

## Appendix 1

### SILABUS

Satuan Pendidikan : SMP N 5 Gunungsitoli

Kelas : VIII

Kompetensi Inti :

- **K11 dan K12: Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargi dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.
- **K13:** Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **K14:** menunjukkan keterampilan menalar , mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

| Kompetensi Dasar | Materi Pokok | Pembelajaran |
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| <p>3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan memperhatikan fungsi sosial, struktur</p> | <ul style="list-style-type: none"> <li>• <b>Fungsi Sosial</b><br/>Menjaga hubungan interpersonal dengan guru dan teman</li> <li>• <b>Struktur Teks</b> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• <b>Unsur Kebahasaan</b> <ul style="list-style-type: none"> <li>- Ungkapan a.l. Excuse me, Is it clear?, Great, I think so., dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan yang sedang dipelajari</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>- Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul> |
| <p>teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>tangan</p> <ul style="list-style-type: none"> <li>• <b>Topik</b><br/>Interaksi antara siswa dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <p>3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan can, will)</p> <p>4.2 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <ul style="list-style-type: none"> <li>• <b>Fungsi sosial</b><br/>Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya .</li> <li>• <b>Struktur teks</b> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi<br/>(diharapkan/diluar dugaan)</li> </ul> </li> <li>• <b>Unsur kebahasaan</b> <ul style="list-style-type: none"> <li>- Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: can, will.</li> <li>- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• <b>Topik</b><br/>Interaksi antara siswa di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan</li> </ul> | <ul style="list-style-type: none"> <li>- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang</li> <li>- Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakantindakan tertentu</li> <li>- Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>tindakan yang dapat menumbuhkan perilaku yang termuat di KI</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <p>3.3 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan must, should)</p> <p>4.3 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <ul style="list-style-type: none"> <li>• <b>Fungsi sosial</b><br/>Menyuruh, melarang, dan menghimbau.</li> <li>• <b>Struktur teks</b> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• <b>Unsur kebahasaan</b> <ul style="list-style-type: none"> <li>- Ungkapan keharusan, larangan, himbauan dengan modalmust, (don't) have to..., should,</li> <li>- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• <b>Topik</b><br/>Interaksi antara siswa dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> | <ul style="list-style-type: none"> <li>- Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang</li> <li>- Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakantindakan tertentu</li> <li>- Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> |
| <p>3.4 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya</p>                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• <b>Fungsi sosial</b><br/>Menjaga hubungan interpersonal dengan guru dan teman.</li> <li>• <b>Struktur teks</b> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan yang sedang dipelajari</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> </ul>                                                                                                                                                                                                                                                                                    |

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| <p>4.4 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <p>dugaan)</p> <ul style="list-style-type: none"> <li> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Ungkapan a.l let's ..., can you ..., would you like ..., may I, please.</li> <li>- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li> <p><b>Topik</b></p> <p>Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat menumbuhkan perilaku yang termuat di KI</p> </li> </ul> | <ul style="list-style-type: none"> <li>- Bertanya jawab dengan teman tentang tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya</li> <li>- Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul> |
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| <p>3.5 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting cards, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya</p> <p>4.5 menyusun teks khusus dalam bentuk greeting cards, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> | <ul style="list-style-type: none"> <li>• <b>Fungsi sosial</b><br/>Menjaga hubungan interpersonal dengan guru dan teman.</li> <li>• <b>Struktur Teks</b><br/>Teks greeting cards dapat mencakup <ul style="list-style-type: none"> <li>- Identifikasi (nama peristiwa, hari istimewa) bersifat khusus</li> <li>- Ungkapan khusus yang relevan - Gambar, hiasan, komposisi warna</li> </ul> </li> <li>• <b>UnsurKebahasaan</b> <ul style="list-style-type: none"> <li>• Ungkapan a.l. Congratulations. Well done. Good job., dll.</li> <li>• Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- Mencermati dan menemukan perbedaan dan persamaan dari beberapa greeting cards untuk hari spesial tertentu</li> <li>- Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar</li> <li>- Mencermati dan menemukan perbedaan dan persamaan dari beberapagreeting cards untuk event lain</li> <li>- Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya</li> <li>- Membuatgreeting cards terkait hari istimewa yang relevan dengan siswa saat itu.</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>tangan</p> <ul style="list-style-type: none"> <li>• <b>Topik</b><br/>Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb.yang dapat menumbuhkanperilaku yang termuat di KI</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| <p>3.6 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)</p> <p>4.6 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <ul style="list-style-type: none"> <li>• <b>Fungsi sosial</b><br/>Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya.</li> <li>• <b>Struktur teks</b> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• <b>Unsur Kebahasaan</b> <ul style="list-style-type: none"> <li>- Ungkapan dengan There is/are</li> <li>- Kata jumlah yang tidak tertentu: little, few, some, many, much, a lot (of).</li> <li>- Frasa kata depan: in, on, under, in front of, below, above, dan lain lain.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• <b>Topik</b><br/>Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> | <ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</li> <li>- Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang</li> <li>- Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberaaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar</li> <li>- Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> |
| <p>3.7 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• <b>Fungsi sosial</b><br/>Menjelaskan, mendeskripsikan</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan teksteks pendek dan sederhana tentang kejadian rutin</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| <p>transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)</p> <p>4.7 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p> | <ul style="list-style-type: none"> <li>• <b>Struktur teks</b> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• <b>Unsur kebahasaan</b> <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam Simple Present Tense.</li> <li>- Adverbia: always, often, sometimes, never, usually, every</li> <li>- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• <b>Topik</b><br/>Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> | <ul style="list-style-type: none"> <li>- yang merupakan kebenaran umum yang sangat dikenal siswa, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapanungkapan yang menunjukkan kejadian rutin dalam teks</li> <li>- Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain</li> <li>- Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah</li> <li>- Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks-teks pendek dan sederhana</li> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> |
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| <p>3.8 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)</p> <p>4.8 menyusun teks interaksi transaksional</p> | <ul style="list-style-type: none"> <li>• <b>Fungsi sosial</b><br/>Menjelaskan, mendeskripsikan</li> <li>• <b>Struktur teks</b> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• <b>Unsur kebahasaan</b> <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam Present Continuous Tense</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi</li> <li>- Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka</li> <li>- Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l.</li> </ul> |
| <p>lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>                                                                                                          | <ul style="list-style-type: none"> <li>- Adverbia: now</li> <li>- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><b>Topik</b><br/>Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</p>          | <ul style="list-style-type: none"> <li>- gambar, video)</li> <li>- Membuat teks pendek berdasarkan tampilan visual lainnya</li> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>                                                                                                                                                                                                                                               |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>3.9 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan degree of comparison)</p> <p>4.9 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <ul style="list-style-type: none"> <li>• <b>Fungsi sosial</b><br/>Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi.</li> <li>• <b>Struktur teks</b> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• <b>Unsur kebahasaan</b> <ul style="list-style-type: none"> <li>- Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most ...</li> <li>- Perbandingan jumlah: more, fewer, less - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar</li> <li>- Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan.</li> <li>- Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda</li> <li>- Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya</li> <li>- Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui</li> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• <b>Topik</b><br/>Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| <p>3.10 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)</p> <p>4.10 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <ul style="list-style-type: none"> <li>• <b>Fungsi sosial</b><br/>Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau.</li> <li>• <b>Struktur teks</b> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• <b>Unsur kebahasaan</b> <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam bentuk Simple Past Tense</li> <li>- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• <b>Topik</b><br/>Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> | <ul style="list-style-type: none"> <li>- Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau</li> <li>- Melengkapi kalimat dengan jawaban berupa ungkapanungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar</li> <li>- Bertanya jawab tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami</li> <li>- Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks pendek dan sederhana</li> <li>- Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masingmasing dengan temantemannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> </ul> |
| <p>3.11 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• <b>Fungsi sosial</b><br/>Melaporkan, mengambil teladan, membanggakan</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>- Menyimak guru membaca beberapa teks recount tentang pengalaman pribadi seseorang</li> <li>- Bertanya jawab tentang kejadian, kegiatan yang</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.11 Teks recount</p> <p>4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)</p> <p>4.11.2 menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> | <p><b>Struktur teks</b></p> <ul style="list-style-type: none"> <li>• Dapat mencakup <ul style="list-style-type: none"> <li>- orientasi</li> <li>- urutan kejadian/kegiatan - orientasi ulang</li> </ul> </li> </ul> <p><b>Unsur kebahasaan</b></p> <ul style="list-style-type: none"> <li>• <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam Simple Past tense</li> <li>- Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya.</li> <li>- Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya.</li> <li>- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> </ul> <p><b>Topik</b></p> <ul style="list-style-type: none"> <li>• Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> | <ul style="list-style-type: none"> <li>- dialami secara kronologis</li> <li>- Menggunakan bagan untuk mempelajari alur cerita</li> <li>- Menuliskan beberapa teks pendek yang didiktekan guru dengan tulisan tangan.</li> <li>- Melengkapi ringkasan pengalaman dengan kalimatkalimat yang diambil dari teks, dengan ejaan dan tanda baca yang benar</li> <li>- Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks pendek dan sederhana</li> <li>- Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masingmasing dengan temantemannya secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> |
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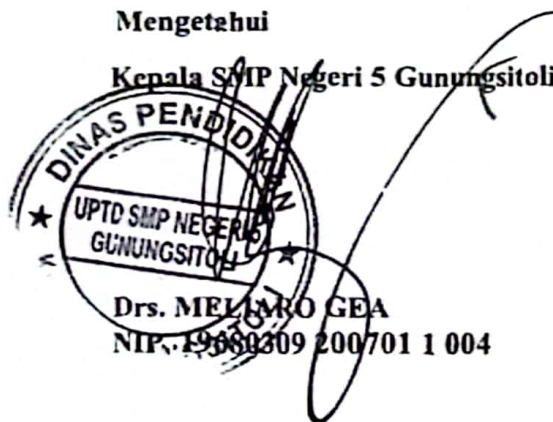
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| 3.12 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (notice), dengan memberi dan meminta informasi terkait kegiatan sekolah, | <ul style="list-style-type: none"> <li>• <b>Fungsi sosial</b><br/>Memberi informasi tindakan dilaksanakan sesuai yang diharapkan.</li> <li>• <b>Struktur text</b></li> </ul> | <ul style="list-style-type: none"> <li>- Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar - Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis</li> </ul> |
|                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• <b>Topik</b><br/>Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</li> </ul>                   |                                                                                                                                                                                                                                                                                                                 |

|                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                       |
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| <p>3.13 menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.13 menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p> | <ul style="list-style-type: none"> <li>• <b>Fungsi sosial</b><br/>Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>• <b>Unsur kebahasaan</b> <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- Membaca, menyimak, dan menirukan lirik lagu secara lisan</li> <li>- Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>- Menyebutkan pesan yang terkait dengan bagianbagian tertentu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> |
|                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• <b>Topik</b><br/>Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</li> </ul>                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                       |

