

**THE EFFECTIVENESS OF DIARY WRITING IN TEACHING RECOUNT  
TEXT AT THE EIGHTH GRADE OF SMP NEGERI 2 GEMOLONG IN  
ACADEMIC YEARS 2019/2020**

**THESIS**

**Submitted as a Partial Requirements  
For Undergraduate Degree in English Education**



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*Wassalamu'alaikumWr.Wb*

Surakarta, September 28<sup>th</sup>2020

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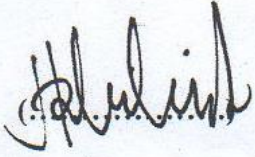



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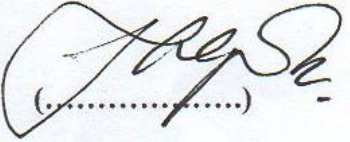
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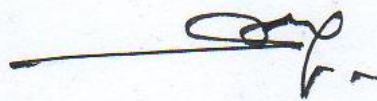
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Here with, I state all statements, opinion, and analysis that I have written in this thesis are my original work. I optimally conducted my own research with the help of some references and suggestions. If any claim related to the analysis that I made persist in the future, I would be fully responsible for the clarification.

Surakarta, October 1<sup>th</sup> 2020

The Researcher

Kristanti

## DEDICATION

*Alhamdulillahirabbil'alamin*, praise thanks to Allah who has given all the blessing, I would dedicate this thesis to the people who I love yesterday, now and tomorrow ever after.

1. My beloved father and mother (Mr. Suroso and Mrs. Aminah)
2. My beloved sister and brother (Efa Susanti, Yuyun Sapitri, Riyan Hidayat, Rahayu Ningsih)
3. All of my friends A class.
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## **MOTTO**

*“Tidak ada yang dapat mengubah takdir kecuali doa. Tidak ada yang dapat memberi tambahan umur kecuali kebaikan, dan seseorang benar-benar dihalangi dari rezeki disebabkan dosa yang diperbuat”*

(HR. Ibnu Majad dan Ahmad)

*“So, verily the hardship, there is ease”*

(Q.S Al-Insyirah:5)



## PRONOUNCEMENT

Name : Kristanti  
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I hereby sincerely state that the thesis entitled “THE EFFECTIVENESS OF DIARY WRITING IN TEACHING RECOUNT TEXT AT THE EIGHTH GRADE OF SMP NEGERI 2 GEMOLONG IN ACADEMIC YEARS 2019/2020” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta, October 1<sup>th</sup> 2020

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The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the next researcher and the reader in general.

Surakarta, October 1<sup>th</sup> 2020

The Researcher

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## ABSTRACT

Kristanti. 2020. *The Effectiveness of Diary Writing in Teaching Recount Text at The Eight Grade of SMP Negeri 2 Gemolong in Academic Year 2019/2020*. Thesis. English Language Education, Cultures and Languages Faculty. IAIN Surakarta.

Advisor : Novianni Anggraini, S.Pd., M.Pd.

Key Words : Diary Writing, Recount Text, Experimental Research.

The formulated the research problem were: (1) Is there any significant difference of students' achievement in teaching recount text taught by using diary writing and those taught by using Teaching technique at the eighth grade of SMP Negeri 2 Gemolong in Academic Year 2019/2020? (2) How is the implementation of Diary Writing in teaching recount text at the eighth grade of SMP Negeri 2 Gemolong in Academic Year 2019/2020?. Based on the research problem above, the objectives of the research were: (1) to find out whether there is significant difference of students' achievement in recount text taught by using Diary Writing and those taught by using Teaching Technique. (2) to describe the implementation of Diary Writing in teaching recount text.

The research design was quasi experimental research. This research was conducted in SMP Negeri 2 Gemolong. The population of this research was the regular class of eighth grade of SMP Negeri 2 Gemolong that consisted of 8 classes. Two classes were chosen as the sample of the research. There were VIII G as the experimental class who taught by using Diary Writing and VIII H as the control class who taught by using Lecturing Technique. This research used cluster random sampling technique. The researcher took 66 students, 32 students as experimental class and 34 students as control class. The researcher used pre-test and post-test to collect the data. The analyze the data, the researcher used t-test by using SPSS.

The result of the research shows that: 1) The students who were taught using Diary Writing have higher score in recount text writing than the students who were taught by using Teaching Technique. The result of t-test showed that Sig.(2-tailed) 0.004 which is lower than 0.05. furthermore, the research showed the mean of students' pre-test for experimental class is 58.66 and for control class is 54.91. After the treatment, the mean score experimental class is 65.69 and the mean score of control class is 60.82. It shows that there was a significant difference between the students who were taught by using Diary Writing and those were taught by using Lecturing Technique. 2) The procedures of Diary Writing in teaching recount text as follows: First, in the prewriting, the teacher and students opening teaching activity by taking pray before playing the activities in the classroom. Second, in the whilst writing activities, the teacher explained about recount text and explained using Diary Writing. Third, in post writing, a teacher always gives a conclusion and suggestions to students. Based on the explanation above, the researcher concludes that Diary can be used as an alternative technique to teach writing especially in writing recount text for students at SMP level. Then, diary can improve the writing skills of the eighth grade students of SMP Negeri 2 Gemolong.

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# CHAPTER I

## INTRODUCTION

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

English is an international language. It is used all over the world. For that reason, it is important for people to master English orally and in writing, in order to be able to communicate and socialize with the world community. Indonesia as a developed country uses English as a foreign language. It is taught at every level elementary up to university. In the process of teaching and learning English as a foreign language, there are four language skills that should be learned by the students, namely listening, speaking, reading, and writing (Harmer:2001). In this research, the researcher will focus on one of four skills, it is writing skills.

According to Hyland (2003) writing is among the most important skills that need to develop and it involves composing skills and knowledge about texts, contexts, and readers. Hyland also states that writing is a way of sharing personal meanings and emphasizes the power of the individual to construct their own view on a topic. It believed that writing is a process of transforming thoughts and ideas into written form to inform or communicate with the reader.

Based on the Indonesian curriculum 2013, which focused on writing activity, the eighth-grade students in junior high school should be able to learn and master several basic genres of text, such as narrative, descriptive, and recount text. As on the basis of the genre of the text, recount text was chosen

to be one variable in this study. It is the easier basic genres that write by using the experience that happened in the past. The minimum score pre-test criteria of mastery learning (KKM) that should be achieved by the students at SMP Negeri 2 Gemolong is 70, based on the student' problems in generating ideas, grammatical mastery, and the use of vocabulary. The students' competence is not capable to reach it. The effort can be achieved by various approaches, methods, and learning techniques that can facilitate students in writing, especially recount text.

Based on Sugiran (2008:53) dairy is a personal document or note of one's experience event or incident that the researcher experienced for a day. Diary is written chronologically based on event or incident chain. Daily notes (diaries) is a personal record of observations, feelings, responses, interpretation, reflection, hunches, hypotheses, and explanation. From the opinion it can be concluded, diary is document, a person's diary that could also be accompanied illustration of event or incident involved. Diary writing is an experience or real event that happens by the researcher himself who can be accompanied illustrative pictures of an event written in a diary.

People use a diary as a means of expressing their feelings or thoughts and writing everything which has been done during the day. Using this diary, a student not only to write just experience but also, the students can describe their experiences. Diary allows students the opportunity to put their real experiences as well as their fondness for drawing and coloring. Furthermore, the diary also

provides students the opportunity to learn and write using their continuous writing experience.

Diary is considered as one suitable technique that can be applied in teaching recount text because it has the same characteristics as recount text. Writing recount text and writing diary are similar in their generic structures, retelling past events, and using past tense in making a story. Yulianti (2014) states that Diary writing is recommended as a medium in teaching writing recount text because it is assumed that students will be easier to understand how to write a recount text. Diary writing becomes part of people's life. It is usually done that makes students more familiar with writing stories. Students usually write down on paper when they experienced unusual events, such as a funny, happy, and sad story.

Based on the observational above, the researcher used a technique and deliver the material of recount text. The researcher wants to justify the effect of using Diary Writing might probably be one of the effective techniques that teacher can use in teaching. In this research, the researcher was interested in conducting an experimental research. There are two class, those are experimental class and control class. In experimental class, the researcher used Diary Writing in teaching and control class used Lecturing technique.

By diary writing, the students are free to express their ideas, experiences, activities that have happened in their life. Reni (2016) states that the advantages of diary writing in teaching writing recount text are the students can apply the use of simple past tense in context, and they can organize their ideas by using

correct grammar, in this case simple past tense, good mechanics, and rich vocabulary.

The object of the research is the eighth grade students of SMP Negeri 2 Gemolong. They are still in what is called as puberty period. In this time, they have a tendency to be critical and emotional. Sometimes, students need to share their feelings with themselves personally through diary writing. Moreover, what they will tell in diary has the same form with recount text. So they can understand recount text by practicing diary writing.

Based on the reason above, that's why researcher wanted to conduct a research with the title **“The Effectiveness of Diary Writing in Teaching Recount Text at the Eighth Grade of SMP Negeri 2 Gemolong (Sragen District) in Academic Years 2019/2020”**.

