	4	Excellent to very good	Few errors of spelling, punctuation, capitalization and paragraphing.
	3	Good to average	Occasional errors of spelling, punctuation, capitalization, and paragraphing.
	2	Fair to poor	Frequent errors of spelling,



**LESSON PLAN****CYCLE 1**

School	: SMP Muhammadiyah 48 Medan
Class	: VIII-2
Subject	: English
Time	: 2 x 45 minutes
Meeting	: 2

**A. Standard Competence**

Expressing meaning in short functional written text and simple essay of recount text in the context of daily life

**B. Basic Competence**

Expressing meaning and rhetorical in short simple essay accurately and appropriately in the context of daily life in recount from.

**C. Indicator**

1. Able to write a recount text
2. Able to identify elements to recount text
3. Able to organizing the language features of recount text

**D. Learning Objectives**

At the end of the learning process, students are able to

1. Construct ideas to write recount text
2. Identify the element of recount text
3. Organize the language features of recount text
4. Write recount text

## **E. Materials**

### **1. Definition of recount text**

Recount text is a text retell experience someone or yourself or information in the past.

### **2. The Purpose of Recount Text**

The purpose is retell or to inform the reader about what was happened to the writer with series of events.

### **3. Generic Structure of Recount Text**

The generic structure of recount text:

Orientation : Introducing the participant, place, and time.

Events : Describing series of event that happened in the past.

Reorientation : The summary of events or stating personal comment of the writer to the story.

### **4. Language Features of Descriptive Text**

Introducing participant : I, my, our, etc.

Using chronological connection : then, first, etc.

Using chronological connection : then, first, etc.

Using linking verb : was, were, seem, etc.

Using action verb : look, go, walk, etc.

Using simple past tense : went, walked, etc.

Using active and passive : play, is playing

### 5. Example of Recount Text

<u>My First Experience to Ride Motorcycle</u>	
<p>One day, when I was ten years old, my father bought an old motorcycle. That was “Honda 75”. I think it was small light object and easy to ride it. I persuaded my father to teach me to ride “ Honda 75”. Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.</p>	<b>Orientation</b>
<p>He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle.”yes, I can”.</p> <p>One day later, when I was alone at home. I intended to try my riding ability, so. Myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.</p>	<b>Events</b>
<p>After that, I told my father about the last accident. I</p>	

<p>imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my fathers' permission to ride motorcycle.</p>	<b>Re-orientation</b>
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**J. Learning Method**

- Individual
- Conventional method

**K. Learning Activity**

<b>Teacher' Activities</b>	<b>Students' Activities</b>	<b>Time</b>
<p>Pre-Teaching</p> <ol style="list-style-type: none"> <li>1. The teacher greets and introduce herself</li> <li>2. The teacher checks the attendance list</li> <li>3. The teacher explain about topic that they will learn</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen for the teacher motivation</li> <li>2. Pay attention for the teacher's explanation.</li> </ol>	10'
<b>Main Activities</b>		
<ol style="list-style-type: none"> <li>1.The teacher asks the students to pay attentin on the recount text with pentad strategy.</li> </ol>	<ol style="list-style-type: none"> <li>1.Making points for the most important information.</li> <li>2. Pay attention to give example</li> </ol>	70'



**LESSON PLAN****CYCLE 1**

School	: SMP Muhammadiyah 48 Medan
Class	: VIII-2
Subject	: English
Time	: 2 x 45 minutes
Meeting	: 3

**A. Standard Competence**

Expressing meaning in short functional written text and simple essay of recount text in the context of daily life

**B. Basic Competence**

Expressing meaning and rhetorical in short simple essay accurately and appropriately in the context of daily life in recount from.

**C. Indicator**

1. Able to write a recount text
2. Able to identify elements to recount text
3. Able to organizing the language features of recount text

**D. Learning Objectives**

At the end of the learning process, students are able to

1. Construct ideas to write recount text
2. Identify the element of recount text
3. Organize the language features of recount text



#### 4. Write recount text

### E. Materials

#### 1. Definition of recount text

Recount text is a text retell experience someone or yourself or information in the past.

#### 2. The Purpose of Recount Text

The purpose is retell or to inform the reader about what was happened to the writer with series of events.

#### 3. Generic Structure of Recount Text

The generic structure of recount text:

Orientation : Introducing the participant, place, and time.

Events : Describing series of event that happened in the past.

Reorientation : The summary of events or stating personal comment of the writer to the story.

#### 4. Language Features of Descriptive Text

Introducing participant : I, my, our, etc.

Using chronological connection : then, first, etc.

Using chronological connection : then, first, etc.

Using linking verb : was, were, seem, etc.

Using action verb : look, go, walk, etc.

Using simple past tense : went, walked, etc.

Using active and passive

: play, is playing

### 5. Example of Recount Text

<u><b>My First Experience to Ride Motorcycle</b></u>	
<p>One day, when I was ten years old, my father bought an old motorcycle. That was “Honda 75”. I think it was small light object and easy to ride it. I persuaded my father to teach me to ride “ Honda 75”. Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.</p>	<b>Orientation</b>
<p>He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle.”yes, I can”.</p> <p style="padding-left: 40px;">One day later, when I was alone at home. I intended to try my riding ability, so. Myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow</p>	<b>Events</b>

slippery street, I got nervous. I lost my control and I fell to the ditch.	
After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my fathers' permission to ride motorcycle.	<b>Re-orientation</b>

#### **F. Learning Method**

Individual

Conventional method

#### **G. Learning Activity**

<b>Teacher' Activities</b>	<b>Students' Activities</b>	<b>Time</b>
<p>Pre-Teaching</p> <ol style="list-style-type: none"> <li>1. The teacher greets and introduce herself</li> <li>2. The teacher checks the attendance list</li> <li>3. The teacher explain about topic that they will learn</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen for the teacher motivation</li> <li>2. Pay attention for the teacher's explanation.</li> </ol>	10'
<b>Main Activities</b>		
<ol style="list-style-type: none"> <li>1. The teacher asks the</li> </ol>	<ol style="list-style-type: none"> <li>1. Making points for the most</li> </ol>	