Gunungsitoli, May 2023

Mengetahui

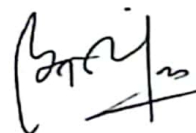
Kepala SMP Negeri 5 Gunungsitoli



Dinas Pendidikan  
UPTD SMP NEGERI 5  
GUNUNGSITOLI

Drs. MELIARO GEA  
NIP. 19680309 200701 1 004

Guru Mata Pelajaran



RATNIANCE ZANDROTO, S.Pd.Ing  
NIP. 19771222 200801 2 003

## LESSON PLAN

|                |                                  |
|----------------|----------------------------------|
| Unit of school | : UPTD SMP Negeri 5 Gunungsitoli |
| Lesson         | : English                        |
| Grade/Semester | : VIII                           |
| Allotted time  | : 2 X 45 Minutes                 |
| Topic          | : Recount Text                   |
| Skill          | : Writing                        |

### **Main/core Competence :**

KI1: Living and practicing the teachings of the religion he adheres to

KI2: Live and practice honest behavior, discipline, responsibility, care (mutual cooperation, cooperation, tolerance, peace), courteous, responsive and pro-active and show an attitude as part of the solution to various problems in interacting effectively with the social and natural environment as well as in placing oneself as a reflection of the nation in world relations

KI3: Understand, apply, analyze factual, conceptual, procedural and metacognitive knowledge based on curiosity about science, technology, arts, culture and humanities with insight into humanity, nationality, statehood and civilization related to the causes of phenomena and events, and apply knowledge procedural in a specific field of study according to their talents and interests to solve problems.

KI4: Processing, reasoning, and presenting in the realm of the concrete and the abstract realm related to the development of what one learns in school independently, acts effectively and creatively, and is able to use methods according to scientific principles

### **Basic Competence :**

1. Capture meaning contextually related to social functions, text structure, and linguistic elements of oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount).

2. Compose oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount), taking into account social functions, text structure, and linguistic elements, correctly and in context.

**Indicators :**

1. The students can understand the definition of recount text
2. The students can understand generic structure, language features and types of recount text.
3. The students can apply clustering technique in writing recount text.

**Learning Methods :**

Presentation, practice, and production

**Media and learning source :**

- Media : White board
- Learning resource : Internet and English Dictionary

**A. Expected Characters:**

Religious, honest, tolerance, discipline, toil, creative, independent, democratic, curiosity, the spirit of nationality, loving motherland, rewarding achievement, friendly/communicative, loving peace, joy of reading, environmental care and social care.

**B. Teaching - Learning Activities**

| Teaching-learning Activities     | Descriptions                                                                                                                                                                                                             | Alloted Time | Character values                                 |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------------------------------------------|
| Pre Teaching-Learning Activities | <ul style="list-style-type: none"> <li>• The researcher enter the classroom.</li> <li>• The researcher greets the students and asked their condition.</li> <li>• Researchers introduce themselves to students</li> </ul> | 15 minutes   | <p><i>Politeness</i></p> <p><i>Religious</i></p> |

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |                                                                                      |
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|                                     | <ul style="list-style-type: none"> <li>• The researcher asked the students to pray.</li> <li>• The researcher checks the student's attendance list.</li> <li>• The researcher motivate the students to be active during learning activities.</li> <li>• The researcher asked the student to create a conducive situation</li> </ul>                                                                                                                                                                                                                                                                                          |            | <p><i>Discipline</i></p> <p><i>Social Care</i></p>                                   |
| Whilst Teaching-Learning Activities | <ul style="list-style-type: none"> <li>• The researcher introduces a new material to the students.</li> <li>• The researcher explains the purpose of learning for student's.</li> <li>• The researcher explain the recount text (definition, the generic structure, language features and the examples of recount text.</li> <li>• The researcher explained to the students what is clustering technique.</li> <li>• The researcher taught the students to use clustering technique in writing recount text.</li> <li>• The researcher explained the procedure in using clustering technique and practice it with</li> </ul> | 55 minutes | <p><i>Communicative</i></p> <p><i>Communicative</i></p> <p><i>Responsibility</i></p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                          |
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|  | <p>students.</p> <ul style="list-style-type: none"> <li>• The researcher asked the students to take a piece of paper.</li> <li>• The researcher invites students to write the main topic in the center and circle it.</li> <li>• The researcher asked students to write down ideas related to the topic.</li> <li>• The researcher asked the students to circle the ideas and combine them with the subject.</li> <li>• The researcher invites students to write down facts, examples and other details related to each idea and combine them in the appropriate circle.</li> <li>• The researcher invites students to write down ideas without hesitation so they cannot think of anything else related to the topic.</li> <li>• The researcher then looks at whether the clusters that have been made are sufficient to start a draft and cross out</li> </ul> |  | <b><i>Creatively</i></b> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------|

|                                   |                                                                                                                                                                                                                                       |            |                              |
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|                                   | <p>irrelevant words and phrases.</p> <ul style="list-style-type: none"> <li>• The researcher asked students to continue at home.</li> </ul>                                                                                           |            |                              |
| Post Teaching-Learning Activities | <ul style="list-style-type: none"> <li>• The researcher concludes the material.</li> <li>• The researcher chose one student to pray.</li> <li>• The researcher greets the students to close the teaching learning process.</li> </ul> | 10 minutes | <b><i>Responsibility</i></b> |

The English Teacher



**RATNIANCE ZANDROTO, S.Pd.Ing**  
**NIP. 19771222 200801 2 003**

**Gunungsitoli, May 2023**

The Researcher



**NISKA RESTINA GULO**  
**NIM. 192108058**

## LESSON PLAN

|                |                                  |
|----------------|----------------------------------|
| Unit of school | : UPTD SMP Negeri 5 Gunungsitoli |
| Lesson         | : English                        |
| Grade/Semester | : VIII/II                        |
| Cycle/Meeting  | : I/II                           |
| Allotted time  | : 2 X 45 Minutes                 |
| Topic          | : Recount Text                   |
| Skill          | : Writing                        |

### **Main/core Competence :**

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KI2: Live and practice honest behavior, discipline, responsibility, care (mutual cooperation, cooperation, tolerance, peace), courteous, responsive and pro-active and show an attitude as part of the solution to various problems in interacting effectively with the social and natural environment as well as in placing oneself as a reflection of the nation in world relations

KI3: Understand, apply, analyze factual, conceptual, procedural and metacognitive knowledge based on curiosity about science, technology, arts, culture and humanities with insight into humanity, nationality, statehood and civilization related to the causes of phenomena and events, and apply knowledge procedural in a specific field of study according to their talents and interests to solve problems.

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### **Basic Competence :**

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2. Compose oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount), taking into account social functions, text structure, and linguistic elements, correctly and in context.

**Indicators :**

1. The students can understand the definition of recount text
2. The students can understand generic structure, language features and types of recount text
3. The students can apply clustering technique in writing recount text.

**Learning Methods :**

Presentation, practice, and production

**Media and learning source :**

- Media : White board
- Learning resource : Internet and English Dictionary

**A. Expected Characters:**

Religious, honest, tolerance, discipline, toil, creative, independent, democratic, curiosity, the spirit of nationality, loving motherland, rewarding achievement, friendly/communicative, loving peace, joy of reading, environmental care and social care.

**B. Teaching - Learning Activities**

| Teaching-learning Activities        | Descriptions                                                                                                                                                                                                                                                                                                                                                                                                                                   | Alloted Time | Character values                                                                             |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------------------------------------------------------------------------------------|
| Pre Teaching-Learning Activities    | <ul style="list-style-type: none"><li>• The researcher enter the classroom.</li><li>• The researcher greet the students and asks their condition.</li><li>• The researcher ask the students to pray.</li><li>• The researcher checks the student's attendance list.</li><li>• The researcher motivate the students to be active during learning activities.</li><li>• The researcher ask the student to create a conducive situation</li></ul> | 15 minutes   | <i>Politeness</i><br><br><i>Religious</i><br><br><i>Discipline</i><br><br><i>Social Care</i> |
| Whilst Teaching-Learning Activities | <ul style="list-style-type: none"><li>• Researcher asked students about the material that had been taught before.</li><li>• The researcher asked the students to continue their work at the first meeting, namely writing recount text with the</li></ul>                                                                                                                                                                                      | 55 minutes   | <i>Communicative</i>                                                                         |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |                                                                                   |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------|
|                                   | <p>clusters that had been made.</p> <ul style="list-style-type: none"> <li>• The researcher provide opportunities for students to ask difficult things in making recount text using clustering technique.</li> <li>• The researcher answered questions from students.</li> <li>• The researcher again explained the steps using the clustering technique.</li> <li>• The researcher gave tests to students to work on.</li> <li>• Students work on the evaluation given by the researcher.</li> <li>• Researcher collect observation sheets from students.</li> </ul> |            | <p><i>Communicative</i></p> <p><i>Responsibility</i></p> <p><i>Creatively</i></p> |
| Post Teaching-Learning Activities | <ul style="list-style-type: none"> <li>• The researcher concludes the material.</li> <li>• The researcher chose one student to pray.</li> <li>• The researcher greets the students to close the teaching learning process.</li> </ul>                                                                                                                                                                                                                                                                                                                                 | 10 minutes | <i>Responsibility</i>                                                             |

The English Teacher



**RATNIANCE ZANDROTO, S.Pd.Ing**  
**NIP. 19771222 200801 2 003**

**Gunungsitoli, May 2023**

The Researcher



**NISKA RESTINA GULO**  
**NIM. 192108058**

## LESSON PLAN

|                |                                  |
|----------------|----------------------------------|
| Unit of school | : UPTD SMP Negeri 5 Gunungsitoli |
| Lesson         | : English                        |
| Grade/Semester | : VIII/II                        |
| Cycle/Meeting  | : II/I                           |
| Allotted time  | : 2 X 45 Minutes                 |
| Topic          | : Recount Text                   |
| Skill          | : Writing                        |

### **Main/core Competence :**

KI1: Living and practicing the teachings of the religion he adheres to

KI2: Live and practice honest behavior, discipline, responsibility, care (mutual cooperation, cooperation, tolerance, peace), courteous, responsive and pro-active and show an attitude as part of the solution to various problems in interacting effectively with the social and natural environment as well as in placing oneself as a reflection of the nation in world relations

KI3: Understand, apply, analyze factual, conceptual, procedural and metacognitive knowledge based on curiosity about science, technology, arts, culture and humanities with insight into humanity, nationality, statehood and civilization related to the causes of phenomena and events, and apply knowledge procedural in a specific field of study according to their talents and interests to solve problems.