## **B. Limitation of the Problem**

Researcher limit problem the point on “The Effectiveness of Diary Writing in Teaching Recount Text at the Eighth Grade of SMP Negeri 2 Gemolong (Sragen District) in Academic Years 2019/2020. The limitation of the study in this project are:

1. The researcher limits the investigation on the study of the students' mastery in recount text.
2. The researcher takes content, structures, language in scoring the students writing ability.

3. In this study the researcher limits the topic of recount text on the students' unforgettable experiences.

### **C. Problem Statement**

Based on the background of the study, the researcher identifies the problem, as follow:

1. Is there any significant difference of students' achievement in teaching recount text taught by using diary writing and those taught by using Lecturing technique at the eighth grade of SMP Negeri 2 Gemolong in Academic Year 2019/2020?
2. How is the implementation of Diary Writing in teaching recount text at the eighth grade of SMP Negeri 2 Gemolong in Academic Year 2019/2020?

### **D. Objective of the Study**

The objectives of this research are:

1. To find out whether there is significant difference of students' achievement in teaching recount text taught by using Diary Writing and those taught by using Teaching Technique at the eighth grade of SMP Negeri 2 Gemolong in academic year 2019/2020.
2. To know the implementation of Diary Writing in teaching recount text at the eighth grade of SMP Negeri 2 Gemolong in academic year 2019/2020.

## **E. Benefits of the Study**

There are some benefits of the study which are divided into two aspect, they are theoretical and practical benefits.

### **1. Theoretical**

Theoretically, the benefits of this study are follows:

- a. This research giving a description about the effectiveness of Diary Writing in teaching English writing.
- b. A result of the research can be useful in teaching english, especially for teaching English in writing skill.
- c. The result of the research as the information to show the way to improve writing skill to the students.

### **2. Practical**

- a. For the researcher, this research is expected to provide benefits for researchers who will be a teacher. Hopefully, the researcher will be to develop a model of learning as well as the media to use so it can improve the quality of education in Indonesia.
- b. For the teacher  
he result of the study will provide the alternative way in implementing diary writing in teaching writing, particularly in teaching writing recount text.
- c. For student, this research will increase their motivation and develop their writing skills.

## **F. Definition of Key Terms**

The thesis mainly concerns about concept and theory. Therefore, the writer provides several fundamental concepts in order to avoid any misconceptions due to the lack of information on the terms to be discussed later on.

### **a) Writing**

Writing is procedure that needs not ideas but vocabulary, grammar, and punctuation to express ideas (Raimes, 1987). Writing is the most difficult language skills. It also considered as the most complicated language skill to be learned, compared to other language skills. In writing process we always involve thinking skill and creative skill. Not only that, but also it supported by right rules. They learn the steps of writing and as they build new skills upon old, writing evolves from the first simple sentences to elaborate stories and essay. Writing skills is the one of skill which has to mastered by students.

### **b) Diary**

Diary (also called journal) is a record (originally in handwritten format) with discrete entries arranged by date reporting on what has happened over the course of a day or other period (Fitzpatrick, 2005:25). Students should have meaningful writing experiences and be assigned authentic writing tasks that promote personal and collective expression, reflection, inquiry, discovery and social change.

c) Recount text

According to Hyland (2009:29), that recount is a kind of genre that has social function to retell event for the purpose or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequences. We can look at the sample of recount in personal letters, police report, and incident report.



## CHAPTER II

### REVIEW ON RELATED LITERATURE

#### A. Theoretical Description

##### 1. Review on Writing

###### a. Definition of Writing

Based on Brown (2001), writing is one of the four skills in learning a language. The researcher focused on this skill and tries to find out its definition, moreover, it may the basic theory of this research. Writing is one of the important language skills that have to be acquired by English as a foreign language (EFL) student. Marpung, V. Dea (2014) states that writing is an instrument to express thinking, feeling, opinions, and ideas about a certain experience. In the level of junior high school, the students are expected to be able to master in English writing and to be active teaching and learning process.

Writing is not an easy activity to do. Writing is a complex process of generating an idea. It has steps to conduct a writing activity. Brown (2001:335) states that writing is a written product of thinking, drafting and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse grammatical and rhetorical conventions to put them cohesively into written text, how to revise text for clearer meaning, how to edit text for appropriate grammar and how to produce a final product.

Raimes (1983:78), writing is a skill in which we express the ideas, feelings, and thoughts arranged in word, sentences, and paragraph using eyes, brain, and hand. Hence writing is a process of expressing thoughts and ideas about the writer who uses knowledge of structure and vocabulary to combine the researcher's ideas as a communication device. Writing is among the most complex human activities (Harmer, 2004:34). It involves the development of design idea, the capture of mental representation of knowledge, and of experience.

Based on the definitions above, it can be concluded that writing is activity communicates ideas, feeling or message put in writing and can be conveyed to others without face to face for directly. Writing is also a productive activity and certainly, these skills must always be trained with orderly practice.

When writing, student work through the stages of the writing process. Writing is both a process and a product. Writing as a process involves pre-writing or planning, drafting, editing process and publishing, in which writing is product (McKay, 2008:245). Writing is never a one steps action, it is an in going creative act. Writing can help us explain our thoughts. Not infrequently we see what we really think and feel about people, ideas, issues and event only in the actual writing proceses. It means that the process of writing is more valuable than the end of the product.

Since writing is a way to produce language, that people do naturally when they speak. Unlike speaking that the message of the communication can be grasped through non-verbal languages, such as gestures, facial expressions or body language, in writing the message is conveyed through the written form. Therefore, the writer should be able to make his or her reader understand the message conveyed.

From the statement above, the researcher can conclude that writing is a way to produce language by putting down words or ideas to some medium. And it is a learned process that takes time and concentrated practice because the author has more time think than they do in oral activities.

Making a good piece of writing is complex process. It requires the ability to write grammatically correct sentences and organize them logical into paragraph or essays (oshima & Hogue, 2006). Yulianti (2014) point out that there are two important aspects in writing. In order to make writing to be successful it has to be booth coherent and cohesive.

Skill cannot be achieved whithout effort, it need practice to be mastered. When learners write they writing, they cannot write is whiteout obstacles since writing is not only write down the idea but deliver the message in concise, correct, cohesion and focus on writing.

**b. Purpose of Writing**

Of the students, writing can be an extension and reflection of all our effort to develop an express ourselves in the world around us, to make sense of the world to improve order upon it. It is a key element in the search for meaning because it allows us to reflect on and to order our encounters with the impact they make upon us. This is because writing the mastery of sentence structure and the ability to choose appropriate words for the expression of the thoughts are required. To determine the purpose of writing is very important since the reader will get the ideas and information clearly and effectively from what the reader has read (Harmer:2004). Besides, it needs to be done because it has affection for choosing a language and using is that appropriate to her writing purpose.

The most effective learning of writing skills is likely to take pace when students are writing real message for real audiences, or at least when they are performing tasks which they are likely to have to do in their out-of-class life. The choice of writing tasks will depend, therefore, on why students are studying English.

According to Harmer (1988) , the purpose of writing as follows:

a) To inform

It means the writer can give information to reader.

b) To explain

It means that the researcher can write something to explain a thing or situation that happens

c) To assume the audience

It means that the writer can make the reader happy by reading his writing.

The conclusion related theories above, the purpose of writing can be used in many a ways. It can be used by many people to deliver message, to express ideas, to respond about something given, to persuade and to suggest in written form for particular purpose.

**c. Process of Writing**

Byrne (2004:9), Writing process is a process that developing and recursive in nature. As it is process, then on a level which is already high, would make scholar capable of writing like a professional writer, they will be able to pick topics and genres for the writing.

According to Rina (2007:65) states that writing is more encouraging to thinking and learning when students view writing as a process. By realizing that writing is a process in which every writer has different ways, so the inexperienced one prefers to experiment, set up, revised and the edited. Nevertheless, a new author needs to practice writing diligently including here learning how to write punctuation, grammar and etc.

In addition, student needs to practice writing using a wide range of grammatical rules of some kind. Eventually, they had to start writing flexibly including combining sentences, expanding or bashing ideas, making ideas interesting and creating a frame of mind. Students write a composition in the classroom which the teacher corrects and hand back the next day covered in red ink. For many years the teaching of writing focused on the written product rather than on the writing process.

Based on Browne Ann (2001:100-101) the process of writing has four main elements:

a) Planning

Before starting to write or type, they try and device what it is they are going to say. When planning, researcher have to think about three main issues.

- 1) The purpose of their writing skill this influence (among other things) not only the type of the text they wish to produce, but also the language they use, and they information they choose to include.
- 2) The audience they are writing f or, since this will influence not only the shape of the writing (how it is laid out, how the paragraph are structured, etc), but also the choice of language.

3) The content structure of the piece that is how best of sequence the fact, ideas, or argument which they have decided or included.

b) Drafting

Refer to the version of a piece writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

c) Editing

After researcher produce a draft, then they usually read what the result of the draft in order to see where it works and where it does not. Perhaps, the order of the information is not clear. Perhaps, the way something is written is ambiguous or confusing.