<p>students to pay attention on the recount text with pentad strategy</p> <p>2. The teacher gives the students test 2.</p>	<p>important information.</p> <p>2. Pay attention to give example</p> <p>3. the students answer the question in test 2</p>	70'
<p><b>Closing</b></p> <p>1. The teacher asked the students to summarize the social function and generic structure and language features.</p> <p>2. The teacher gives to ask about recount text.</p> <p>3. The teacher closes the lesson.</p>	<p>1. Write about the conclusion of the lesson</p> <p>2. Ask the teacher question what they don't understand</p>	10'

## H. EVALUATION

Technique : essay test

Form : individual

Instrument : Read the text and answer the question

### My First Experience to Ride Motorcycle

One day, when I was ten years old, my father bought an old motorcycle. That was “Honda 75”. I think it was small light object and easy to ride it. I persuaded my father to teach me to ride “ Honda 75”. Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle.”yes, I can”.

One day later, when I was alone at home. I intended to try my riding ability, so. Myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my fathers’ permission to ride motorcycle.

1. What is conclusion in this story?
2. Where is he ride motor cycle?
3. Who is teach to ride motorcycle?
4. When is he ride motor cycle?
5. Write the event from the story!



**LESSON PLAN****CYCLE 1**

School	: SMP Muhammadiyah 48 Medan
Class	: VIII-2
Subject	: English
Time	: 2 x 45 minutes
Meeting	: 4

**A. Standard Competence**

Expressing meaning in short functional written text and simple essay of recount text in the context of daily life

**B. Basic Competence**

Expressing meaning and rhetorical in short simple essay accurately and appropriately in the context of daily life in recount from.

**C. Indicator**

1. Able to write a recount text
2. Able to identify elements to recount text
3. Able to organizing the language features of recount text

**D. Learning Objectives**

At the end of the learning process, students are able to

1. Construct ideas to write recount text
2. Identify the element of recount text
3. Organize the language features of recount text

4. Write recount text

## **E. Materials**

### **1. Definition of recount text**

Recount text is a text retell experience someone or yourself or information in the past.

### **2. The Purpose of Recount Text**

The purpose is retell or to inform the reader about what was happened to the writer with series of events.

### **3. Generic Structure of Recount Text**

The generic structure of recount text:

Orientation : Introducing the participant, place, and time.

Events : Describing series of event that happened in the past.

Reorientation : The summary of events or stating personal comment of the writer to the story.

### **4. Language Features of Descriptive Text**

Introducing participant : I, my, our, etc.

Using chronological connection : then, first, etc.

Using chronological connection : then, first, etc.

Using linking verb : was, were, seem, etc.

Using action verb : look, go, walk, etc.

Using simple past tense : went, walked, etc.



Using active and passive : play, is playing

### 5. Example of Recount Text

<b><u>My First Experience to Ride Motorcycle</u></b>	
<p>One day, when I was ten years old, my father bought an old motorcycle. That was “Honda 75”. I think it was small light object and easy to ride it. I persuaded my father to teach me to ride “ Honda 75”. Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.</p>	<b>Orientation</b>
<p>He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle.”yes, I can”.</p> <p>One day later, when I was alone at home. I intended to try my riding ability, so. Myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my</p>	<b>Events</b>

control and I fell to the ditch.	
After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my fathers' permission to ride motorcycle.	<b>Re-orientation</b>

#### F. Learning Method

Individual

Conventional method

#### G. Learning Activity

Teacher' Activities	Students' Activities	Time
Pre-Teaching 1. The teacher greets and introduce herself 2. The teacher checks the attendance list 3. The teacher explain about topic that they will learn	1. Listen for the teacher motivation 2. Pay attention for the teacher's explanation.	10'
<b>Main Activities</b>		
1. The teacher explain the social function, generic	1. Making points for the most important	

<p>structure, and language feature of recount text.</p> <p>2. The teacher explains how to write recount text to give example from teacher experiences and then explains features language based on example</p> <p>3. Teacher gives time to students for asking part of writingrecount wasn't understand, discussing and answering question.</p> <p>4. The teacher explains the students this is individual exercise</p> <p>5. The teacher gives an example to one topic, asking the students to analyze and limmiting topic and guiding students to usig pentad</p>	<p>information.</p> <p>2. The students analyzing recont text titled “ my experience to ride motor cycle”</p> <p>3. the students answer the question in test 2</p>	<p>70'</p>
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<p>strategy from analyzing topic</p> <p>6. The teacher asks students to analyzed the text in title” my experiences to ride motorcycle”</p> <p>7. The teacher gives the students test 3 (for post test cycle 1)</p>		
<p><b>Closing</b></p> <p>1. The teacher asked the students to summarize the social function and generic structure and language features.</p> <p>2. The teacher gives to ask about recount text.</p> <p>3. The teacher closes the lesson.</p>	<p>1. Write about the conslution of the lesson</p> <p>2. Ask the teacher question what they don't understand</p>	<p><b>10'</b></p>

## EVALUATION

Technique : essay test

Form : individual

Instrument : make the five questions ( Pentad Strategy) from the story !  
( Who, What, When/Where, How, and Why)!

### **Adolescence**

Last night, I read an articles about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the articles from the magazine, I remembered my own adolescence. I was fourteen at the time. I felt very emotional about everything, but I tried to learn more about my self. I tried to discover what I wanted to do, and what kind of people I want to be.