KI4: Processing, reasoning, and presenting in the realm of the concrete and the abstract realm related to the development of what one learns in school independently, acts effectively and creatively, and is able to use methods according to scientific principles

### **Basic Competence :**

1. Capture meaning contextually related to social functions, text structure, and linguistic elements of oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount).
2. Compose oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount), taking into account social functions, text structure, and linguistic elements, correctly and in context.

**Indicators :**

1. The students can understand the definition of recount text
2. The students can understand generic structure, language features and types of recount text
3. The students can apply clustering technique in writing recount text.

**Learning Methods :**

Presentation, practice, and production

**Media and learning source :**

- Media : White board
- Learning resource : Internet and English Dictionary

**A. Expected Characters:**

Religious, honest, tolerance, discipline, toil, creative, independent, democratic, curiosity, the spirit of nationality, loving motherland, rewarding achievement, friendly/communicative, loving peace, joy of reading, environmental care and social care.

**B. Teaching - Learning Activities**

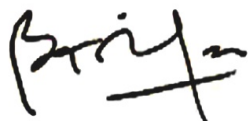
| Teaching-learning Activities     | Descriptions                                                                                                                                                                                                                                                                                                                                                              | Alloted Time | Character values                                                                             |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------------------------------------------------------------------------------------|
| Pre Teaching-Learning Activities | <ul style="list-style-type: none"><li>• The researcher enter the classroom.</li><li>• The researcher greets the students and asked their condition.</li><li>• The researcher asked the students to pray.</li><li>• The researcher checks the student's attendance list.</li><li>• The researcher motivate the students to be active during learning activities.</li></ul> | 15 minutes   | <i>Politeness</i><br><br><i>Religious</i><br><br><i>Discipline</i><br><br><i>Social Care</i> |

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |                                                                                                               |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------------------------------------------------------------|
|                                     | <ul style="list-style-type: none"> <li>The researcher asked the student to create a conducive situation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |                                                                                                               |
| Whilst Teaching-Learning Activities | <ul style="list-style-type: none"> <li>Researcher asked students about the material that had been taught before.</li> <li>The researcher asked students' knowledge of the material that had been taught at the second meeting.</li> <li>The researcher reviewed the material about recount text.</li> <li>The researcher asked the students' difficulties in making recount text using clustering technique.</li> <li>The researcher again explained the steps in the clustering technique to students while practicing it.</li> <li>The researcher asked the students to take a piece of paper.</li> <li>The researcher invites students to write the main topic in the center and circle it.</li> <li>The researcher asked students to write down ideas related to the topic.</li> <li>The researcher asked the students to circle the ideas and combine them with the subject.</li> <li>The researcher invites students to write down facts, examples and other details related to each</li> </ul> | 55 minutes | <p><i>Communicative</i></p> <p><i>Communicative</i></p> <p><i>Responsibility</i></p> <p><i>Creatively</i></p> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |                              |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------|
|                                   | <p>idea and combine them in the appropriate circle.</p> <ul style="list-style-type: none"> <li>• The researcher invites students to write down ideas without hesitation so they cannot think of anything else related to the topic.</li> <li>• The researcher then looks at whether the clusters that have been made are sufficient to start a draft and cross out irrelevant words and phrases.</li> <li>• After that, the researcher asked the students to start the draft.</li> <li>• The researcher provide opportunities for students to asked difficult things in making texts.</li> <li>• The researcher answered questions from students.</li> </ul> |            |                              |
| Post Teaching-Learning Activities | <ul style="list-style-type: none"> <li>• The teacher trainee concludes the material.</li> <li>• The researcher chose one student to pray.</li> <li>• The teacher trainee greets the students to close the teaching learning process.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                              | 10 minutes | <b><i>Responsibility</i></b> |

**Gunungsitoli, May 2023**

The English Teacher



The Researcher



**RATNIANCE ZANDROTO, S.Pd.Ing**  
**NIP. 19771222 200801 2 003**

**NISKA RESTINA GULO**  
**NIM. 192108058**

## LESSON PLAN

|                |                                  |
|----------------|----------------------------------|
| Unit of school | : UPTD SMP Negeri 5 Gunungsitoli |
| Lesson         | : English                        |
| Grade/Semester | : VIII/II                        |
| Cycle/Meeting  | : II/II                          |
| Allotted time  | : 2 X 45 Minutes                 |
| Topic          | : Recount Text                   |
| Skill          | : Writing                        |

### **Main/core Competence :**

KI1: Living and practicing the teachings of the religion he adheres to

KI2: Live and practice honest behavior, discipline, responsibility, care (mutual cooperation, cooperation, tolerance, peace), courteous, responsive and pro-active and show an attitude as part of the solution to various problems in interacting effectively with the social and natural environment as well as in placing oneself as a reflection of the nation in world relations

KI3: Understand, apply, analyze factual, conceptual, procedural and metacognitive knowledge based on curiosity about science, technology, arts, culture and humanities with insight into humanity, nationality, statehood and civilization related to the causes of phenomena and events, and apply knowledge procedural in a specific field of study according to their talents and interests to solve problems.

KI4: Processing, reasoning, and presenting in the realm of the concrete and the abstract realm related to the development of what one learns in school independently, acts effectively and creatively, and is able to use methods according to scientific principles

### **Basic Competence :**

1. Capture meaning contextually related to social functions, text structure, and linguistic elements of oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount).
2. Compose oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount), taking into account social functions, text structure, and linguistic elements, correctly and in context.

**Indicators :**

1. The students can understand the definition of recount text
2. The students can understand generic structure, language features and types of recount text
3. The students can apply clustering technique in writing recount text.

**Learning Methods :**

Presentation, practice, and production

**Media and learning source :**

- Media : White board
- Learning resource : Internet and English Dictionary

**A. Expected Characters:**

Religious, honest, tolerance, discipline, toil, creative, independent, democratic, curiosuity, the spirit of nationality, loving motherland, rewarding achievement, friendly/communicative, loving peace, joy of reading, environmental care and social care.

**B. Teaching - Learning Activities**

| Teaching-learning Activities     | Descriptions                                                                                                                                                                                                                                                                                                                                                                                                                                           | Alloted Time | Character values                                                                                                         |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------|
| Pre Teaching-Learning Activities | <ul style="list-style-type: none"><li>• The researcher enter the classroom.</li><li>• The researcher greets the students and asked their condition.</li><li>• The researcher asked the students to pray.</li><li>• The researcher checks the student's attendance list.</li><li>• The researcher motivate the students to be active during learning activities.</li><li>• The researcher asked the student to create a conductive situation.</li></ul> | 15 minutes   | <i><b>Politeness</b></i><br><br><i><b>Religious</b></i><br><br><i><b>Discipline</b></i><br><br><i><b>Social Care</b></i> |



Appendix 4a

**OBSERVATION SHEET OF THE RESEARCHER'S ACTIVITIES  
IN TEACHING-LEARNING PROCESS  
IN CLASSROOM ACTION RESEARCH**

**The Researcher** : NiskaRestinaGulo

**Day/ Date** :

**Cycle/Meeting** : I/I

| No | Aspect Observe                                                                                                                  | Meeting 1 |        |
|----|---------------------------------------------------------------------------------------------------------------------------------|-----------|--------|
|    |                                                                                                                                 | Done      | Undone |
| 1  | The researcher enter the classroom.                                                                                             | √         |        |
| 2  | The researcher greets the students and asked their condition.                                                                   |           | √      |
| 3  | Researcher introduce themselves to students.                                                                                    | √         |        |
| 4  | The researcher asked the students to pray.                                                                                      | √         |        |
| 5  | The researcher checks the student's attendance list.                                                                            | √         |        |
| 6  | The researcher motivate the students to be active during learning activities.                                                   | √         |        |
| 7  | The researcher asked the students to create a conductive situation.                                                             |           | √      |
| 8  | The researcher introduces a new material to the students.                                                                       | √         |        |
| 9  | The researcher explains the purpose of learning for student's.                                                                  |           | √      |
| 10 | The researcher explain the recount text (definition, the generic structure, language features and the examples of recount text. | √         |        |
| 11 | The researcher explained the clustering technique for students.                                                                 | √         |        |
| 12 | The researcher taught the students to use clustering technique in writing recount text.                                         | √         |        |
| 13 | The researcher explained the procedure in using                                                                                 | √         |        |

|    |                                                                                                                                                   |   |   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
|    | clustering technique and practice it with students.                                                                                               |   |   |
| 14 | The researcher asked the students to take a piece of paper.                                                                                       | √ |   |
| 15 | The researcher invites students to write the main topic in the center and circle it.                                                              | √ |   |
| 16 | The researcher asked students to write down ideas related to the topic.                                                                           | √ |   |
| 17 | The researcher asked the students to circle the ideas and combine them with the subject.                                                          |   | √ |
| 18 | The researcher invites students to write down facts, examples and other details related to each idea and combine them in the appropriate circle.  |   | √ |
| 19 | The researcher invites students to write down ideas without hesitation so they cannot think of anything else related to the topic.                |   | √ |
| 20 | The researcher then looks at whether the clusters that have been made are sufficient to start a draft and cross out irrelevant words and phrases. | √ |   |
| 21 | The researcher asked students to continue at home.                                                                                                | √ |   |
| 22 | The researcher concludes the material.                                                                                                            |   | √ |
| 23 | The researcher chose one student to pray.                                                                                                         |   | √ |
| 24 | The researcher greets the students to close the teaching learning process.                                                                        | √ |   |

Gunungsitoli, May2023

Approved by  
The teacher-collaborator



**Ratniance Zandroto, S.Pd.,Ing**  
**NIP.19771222 200801 2 003**

**OBSERVATION SHEET OF THE RESEARCHER'S ACTIVITIES  
IN TEACHING-LEARNING PROCESS  
IN CLASSROOM ACTION RESEARCH**

**The Researcher** : Niska Restina Gulo

**Day/ Date** :

**Cycle/Meeting** : I/II

| No | Aspect Observe                                                                                                                                   | Meeting 2 |        |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------|
|    |                                                                                                                                                  | Done      | Undone |
| 1  | The researcher enter the classroom.                                                                                                              | √         |        |
| 2  | The researcher greets the students and asked their condition.                                                                                    | √         |        |
| 3  | The researcher asked the students to pray.                                                                                                       | √         |        |
| 4  | The researcher checks the student's attendance list.                                                                                             | √         |        |
| 5  | The researcher motivate the students to be active during learning activities.                                                                    |           | √      |
| 6  | The researcher asked the student to create a conductive situation.                                                                               |           | √      |
| 7  | Researcher asked students about the material that had been taught before.                                                                        |           | √      |
| 8  | The researcher asked the students to continue their work at the first meeting, namely writing recount text with the clusters that had been made. | √         |        |
| 9  | The researcher provide opportunities for students to asked difficult things in making recount text using clustering technique.                   |           | √      |
| 10 | The researcher answered questions from students.                                                                                                 |           | √      |
| 11 | The researcher again explained the steps using the clustering technique.                                                                         | √         |        |
| 12 | The researcher gave tests to students to work on.                                                                                                | √         |        |
| 13 | Students work on the evaluation given by the researcher.                                                                                         | √         |        |

|    |                                                                            |   |  |
|----|----------------------------------------------------------------------------|---|--|
| 14 | Researcher collect observation sheets from students.                       | √ |  |
| 15 | The researcher concludes the material.                                     | √ |  |
| 16 | The researcher chose one student to pray.                                  | √ |  |
| 17 | The researcher greets the students to close the teaching learning process. | √ |  |