Reflecting and revising are often helped by other readers (or editor) who comment and make suggestions. Another reader's reaction to a piece of writing will help the researcher to make appropriate revision.

d) Final version

Once researcher have edited their draft, making the changes they consider to be necessary, they produce their final version. Nevertheless, however casually we approach the process, we will still try and plan what to write, check what we have written and

revise it before sending. this may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the researcher is now ready to send the written to its intended audience.

From the statement above, it can be concluded that writing, as it is seen as a process, is a product of turning out the ideas into words in a piece of paper which face several process. They are planning, drafting, editing and final. The final product is not nearly so instant, and as a result the researcher has a chance to plan and modify what will finally appear as the finished product.

#### **d. Micro and Macro Skills of Writing**

##### 1) Micro Skill

The micro skills of writing apply appropriately to imitative and intensive types of writing. Brown (2004:220), The following are the micro skill of writing:

- a) Creating graphemes and orthographic patterns of English.
- b) Creating an acceptable core of word and use appropriate word order patterns.
- c) Creating writing at an efficient rate of speed to suit the purpose.
- d) Using acceptable grammatical system (e.g. tense, agreement, pluralization), patterns and rules.



- e) Making sure a specific meaning in various grammatical forms.
- f) outlaying cohesive devices in written discourse.

## 2) Macro Skills

Brown (2004:221), the macro skills refer to producing a text at or beyond the discourse level that is producing a meaningful text. The macro skills of writing are as follows:

- a) Using the rhetorical forms and conventions of written discourse.
- b) Appropriately accomplishing the communicative functions of written texts according to form and purpose.
- c) Conveying links and connections between events, and communicate, given information, generalization, and exemplification.
- d) Distinguishing between literal and implied meanings when writing.
- e) Developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Based on the definition above, it can be concluded that in macro aspect, the students emphasize on the content and organization.

writing skills defines as an ability to express ideas, thought, opinion, or feeling in written language form that have to be arranged to writing process. Teaching writing means teaching the micro and macro skills of writing as well. Therefore, the teacher should provide activities and materials which cover those micro and macro skills in order to make the students come to the productive stage, producing a text without finding great difficulties.

## **2. Review on Genre**

### **a) Definition of Genre**

Based on Brown (2000), A genre approach is especially appropriate for students of English for specific purposes. Students who are writing within a certain genre need to consider a number of different factors. They need to have knowledge of the topic, the conventions and style of the genre and the context in which their writing will be read, as well as by whom. Asking students to imitate a given style could be seen as extremely prescriptive, encouraging them to see writing as a form of 'reproduction' rather than as a creative act.

### **b) Kind of Genre**

Anderson (1997:3), there are nine kinds of genre:

#### **1) Recount**

To reconstruct past experiences by retelling events and incidents in the order in which they have occurred.

## 2) Description

It is type of writing in which the objective is to describe a certain object, especially about person, place or thing. It's consisting of identification and description.

## 3) Narrative

To tell story as a means of making sense of events and happening in the world, it can be both entertaining and informing.

## 4) Explanation

To deal with incident that is in some respect out of the usual, point to some general value in the cultural context.

## 5) Procedure

It is a text that has social function to amuse, entertain, and to deal with actual or vicarious experience in different way. Its deal with problematic events which lead to crisis or turning point of some kind, which in turn find a resolution.

## 6) News item

News item is a kind of genre that has a social function to inform reader, events of the day which are considered newsworthy or important.

## 7) Discussion

Discussion is text that written to present argument and information from differing viewpoint. It present pro and contra opinion on certain issue.

#### 8) Exposition

Exposition is text to advance or justify an argument or put forward a particular point of view. The point of view must be supported by facts and relevant information on the topic.

#### 9) Anecdote

To share with others an account of an unusual or amusing incident.

### **3. Review on Recount Text**

#### **a. Definition of Recount Text**

A text is something that people often write. Anderson (1997) text can be categorized into two main categories: fiction and real-life. The former includes movie scripts, novels, and song lyrics, those that appeal to our imagination and emotions. The text, on the other hand includes advertisements, announcement, and recipes, those that present information and ideas to show, tell or persuade us.

According to Anderson (1997:48) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. Recount text is a kind of written text that retell the researcher experience which occurred in the past by focusing on experience chronological sequence. In addition, Hakim Rahman (2017), says that recount can also be simply defined as a text giving information about activities that happened in the past, in other words, it is used to retell the events.

The purpose recount text is to inform and also to entertain the reader, to give the audience a description of what occurred and when it occurred. This kind of text is usually about past events and or activities such as interesting experience, diary, historical events, biography, autobiography, and personal letters. in general is begin with an orientation. It provides the background information needed to understand the text such as who was involved, and where it happened.

A popular way of helping student to write in a particular genre is to give them a proforma or frame to complete or follow. This contains headings such as goal, materials, and sequence of instructions.

#### **b. Language Features**

In this context, language feature influence writing to be more interesting and meaningful. Word selections, sentence structure, and layout test among other included of language feature. Some language feature is usually found in a recount text in the article of Saragih (2014:56).

##### 1) The use of nouns and pronouns.

In general, nouns can be a person, a thing, and a place. The examples of pronouns such as he, she, and the postman. These nouns and pronouns are used to identify the people and places involved in the story.

2) The use of past tense.

Past tense is used to tell about the past events in the text. As Betty defines, simple past or past tense is used to talk about past activities or situation that began and ended also in the past such as yesterday, last night, two days ago.

3) The use conjunction and time connectives

Conjunctions are used to combine two sentences together while time, connective are used to show the sequence of events. The example of conjunctions are and, but, for. The example of time connectives are first, second, next, finally.

4) The use of adverbs and phrases

Adverbs and adverb of phrases can be used to give description of an action of a verb or to inform meanings about time and place. The example of adverbs are slowly, cheerfully, carefully. The example of adverbs of phrases are in my house and two days ago.

5) The use of action verb

The action verb like went, watched, played, are often found in the text. The word is, furthermore, written in the simple past tense and use either regular or irregular form.

6) The use of adjectives

Adjectives usually indicate an inherent quality or a physical state. The example such as beautiful, interesting, fun.

From the statement above, it can be concluded that recount text has a special language pattern in its delivery, usually in the form of grammar and other rules.

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

Generic structures are the parts building the text. Each part has its own function. In other words, generic structures are the elements existing in the text. According to Betty (2009:29), The generic structures of recount text are:

#### 1) Orientation

Provides the setting and produces participants. It provides the background information. It answers the question. who?, when?, why?, what experience?.

#### 2) Record of Events

Tell what happened, present event in temporal sequence. It usually events in detail and chronological order (Saragih: 2014). Personal comments and or evaluative remarks, which are interspersed throughout the record of events. Student should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

#### 3) Re-orientation

Optional-closure of events. It expresses the researcher personal opinion regarding the events described. Which is intended to sum up or to give conclusion of the story told in the record of events.

The section, moreover, is an optional stage and is often used to complete the writing by rounding off the series of events. However, for author who make it, they often write about their feelings or impression of the experience as the conclusion.

Table 2.1

## Example of generic structure

LATENESS	
Orientation	Last morning, sinta, my roommate woke up late and she had to go to campus.
Record of Event	When she wanted to take her motorcycles, in fact she couldn't move it because there were some motorcycles that blocked up her motorcycle. She tried to move all of the motorcycles, so that her motorcycle could move from the garage. But she couldn't do it.
Re-orientation	Then, she called adell who had that motorcycle which blocked it up. After that, her friend who had that motorcycle helped her. Finally, she could move her motorcycle and rode it to go to campus.

**d. Type of Recount Text**

According to Lukman (2018:15), there are several types of recount text namely personal, factual, procedural, imaginative, and



literary recount. These types of recount may be written in more details as follows:

1) Personal Recount

Personal recount is recount that retelling of an activity that writer or speaker has been personally involved. It further means that experiences and writers' action happen in reality. Personal recount is usually written to inform and to entertain the audience.

Furthermore, to connect the author and reader such as done in a personal letter, diary entry, journal, and anecdote.

2) Factual recount

Factual recount is a recount that recording the particulars accident. Its purpose is to inform a particular incident by reconstructing real or factual recount such as done in a technical description, explanations and procedure. Example of factual recount such as report of a science experiment, police report, news report, historical recount.

3) Procedural recount

The procedural recount is a text where steps of investigation or experiment are arranged and sequenced to be used as a basis in reporting results. This is written after the completion of a procedure. The focus in on the accurate order of sequence, the selection of the correct language for the topic and the use time conjunctions.

#### 4) Imaginative recount

Imaginative recount is one story relates that taking on a fictional role and giving details of events. The literary recount is generally written in the first person using me or us, establishing a relationship between the writer and reader or speaker and listener, for example my diary as a child in space.

#### 5) Literary recount

Literary text reflects and interpret individual and social activities whether the story is real or imaginary. Purpose literary recount is retell events from novels, plays, films, and personal experience to entertain other.