To divert my emotions, I took my extraculicular Activities. I took Piano Lessons on Monday. On Tuesday, I joined an English course. On Wednesday and Thursday, I had extra science and math lesson. Friday, it was my time to play basket ball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways

Where :

P 1 : Orientation

P2-P3 :Events

P4 : Re-orientation



**LESSON PLAN****CYCLE 2**

School	: SMP Muhammadiyah 48 Medan
Class	: VIII-2
Subject	: English
Time	: 2 x 45 minutes
Meeting	: 5

**A. Standard Competence**

Expressing meaning in short functional written text and simple essay of recount text in the context of daily life

**B. Basic Competence**

Expressing meaning and rhetorical in short simple essay accurately and appropriately in the context of daily life in recount from.

**C. Indicator**

1. Able to write a recount text
2. Able to identify elements to recount text
3. Able to organizing the language features of recount text

**D. Learning Objectives**

At the end of the learning process, students are able to

1. Construct ideas to write recount text
2. Identify the element of recount text

3. Organize the language features of recount text
4. Write recount text

## **E. Materials**

### **1. Definition of recount text**

Recount text is a text retell experience someone or yourself or information in the past.

### **2. The Purpose of Descriptive Text**

The purpose is retell or to inform the reader about what was happened to the writer with series of events.

### **3. Generic Structure of Descriptive Text**

The generic structure of descriptive text:

Orientation : Introducing the participant, place, and time.

Events : Describing series of event that happened in the past.

Reorientation : The summary of events or stating personal comment of the writer to the story.

### **4. Language Features of Descriptive Text**

Introducing participant : I, my, our, etc.

Using chronological connection : then, first, etc.

Using linking verb : was, were, seem, etc.

Using action verb : look, go, walk, etc.

Using simple past tense : went, walked, etc.



Using active and passive : play, is played

Using past continuous tense : I was standing

### 5. Example of Descriptive Text

<b><u>My First Experience to Ride Motorcycle</u></b>	
<p>One day, when I was ten years old, my father bought an old motorcycle. That was “Honda 75”. I think it was small light object and easy to ride it. I persuaded my father to teach me to ride “ Honda 75”. Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.</p>	<b>Orientation</b>
<p>He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle.”yes, I can”.</p> <p>One day later, when I was alone at home. I intended to try my riding ability, so. Myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and I</p>	<b>Events</b>

fell to the ditch.	
After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my fathers' permission to ride motorcycle.	<b>Re-orientation</b>

#### **F. Learning Method**

Individual

Conventional method

#### **G. Learning Activity**

<b>Teacher' Activities</b>	<b>Students' Activities</b>	<b>Time</b>
Pre-Teaching 1. The teacher greets and introduce herself 2. The teacher checks the attendance list 3. The teacher explain about topic that they will learn	1. Listen for the teacher motivation 2. Pay attention for the teacher's explanation.	10'
<b>Main Activities</b>		
1. Teacher gives time to students for asking part	1. Making points for the most important	

<p>of writing recount wasn't understand, discussing and answering question.</p> <p>2. The teacher explains the students this is individual exercise</p> <p>3. The teacher gives an example to one topic, asking the students to analyze and limmiting topic and guiding students to usig pentad strategy from analyzing topic</p> <p>4. The teacher asks students to analyzed the text in title" my experiences to ride motorcycle"</p> <p>5. The teacher gives the students test 3 (for post test cycle 2)</p>	<p>information.</p> <p>2. The students analyzing recont text titled " my experience to ride motor cycle"</p> <p>3. the students answer the question in test 2</p>	70'
<p><b>Closing</b></p> <p>1. The teacher asked the</p>	<p>1. Write about the</p>	

<p>students to summarize the social function and generic structure and language features.</p> <p>2. The teacher gives to ask about recount text.</p> <p>3. The teacher closes the lesson.</p>	<p>conslution of the lesson</p> <p>4. Ask the teacher question what they don't understand</p>	<b>10'</b>
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### **Learning Sources**

*English in Focus for Grade VIII Junior High School, 2008, Eureka!*

Dictionary

### **Assessment**

#### **Indicator, Technique, Form, and Example of Instrument**

<b>No</b>	<b>Indicator</b>	<b>Technique</b>	<b>Form</b>	<b>Example of Instrument/Instruction</b>
1	Write a recount paragraph	Written test	Essay	Choose one title and write the recount text paragraph based on the title that you had chosen!



**APPENDIX 2**  
**OBSERVATION SHEET**  
**FIRST CYCLE**

Subject : English  
 Class : VIII  
 Number of Students : 30  
 Observer's Name : Misde Vira Rizki  
 Teacher's Name : Rismawati Sirait,S.Pd  
 Date : 15<sup>h</sup>February 2017  
 Time :10.15

No	Indicators for Teacher	First Meeting		Second Meeting	
		yes	no	yes	no
1	The teacher comes to class on time				
2	The teacher greets the students				
3	The teacher talks the students what the material				
4	The teacher asks the students about recount text				
5	The teacher talks the advantages of learning recount text				
6	The teacher explains about generic etructure and language features of recount text				
7	The teacher gives the examples of recount text by using pentad strategy				
8	The teacher explains about recount text by sing pentad strategy				
9	The teacher asks the students to make the recount text by using pentad strategy which has given				
10	The teacher makes a conclusions about recount text with students.				
11	The teacher ended the classby closing				

No	Indicators for Students	First Meeting		Second Meeting	
		yes	no	yes	no
1	The students come to class on time				
2	The the students answer greeting from the teacher				
3	the students give their attention when the teacher told what the material				
4	The students give their opinion about recount text.				
5	The students give their attention when the teacher told the advantages of learning recount text				
6	The students give their attention to the explanation about generic etructure and language features of recount text				
7	The students see the examples of recount text by using pentad strategy				
8	The students give their attention to the explanation about recount text by sing pentad strategy				
9	The students write the recount text by using pentad strategy which has given				
10	The students make a conclusions about recount text with teacher.				
11	The students answer closing from the teacher.				