Gunungsitoli, May2023

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**OBSERVATION SHEET OF THE RESEARCHER'S ACTIVITIES  
IN TEACHING-LEARNING PROCESS  
IN CLASSROOM ACTION RESEARCH**

**The Researcher** : Niska Restina Gulo

**Day/ Date** :

**Cycle/Meeting** : II/I

| No | Aspect Observe                                                                                        | Meeting 1 |        |
|----|-------------------------------------------------------------------------------------------------------|-----------|--------|
|    |                                                                                                       | Done      | Undone |
| 1  | The researcher enter the classroom.                                                                   | √         |        |
| 2  | The researcher greets the students and asked their condition.                                         | √         |        |
| 3  | The researcher asked the students to pray.                                                            | √         |        |
| 4  | The researcher checks the student's attendance list.                                                  | √         |        |
| 5  | The researcher motivate the students to be active during learning activities.                         | √         |        |
| 6  | The researcher asked the student to create a conductive situation.                                    | √         |        |
| 7  | Researcher asked students about the material that had been taught before.                             |           | √      |
| 8  | The researcher asked students' knowledge of the material that had been taught at the second meeting.  |           | √      |
| 9  | The researcher reviewed the material about recount text.                                              | √         |        |
| 10 | The researcher asked the students' difficulties in making recount text using clustering technique.    | √         |        |
| 11 | The researcher again explained the steps in the clustering technique to students while practicing it. | √         |        |
| 12 | The researcher asked the students to take a piece of paper.                                           | √         |        |
| 13 | The researcher invites students to write the main topic in the center and circle it.                  | √         |        |

|    |                                                                                                                                                   |   |   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 14 | The researcher asked students to write down ideas related to the topic.                                                                           | √ |   |
| 15 | The researcher asked the students to circle the ideas and combine them with the subject.                                                          |   | √ |
| 16 | The researcher invites students to write down facts, examples and other details related to each idea and combine them in the appropriate circle.  | √ |   |
| 17 | The researcher invites students to write down ideas without hesitation so they cannot think of anything else related to the topic.                | √ |   |
| 18 | The researcher then looks at whether the clusters that have been made are sufficient to start a draft and cross out irrelevant words and phrases. | √ |   |
| 19 | After that, the researcher asked the students to start the draft.                                                                                 | √ |   |
| 20 | The researcher provide opportunities for students to asked difficult things in making texts.                                                      |   | √ |
| 21 | The researcher answered questions from students.                                                                                                  |   | √ |
| 22 | The researcher concludes the material.                                                                                                            |   | √ |
| 23 | The researcher chose one student to pray.                                                                                                         | √ |   |
| 24 | The researcher greets the students to close the teaching learning process.                                                                        | √ |   |

Gunungsitoli, May2023  
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**NIP.19771222 200801 2 003**

**OBSERVATION SHEET OF THE RESEARCHER'S ACTIVITIES  
IN TEACHING-LEARNING PROCESS  
IN CLASSROOM ACTION RESEARCH**

**The Researcher : Niska Restina Gulo**

**Day/ Date :**

**Cycle/Meeting : II/II**

| No | Aspect Observe                                                                               | Meeting 2 |        |
|----|----------------------------------------------------------------------------------------------|-----------|--------|
|    |                                                                                              | Done      | Undone |
| 1  | The researcher enter the classroom.                                                          | √         |        |
| 2  | The researcher greets the students and asked their condition.                                | √         |        |
| 3  | The researcher asked the students to pray.                                                   | √         |        |
| 4  | The researcher checks the student's attendance list.                                         | √         |        |
| 5  | The researcher motivate the students to be active during learning activities.                | √         |        |
| 6  | The researcher asked the student to create a conductive situation.                           | √         |        |
| 7  | Researcher asked students about the material that had been taught before.                    | √         |        |
| 8  | The researcher reviewed the steps in the clustering technique to the students.               | √         |        |
| 9  | The researcher provide opportunities for students to asked difficult things in making texts. | √         |        |
| 10 | The researcher answered questions from students.                                             | √         |        |
| 11 | The researcher provide evaluation to students.                                               | √         |        |
| 12 | Students work on the evaluation given by the researcher.                                     | √         |        |
| 13 | Researcher collect evaluation sheets from students.                                          | √         |        |

|    |                                                                                 |   |  |
|----|---------------------------------------------------------------------------------|---|--|
| 14 | Researchers asked students to conclude the material that had been studied.      | √ |  |
| 15 | The researcher chose one student to pray.                                       | √ |  |
| 16 | The teacher trainee greets the students to close the teaching learning process. | √ |  |

Gunungsitoli, May2023  
Approved by  
The teacher-collaborator



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**OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES  
IN TEACHING-LEARNING PROCESS  
IN CLASSROOM ACTION RESEARCH**

**Day/ Date** :

**Cycle/Meeting** : I/I

| No | The Activities Observed                                                 | The Students' Numbers |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
|----|-------------------------------------------------------------------------|-----------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|
|    |                                                                         | 1                     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |  |
| 1  | Students welcome researcher and collaborator by standing and greetings. | √                     | √ | √ | √ | √ | √ | √ | √ | √ | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  |  |
| 2  | The students responds the researcher's greetings.                       | √                     | √ | √ | √ | √ | √ | √ | √ | √ | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  |  |
| 3  | Students listen to self-introduction from the researcher.               | -                     | √ | √ | √ | √ | √ | √ | √ | √ | √  | √  | √  | √  | √  | √  | √  | -  | √  | √  | -  | √  | √  | √  |  |
| 4  | The students guide in pray.                                             | √                     | √ | √ | √ | √ | √ | √ | √ | √ | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  |  |
| 5  | Students listen to their names during the roll call.                    | √                     | √ | √ | √ | √ | √ | √ | √ | √ | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  | √  |  |
| 6  | Students give their attention when the researcher motivates.            | √                     | - | √ | √ | √ | √ | √ | √ | √ | √  | √  | -  | √  | √  | √  | -  | √  | √  | -  | √  | √  | √  | -  |  |



|                   |                                                       |                                                                                                                                                                                                                   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-------------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 16                | Students pray after the learning process is complete. | √                                                                                                                                                                                                                 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 17                | Students respond to greetings from researcher.        | √                                                                                                                                                                                                                 | √ | √ | - | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | - | √ | √ | √ | - | √ | √ | √ |
| Done Activities   |                                                       |                                                                                                                                                                                                                   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Undone Activities |                                                       |                                                                                                                                                                                                                   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Average           |                                                       | <p>Done Activities : <math>P = \frac{F}{N} \times 100 = \frac{281}{391} \times 100 = 72,86\%</math></p> <p>Undone Activities : <math>P = \frac{F}{N} \times 100 = \frac{110}{391} \times 100 = 28,13\%</math></p> |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Gunungsitoli, May 2023

Approved by

The teacher-collaborator



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## OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES IN TEACHING-LEARNING PROCESS IN CLASSROOM ACTION RESEARCH

**Day/ Date** : \_\_\_\_\_  
**Cycle/Meeting** : I/II

[illegible]

[illegible]



|         |                                                       |                                                                                                                                                                                                                   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|         | evaluation that has been given by the researcher.     |                                                                                                                                                                                                                   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 22      | Students listen to the conclusions of the researcher. | √                                                                                                                                                                                                                 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 23      | Students pray after completing the learning process.  | √                                                                                                                                                                                                                 | √ | - | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 24      | Students respond to greetings from researcher.        | √                                                                                                                                                                                                                 | √ | - | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Average |                                                       | <p>Done Activities : <math>P = \frac{F}{N} \times 100 = \frac{365}{552} \times 100 = 66,12\%</math></p> <p>Undone Activities : <math>P = \frac{F}{N} \times 100 = \frac{187}{552} \times 100 = 33,87\%</math></p> |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Gunungsitoli, May 2023

Approved by

The teacher-collaborator



**Ratniance Zandroto, S.Pd., Ing**  
**NIP. 19771222 200801 2 003**

## OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES IN TEACHING-LEARNING PROCESS IN CLASSROOM ACTION RESEARCH

**Day/ Date** :

**Cycle/Meeting** : II/I

[illegible]

[illegible]

|    |                                                                                                                        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|----|------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|    | subject.                                                                                                               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 14 | Students write down facts, examples and other details related to each idea and combine them in the appropriate circle. | - | √ | √ | √ | √ | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 15 | Students write down their ideas without hesitation.                                                                    | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 16 | Students show the results of what they are working on to the researcher.                                               | √ | √ | - | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 17 | Students start to write text.                                                                                          | √ | √ | √ | - | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | - | √ | √ | √ | - | √ | √ | √ |
| 18 | Students ask about difficult things in making texts.                                                                   | - | √ | - | √ | √ | √ | √ | √ | - | - | - | - | - | √ | √ | √ | √ | - | - | √ | √ | - | - |
| 19 | Students listen to answers from researcher.                                                                            | √ | √ | √ | √ | √ | √ | √ | - | √ | √ | √ | √ | √ | √ | √ | - | √ | √ | √ | - | √ | √ | √ |
| 20 | Students receive questions as well as answer sheets from researcher.                                                   | √ | - | - | - | - | √ | - | √ | √ | √ | √ | √ | √ | - | - | √ | √ | √ | √ | √ | √ | √ | √ |
| 21 | Students work on the                                                                                                   | √ | - | √ | √ | - | √ | - | - | - | √ | - | √ | √ | - | - | √ | √ | - | - | √ | √ | - | - |

|         |                                                       |                                                                                                                                                                                                                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---------|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|         | evaluation that has been given by the researcher.     |                                                                                                                                                                                                                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 22      | Students listen to the conclusions of the researcher. | √                                                                                                                                                                                                                | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 23      | Students pray after completing the learning process.  | √                                                                                                                                                                                                                | √ | - | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 24      | Students respond to greetings from researcher.        | √                                                                                                                                                                                                                | √ | - | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Average |                                                       | <p>Done Activities : <math>P = \frac{F}{N} \times 100 = \frac{456}{552} \times 100 = 82,60\%</math></p> <p>Undone Activities : <math>P = \frac{F}{N} \times 100 = \frac{96}{552} \times 100 = 17,39\%</math></p> |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Gunungsitoli, May 2023