### 4. Review on Diary

#### a. Definition of Diary

Suryaman (2018:44), a diary is a personal record of events that happen over a period of time, usually consist of date of date of each diary item, and be as brief or detailed as the researcher of diary like, record events in order in which they happened it. Diary is one of the oldest literary writing that discusses the occurrence of events that occur, expectations and things that are not expected in the future, memories, thoughts and ideas, and all the feelings. Thus, a diary is a daily log that records the events that happen during the day. It is updated on a daily basis, private and written for an audience.

Diary is a record of what we're working on today and the past, is also a vital source of information about events, what, when, who, how, why and where, that have connections with ourselves, to reveal everything that is impossible revealed to others. Diary is a form of personal writing (Rumi, 2009:44). Personal writing is a statement from an ideas and our feelings on our own experiences, that is written good for our own pleasure nor for the benefit and enjoyment of family members or close friends.

Keeping a diary is very good to do because of keeping a diary we will be able to recognize who we are actually. Although it is personal, a diary contains meanings both in letter nor implied. Through daily writing activity, somebody can express himself so it conjures up character and the original characters. Increasingly, we know emotions and self-determination that pent. Diary is not just an agenda of what activities a person would do. They serve as a pure vessel to pour out feelings and emotions day by day. By writing it down to the diary, somebody can explore himself up to sensitive things.

According to Catty (2015), diary studies are a valuable way for they to gain key insights from your existing and potential customers and can be used in combination with many other research techniques. Diary studies have been a traditional research method in behaviour research and social sciences for many years. They rely on users self-

documenting specific personal experiences, in natural environments, over long periods of time. Typically, users report their activities and create a log of their thoughts, actions and feelings.

Diary studies enable them to understand developed human behaviours and formed habits with a specific product/service rather than a one-time experience/initial experience. Journals, logs, diaries, portfolios are containers for writing that is recorded over a period of time (Jennifer, 2003:2). The writing may accompany a programme of learning, work, fieldwork or placement experience or a research project. The journals/ logs and diaries can come in many different guises and be used to fulfil different.

Diary aims as a progress report, nor can they be recorded as behavioral recordings for people in a psychotic break. A diary can relieve pressure and stress the author feels through the disclosure of the idea or indirectly the problem.

## **b. Advantages and Disadvantages of Diary**

### **1) Advantages of Diary**

Writing is skill, it makes that more you practice writing, the better you will write. It becomes a difficult thing causes students have the limit of time for learning involve grammar, spelling, vocabulary, punctuation, and content at the same time. One excellent way to get practice in writing, even before you begin composing essays, is to keep a daily or almost daily journal.

According to Harmer diary has some advantages such as: the value of reflection, freedom of expression, developing writing skill, and student-teacher dialogue. The following is explanation of each advantages stated (Harmer, 2004:12):

a) The value of reflection

Diary provides an opportunity for students to think both about how they are learning, and also about what they are learning. This kind of introspection may well lead them to insight which will greatly enhance their progress.

b) Freedom of expression

Diary allows student to express feeling more freely than they might do in public. It mean that the students show their expression more released though in public.

c) Developing writing skill

Diary writing contributes to a students general writing improvement in the same way as training enhances an athlete's performance: it makes them fit.

d) Student-teacher dialogue

Responsive diary writing provides an interface for the teacher and student to communicate regardless of language level. When a teacher writes to a class and says, 'you can write to me on any subject and I will reply, but do not worry, I will not show it to anybody else', the students knows they

have a channel of indirect communication. When a student writes in a diary, he or she knows that the teacher will read it and gives them comment and feedback, so that, it is concluded that there is an intra-communication between student and teacher in diary writing.

## **2) Disadvantages of Diary**

Diary has some disadvantages. As states by Rosida (2019):

- a) By writing everything about your life in a diary, be sure that it isn't accessible by others (without your permission, of course). If somebody does happen to find it and read it all, you may not really like the consequences. Diary by itself doesn't judge you. But anymore who reads it is most likely to judge you least to an extent. So, do not write stuff that you don't want other to read or make sure your diary is safe at all time.
- b) If you look at it a "task" (say, you write it forcibly), then it may sometimes be a pain to write it regularly. Someday, may be you just aren't in the frame of mind to write it, yet for some reason you are forced to write.

### **c. Roles of use diary**

Using solicited diaries will also involve a significant consumption of time and money for: obtaining acceptance for suitable subject's participation (knowing of the problem studied, being

endowed with self-reflective capabilities, the ease of written or verbal utterance), training and possible counselling of subjects during the time the diary is filled, rewarding. Oancea (2013:235) states that diary writing is the easiest writing activity that has some simple rules to get the best result of writing, they are:

1) Writing diary every day at a regular

Writing diary is a progressive writing that do not do in one time.

It may write in specific time such one week or several days to improve the students' writing ability.

2) Finding the best time to write

When the students' write diary, they should find the best time to build their idea writing diary.

3) Trying to average write on page a day with an interesting topic

An interesting topic is need to enjoy the student in thinking and learning vocabulary when use diary. Their topic also can be share with their pair.

4) No worry about spelling and grammar

Writing diary actually use freely writing technique. The students should not be afraid with their mistakes about grammar and spelling of vocabulary that they have written.

Writing diary is an alternative technique in teaching recount text. Hopefully it would make students easily digging their ideas, freely writing their idea and would make students excited in the

learning process. This technique should be seen as a way of extending the students' experience for them to develop their recount text writing.

#### **d. The Implementation of Diary**

In this research, used diary writing as the technique for teaching writing recount text. However, most students are reluctant and unconfident when they have to write about something in the classroom. In the technique in the activities, using diary writing technique in teaching recount text put in the modelling of the stage step. For the exercise the teacher asks students to write their past experiences in the diary form. In their diaries, moreover, students can write about anything that interests them. They should practice about how to write an English as the part of their life, they can talk about politics or they can write stories. By doing this, students can also showcase their creativity. The diary then hopefully can give students the writing fluency, make diary writing as a part of their lives, and slowly help them build their writing habit.

Though writing a diary seems a simple thing, it can be an effective way to develop and enhance a great understanding and help the students to their experiences in everyday life routine. Rosyida (2019:16) explain the implementation of diary writing consist of:

- 1) The teacher explain to the students about what writing Diary is.
- 2) Then, the teacher explains to the how they are going to use their diary.



- 3) The students wrote diary, after which the teacher collected the diaries.
- 4) The teacher the read each diary and at the end entry wrote a comment.
- 5) The diaries are returned to the students in the next day and the student requested continue writing
- 6) In the class the teacher pinpoints main features in diary writing. The students discuss the difficulties the faced.
- 7) The teacher set a time limit for diary writing and use a timer, so students know when they should be finished.
- 8) In the next, the teacher corrected the students recount texts and diaries and gives feedback.

**e. The Structure of diary entry**

A diary is usually written in a book with each page called as an entry. A diary entry, typically has a structure like the following (Hoffman: 2012):

1) Date

As mentioned earlier, diary will be kept over a long period of time, each of your entries should be dated based on when you write them. A diarist someone who researcher a diary, usually begins an entry by writing the date such as Saturday, 16<sup>th</sup> of August.

## 2) Orientation

After writing the date, diarists then continue with the orientation or introduction.

## 3) Paragraphs

In this part, moreover, the authors not only can write about the events or activities that happened in the day, but they can also write about their feelings, thoughts and emotions, throughout the day.

## 4) Personal reflection

The researcher will reflect upon their experiences or events that they had that day. It is also like a conclusion of what they think and feel about the day.

## 5) A sign off

Lastly, some researcher end their entry by giving their signature. This is optional, however, as some others might not include their signature in their entry.

# 5. Review on Lecturing Technique

## a. Definition of Lecturing Technique

According to Brown (2002:16), lecturing is a traditional form of teaching with the primary objective of importing knowledge to learners about particular topic. The teacher has to introduce topics, summarize the main point of the learning activity and stimulate further learning. Brown (1990) state lecturing is showing or helping someone

to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

According to Bligh by Aryani (2008:89), lecturing or lecture method is continuous exposition by speaker who are want the audience to learn something. So lecture method also called instructor-centered method. George and Madeleine (1987) state lecturing is a technique of imparting knowledge in the special way while can be learned and improved upon.

The aims of lectures are different from those of small group laboratory sessions in that lectures are usually delivered to a large audience and are designed for specific purpose such as: presenting information, clarifying topics and issues, encouraging student to think about the topic, creating interest, and using the lecturer's time and expertise in an economical way.

According to hamdani (2011:156), lecture method told about concept principal, and fact is covered by giving question and answer between teacher and students. The lecturer as a facilitator and guiding them learn. If they do not understand about the material. The important in teaching learning process are teaching style, approach, method, and classroom technique. Lecturing Technique become a common technique in traditional method. The teacher taught the students by explaining the form of sentences, drilling it to students and

asking to do so written exercise at students' worksheet or textbook. This made the students being passive.