### **APPENDIX 3**

#### **Interview Sheet**

##### **I. Interviewing with the teacher before conducting pentad strategy.**

- R : Do the students in VIII grade like to learn English subject?
- T : As far as noticed, only few of students like to study English. But most of them don't really like English
- R : How are their behaviors in learning English subject?
- T : basically , how we can control them and how the way in transferring the knowledge, how the way make students interest in this subject.
- R : Are they good in writing skill?
- T : Enough, it is a little bit difficult to ask them to write
- R : How do you teach writing to them, especially writing recount text?
- T : Firstly, teacher made recount text in the book and they can be wrote recount text

##### **II. Interviewing with the teacher after conducting the first cycle and the second cycle in teaching writing recount text through pentad strategy**

- R : What do you think about pentad strategy that was applied to the classroom?
- T : I think pentad strategy , it can be easy to write in recount text
- R : Do you think that Pentad Strategy can improve students' achievement in writing skills especially writing recount text?
- T : yes, I do



**Note:**

R : Researcher

T : Teacher

**III. Interviewing with the students before conducting pentad strategy**

R : Do you like English subject?

A : I like it

B : I don't like it

C : I like it

D : it's not interesting

E : I like it

R : Do you like to write in English?

A : I like it , because I can to share my experience

B : I like it because I am easy to remember to word.

C : I like it

D : I don't like it

E : I like it

R : Why you don't like to write in English?

A : it 's bored

B : it's not interesting

C : it's difficult

- R : Do you still remember about recount text? What it is about?
- A : I still remember, recount text is to tell about past even, my experience
- B : I am remember, recount text is to share information
- C : I still remember , recount text is to tell experience and past event
- D : I still remember, recount text , we can make your story about your experience
- E : I am remember, recount text is how to make story about experience

- R : What do you do if you have to write a recount text?
- A : I shared my experience
- B : I wrote my experience in my diary
- C : I only think about study
- D : I analyzed how to make recount text
- E : I analyzed to feature of recount text

**IV. Interviewing the students after conducting pentad strategy**

- R : How do you think about pentad strategy?
- A : it made easy to write recount text
- B : it's intersting
- C :it's bored
- D : I don't understand it
- E : I understand about recount text
- R : Do the pentad strategy help you to write recount text?
- A : yes , I do

B : yes, I don't

C : yes, I do

D : yes, I do

E : yes, I do

Note: R : Researcher

A : Students 1

B : Students 2

C : Students 3

D : Students 4

E : Students

## **APPENDIX 4**

### **Teaching Aids**

#### **Pentad Strategy**

##### **My First Experience to Ride Motorcycle**

One day, when I was ten years old, my father bought an old motorcycle. That was “Honda 75”. I think it was small light object and easy to ride it. I persuaded my father to teach me to ride “ Honda 75”. Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle.”yes, I can”.

One day later, when I was alone at home. I intended to try my riding ability, so. Myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my fathers’ permission to ride motorcycle.

##### **Generic of Structure**

**Orientation** : who = I and my father, when = when I was 10 years, what happen = my father bought motorcycle and my father promised to teach me riding

**Events** : My father taught me riding motorcycle → I could ride, finally → One day later, I tried riding motorcycle alone → I fell to the ditch

**Reorientation** : After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my fathers' permission to ride motorcycle.

Pentad Strategy:

Who : my father and I  
 What : riding of motorcycle  
 When / where : 10 years ago/ road  
 How : happy  
 Why : Experience

**Questions :**

6. What is conclusion in this story?
7. Where is he ride motor cycle?
8. Who is teach to ride motorcycle?
9. When is he ride motor cycle?
10. Write the event from the story!

## APPENDIX V

### The Students Writing Score Treatment 1

No	Student's Initial Name	Scoring rubric for writing production					Total Score
		C	O	V	L.U	M	
1	AS	10	15	15	10	10	60
2	AM	10	10	15	10	10	55
3	AY	15	10	15	10	10	60
4	AW	10	10	10	10	10	50
5	BG	5	5	5	5	10	30
6	CA	20	15	20	15	10	80
7	ET	10	10	15	10	10	55
8	FF	15	10	15	10	10	60
9	FU	10	10	10	10	15	55
10	HH	20	20	20	20	20	80
11	KA	15	10	15	10	15	65
12	MI1	10	15	15	10	15	65
13	MI2	10	10	10	10	15	55
14	MF1	10	15	15	10	15	65
15	MF2	10	10	10	10	10	50
16	QZ	5	5	10	10	10	40
17	RS	10	10	10	15	15	65
18	RD	10	10	10	10	15	55
19	RN	10	10	15	10	15	60
20	RF	10	10	15	10	15	60
21	RS	10	10	10	10	10	50
22	SR	10	15	15	10	15	65
23	SL	10	15	15	15	15	70
24	WN	5	5	5	5	5	25
25	Y	15	15	15	15	15	75
26	YRF	20	10	10	20	20	80
27	YYP	20	15	15	15	15	80
28	ZK	15	10	10	15	15	65
29	ZF	10	10	15	10	15	60

### The Students Writing Score Treatment 2

No	Student's Initial Name	Scoring rubric for writing production					Total Score
		C	O	V	L.U	M	
1	AS	20	15	15	20	15	75