Approved by

The teacher-collaborator



**Ratniance Zandroto, S.Pd., Ing**  
**NIP. 19771222 200801 2 003**

## OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES IN TEACHING-LEARNING PROCESS IN CLASSROOM ACTION RESEARCH

**Day/ Date** :

**Cycle/Meeting : II/II**

[illegible]



|                   |                                                |                                                                                                                                                                          |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-------------------|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 16                | Students respond to greetings from researcher. | √                                                                                                                                                                        | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Done Activities   |                                                |                                                                                                                                                                          |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Undone Activities |                                                |                                                                                                                                                                          |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Average           |                                                | <p>Done Activities : <math>P = \frac{F}{N} \times 100 = \frac{368}{368} \times 100 = 100\%</math></p> <p>Undone Activities : <math>P = \frac{F}{N} \times 100</math></p> |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Gunungsitoli, May 2023

Approved by

The teacher-collaborator



**Ratniance Zandroto, S.Pd., Ing**  
**NIP. 19771222 200801 2 003**

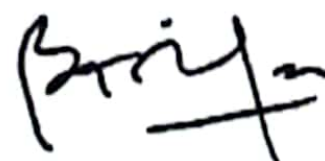
Appendix 6a

FIELD NOTES OF THE STUDENTS' AND RESEARCHER'S ACTIVITIES  
IN TEACHING-LEARNING PROCESS

| Meeting | Date | Criterion                                                                                                                                                                                                                                                        |                                                                                                                                                                                                     |
|---------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |      | Weaknesses                                                                                                                                                                                                                                                       | Strength                                                                                                                                                                                            |
| I       |      | <p>1. Some the students are lack in understanding the meaning of words in the text.</p> <p>2. Some the students were unable to find main idea in the text.</p> <p>3. Some the students could not related the meaning of the sentence to the other sentences.</p> | <p>1. Some of the students could comprehend the material</p> <p>2. Some of the students are able to interact with their friends and can using technique clustering</p>                              |
| II      |      | <p>1. Some of the students did not know how to using clustering technique</p> <p>2. Some of the students cannot to draw word</p>                                                                                                                                 | <p>1. Some of the students begin to understanding every word in the text because it is often read.</p> <p>2. Some of the students start to read text fluently and begin to draw and guess word.</p> |

Gunungsitoli, May 2023

Approved by  
The teacher-collaborator



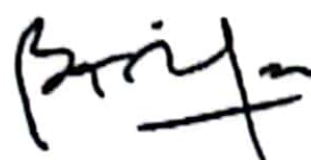
Ratniance Zandroto, S.Pd., Ing  
NIP.19771222 200801 2 003

**FIELD NOTES OF THE STUDENTS' AND RESEARCHER'S ACTIVITIES  
IN TEACHING-LEARNING PROCESS**

| Meeting | Date | Criterion                                                                                                                                              |                                                                                                                                                                         |
|---------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |      | Weaknesses                                                                                                                                             | Strength                                                                                                                                                                |
| I       |      | 1. Some students do not understanding the meaning of the word.<br>2. Some of the students were unable to find the main idea into clustering technique. | 1. Most of the students could comprehend the text.<br>2. Most of the students are able to interact with their friend                                                    |
| II      |      |                                                                                                                                                        | 1. The students could increase recount text using clustering technique.<br>2. All of the students did all of the students activity that were planned by the researcher. |

Gunungsitoli, May 2023

Approved by  
The teacher-collaborator



**Ratniance Zandroto, S.Pd., Ing**  
NIP.19771222 200801 2 003



**YAYASAN PERGURUAN TINGGI NIAS**  
**UNIVERSITAS NIAS**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
Alamat: Jalan Yos Sudarso No. 118/E-S, Gunungsitoli, Telepon (0639) 21616, Nias 22812  
Homepage: <https://fikip.unlas.ac.id> email: [fikip@unlas.ac.id](mailto:fikip@unlas.ac.id)

Gunungsitoli, Juni 2022

Hal : Pengajuan Judul Skripsi

Kepada Yth :  
Ketua Prodi Pendidikan Bahasa Inggris  
di  
Tempat

1. Dengan hormat, saya yang bertanda tangan di bawah ini :
- Nama : **NISKA RESTINA GULO**  
NIM : 192108058  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : FKIP  
Jenjang Pendidikan : Strata Satu (S-1)  
Jumlah SKS yang telah diselesaikan : 106 SKS

Memohon kepada Bapak/Ibu agar berkenan menyetujui salah satu judul yang saya ajukan di bawah ini:

| No. | Judul                                                                                                                                                  | Persetujuan |       |             |       |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------|-------------|-------|
|     |                                                                                                                                                        | Dosen P.A.  |       | Ketua Prodi |       |
|     |                                                                                                                                                        | Tanggal     | Paraf | Tanggal     | Paraf |
| 1   | The Use of Clustering Technique to Improve Student's Achievement in Writing Recount Text at the Eighth Grade of SMP Negeri 5 Gunungsitoli in 2022/2023 | 24/6-2022   |       | 25/6-22     |       |
| 2   | The Implementation of Extensive Reading to Improve Student's Reading Comprehension at the Eighth Grade of SMP Negeri 5 Gunungsitoli in 2022/2023       |             |       |             |       |
| 3   | An Analysis of Teachers' Questioning Strategies During the Classroom Interaction at the Eighth Grade of SMP Negeri 5 Gunungsitoli in 2022/2023         |             |       |             |       |

2. Dengan saya menyatakan bahwa judul skripsi yang telah disetujui di atas akan saya selesaikan dalam kurun waktu 1 (satu) tahun mulai tanggal pengajuan judul.
3. Segala peraturan yang telah berlaku untuk mata kuliah skripsi ini akan saya penuhi.
4. Demikian permohonan ini saya ajukan dan atas segala peraturan dari Bapak/Ibu saya ucapkan terima kasih.

Hormat saya:  
Pemohon,

**NISKA RESTINA GULO**  
NIM. 192108058

Tembusan :  
Dekan FKIP



YAYASAN PERGURUAN TINGGI NIAS

**UNIVERSITAS NIAS**

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat: Jalan Yos Sudarso No. 118/E-S, Gunungsitoli, Telepon (0639) 21616, Nias 22812

Homepage: <https://fkip.unias.ac.id> email: [fkip@unias.ac.id](mailto:fkip@unias.ac.id)

Lembar Saran dan Perbaikan Judul Proposal

| No | Judul                                                                                                                                                  | Saran-saran | Perbaikan | Tanda Tangan                                                                        |                                                                                     |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|    |                                                                                                                                                        |             |           | KAPRODI                                                                             | DOSEN PA                                                                            |
| 1. | The Use of Clustering Technique to Improve Student's Achievement in Writing Recount Text at the Eighth Grade of SMP Negeri 5 Gunungsitoli in 2022/2023 | Bahai       |           |  |  |
| 2. | The Implementation of Extensive Reading to Improve Student's Reading Comprehension at the Eighth Grade of SMP Negeri 5 Gunungsitoli in 2022/2023       | Tidak Bahai |           |                                                                                     |                                                                                     |
| 3. | An Analysis of Teachers' Questioning Strategies During the Classroom Interaction at the Eighth Grade of SMP Negeri 5 Gunungsitoli in 2022/2023         | Tidak Bahai |           |                                                                                     |                                                                                     |

Demikian permohonan ini saya ajukan dan atas perhatian saya ucapkan terimakasih.

Hormat saya:  
Pemohon,



**NISKA RESTINA GULO**  
**NIM. 192108058**

Tembusan :

1. Yth. Dekan FPBS
2. Yth. Dosen PA

04 November 2022

Hal : Pengajuan Pembimbing Skripsi  
Lampiran : 1 (satu) lembar  
Kepada Yth. Dekan Fakultas Keguruan dan Ilmu Pendidikan, Universitas Nias  
u.p Ketua Program Studi Pendidikan Bahasa Inggris  
Jalan YosSudarso 118E/S  
Gunungsitoli

Saya yang bertanda tangan di bawah ini:

Nama : Niska Restina Gulo  
NIM : 192108058  
Program : Sarjana  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan

Jumlah SKS yang telah di selesaikan : 120 SKS

sehubungan dengan rencana saya untuk menulis tugas akhir/skripsi pada tahun akademik 2022/2023, dengan hormat saya mengajukan topic/permasalahan tugas akhir/skripsi sebagaimana terlampir.

Berkenan dengan hal tersebut saya mengajukan nama-nama dosen sebagai calon pembimbing tugas akhir/skripsi:

1. Adieli laoli, S.Pd
2. Dra. Nursayani Maru'ao, M.Pd
3. Yasminar Amaerita Telaumbanua, S.Pd., M.Pd
4. Hasrat Sozanolo Harefa, S.Pd., M.Pd
5. Afore Tahir Harefa, S.Pd., M.Hum
6. Kristof Marthin Efori Telaumbanua, S.S., M.Pd
7. Hidayati Daeli, M.Pd
8. Elwin Piarawan Zebua, M.Pd

Demikian permohonan ini saya ajukan, atas perhatian, saya mengucapkan terima kasih.

Pemohon,



Niska Restina Gulo  
NIM. 192108058



**YAYASAN PERGURUAN TINGGI NIAS**  
**UNIVERSITAS NIAS**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812  
Homepage: <https://fkip.ac.id> email: [admin@fkip.unias.ac.id](mailto:admin@fkip.unias.ac.id)

**SURAT PENETAPAN DOSEN PEMBIMBING**

Nomor: 19/UN10/PP.10.06/2023

Dekan Fakultas Keguruan dan Ilmu Pendidikan, Universitas Nias menetapkan

Nama : **ADIELI LAOLI, S.Pd, M.Pd**

NIP : 19641027 199402 1 001

Pangkat : Penata/III-C

Jabatan Akademik : Lektor

Program Studi : Pendidikan Bahasa Inggris

Bidang Keahlian : Bahasa Inggris

sebagai Dosen Pembimbing dalam penulisan skripsi mahasiswa Fakultas Keguruan dan Ilmu Pendidikan, Universitas Nias:

Nama : **NISKA RESTINA GULO**

NIM : 192108058

Program : Sarjana

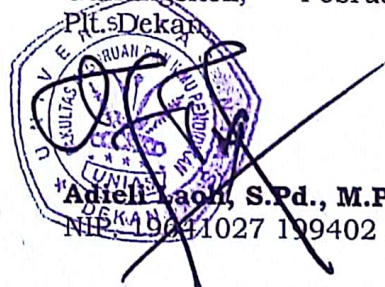
Program Studi : Pendidikan Bahasa Inggris

Topik/Permasalahan Skripsi :

**THE USE OF CLUSTERING TECHNIQUE TO IMPROVE STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT AT THE EIGHTH GRADE OF SMP NEGERI 5 GUNUNGSITOLI IN 2022/2023.**

Demikian surat penetapan dosen pembimbing ini disampaikan untuk dilaksanakan dengan penuh tanggung jawab.