From the definition above, it can be concluded that lecturing technique is the traditional style of teaching still found in many schools. It also called lecture-instructor method. It focused on teacher centered, so teacher give some materials to the student as the guided or speaker and the students as listener. In this technique, the teacher plays important role for teaching learning process.

## **b. Advantages and Disadvantages of Lecturing Technique**

### **1) Advantages of Lecturing Technique**

Lecturing technique has some advantages. As stated by Bonwell (1996: 31-33):

- a) The proper perspective and orientation of a subject can be presented and the general outline of scope of the subject can be brought out.
- b) Lecture can stimulate very good interest in the subject.
- c) Greater attention could be secured and maintained, as interest lead to attention.
- d) Lecture can present a number of facts belonging to different subject and also it can facilitate inter-disciplinary approach to topics.

## **2) Disadvantages of Lecturing Technique**

Lecturing technique has some disadvantages. As stated by Bonwell (1996:34):

- a) It waste time to repeat the material already in the books.
- b) The teacher to make the lecture impressive may care more for manner and style but very little for matter or content.
- c) If the lecture is very fast, the pupil cannot easily take notes and will not have any written record of the salient point made out.
- d) A lecture delivered in a style no easily understood by pupil will serve no purpose.
- e) In the process of lecturing, the learners are more passive than be active in class.
- f) There is no cooperation and interaction between the teacher and pupil in the lecture process.

### **c. The Roles of Lecturing Technique**

Teacher as a source information had been the criterion to make teaching and learning process can be successful. Lecturer's role is important to be facilitator in learning to make the process of teaching run well.

According to Mulyasa (2008:56) some the roles of teacher in the learning process are as follow:

1) The lecturer as a facilitator

The lecturer does not just teach, transmit the role, and just leave the students behind the chair but they should be democratic, honest, and ready to be criticized by the students.

2) The lecturer as a motivator

The motivator is one of internal factors, which can drive students to get achievement. Therefore, the teacher must give motivation and give self-confidence.

3) The lecturer as an inspiratory

A good teacher is the one who is able to gain the good idea, and knowledge in the teaching process, so that, the students get new inspiration, raise their spirit and motivate themselves to be better in learning as well.

**d. Implementation of Lecturing Technique**

The implementation of Lecturing Technique based on Brown (2002:74):

- 1) Use an introduction that will catch the teacher's interest
- 2) Provide a brief overview of the teacher's content either verbally, with a handout, or through an outline on the whiteboard or powerpoint presentation.
- 3) Explain the material briefly.
- 4) Allow the students to ask some question related to the materials.

- 5) Determine the key points to be developed during the class sessions. When every nuance, detail, or instance of a topic is discussed, or when too many ideas are presented and not well developed, students often lose sight of the idea.
- 6) Ask for and answer students' questions.
- 7) Close by restating the materials.

### B. Previous Related Study

There are some previous studies that are relevant to this research.

Table 2.2

Previous Study

No.	Title	Difference	Similar
1.	The Use of Story Skeleton Model on Learners' Writing of Recount Text (A Quasi-Experimental Study at the Eighth Grade of Mts. Al-Falah in the Academic Year 2017/2018 (Siti Haryati)	<ol style="list-style-type: none"> <li>a. In the setting and object of study of the research</li> <li>b. The researcher used story skeleton in writing recount text.</li> </ol>	<ol style="list-style-type: none"> <li>a. The design used in this study was quasi-experimental design. The data were gained through quantitative method (experimental &amp; control class)</li> <li>b. In previous study is focused on recount text.</li> </ol>
2.	The Effect of Diary Writing on EFL College Students' Writing Improvement and Attitudes (Hamed Barjesteh, Reza Vaseghi and Gholami)	<ol style="list-style-type: none"> <li>a. the present research reports an experience to find whether diary writing improve EFL</li> </ol>	<ol style="list-style-type: none"> <li>a. In previous study is focused on diary writing. Diary writing on be a very productive and</li> </ol>

	Internasional Journal. IACSIT Press, Singapore. 2011.	college students' grammatical accuracy in writing. b. 44 male participants were selected from all the available classes among the total population of 94 BA.	creative pre writing activity for a writing classroom. b. The data of pre-test and post-test were analysed by using t-test.
3.	The Effect of Diary Writing on EFL Students' Writing and Language Abilities. (Hanan, Nowreyah dkk). British Journal. 2015	a. The students were given an open-ended questionnaire requesting information about the students' method of diary writing. b. In the setting and object of study of the research, on EFL students. c. This study was conducted to investigate the influence of diary writing on the students' writing and language abilities.	a. In previous study is focused on diary writing. Diary writing were effective tools for improving students' writing. Students still having difficulty with grammar and vocabulary.
4.	Using Suggestopedia Method to Improve Students' Writing in	a. Rika Focused on the use of suggestopedia.	a. Researcher focused on the teaching



	Recount Text: A Classroom Action Research at Eighth Grade Students of SMPN 2 Juwana Pati in the Academic Year of 2009:2010 (Rika Isnawati).		recount text at 8 <sup>th</sup> grade of SMP.
5.	Improving the writing students, writing recount text ability at SMA N 1 Ngemplak in Academic Year 2014 (Nofi Yulianti)	<ul style="list-style-type: none"> <li>a. In the setting and object of study of the research.</li> <li>b. Rhe study was classroom action research</li> </ul>	a. In previous study is focused on diary writing

### C. Hypothesis

Based on the study the theory and the frame of mind, their researcher formulates the hypotheses as follow:

Ho: there is no significant difference of students' achievement in teaching recount text taught by using diary and those taught by using lecturing technique at the eighth grade of SMP Negeri 2 Gemolong in academic year 2019/2020.

Ha: there is significant difference of students' achievement in teaching recount text taught by using diary and those taught by using lecturing technique at the eighth grade of SMP Negeri 2 Gemolong in academic year 2019/2020.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

The research was conducted in a quantitative research method. It is better to know what research is before discussing more about the topic. Creswell (2008:3) states that research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. Research is a process that is the step combination that is done systematically and logically to get the solution to the problem or to get the answer from a certain question.

In the case of this research, the researcher selected two class which applied two different independent variables: one as an experimental class and another one as a control class. The purpose of experimental research is to test the causality relationship between variables. Actually, in experimental design, it is necessary to randomly select control or experimental groups. When random selection to control or experimental groups are appropriately assigned, this will lead to true experimental design.

In experimental research, there are six steps: 1). Selecting and formulating the problem; 2). Selecting subject and instrument measurements; 3). Choosing the research design; 4). Implementing the procedures; 5). Analyzing the data; 6). Writing conclusions.

This research is about the used diary writing in writing recount text at the eighth grade of SMPN 2 Gemolong in academic year 2019/2020.

**Table 3.1**  
**The Design of Experimental Research**

<b>Groups</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental Group	Y1	Experimental Treatment	Y2
Control Group	Y1	Control Treatment	Y2

In which:

Y1 : pre-test of the experimental group

Y1 : post-test of the experimental group

Y2 : pre-test of the control group

Y2 : post-test of the control group

Additionally, there are two variables in this research namely independent and dependent variables. The independent variable (X) is called 'independent' because it is independent of the outcome being measured. More specifically, the dependent variable is what causes or influences the outcome. The dependent variable (Y) is called 'dependent' because it is influenced by the independent variable. The independent variable is the diary writing while the dependent variable is the recount text.

The reason why true experiments with a random assignment are so important is that they prove the independent variable alone is the cause of observed differences in the dependent variable. Because the researcher wants

to know about the effect of this strategy in the experimental group before and after given treatment. Then, the design of the group pre-test and post-test design typically represented as follows:

#### Research Procedures

In this research, there were three procedures in applying experiment research:

1. Administering a pre-test

The test administered before the treatment section. The student in both of class (experimental class and control class) asked to write a short recount text based on their background knowledge.

2. Giving treatment

The two groups were given a different treatment. It can be explained as follows:

- a. Experimental class

- 1) In the classroom. The teacher introduced students about diary and recount text, and why they are almost similar. Then the students were given some exercise related to both recount and diary to make them easier to understand.
    - 2) In the end of teaching learning process in the classroom, the teacher asked the students to write a recount text and practice writing diary (as their homework). They had to write their experience everyday on the diary.
    - 3) In the next day, the teacher corrected the students recount texts and diaries and gives feedback. The teacher also asked students

about the problem they had found when they wrote. By giving feedback and correction, it was hoped that the students would be better in writing and they would not repeat same mistakes.

- 4) Then the teacher asked the students to write recount text again and continued writing diary.

b. Control class

- 1) In the classroom, teacher only introduced and explained about recount text. Then students were given some exercise related to recount text.
- 2) In the end of teaching learning process in the classroom, the teacher asked the students to write a recount text
- 3) In the next day, the teacher corrected the students recount text and asked them about the problem they had found when they wrote. By giving feedback and correction, it was hoped that the students would be better in writing and they would not repeat same mistakes.
- 4) Then the teacher asked the students to write recount text again

3. Administering a post-test

After given the treatment in both of class, the writer gave the post-test to measure the student achievement on writing recount text. From this test, the data obtained in form students test score.