2	AM	20	20	15	15	15	75
3	AY	15	15	15	10	10	65
4	AW	15	15	10	10	10	60
5	BG	10	5	10	10	5	40
6	CA	20	20	15	15	15	85
7	ET	15	15	15	15	10	70
8	FF	15	15	15	10	15	70
9	FU	15	15	15	10	15	70
10	HH	20	20	15	15	15	85
11	KA	15	15	15	15	15	75
12	MI1	20	15	15	15	15	80
13	MI2	15	15	15	15	15	75
14	MF1	10	15	15	15	15	70
15	MF2	10	10	15	15	15	65
16	QZ	10	15	15	15	10	65
17	RS	15	15	15	10	15	70
18	RD	15	15	15	15	20	75
19	RN	20	15	15	20	20	80
20	RF	20	15	20	20	20	85
21	RS	15	15	15	15	20	75
22	SR	15	15	15	20	20	75
23	SL	20	15	20	20	20	85
24	WN	15	15	15	15	15	50
25	Y	15	20	20	15	15	80
26	YRF	20	20	15	15	20	85
27	YYP	20	15	15	20	15	85
28	ZK	15	15	15	15	20	75
29	ZF	15	15	20	15	20	75

### The Students Writing Score Treatment 3

No	Student's Initial Name	Scoring rubric for writing production					Total Score
		C	O	V	L.U	M	
1	AS	15	15	20	15	20	85
2	AM	15	15	15	15	20	80
3	AY	15	15	20	15	15	80
4	AW	15	15	20	15	15	80
5	BG	15	15	15	15	15	75
6	CA	20	15	20	20	20	95
7	ET	20	15	15	15	20	85
8	FF	15	15	15	15	20	80

9	FU	15	15	15	15	20	80
10	HH	20	15	20	20	20	95
11	KA	20	15	20	10	15	80
12	MI1	20	15	15	20	20	90
13	MI2	20	15	15	15	20	85
14	MF1	15	15	15	15	20	80
15	MF2	15	15	20	15	15	80
16	QZ	15	15	15	15	20	80
17	RS	15	15	20	15	20	85
18	RD	15	15	15	15	20	80
19	RN	20	15	15	20	20	90
20	RF	20	15	20	20	20	95
21	RS	15	15	15	15	20	80
22	SR	15	15	15	20	20	85
23	SL	20	15	20	20	20	95
24	WN	15	15	15	15	15	75
25	Y	15	20	20	15	15	85
26	YRF	20	20	15	15	20	95
27	YYP	20	20	15	15	20	90
28	ZK	15	15	15	15	20	80
29	ZF	15	15	20	15	20	85



**APPENDIX 6****The Example of Students Test.****Pre-Test**

Name :

Class :

**Make a story choice one title by using these question**

1. Who did the action ?
2. What was done ?
3. When or where was it done?
4. How was it done?
5. Why was it done ?

**The title :**

- a. My holiday
- b. My experience

### **Students' work sheet**

Name :

Class ;

1. make the five questions ( Pentad Strategy) from the story ! ( Who, What, When/Where, How, and Why)!

### **Adolescence**

Last night, I read an articles about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the articles from the magazine, I remembered my own adolescence. I was fourteen at the time. I felt very emotional about everything, but I tried to learn more about my self. I tried to discover what I wanted to do, and what kind of people I want to be.

To divert my emotions, I took my extraculcular Activities. I took Piano Lessons on Monday. On Tuesday, I joined an English course. On Wednesday and Thursday, I had extra science and math lesson. Friday, it was my time to play basket ball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways

Where :

P 1 : Orientation

P2-P3 :Events

P4 : Re-orientation

**Post-Test**

Name :

Class :

**Make a story choice one title by using these question**

6. Who did the action ?
7. What was done ?
8. When or where was it done?
9. How was it done?
10. Why was it done ?

**The title :**

- c. My holiday
- d. My experiences



## **CURRICULUM VITAE**

### **DATA OF PERSONAL**

Name : Misde Vira Rizki  
Register Number : 082166952121  
Sex : Female  
Religion : Islam  
Status : Single  
Place/Date of Birth : Medan, 14 December 1995  
Address : Jl.Datuk Kabu Gg Berkar No. 2  
Father's Name : H.Misrum  
Mother's Name : H.Evi Suryanti

### **EDUCATION BACKGROUND**

1. Elementry School at SD Negeri 060908 Medan ( 2001-2007)
2. Junior High School at SMP Swasta Al-Ulum Medan ( 2007-2010)
3. Senior High School at MAN 2 Model Medan ( 2010-2013)
4. The Student of English Education Program of University of Muhammadiyah Sumatera Utara from 2013 until present

Pre-test

Name : Yogi Yuanda Prayoga

Class : class VIII - A.

80  
Ayu

Answer

1. My family and I
2. see to uncle's vice field
3. Palembang
4. happy
5. visit uncle.

My title is : My School Holiday out of city

On my school holiday my family and I went holiday to out of city. My family and I went to Palembang.

First, we went to our uncle's house. We see to uncle's vice field. It was very beautiful.

Next day, we went to Lampung, we passed from Palembang to Lampung during one day. During tour to Lampung in Lampung City. We ate chocholat Martabak. It was very delicious.

We arrived in Lampung after that my mother and father found Villa Krakatau. The cost was Rp. 2.750.000,-

We spent one week for holiday in Palembang and Lampung. After that, we went home, and I was very happy in holiday.

C = 20 = 4

O = 15 : 3

V = 15 : 3

Lu = 15 : 3

M = 15 : 3

16x5 = 80

Pre-test

Name : Bobby Gunawan

Class : VIII-4

Answer

1. I
2. breakfast, play, watch
3. last holiday, home
4. boring
5. -

30

My title is : My holiday at home.....