Gunungsitoli, Februari 2023

P.t.s Dekan  
  
**Adieli Laoli, S.Pd., M.Pd.**  
NIP. 19641027 199402 1 001

Tembusan disampaikan kepada:

1. Rektor Universitas Nias, u.p. Wakil Rektor I
2. Ketua Program Studi Pendidikan Bahasa Inggris
3. Mahasiswa yang dibimbing (**Niska Restina Gulo**)



**YAYASAN PERGURUAN TINGGI NIAS**  
**UNIVERSITAS NIAS**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
Alamat : Jalan Yos Sudarso 118 E / S Gunungsitoli ☎ +626392620815 Nias 📠 122812  
Homepage: <https://unias.ac.id> email: [bi@Unias.ac.id](mailto:bi@Unias.ac.id)

---

### **THE APPROVAL SHEET OF RESEARCH PROPOSAL**

This research proposed by

Name : Niska Restina Gulo  
Register Number : 192108058  
Program : Scholar  
Department : English Education Study Program  
Faculty : Teacher Training and Education  
Proposal Title : The Use of Clustering Technique to Improve Students' Achievement  
in Writing Recount Text at the Eight Grade of SMP Negeri 5  
Gunungsitoli in 2022 / 2023.

Has been approved by research proposal advisor to be presented in the proposal seminar forum.

Gunungsitoli, 15 April 2023

Acknowledged by:  
The Tasks Executor of  
Chair of English Education Study Program,

**Elwin P. Zebua, S.Pd., M.Pd**  
**NIDN.0130108603**

Advisor

**Adieli Lantli, S.Pd., M.Pd**  
**NIDN.002106406**



**YAYASAN PERGURUAN TINGGI NIAS**  
**UNIVERSITAS NIAS**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812  
Homepage: <https://pbing.unias.ac.id> email: [pbing@unias.ac.id](mailto:pbing@unias.ac.id)

**THE EXAMINERS' BOARD APPROVAL OF RESEARCH PROPOSAL**

The research proposal is proposed by:

Name : Niska Restina Gulo  
Register Number : 192108058  
Program : Scholar  
Department : English Education Study Program  
Faculty : Teacher Training and Education  
Title of research proposal : **The Use of Clustering Technique to Improve Students' Achievement in Writing Recount Text at the Eight Grade of UPTD SMP Negeri 5 Gunungsitoli in 2022/2023**

| No | Name of Lecturers            | Position           | Date      | Signature | Explanation                                 |
|----|------------------------------|--------------------|-----------|-----------|---------------------------------------------|
| 1. | Dra. Nursayani Maru'ao, M.Pd | Reviewer           | 17/5-23   |           | Has been improved/<br>Has not been improved |
| 2. | Adieli Laoli, S.Pd., M.Pd    | Advisor / Examiner | 17/5-2023 |           | Has been improved/<br>Has not been improved |

Gunungsitoli, May 2023

Acknowledged by:

The executor Chair of English Education Study Program

**Elwin Piarawan Zebua, M.Pd**

NIDN. 0130108603



**YAYASAN PERGURUAN TINGGI NIAS**  
**UNIVERSITAS NIAS**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812  
Homepage: <https://fkip.unias.ac.id> email: [fkip@unias.ac.id](mailto:fkip@unias.ac.id)

Nomor : 36/UN10/PN.01.02/2023

17 Mei 2023

Lampiran : 1 (set)

Perihal : Permohonan Izin Pelaksanaan Penelitian

Kepada Yth,  
Kepala Badan Perencanaan Pembangunan, Penelitian, dan Pengembangan  
Daerah Kota Gunungsitoli

di

Tempat

1. Dengan hormat, dalam rangka melengkapi data penelitian yang dilaksanakan oleh:

Nama : Niska Restina Gulo  
NIM : 192108058  
Fakultas : Keguruan dan Ilmu Pendidikan (FKIP)  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang Pendidikan : Sarjana (S1)  
Judul Skripsi/TA : The Use of Clustering Technique to Improve Students' Achievement in Writing Recount Text at the Eight Grade of UPTD SMP Negeri 5 Gunungsitoli  
Lokasi Penelitian : UPTD SMP Negeri 5 Gunungsitoli  
Jadwal Penelitian : 22 Mei s.d. 17 Juni 2023

Maka kami mohon kepada Bapak/Ibu kiranya dapat memberi izin kepada mahasiswi yang namanya tersebut di atas untuk melaksanakan Penelitian di UPTD SMP Negeri 5 Gunungsitoli (Rancangan Skripsi Terlampir)

2. Demikian disampaikan, atas bantuan dan kerjasama diucapkan terima kasih.

Mengetahui  
Plt. Kepala LPPM,  
  
Dr. Ayler Beniah Ndraha, S.STP., M.Si.  
NIDK: 8934030021

Plt. Dekan,  
  
Dr. Yaredi Waruwu, S.S., M.S.  
NIDN. 0120047908

Tembusan :

- Yth. 1. Pj. Rektor Universitas Nias (sebagai laporan)  
2. Plt. Warek Lingkup Universitas Nias  
3. Plt. Ketua Program Studi Pendidikan Bahasa Inggris  
4. UPTD SMP Negeri 5 Gunungsitoli  
5. Peneliti yang bersangkutan (Niska Restina Gulo)  
6. Arsip



**PEMERINTAH KOTA GUNUNGSITOLI**  
**BADAN PERENCANAAN PEMBANGUNAN,**  
**PENELITIAN DAN PENGEMBANGAN DAERAH**

Jln. Pancasila No. 14 Telpon/Fax (0639) 22574  
GUNUNGSITOLI - 22814

Gunungsitoli, 14 Mei 2023

Nomor : 050/1739/Bappeda/2023  
Sifat : Penting  
Lampiran : -  
Perihal : Rekomendasi Penelitian  
a.n Niska Restina Gulo

Kepada  
Yth. Dekan Fakultas Keguruan dan Ilmu  
Pendidikan Universitas Nias

di  
Tempat

Sehubungan dengan Surat Saudara Nomor : 36/UN10/PN.01.02/2023 tanggal 17 Mei 2023 perihal Permohonan Izin Pelaksanaan Penelitian, dengan ini kami sampaikan bahwa pada prinsipnya kami tidak keberatan dan memberikan izin penelitian untuk memperoleh data kepada mahasiswa yang namanya tersebut di bawah ini :

Nama : NISKA RESTINA GULO  
NIM : 192108058

Dengan memenuhi persyaratan sebagai berikut :

1. Mahasiswa yang telah menyelesaikan penelitian wajib menyerahkan hasil penelitian kepada Wali Kota Gunungsitoli melalui Kepala Badan Perencanaan Pembangunan, Penelitian dan Pengembangan Daerah Kota Gunungsitoli sebanyak 2 (dua) rangkap.
2. Diharapkan kepada UPTD SMP Negeri 5 Gunungsitoli yang menjadi sumber data penelitian untuk memfasilitasi Mahasiswa yang bersangkutan selama melaksanakan penelitian.

Demikian disampaikan, atas kerjasama yang baik diucapkan terimakasih.

a.n. KEPALA BADAN PERENCANAAN  
PEMBANGUNAN, PENELITIAN  
DAN PENGEMBANGAN DAERAH  
KOTA GUNUNGSITOLI  
SEKRETARIS,



YEDIEL MARUHAWA, ST.,MM  
NIP. 19720525 200605 1 001

Tembusan Yth.

1. Bapak Wali Kota Gunungsitoli (sebagai laporan);
2. Kepala Dinas Pendidikan Kota Gunungsitoli;
3. Kepala UPTD SMP Negeri 5 Gunungsitoli;
4. Mahasiswa yang bersangkutan.



**PEMERINTAH KOTA GUNUNGSITOLI**  
**BADAN PERENCANAAN PEMBANGUNAN,**  
**PENELITIAN DAN PENGEMBANGAN DAERAH**

Jln. Pancasila No. 14 Telp/Fax (0639) 22574 Kode Pos 22814  
GUNUNGSITOLI

**SURAT IZIN PENELITIAN**

Nomor : 050/1239 /Bappeda/2023

- Dasar :
- a. Peraturan Daerah Kota Gunungsitoli Nomor 6 Tahun 2021 tentang Perubahan Kedua atas Peraturan Daerah Nomor 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah Kota Gunungsitoli;
  - b. Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias Nomor: 36/UN10/PN.01.02/2023 tanggal 17 Mei 2023 perihal Permohonan Izin Pelaksanaan Penelitian.

**MEMBERI IZIN:**

KEPADA :  
NAMA : **NISKA RESTINA GULO**  
NIM : 192108058  
UNIVERSITAS : NIAS  
PROGRAM STUDI : S1 PENDIDIKAN BAHASA INGGRIS  
UNTUK : Melakukan penelitian lapangan untuk memperoleh data guna kepentingan penulisan Skripsi dengan judul proposal "The Use of Clustering Technique to Improve Students' Achievement in Writing Recount Text at the Eighth Grade of SMP Negeri 5 Gunungsitoli" pada UPTD SMP Negeri 5 Gunungsitoli dan setelah menyelesaikan penelitian lapangan agar menyampaikan hasilnya kepada Wali Kota Gunungsitoli melalui Kepala Badan Perencanaan Pembangunan, Penelitian dan Pengembangan Daerah Kota Gunungsitoli.

Ditetapkan di Gunungsitoli  
Pada Tanggal 19 Mei 2023

a.n. **KEPALA BADAN PERENCANAAN  
PEMBANGUNAN, PENELITIAN  
DAN PENGEMBANGAN DAERAH  
KOTA GUNUNGSITOLI**  
SEKRETARIS,



**YEDIEL MARUHAWA, ST.,MM**  
PEMBINA  
NIP. 19720525 200605 1 001

Tembusan Yth.

1. Bapak Walikota Gunungsitoli (sebagai laporan);
2. Kepala Dinas Pendidikan Kota Gunungsitoli;
3. Kepala UPTD SMP Negeri 5 Gunungsitoli;
4. Rektor Universitas Nias;
5. Mahasiswa yang bersangkutan.