**Table 3.2**  
**Schedule of the experiment**

Group	Agenda			
	Pre-test	Treatment (teacher taught the students)	Treatment (giving feedback and correction)	Post-test
Experimental Class	4 <sup>th</sup> January 2020	11 <sup>th</sup> january 2020	15 <sup>th</sup> january 2020	18 <sup>th</sup> January 2020
Control Class	4 <sup>th</sup> january 2020	8 <sup>th</sup> january 2020	13 <sup>th</sup> january 2020	18 <sup>th</sup> January 2020

### B. Location and Time of the Research

This collaborative action research was conducted in SMP Negeri 2 Gemolong. It is located in Jl. Citrosancakan nomor 246 Gemolong. The reason to choose this school is based on the researcher experience during doing at that school.

In observing SMP Negeri 2 Gemolong, the researcher the school facility, it is suitable or not to conduct the research. Some facilities are:

No	Denomination	Total
1.	Teachers	45
2.	Classroom	24

3.	Laboratory	2
4.	Library	1
5.	Student Sanitation	2
6.	Washbowl/Wastafel	12
7.	Principal's office	1
8.	Administration office	1
9.	Mosque	1
10.	Go Green Park	1

Were conducted in the second semester in the academic year of 2019/2020. The observations were conducted in two meetings. The preliminary observation was conducted on 20th February 2019 in class VIII. The second meeting of the observation was conducted on 4th March 2019 in class VIII based on an interview with the teacher and student. Then, the action was conducted two times in a week. Their researcher carried out the action based on the school schedule.

Table 3.3  
Research Schedule

No	Activities	2019												2020								
		2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	
1.	Pre-Research	■	■																			
2.	Title Consultan	■	■																			
3.	Proposal Draft Seminar			■	■	■	■	■	■	■	■	■										
4.	Proposal Examination											■										
5.	Research												■	■								
6.	Thesis Draft													■	■	■	■	■	■	■	■	
7.	Munaqosah																				■	

### C. Population, sample and sampling

#### 1. Population

A population is defined as all members off any well-defined class of pople, event, or subject. The main population is all individual of interest to the research. Subject in this research was the eighth grade of SMP Negeri 2 Gemolong in Academic Year of 2019/2020. It consisted of 66 students. The reason why the researcher chooses this class, because:



- a. The school was easy to research for the purpose of data collection.
  - b. The school welcomed that aimed to improve the quality of teaching and learning.
  - c. Collaboration with school the teacher was easier for researchers.
2. Sample and sampling

Sample is a subject of the population. The sample of this research was chosen by using cluster random sampling. It was referred to as cluster sampling because the unit chosen not an individual but, a group of individual who were naturally together. The researcher used lottery to choose the class as sample. The group of sample was as the control and experimental group. It was taken as the sample consisted 66 students. Thus in this research, the researcher took the class VIII as a sample which of 4-students at SMP Negeri 2 Gemolong.

#### **D. Data Collection Technique**

Data collecting is the most important thing in conducting the research. The data of the research were collected by administering the test to the students. In this study, the researcher uses a test to collect the data from the subject. Test used in this research is essay that require student to write dairy writing in writing recount text. Test is used to measure the students' mastery in writing recount text. It was done twice; pre-test and post-test

##### **1. Pre-test**

Pre-test was used to know the student writing recount ability before the treatment. The test is in written form in which the students should write

the recount text. The result of each students was analyse and scoring to know the students' writing recount before give the treatment.

## 2. Post-test

Post-test was given to the experiment class and control class. It was given in order to know students' achievement after they were taught by using diary (experimental class) and without diary (control class). In this case, student was asked make writing about their unforgettable experience once more based on the correct order of generic structure.

In this research, the researcher used rating scale or evaluate the students' achievement in writing recount text. There are five aspects which are used as consideration in scoring. They are content, organization, vocabulary, language, use (grammar) and mechanics. The scoring guidance according to J.B. Heaton as follows:

Table 3.4

### Assessment of Writing

CONTENT	30-27	Excellent to very good: knowledge, substantive through development of topic sentences relevant to assigned topic.
	26-22	Good to average: some knowledge of subject-adequate range-limited development of topic sentence-mostly relevant to topic, but lacks details
	21-17	Fair to poor: limited knowledge of subject, little substance-inadequate development of topic.

	16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
ORGANIZATION	20-18	Excellent to very good: fluent expression, ideas stated/ supported, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy- loosely organized but main ideas stand up, limited support, logical but incomplete sequencing.
	13-10	Fair to poor: non fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very poor: does not communicate, no organization, or not enough to evaluate.
VOCABULARY	20-18	Excellent to very good: sophisticated range, effective word/ idiom choice and usage/ word form mastery, appropriate register.
	17-14	Good to average: adequate range occasional errors of word/ idiom form, choice, usage but meaning not obscured.
LANGUAGE USE	25-22	Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/ function, articles, pronoun, preposition.
	21-18	Good to average: effective but simple constructions- minor problems in complex constructions- several errors agreement, tense, number, word order/ function, articles, pronouns, preposition but meaning seldom obscured.

	17-11	Fair to poor: major problems in simple/ complex construction- frequent errors of nigetions agreement, tense, number, word order/ function, articles, deletion- meaning confused or obscured.
	10-5	Very poor: virtually no mastery of sentence construction rules. dominated by errors, does not communicate, or not enough to evaluate.
MECHANISM	5	Excellent to very good: demonstrate mastery of conventions. few errors of spelling, punctuation, capitalization.
	4	Good to average: occasional errors of spelling, punctuation, but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuations, capitalization, paragraphing, poor handwriting- meaning confused or obscured.
	2	Very poor: no mastery of conventions dominated by errors of spelling, punctuation capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

### E. Technique of Validity and Reliability Data

The quality of the data, whether it is good or bad, it is based on the instrument used. Arikunto (2006:219) states that a good instrument must meet two important requirements, which are valid and reliable. This research used pre-test and post-test to collect the data. The researcher administer pre-test to

analyze the students prior achievement and to measure between group differences before exposure to the intervention, while post-test was administered to determine if there will be a significant difference of the students mean score in both of group.

1. Validity of the Test Instrument

Ary (2010:225) states that validity defined as the extent to which an instrument measured what it claimed to measure the focus on the interpretation and meaning of the score derived from the instrument. To check the validity of this research, the researcher used test. The pre-test and post-test used both experimental class and control class.

2. Reliability of the Test Instrument

Ary (2010:236) states that reliability refers to the consistency of the scores tes obtained from a test. Writing test used in this research. The reliability of writing test in this research was measured by computing the mean score from each corrector or tester. The score of writing test was the mean score between the pre-test and post-test.

## **F. Data Analysis Technique**

The quantitative data analyses were used to analyse data from the result of teaching learning process. In analyzing quantitative data, the researcher by comparing the mean descriptive statistic. The quantitative data were analyzed by comparing the mean scores of the Pre-test and post-test to know the difference before and after test. The researcher compared those scores. There are three kinds of data description, pre-requisite test, and hypothesis.

## 1. Data Description

### a. Mean

Mean is sum of all student score and divide it with total of individual.

The steps to get the mean score as follows:

- 1) Click analyze.
- 2) Then descriptive statistics.
- 3) Choose descriptive.
- 4) This brings up the descriptive dialog box. Note that the side of the box contains a list of all the variables in our data file. On the right is an area labeled variables, where we can select the variables we would like to use in analysis.
- 5) Click the data file that we want to know the mean.
- 6) Choose mean in the descriptives option box.
- 7) Then click continue and OK.

### b. Median is point below which 50% of score fall and above which 50% fall. Median can be determined by using the following formula:

- 1) Click analyze.
- 2) Then descriptive statistics.
- 3) Choose frequencies.
- 4) Choose the data that we want to know the median.
- 5) Then click statistics.
- 6) Choose median in frequencies statistics box.
- 7) Click continue.

8) Choose the kind of charts that we want to show in the result in the frequencies charts box.

9) Then click continue and oke.

**c. Standard deviation (SD)**

The function of the formula is to solve standard deviation calculation from the data that arranged into distribution table. The steps are:

1) Click analyze.

2) Then descriptive statistics.

3) Then choose descriptives.

4) Click the data file that we want to know the standard derivation.

5) Choose Std. Deviation in the descriptives options box.

6) Then click continue and OK.

**d. Test**

After conducting the test, the researcher gave score to the writing test papers of the students. The researcher uses test to measure the writing ability covering content, organization, vocabulary, language use and mechanics. In giving score of writing test, the researcher processes the result of the students' tests. The writer gave score for each component of writing as follows:

1. Content : the lowest score is 13 and the highest score is 30

2. Organization : the lowest score is 7 and the highest score is 20

3. Vocabulary : the lowest is 7 and the highest score is 20

4. Language use: the lowest score is 5 and the highest score is 25
5. Mechanic : the lowest score is 2 and the highest score is 5

To be able to know whether there is a significant improvement or not between pre-test and post-test.