Last holiday are my worst holiday because I'm not go  
Everywhere I wake up and breakfast, I play cat, I watch

$$\begin{array}{r} C = 10 = 2 \\ O = 5 = 1 \\ V = 5 = 1 \\ U = 5 = 1 \\ m = 5 = 1 \\ \hline 6 \times 5 = 30 \end{array}$$



Pre-test

Name : Yan Rifai Fernanda

Class : VIII - A

80

Answer

1. my friend and I
2. built the camp, observing ~~planat~~ planat ation, insects, catch fish
3. Last weekend
4. happy and fun.
5. Camping

My title is : going Camping

Last weekend, my friend and I ~~when~~ went camping. We reach the camping ground after we walked for about one and a half hour from the parking ~~at~~ lot. We built ~~the~~ the camp next to a small river. it was darker ~~at~~ and ~~was~~ cold ~~so~~ we built a fire camp. the next day, we spend our time observing plan and insect in the afternoon. We went to river and ~~catch~~ catch catch some fish for supper. ~~at~~ night

At night, we held a fire camp night. we song, danced, read poetry, played magic tricks and stand up comedy. On Monday we packed our ~~backpack~~ and bags and got ready go home. We felt happy and fun.

C = 20 4  
 O = 10 2  
 V = 10 2  
 Lu = 20 4  
 m = 20 4

$$\frac{16 \times 5 = 80}{\underline{\quad}}$$



Post-test

Name : Yogi Yuanda Prayoga

Class : VIII - A.

85

Answer

1. My family and I
2. See to Uncle's vice field, ate chocolate Martabak
3. Palembang.
4. happy
5. Visit Uncle

My title is : My school holiday out of city

On my school holiday my family and I went holiday to out of city. My family and I went to Palembang. We arrived in Palembang at 09.00 WIB. My uncle picked us up in Airport.

First we went to our Uncle's house. We saw to Uncle's vice field. It was very beautiful.

Next day, we went to Lampung, we passed from Palembang to Lampung during one day. During tour to Lampung in Lampung city. We eated chocolate Martabak. It was very delicious.

We arrived in Lampung, after that my mother and father found Villa Krakatau. The cost was Rp. 2.750.000,-.

We spend one week for children in Palembang and Lampung. After that, we went home and I was very happy in holiday and I ~~was~~ wanted holiday again with my family.

C = 20  
O = 15  
V = 15  
LU = 20  
m = 15  
85

Post-test

Name : bobby Bonawan

Class : VIII - A

Answer

1. I
2. Breakfast, Play Cat, watch
3. last holiday, home
4. boring
5. —

My title is : My holiday at home

Last holiday was my worst holiday because I did not go anywhere I just stayed in my home in the morning, I woke up and had a breakfast after that, I play with my cat in the afternoon I have lunch in the evening I watch ~~an~~ until I feel boring

C = 10

O = 5

V = 10

LU = 10

M = 5

40

=

40

M. Rizki



Post-test

Name : Yogi Yuanda Hayoga

Class : VIII - A

10  
Yogi

Answer

1. My family and I
2. See to uncle's vice field, ate chocolate Martabak.
3. Palembang
4. happy
5. visit uncle

My title is : ..... My School Holiday Out of city

On my school holiday my family and I went holiday to out of city. My family and I went to Palembang. We arrived in Palembang. at 09.00 wib. My uncle picked us up in Airport

First, we went to our uncle's house. We ~~see~~ to uncle's vice field. It was very beautiful

Next day, we went to Lampung, we passed from Palembang to Lampung during one day. During tour to Lampung in Lampung City. We ate chocolate Martabak. It was very delicious.

We arrived in Lampung, after ~~that~~ that my mother and father found villa Krakatau. The cost was Rp. 2.750.000,-

We spent one week for holiday in Palembang and Lampung. After that, we went home and I was very happy in holiday. and I wanted holiday again with my family.

C = 20 : 4  
 O = 20 : 4  
 V = 15 : 3  
 Lu = 15 : 3  
 wa = 20 : 4

Post-test

Name : Bobby Gunawan

Class : VIII - A

Answer

1. I
2. breakfast, played cat, watched
3. Last holiday, home
4. boring
5. -

75

Marki

My title is : My holiday at home.....

Last holiday was my worst holiday because I did not go ~~everywhere~~ anywhere. I just stayed in my home. In the morning, I woke up and had a breakfast. After that, I played with my cat. In the afternoon, I had a lunch and after that I took a nap. In the evening, I watched until I felt boring.

C = 3  
O : 3  
V : 3  
LU : 3  
m : 3  
15 x 5 = 75



Post-test

Name : Yan Rifai Fernanda

Class : VIII - A

90  
Puisi

Answer

1. my friend and I
2. built the camp, observing plantation, & insects, caught fish
3. last weekend
4. happy and fun
5. Camping

My title is : going camping

Last weekend, my friends and I when 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.

The next day, we spent our time observing plantation and insects, while the girl were preparing meals. In afternoon we went to the river and caught some fish for supper.

on Monday, we packed our bags and got ready to go home. We felt happy and fun.

$$\begin{array}{l} c = 20 = 4 \\ o = 20 = 4 \\ v = 15 = 3 \\ lu = 15 = 3 \\ m = 20 = 4 \\ \hline 18 \times 5 = 90 \end{array}$$

Students' Work Sheet

Name : Yogi Yuanda Prayoga

Class : VIII - A

85  
Prayoga

1. Make the five questions (Pentad Strategy) from the story! (Who, What, When/Where, How, and Why)!

**Adolescence**

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at the time. I felt very emotional about everything, but I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I want to be.

To divert my emotions, I took my extracurricular activities. I took piano lessons on Monday. On Tuesday, I joined an English course. The, On Wednesday and Thursday, I had extra science and math lessons. Friday, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could Express my creativity in positive ways.