**PEMERINTAH KOTA GUNUNGSITOLI**  
**DINAS PENDIDIKAN**  
**UPTD SMP NEGERI 5 GUNUNGSITOLI**

Jalan Pendidikan No. 1 Gunungsitoli Email- [smpn5gunungsitoli01@gmail.com](mailto:smpn5gunungsitoli01@gmail.com)

**SURAT IZIN MELAKSANAKAN PENELITIAN**

Nomor : 421.3/097-SMPN5GST/2022

Dari : Kepala UPTD SMP Negeri 5 Gunungsitoli

Berdasarkan surat dari Kepala Badan Perencanaan Pembangunan, Penelitian Dan Pengembangan Daerah Kota Gunungsitoli Nomor : 050/1239/Bappeda/2023 tanggal 19 Mei 2023 tentang Penelitian, atas nama :

Nama : **NISKA RESTINA GULO**  
NIM : 192108058  
Fakultas : Keguruan dan Ilmu Pendidikan (FKIP)  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang Pendidikan : Strata Satu (S-1)  
Judul Skripsi : The Use of Clustering Technique to Improve Students  
Achievement in Writing Recount Text at the Eight Grade  
of SMP Negeri 5 Gunungsitoli

maka dengan ini kami memberikan Izin untuk melaksanakan kegiatan dimaksud mulai dari tanggal 22 Mei 2023 sampai 24 Juni 2023

Demikian surat Izin ini dibuat, agar dapat digunakan sebagaimana mestinya.

Gunungsitoli, 24 Mei 2023

Kepala Sekolah,



**Drs. MELIARO GEA**  
Pembina TK I

NIP. 19680309 200701 1 004



PEMERINTAH KOTA GUNUNGSITOLI  
DINAS PENDIDIKAN  
**UPTD SMP NEGERI 5 GUNUNGSITOLI**

Jalan Pendidikan No. 1 Gunungsitoli Email- [smpn5gunungsitoli01@gmail.com](mailto:smpn5gunungsitoli01@gmail.com)

**SURAT KETERANGAN**  
**TELAH SELESAI MELAKSANAKAN PENELITIAN**

Nomor : 421.3/135-SMPN5GST/2023

Yang bertanda tangan dibawah ini:

Nama : **Drs. MELIARO GEA**  
N I P : 19680309 200701 1 004  
Pangkat/Gol.Ruang : Pembina TK. I/ IV/b  
Jabatan : Kepala Sekolah  
Unit Kerja : UPTD SMP Negeri 5 Gunungsitoli

Menerangkan dengan sesungguhnya bahwa :

Nama : **NISKA RESTINA GULO**  
NIM : 192108058  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)  
Program Studi : S-1 Pendidikan Bahasa Inggris  
Mahasiswa : Universitas Nias

Berdasarkan surat Izin Penelitian dari Kepala Badan Perencanaan Pembangunan, Penelitian dan Pengembangan Daerah Nomor: 050/1239/Bappeda/2023 tanggal 19 Mei 2023 mahasiswa yang tersebut namanya diatas benar telah melaksanakan Penelitian di UPTD SMP Negeri 5 Gunungsitoli pada Tanggal 22 Mei s.d 17 Juni 2023 dengan judul "The Use of Clustering to Improve the Students' Achievement in Writing Recount Text at the Eight Grade of UPTD SMP Negeri 5 Gunungsitoli in 2022/2023"

Demikian surat keterangan ini dibuat, untuk dapat digunakan Seperlunya.

Gunungsitoli, 17 Juni 2023  
Kepala Sekolah,  
  
**Drs. MELIARO GEA**  
Pembina TK.I  
NIP. 19680309 200701 1 004



**YAYASAN PERGURUAN TINGGI NIAS**  
**UNIVERSITAS NIAS**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
Alamat : Jalan Yos Sudarso 118 E/S, Gunungsitoli, Telepon (0639) 21616, Nias 22812  
Homepage: <https://fkip.unias.ac.id> email: [fkip@unias.ac.id](mailto:fkip@unias.ac.id)

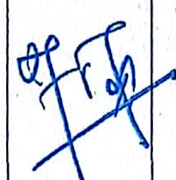
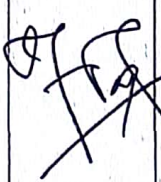
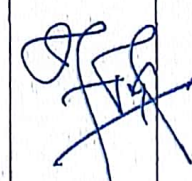
**KARTU BIMBINGAN PROPOSAL**



Nama : Niska Restina Gulo  
NIM : 192108058  
Program : Sarjana  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan  
Judul : The Use of Clustering Technique to Improve Students' Achievement in Writing Recount Text At the Eight Grade of SMP Negeri 5 Gunungsitoli in 2022 / 2023.

Pembimbing Utama : Adieli Laoli, S.Pd., M.Pd

| No | Tanggal   | Materi Konsultasi | Komentar Pembimbing                                                                                                                                                                                           | Tanda Tangan |
|----|-----------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1  | 20/3-2023 | Introduction      | Amat tabel yg berisikan : <ul style="list-style-type: none"><li>- variable penelitian</li><li>- poin latar belakang</li><li>- Rumus masalah</li><li>- Tujuan penelitian</li><li>- Metode penelitian</li></ul> |              |
| 2  |           |                   | <ul style="list-style-type: none"><li>- Revisi background of your problem</li><li>- Make clear your problem orientation, even . . .</li></ul>                                                                 |              |
| 3  | 27/4-2023 |                   | <ul style="list-style-type: none"><li>- Revise the problems</li><li>- revise the data analysis</li><li>- Bibliography</li><li>- Conceptual frame work.</li></ul>                                              |              |

|   |           |  |                                                                                                                                         |                                                                                       |
|---|-----------|--|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 4 | 6/4-2023  |  | writing Test, lakukan penilaian writing<br>kejah. - kejahatan cluster sampling<br>berdasarkan pendapat para ahli.<br>- lembar observasi |    |
| 5 | 13/4-2023 |  | - lengkapi lampiran<br>- lembar observasi yg ada di bab 3 dipindahkan sbg lampiran<br>- Tambahkan Bibliography                          |    |
| 6 | 14/4-2023 |  | - lengkapi penilaian Writing Recant text<br>- Buat lembar persetujuan                                                                   |    |
| 7 | 15/4-2023 |  | Setoran Utlc diseminarkan                                                                                                               |  |
| 8 | 8/8-2023  |  | perbaiki <del>test</del> analisis observasi<br>- nilai siswa                                                                            |  |
| 9 | 14/8-2023 |  | Penilaian diperbaiki<br>- Buat lembar persetujuan                                                                                       |  |

|    |           |  |                                          |                                                                                     |
|----|-----------|--|------------------------------------------|-------------------------------------------------------------------------------------|
|    |           |  |                                          |                                                                                     |
| 10 | 15/8-2023 |  | Pemaparan Hasil Penelitian               |  |
| 11 | 18/8-2023 |  | Revisi graphic pada cycle I and cycle II |  |
| 12 | 21/8-2023 |  | Buat lembar persetujuan.                 |  |



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Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812  
Homepage: <https://pbing.unias.ac.id> email: [pbing@unias.ac.id](mailto:pbing@unias.ac.id)

**THE APPROVAL SHEET OF THESIS ADVISOR**

This thesis is proposed by:

Name : **NISKA RESTINA GULO**  
Register Number : 192108058  
Program : Scholar  
Department : English Education Study Program  
Faculty : Teacher Training and Education  
Thesis : **"The Use of Clustering Technique to Improve Students' Achievement in Writing Recount Text At the Eight Grade of UPTD SMP Negeri 5 Gunungsitoli in 2022/2023".**

Has been approved by thesis advisor for further approval by the board of examiners.

Gunungsitoli, August 2023

Acknowledged by :

The Chair Task Executor of English  
Education Study Program,

**Elwin Piarawan Zebua, S.Pd., M.Pd.**  
NIDN. 0130108603

Thesis Advisor,

**Adieli Laoli, S.Pd., M.Pd.**  
NIP. 19641027 199402 1 001



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Home page : <https://kip.unias.ac.id> email : [kip@unias.ac.id](mailto:kip@unias.ac.id)

**SURAT KETERANGAN**

Nomor : 017/UN10/TU.01.20/2024

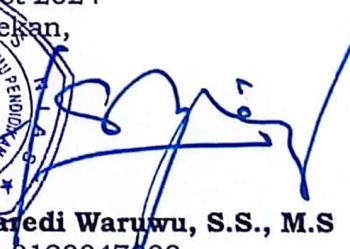
Yang bertanda tangan di bawah ini,

Nama : **Dr. Yaredi Waruwu, S.S., M.S**  
NIDN : 0120047908  
Pangkat/Golongan : Asisten Ahli/III/b  
Jabatan : Plt. Dekan Fakultas Keguruan dan Ilmu Pendidikan

dengan ini menerangkan bahwa,

Nama : **Niska Restina Gulo**  
NIM : 182108040  
Fakultas : Keguruan Dan Ilmu Pendidikan (FKIP)  
Program Studi : Pendidikan Bahasa Inggris

adalah benar telah melakukan pengecekan plagiarisme melalui aplikasi *Turnitin*, dan mendapat tingkat *Similarity* **26 %**, sehingga dinyatakan layak untuk melanjutkan pada tahap selanjutnya sesuai dengan tahapan pada penyelesaian skripsi/tugas akhir.

4 Maret 2024  
Plt. Dekan,  
  
  
**Dr. Yaredi Waruwu, S.S., M.S**  
NIDN. 0120047908

Tembusan :

1. Plt. Kepala LPPM Universitas Nias
2. Plt. Ketua Program Studi Pendidikan Bahasa Inggris
3. Arsip



**YAYASAN PERGURUAN TINGGI NIAS**  
**UNIVERSITAS NIAS**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812  
Homepage: <https://pbing.unias.ac.id> email: [pbing@unias.ac.id](mailto:pbing@unias.ac.id)

**SURAT KETERANGAN**

No. 039/UN10.03/KM.06.06/2024

1. Plt. Kaprodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama : Niska Restina Gulo  
NIM : 192108058  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan

Telah menyelesaikan seluruh mata kuliah yang dipersyaratkan dalam kurikulum yang berlaku di Universitas Nias sebanyak 143 SKS, terkecuali mata kuliah Thesis Writing.

2. Surat keterangan ini diberikan kepada yang bersangkutan untuk mengikuti ujian skripsi.  
3. Demikian surat keterangan ini diberikan untuk dapat dipergunakan seperlunya.