## 2. Pre-requisite Test

### a. Normality Test

Normality testing is need to find out whether the data is in normal distribution or not. Normality of data is important because the data can be considered to represent the population when it is in normal distribution. The researcher used statistical computation by using statistical package social science (SPSS)for normality test. There are several steps are follows:

- 1) Click analyze.
- 2) Choose descriptive statistics
- 3) Click explore.
- 4) Then input the data in the dependent list and factor list. In the display choose both.
- 5) Click plots.
- 6) Then click oke.
- 7) To determine the normality,  $L_o = F(Z_1) - S(Z_1) L_o$  is the highest value of normality

$L_t$  is the value from lilliefors table



The data is normal if  $L_o$  is lower than  $L_t$  or  $L_o < L_t$  and the data is abnormal if  $L_o$  is highest than  $L_t$  or  $L_o > L_t$

b. Homogeneity Test

This test intended to test whether the variance of the data in the experimental groups and in the control groups is equal or not. In this research, the researcher used statistical computation by using statistical package for social science (SPSS) for homogeneity of the test:

1. Click analyze
2. Choose compare means
3. Click one way anova
4. Input the data into the one way anova box
5. Click option
6. Choose homogeneity of variance test
7. Click continue and OK
8. To determining the homogeneity distribution with criteria; if Sig. Value  $> 0,05$ , so the data homogeneous, and if Sig. Value  $< 0,05$ , so the data is not homogeneous.

The hypotheses for the homogeneity test were formulated as follows:

Ho : the variance of the data is no homogenous

Ha : the variance of the data is homogenous

### 3. Hypothesis Testing

The researcher used group pre-test and post-test design where there were two group (control and experimental). The hypothesis was analysed by using repeated measure t-test of statistical package for social science (SPSS). The researcher used the level of significance 0,05 in which the hypothesis is approved if a  $<0,05$ . It means that the probability of error in the hypothesis is only 5%. The hypothesis testing stated as follow:

Ho: there is no significant difference of students' achievement in teaching recount text taught by using diary and those taught by using Teaching Technique at the eighth grade of SMP Negeri 2 Gemolong in academic year 2019/2020.

Ha: there is significant difference of students' achievement in teaching recount text taught by using Diary and those taught by using Teaching Technique at the eighth grade of SMP Negeri 2 Gemolong in academic year 2019/2020.

While the criteria of the hypothetical test were:

Ho : is accepted if Sig (Pvalue)  $< = 0,05$

Ha : i s accepted if Sig (Pvalue)  $> = 0,05$

## CHAPTER IV

### RESEARCH FINDNG AND DISCUSION

#### A. Research Finding

This section discusses the result of the researcher about the effectiveness of diary writing in teaching recount text at the eighth grade of SMP Negeri 2 Gemolong in academic year 2019/2020. The implementation of Diary Writing in teaching recount text at the eighth grade of SMP Negeri 2 Gemolong in Academic Year 2019/2020. The purpose of this research are to find out whether there is significant difference of students' achievement in recount text taught by using diary writing and those taught by using Lecturing technique and find out whether using diary writing is effective to teach recount text. The researcher chooses two classes as the sample. There were VIII G as an experimental class and VIII H as a control class. In which for the experimental class, the students were taught by using Diary Writing and for the control class, the students were taught by using Lecturing Technique.

The researcher did pre-test in both of the groups, then gave treatment by doing different technique. In the experimental class using Diary Writing and the control class using Lecturing technique. After the treatment had done, the researcher gave post-test in both of the groups in order to get the writing score of the students. The data in this research were obtained from the writing tests score. The data was taken from the pre-test and post-test score experimental and control class.

Table Percentage of Scoring

Indikator	Score
content	30
Organization	20
Vocabulary	20
Language Use	25
Mechanics	5
Total score	100

### 1. Data Description

In the following description, it was presented the research finding. The description of the data included the mean, the median, the sum, the standard deviation by histogram and table. The researcher for the data from pre-test in which taken before the treatment was given to the students and post-test in which taken after the treatment was given to the students. The description of the data was divided into four classes they are as follow:

- a. The data from students' pre-test in recount text for the class taught by Dairy Writing (pre-test experimental class)
- b. The data from students' post-test in recount text for the class taught by Diary Writing (post-test experimental class)
- c. The data from students' pre-test in recount text for the class taught by Lecturing Technique (pre-test control class)

- d. The data from students' post-test in recount text for the class taught by Lecturing Technique (post-test control class)

The data of each class were presented as follow:

- 1) The data from students' pre-test in recount text for the class taught by Dairy Writing (pre-test experimental class)

The data of students' pre-test in recount text was taken before the class taught by using Dairy Writing. The score was obtained from 32 students. Data will be presented in the table, data descriptive and histogram.

**Table 4.1 Score of Pre-test in Experimental Class**

No	STUDENTS NUMBER	Pre-test	No	STUDENTS NUMBER	Pre-test
1	Student 1	54	19	Student 19	80
2	Student 2	43	20	Student 20	59
3	Student 3	78	21	Student 21	69
4	Student 4	59	22	Student 22	48
5	Student 5	60	23	Student 23	57
6	Student 6	60	24	Student 24	51
7	Student 7	39	25	Student 25	60
8	Student 8	48	26	Student 26	71
9	Student 9	70	27	Student 27	46
10	Student 10	62	28	Student 28	74
11	Student 11	59	29	Student 29	61
12	Student 12	64	30	Student 30	47
13	Student 13	65	31	Student 31	63

14	Student 14	43		32	Student 32	59	
15	Student 15	59			STUDENTS (X)		1877
16	Student 16	66					
17	Student 17	39					
18	Student 18	64					

The result analysis of descriptive statistic of students pre-test in experimental class.

**Table 4.1.1**

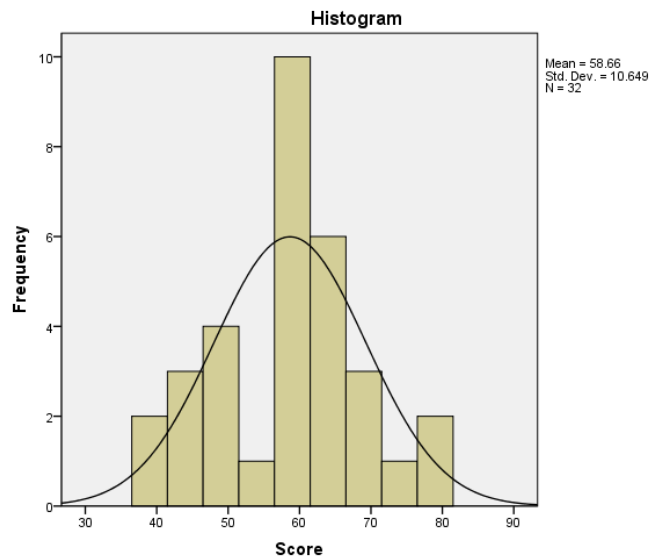
**Descriptive Statistics of Pre-test in Experimental Class**

N	Valid	32
	Missing	0
Mean		58.66
Median		59.50
Std. Deviation		10.649
Sum		1877

In descriptive statistics above, it was found that the total of sample was 32 students. The mean score was 58.66, the median score was 59.50, the sum score was 1877, and the score of standard deviation was 10.649.

Meanwhile, the histogram of the data is presented in figure 4.1

**Figure 4.1 Histogram of pre-test in Experimental Class**



Based on the figure above, it can be seen that students pre-test score of experimental class. There were two students who got score 40. There were three students who got score 45. There were four students who got score 50. There were one student who got score 55. There were ten students who got score 60. There were six students who got score 65. There were three students who got score 70. There were one students who got score 75. And There were two students who got score 80

- 2) The data from students' pre-test in recount text for the class taught by Lecturing Technique (pre-test control class)

The data of students' pre-test in recount text was taken from the class that taught by using Lecturing Technique. The score was obtained from 34 students. Data will be presented in the table, data descriptive and histogram.

**Table 4.2 Score of Pre-test in Control Class**

No	STUDENTS NUMBER	Pre-test	No	STUDENTS NUMBER	Pre-test
1	Student 1	63	19	Student 19	42
2	Student 2	58	20	Student 20	72
3	Student 3	37	21	Student 21	52
4	Student 4	42	22	Student 22	58
5	Student 5	62	23	Student 23	40
6	Student 6	53	24	Student 24	55
7	Student 7	59	25	Student 25	47
8	Student 8	70	26	Student 26	69
9	Student 9	43	27	Student 27	58
10	Student 10	56	28	Student 28	54
11	Student 11	65	29	Student 29	66
12	Student 12	51	30	Student 30	65
13	Student 13	55	31	Student 31	46
14	Student 14	69	32	Student 32	48
15	Student 15	39	33	Student 33	51
16	Student 16	55	34	Student 34	59
17	Student 17	56		STUDENTS (X)	1867
18	Student 18	52			



The result analysis of descriptive statistics of students Pre-test in control class.