Where:

P1 : Orientation

P2-P3 : Events

P4 : Reorientation

1. actor (who) : I <sup>20</sup>  
 acts (what) : reading the article <sup>15</sup>  
 about adolescence <sup>8</sup>  
 scene (when/where) : Last night <sup>25</sup>  
 Agencies (how) : emotional <sup>20</sup>  
 Purpose (why) : to share about <sup>15</sup>  
 her adolescence

Students' Work Sheet

Name : Boby Gunawan

Class : VIII-A

90  
Pass

1. Make the five questions (Pentad Strategy) from the story! (Who, What, When/Where, How, and Why)!

**Adolescence**

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at the time. I felt very emotional about everything, but I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I want to be.

To divert my emotions, I took my extracurricular activities. I took piano lessons on Monday. On Tuesday, I joined an English course. The, On Wednesday and Thursday, I had extra science and math lessons. Friday, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could Express my creativity in positive ways.

Where:

- P1 : Orientation
- P2-P3 : Events
- P4 : Reorientation

- 1. Who = I 20
- 2. What =
- 3. Where & When = last night 15
- 4) how =
- 5) why = adolescence 5



Students' Work Sheet

Name : Yan Rifai Fernanda

Class : VIII - A

85  
Anisa

1. Make the five questions (Pentad Strategy) from the story! (Who, What, When/Where, How, and Why)!

**Adolescence**

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at the time. I felt very emotional about everything, but I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I want to be.

To divert my emotions, I took my extracurricular activities. I took piano lessons on Monday. On Tuesday, I joined an English course. The, On Wednesday and Thursday, I had extra science and math lessons. Friday, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could Express my creativity in positive ways.

Where: -

P1 : Orientation

P2-P3 : Events

P4 : Reorientation

1. Who : I 20
2. What : reading the article. 15  
about adolescence
3. When / where : Last night. 15
4. How : emotional 20
5. Why : to share about 15  
her a adolescence



**APPENDIX 7**  
**DOCUMENTATION**



They are listening my motivation .



They do (post-cycle 2)

## APPENDIX 8

### Diary Notes .

On the first day, I taught in eighth grade in SMP MUHAMMADIYAH 48 for my research. Students was not enthusiastic. So I gave motivation, to have them spirit, the contents of my motivation about the future. After that I gave a brainstorm. I asked them what they had done. They was very enthusiastic. Some of students told their experience in using Indonesi language. After that I told them to write on paper. And after that I give pre-test to them. With questions for me. Making it easier for them to export their writing. On the second day. I teach about recount text. Learn about generic structure and feature. They are less enthusiastic anymore, so I have to motivate every start of the lessons to get them to spirit.

On the third day, I teach recount text using Pentad Strategy. They become more understanding how to make text. I give test 2 ( post cycle 1 ). About text analysis by using Pentad Strategy. They are very optimistic to answer it on the fifthday.

Fifth, I have my students write text recount text according to their experiences or holiday.

The last day, I evaluated the contents of their writing. And provide motivation, and who can tell their experiences and vacations in front of the class. There are some people going forward. I give a gift for good text and those who can tell their writing in front of the class.

## CURRICULUM VITAE

### DATA OF PERSONAL

Name : Mide Vira Rizki  
Register Number : 082166952121  
Sex : Female  
Religion : Islam  
Status : Single  
Place/Date of Birth : Medan, 14 December 1995  
Address : Jl.Datuk Kabu Gg Berkar No. 2  
Father's Name : H.Misrum  
Mother's Name : H.Evi Suryanti

### EDUCATION BACKGROUND

1. Elementry School at SD Negeri 060908 Medan ( 2001-2007)
2. Junior High School at SMP Swasta Al-Ulum Medan ( 2007-2010)
3. Senior High School at MAN 2 Model Medam ( 2010-2013)
4. The Student of English Education Program of University of Muhammadiyah Sumatera Utara from 2013 until present





MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Misde Vira Rizki  
NPM : 1302050131  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 131 SKS

IPK = 3,45

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
26/11/2016	Improving Students' Writing Achievement through Pentad Strategy	
	The Effect of Using Semantic Clues Technique on the Students' Achievement in Reading Comprehension	
	The Effect of Anagram with Flash Card on Students' Vocabulary Mastery	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 22 November 2016  
Hormat Pemohon,

Misde Vira Rizki

Keterangan:

- DBapakat rangkap 3: - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Misdé Vira Rizki  
NPM : 1302050131  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Improving Students' Writing Achievement through Pentad Strategy

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Fatimah Sari Siregar, S.Pd, M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, 22 November 2016

Hormat Pemohon,

Misdé Vira Rizki

Keterangan

Dibuat rangkap 3 :  
- Untuk Dekan / Fakultas  
- Untuk Ketua / Sekretaris Prog. Studi  
- Untuk Mahasiswa yang Bersangkutan



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 7402/II.3-AU /UMSU-02/F/2016  
Lamp : ---  
Hal : **Pengesahan Proyek Proposal  
Dan Dosen Pembimbing**

*Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **MISDE VIRA RIZKI**  
N P M : 1302050131  
Program Studi : Pend. Bahasa Inggris  
Judul Penelitian : **IMPROVING STUDENTS' WRITING  
ACHIEVEMENT THROUGH PENTAD STRATEGY**

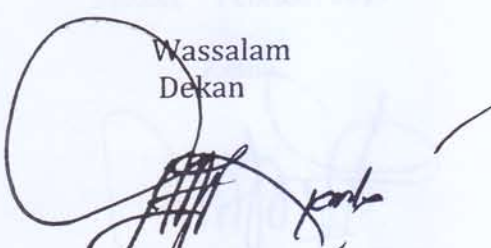
Pembimbing : Fatimah Sari Siregar, S.Pd., M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **28 Desember 2017**

Medan, 28 Rab. Awwal 1438 H  
28 Desember 2016 M

Wassalam  
Dekan

  
**Dr. Elfrianto, M.Pd.**  
NIDN 0115057302

Dibuat rangkap 4 (Empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
**WAJIB MENGIKUTI SEMINAR**



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,  
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Miske Vira Rizki  
N.P.M : 1302050131  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Improving Students' Writing Achievement through Pentad Strategy

benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 25, Bulan Januari,  
Tahun 2017

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan  
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Februari 2017

Ketua,

**Mandra Saragih, S.Pd, M.Hum**



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Miske Vira Rizki  
N.P.M : 1302050131  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Improving Students' Writing Achievement through Pentad Strategy

Pada hari Rabu tanggal 25 bulan Januari tahun 2017 sudah layak menjadi proposal skripsi.