Dikeluarkan di : Gunungsitoli  
Pada Tanggal : 28 Februari 2024

Plt. Ketua Program Studi,  


**ELWIN P. ZEBUA, S.Pd., M.Pd**  
NIDN. 0130108603

Tembusan:  
Plt. Dekan FKIP Universitas Nias

Hal : **Permohonan Ujian Skripsi**  
lampiran : Satu berkas

Kepada Yth.  
Plt. Dekan FKIP, Universitas Nias  
c.q. Plt. Ketua Program Studi Pendidikan Bahasa Inggris  
Jalan Yos Sudarso 118/E – S  
Gunungsitoli

Saya yang bertandatangan di bawah ini :

Nama : **Niska Restina Gulo**  
NIM : 192108058  
Program : Sarjana  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan

Mengajukan permohonan untuk diperkenankan menempuh ujian Skripsi.

Sebagai bahan pertimbangan, bersama ini saya lampirkan:

1. Surat Permohonan Ujian Skripsi
2. Lembar Persetujuan Dosen Pembimbing Skripsi (Fc)
3. Lembar Konsultasi Bimbingan Skripsi (min 12x) (Fc)
4. Lembar Kesiapan Kehadiran Dewan Penguji (Asli)
5. Lembar Pernyataan Kesiapan Kehadiran Dosen Pembimbing (Asli)
6. Lembar Berita Acara Ujian Seminar Skripsi (Fc)
7. Bukti Pembayaran Uang Kuliah Terakhir (Asli)
8. Surat Keterangan telah menyelesaikan semua beban Studi kecuali Skripsi (Asli)
9. Bukti Lunas Pembayaran Uang Ujian Skripsi (Asli)
10. KRS & KHS Sem I s.d Terakhir (Fc)
11. Transkrip Nilai dari Prodi Terbaru (Asli)
12. Surat Keterangan Telah Melakukan Pengecekan Plagiarisme dari LPPM. (Asli)
13. Undangan Ujian Skripsi (Asli)

Atas perhatian Bapak, saya ucapkan terima kasih.

Hormat Saya  
Pemohon,

**Niska Restina Gulo**  
NIM. 192108058



**SURAT PENETAPAN DOSEN PENGUJI DAN DOSEN SAKSI**

Nomor : 042/UN.10.03/PP.08.05/2024

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias menetapkan dewan penguji skripsi bagi mahasiswa Universitas Nias:

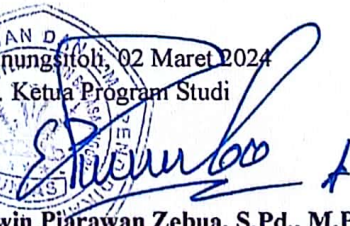
Nama : Niska Restina Gulo  
NIM : 192108058  
Program : Sarjana  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan  
Judul Skripsi : The Use of Clustering Technique to Improve Student's Achievement in Writing Recount Text at the Eight Grade of SMP Negeri 5 Gunungsitoli in 2022/2023

Waktu pelaksanaan ujian:

Hari/tanggal : Rabu, 06 Maret 2024  
Pukul : 08.00 WIB s/d selesai  
Tempat : Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias

Dewan Penguji dan Dosen Saksi:

| No. | Nama                             | Jabatan Dalam Ujian      | Ket. |
|-----|----------------------------------|--------------------------|------|
| 1   | Dra. Nursayani Maru'ao, M.Pd     | Penguji I                |      |
| 2   | Afore Tahir Harefa, S.Pd., M.Hum | Penguji II               |      |
| 3   | Adieli Laoli, S.Pd, M.Pd.        | Pembimbing Utama/Penguji |      |

  
Gunungsitoli, 02 Maret 2024  
Plt. Ketua Program Studi  
  
Elwin Piarawan Zebua, S.Pd., M.Pd  
NIDN. 0130108603



**YAYASAN PERGURUAN TINGGI NIAS**  
**UNIVERSITAS NIAS**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812  
Homepage: <https://pbing.unias.ac.id> email: [pbing@unias.ac.id](mailto:pbing@unias.ac.id)

**PERNYATAAN KESEDIAAN PEMBIMBING MENGHADIRI SIDANG SKRIPSI**

Sehubungan dengan pelaksanaan Sidang Skripsi bagi Mahasiswa Universitas Nias:

Nama : **Niska Restina Gulo**  
NIM : **192108058**  
Program Studi : **Pendidikan Bahasa Inggris**  
Fakultas : **Keguruan dan Ilmu Pendidikan**  
Judul Skripsi : **The Use of Clustering Technique to Improve Student's Achievement in Writing Recount Text at the Eight Grade of SMP Negeri 5 Gunungsitoli in 2022/2023**

Yang dilaksanakan pada :

Hari/Tanggal : **Rabu, 06 Maret 2024**  
Pukul : **08.00 WIB s/d selesai**  
Tempat : **Universitas Nias**

Dengan ini menyatakan kesediaan menghadiri ujian skripsi pada waktu yang telah ditetapkan.

Gunungsitoli, 02 Maret 2024

Pembimbing,

Tanda Tangan

1. Adieli Laoli, S.Pd., M.Pd

1.



**YAYASAN PERGURUAN TINGGI NIAS  
UNIVERSITAS NIAS  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812  
Homepage: <https://pbing.unias.ac.id> email: [pbing@unias.ac.id](mailto:pbing@unias.ac.id)

**PERNYATAAN KESEDIAAN MENGHADIRI UJIAN SKRIPSI**

Sehubungan dengan pelaksanaan Ujian Skripsi bagi Mahasiswa Universitas Nias:

Nama : **Niska Restina Gulo**  
NIM : **192108058**  
Program Studi : **Pendidikan Bahasa Inggris**  
Fakultas : **Keguruan dan Ilmu Pendidikan**  
Judul Skripsi : **The Use of Clustering Technique to Improve Student's Achievement in Writing Recount Text at the Eight Grade of SMP Negeri 5 Gunungsitoli in 2022/2023**

Yang dilaksanakan pada :

Hari/Tanggal : **Rabu, 06 Maret 2024**  
Pukul : **08.00 WIB - Selesai**  
Tempat : **Universitas Nias**

Dengan ini menyatakan kesediaan/ketidaksediaan\* menghadiri Ujian Skripsi pada waktu yang telah ditetapkan.

Gunungsitoli, 02 Maret 2024

Penguji,

Tanda Tangan

1. Dra. Nursayani Maru'ao, M.Pd
2. Afore Tahir Harefa, S.Pd., M.Hum

- 1.
- 2.



Gunungsitoli, 02 Maret 2024

No : 043/UN 10.03/PP.08.05/2024  
Lampiran : 2 (dua) eks  
Hal : Pelaksanaan Sidang Skripsi  
atas nama **Niska Restina Gulo**

Yth. Dosen Penguji Ujian Skripsi

- 1 . Dra. Nursayani Maru'ao, M.Pd
- 2 . Afore Tahir Harefa, S.Pd.,M.Hum
- 3 . Adieli Laoli, S.Pd, M.Pd.

Penguji I  
Penguji II  
Pembimbing Utama/Penguji

di Gunungsitoli

Sehubungan dengan pelaksanaan sidang skripsi mahasiswa:

Nama : **Niska Restina Gulo**  
NIM : 192108058  
Program : Sarjana  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan  
Judul Skripsi : **The Use of Clustering Technique to Improve Student's Achievement in Writing Recount Text at the Eight Grade of SMP Negeri 5 Gunungsitoli in 2022/2023**

Diharapkan kehadiran Bapak/Ibu pada acara dimaksud yang diselenggarakan pada:

Hari/tanggal : Rabu, 06 Maret 2024  
Pukul : 08.00 WIB s/d selesai  
Tempat : Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias

Naskah skripsi yang diujikan, disampaikan langsung oleh mahasiswa yang bersangkutan. Atas perhatian Bapak/Ibu, kami ucapkan terima kasih.

  
Ketua Program Studi  
**Elwin Piarawan Zebua, S.Pd., M.Pd**  
NIDN: 0130108603

Tembusan

1. Pj. Rektor Universitas Nias
2. Plt. Dekan Fakultas Keguruan dan Ilmu Pendidikan
3. Niska Restina Gulo, Program Studi Pendidikan Bahasa Inggris



### BERITA ACARA UJIAN SKRIPSI

Pada hari ini Rabu tanggal enam bulan Maret tahun dua ribu dua puluh empat telah diselenggarakan Ujian Skripsi bagi mahasiswa Universitas Nias:

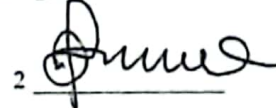
Nama **Niska Restina Gulo**  
NIM **192108058**  
Program **Sarjana**  
Program Studi **Pendidikan Bahasa Inggris**  
Fakultas **Keguruan dan Ilmu Pendidikan**  
Judul Skripsi **The Use of Clustering Technique to Improve Student's Achievement in Writing Recount Text at the Eight Grade of SMP Negeri 5 Gunungsitoli in 2022/2023**

Waktu **08.00 WIB s/d selesai**

#### Susunan Dewan Penguji

1. Dra. Nursayani Maru'ao, M.Pd
2. Afore Tahir Harefa, S.Pd., M.Hum
3. Adieli Laoli, S.Pd, M.Pd

#### Tanda tangan

1.   
2.   
3. 

| No | Penguji                            | Jumlah Nilai |           |
|----|------------------------------------|--------------|-----------|
|    |                                    | Skor         | Rata-rata |
| 1  | Dra. Nursayani Maru'ao, M. Pd      |              | 82        |
| 2  | Afore Tahir Harefa, S. Pd., M. Hum |              | 62        |
| 3  | Adieli Laoli, S. Pd, M. Pd         |              | 83        |
|    | Jumlah                             |              | 227       |

Berdasarkan perhitungan, rata-rata nilai adalah 75,66 (Tujuh lima koma Enam Enam)  
Dengan demikian yang bersangkutan dinyatakan lulus/tidak lulus dengan predikat kelulusan B

Gunungsitoli, 06 Maret 2024

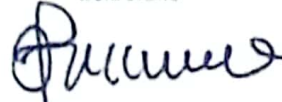
Dewan Ujian Skripsi

Ketua



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## BIOGRAPHY

**Niska Restina Gulo** was born in Bogarawi on July 25<sup>th</sup> 2000. She is the seven child from **Mr. Yafeti Gulo (Father)** and **Mrs. Karena Waruwu (Mother)**. She has 3 brothers and 5 sisters. She started her education from elementary school in **SD Negeri 076711 Bukittinggi** in 2006. Then after graduated from elementary school in 2012, she continued her education to junior high school in **SMP Negeri 1 Ulu Moro'o** in the same year. She graduated in junior high school in 2015. After graduated from junior high school, she continued her education in **SMA Negeri 1 Ulu Moro'o**. She studied for 3 years and graduated in 2018. After graduated from senior high school. She continued her education in **Universitas Nias** and choosing **English Education Study Program** and finally success to finished her study on Maret 2024.