Medan, Februari 2017

Disetujui oleh:

Dosen Pembahas

**Dra. Hj. Yustini Amnah, M.Hum**

Dosen Pembimbing

**Fatimah Sari Siregar, S.Pd, M.Hum**

Diketahui oleh  
Ketua Program Studi,

**Mandra Saragih, S.Pd, M.Hum**



## SURAT PERNYATAAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Misede Vira Rizki  
N.P.M : 1302050131  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Improving Students' Writing Achievement through Pentad Strategy

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Februari 2017

Hormat saya

Yang membuat pernyataan,



Misede Vira Rizki

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003  
 Website: <http://fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

*Unggul, Cerdas & Terpercaya*

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor : 1172/IL.3-AU/UMSU-02/F/2017  
 Lamp : ---  
 Hal : **Mohon Izin Riset**

Medan, 12 Jum. Awal 1438 H  
 09 Februari 2017 M

Kepada : **Yth, Bapak / Ibu Kepala**  
**SMP MUHAMMADIYAH 48 MEDAN**  
**Tempat**

*Bismillahirrahmanirrahim*  
*Assalamu'alaikum Wr. Wb*

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu sarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama Mahasiswa : **MISDE VIRA RIZKI**  
 N P M : 1202050131  
 Program Studi : **Pend. Bahasa Inggris**  
 Judul Skripsi : **IMPROVING STUDENTS' WRITING ACHIEVEMENT THROUGH PENTAD STRATEGY**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Wassalam  
 Dekan

**Dr' ELFRIANTO . M.Pd**  
**NIDN 0115057302**

**\*\* Pertiinggal\*\***





MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
PIMPINAN CABANG MUHAMMADIYAH MEDAN DENAI  
**SMP MUHAMMADIYAH 48**

NSS: 204076009380 NDS G17082039

Jl. Tangguk Bongkar X No. 2 Telp. (061) 7322982 Kec. Medan Denai Kota Medan 20226

Nomor : 019/Sket-4/A.U.M/II/2017  
Lampiran : -  
Perihal : Penerimaan Izin Riset / Penelitian

Kepada Yth,  
**Dekan Fakultas Keguruan Dan Ilmu Pendidikan**  
**Universitas Muhamamdiyah Sumatera Utara**  
Di -  
Tempat

Dengan hormat,

Menindaklanjuti Surat Permohonan Penelitian Mahasiswa/i dari Bapak yang bernomor : 1172/II.3-AU/UMSU-02/F/2017 pada tanggal 09 Februari 2017, bersama dengan surat ini kami **Bersedia** memberi izin untuk melakukan penelitian di SMP Muhammadiyah 48 Medan kepada :

Nama : Miske Vira Rizki

NPM : 1302050131

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : **"Improving Student's Writing Achievement Through Pentad Strategy"**.

Demikian surat ini kami sampaikan dan atas kerja samanya kami mengucapkan terima kasih.

Medan, 10 Februari 2017  
SMP Muhammadiyah 48 Medan  
  
  
**Drs. SYUKUR**



Nomor : 026/SKet-4/ A.U.M/IV/2017

Lampiran : -

Perihal : Surat Keterangan Selesai Riset

Kepada Yth,

Dekan Fakultas Keguruan Dan Ilmu Pendidikan

Universitas Muhamadiyah Sumatera Utara

Di -

Tempat

Yang bertanda tangan dibawah ini :

Nama : Drs. Syukur

Jabatan : Kepala Sekolah

Sekolah : SMP Muhammadiyah 48 Medan

Menerangkan bahwa :

Nama : Mide Vira Rizki

NPM : 1302050131

Program Studi : Pendidikan Bahasa Inggris

Benar dan telah melakukan riset (penelitian) di SMP Muhammadiyah 48 medan dengan permasalahan dan judul "*Improving Student's Writing Achievement Through Pentad Strategy*". Sejak tanggal **13 Februari 2017** s.d **08 April 2017**.

Demikianlah surat keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan semestinya.

Diketahui oleh:  
Keban Prodi

Mide Vira Rizki, S.Pd, M.Pd



**Drs. SYUKUR**





**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama Lengkap : Misdé Vira Rizki  
 N.P.M : 1302050131  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : Improving Students' Writing Achievement through Pentad Strategy

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
26/12-2016	Chapter 1 : Introduction	
6/1-2017	Chapter II : Theory	
12/1-2017	Chapter III : Method of Research	
16/1-2017	Instrument of Research	
18/1/2017	AS-	

Medan, 18 Januari 2017

Diketahui oleh:  
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum)

Dosen Pembimbing

(Fatimah Sari Siregar, S.Pd, M.Hum)



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Misde Vira Rizki  
N.P.M : 1302050131  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Improving Students' Writing Achievement through Pentad Strategy

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
	Chapter 1 : Introduction	
	Chapter 2 : Theory	
	Chapter 3 : Method of Research	
	Chapter 4 : Data Findings Data Collection Findings	
	Chapter 5 : Conclusion and Suggestion	
21/4/2017	AS	

Diketahui oleh  
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum)

Medan, April 2017

Dosen Pembimbing

(Fatimah Sari Siregar, S.Pd, M.Hum)