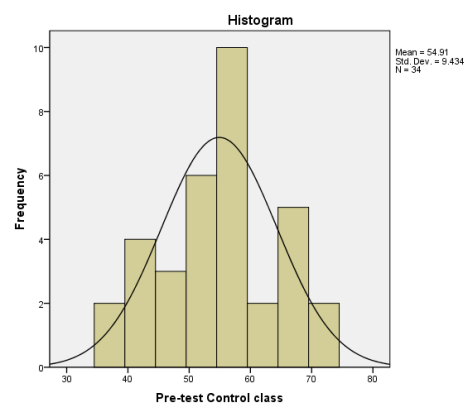
**Table 4.2.1**  
**Descriptive Statistics in Pre-test of Control Class**

N	Valid	34
	Missing	0
Mean		54.91
Median		55.00
Std. Deviation		9.434
Sum		1867
a. Multiple modes exist. The smallest value is shown		

In descriptive statistics above, it was found that the total of sample was 34 students. The mean score was 54.91, the median score was 55.00, the sum score was 1867, and the score of standard deviation was 9.434. the gain of mean score between pre-test and post-test was 5.91.

Meanwhile, the histogram of the data is presented in figure 4.2

**Figure 4.2 Histogram of Pre-test in Control Class**



Based on the figure above, it can be seen that students pre-test score of control class. There were two students who got score 35. There were four students who got score 40. There were three students who got score 45. There were six students who got score 50. There were ten students who got score 55. There were two students who got score 60. There were five students who got score 65, And there were two students who got score 70.

- 3) The data from students' post-test in recount text for the class taught by Diary Writing (post-test experimental class)

In this part, the data of students' post-test in recount text was taken after the class taught by using Diary Writing. The score was obtained from 32 students. Data will be presented in the table, data descriptive and histogram.

**Table 4.3 Score of Post-test in Experimental Class**

No	STUDENTS NUMBER	Post-test	No	STUDENTS NUMBER	Post-test
1	Student 1	62	19	Student 19	87
2	Student 2	46	20	Student 20	64
3	Student 3	82	21	Student 21	78
4	Student 4	70	22	Student 22	52
5	Student 5	65	23	Student 23	74
6	Student 6	67	24	Student 24	60

7	Student 7	50	25	Student 25	60
8	Student 8	62	26	Student 26	72
9	Student 9	81	27	Student 27	56
10	Student 10	62	28	Student 28	74
11	Student 11	63	29	Student 29	65
12	Student 12	72	30	Student 30	47
13	Student 13	68	31	Student 31	75
14	Student 14	59	32	Student 32	67
15	Student 15	70		STUDENTS (X)	2102
16	Student 16	73			
17	Student 17	55			
18	Student 18	64			

The result analysis of descriptive statistics of students Post-test in Experimental Class.

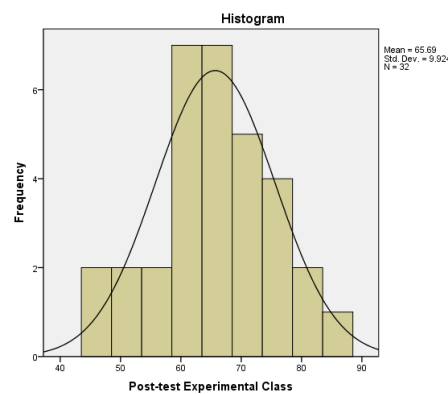
**Table 4.3.1**  
**Descriptive Statistics of Post-test in Experimental**

N	Valid	32
	Missing	0
Mean		65.69
Median		65.00
Std. Deviation		9.924
Sum		2102

In descriptive statistics above, it was found that the total of sample was 32 students. The mean score was 65.69, the median score was 65.00, the sum score was 2102, and the score of standard deviation was 9.924. the gain of mean score between pre-test and post-test was 7.03.

Meanwhile, the histogram of the data is presented in figure 4.3

**Figure 4.3 Histogram of Post-test in Experimental Class**



Based on the figure above, it can be seen that students post-test score of experimental class. There were two students who got score 55. There were two students who got score 50. There were two students who got score 55. There were seven students who got score 60. There were seven students who got score 65. There were five students who got score 70. There were four students who got score 75. There were two students who got score 80. And There were one student who got score 85.

- 4) The data from students' post-test in recount text for the class taught by Lecturing Technique (post-test control class)

The data of students' post-test in recount text was taken from the class that taught by using Lecturing Technique. The score was obtained from 34 students'. Data will be presented in the table, data descriptive and histogram.

**Table 4.4 Score of Post-test in Control Class**

No	STUDENTS NUMBER	Pre-test	No	STUDENTS NUMBER	Pre-test
1	Student 1	71	19	Student 19	55
2	Student 2	64	20	Student 20	82
3	Student 3	44	21	Student 21	55
4	Student 4	58	22	Student 22	44
5	Student 5	62	23	Student 23	78
6	Student 6	53	24	Student 24	64
7	Student 7	76	25	Student 25	49
8	Student 8	70	26	Student 26	70
9	Student 9	55	27	Student 27	58
10	Student 10	58	28	Student 28	60
11	Student 11	65	29	Student 29	66
12	Student 12	62	30	Student 30	69
13	Student 13	55	31	Student 31	57
14	Student 14	65	32	Student 32	43
15	Student 15	62	33	Student 33	55
16	Student 16	55	34	Student 34	65
17	Student 17	68		STUDENTS (X)	2068
18	Student 18	55			

The result analysis of descriptive statistics of students Post-test in Control Class

**Table 4.4.1**

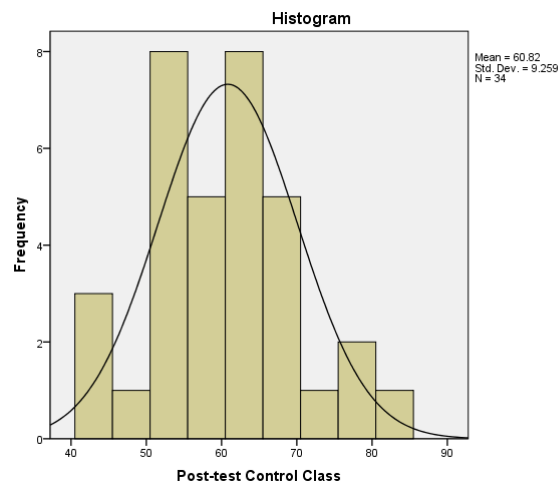
**Descriptive Statistics of Post-test in Control Class**

N	Valid	34
	Missing	0
Mean		60.82
Median		61.00
Std. Deviation		9.259
Sum		2068

In descriptive statistics above, it was found that the total of sample was 34 students. The mean score was 60.82, the median score was 61.00, the sum score was 1867, and the score of standard deviation was 9.259.

Meanwhile, the histogram of the data is presented in figure 4.4

**Figure 4.4 Histogram of Post-test in Control Class**



Based on the figure above, it can be seen that students post-test score of control class. There were three students who got score 45. There were one student who got score 50. There were eight students who got score 55. There were five students who got score 60. There were eight students who got score 65. There were five students who got score 70. There were one student who got score 75. There were two students who got score 80, and there were one student who got score 85.

## 2. The implementation of Diary Writing in Recount Text

### a. Planning

Before conducting the research, the researcher prepared the research instruments, they were:

- 1) Lesson plan: it was used as a guidance and controlling the learning process.

- 2) Material: the content of material was recount text was taken from several sources. The researcher formed the material into a whiteboard.
- 3) Teaching aid: the researcher used a diary as the major technique in the application of the teaching of the recount text. The students make their own story telling into diary writing.
- 4) Test: it conducted both pre-test and post-test was a test given to the students before the researcher conveyed the material using his Lecturing technique, while post-test was given to the students after the researcher conducted his device.

b. Implementation of Action

1) First Meeting

The first meeting held on Wednesday, January 8<sup>th</sup> 2020 in classroom. The teacher explained about the learning purpose and component of diary writing that the students apply them in the learning activity. The next activity was the implementation of diary writing in the classroom.

To implementation diary writing in teaching writing, for the first, the teacher explained the model of diary of learning implemented. Then, the teacher started her teaching activity by explaining the specific instructional objectives to direct the students' to achieve the purpose of the lesson. The students' paid



attention to the explanations given. Then, the teacher gave a model of recount text.

The next step, the teacher explained the material of the course, which was about recount text. Before explaining the main material, the teacher explained the steps to write a paragraph. A paragraph should consist of the topic sentence. The teacher asked the students to write a recount text. They were instructed to write the paragraph covering to the topic sentence. The topics are unforgettable moments, daily activities. The teacher did not limit the words would the students make.

At the end of the class, the students must submit their final product of writing. Before closing the class, the teacher make reflection on the learning process, by asking the students what they had learn. The teacher also asked them if they were happy and enjoyed the lesson or not.

## 2) Second Meeting

The second meeting held on Saturday, January 11<sup>th</sup> 2020 in classroom. The teacher explained about the learning purpose and component of diary writing that the students apply them in the learning activity. The next activity was the implementation of diary writing in the classroom.

After opening the class, the teacher explained about the learning recount text and the essential components of diary

writing in teaching writing. First, the teacher gave a model of recount text. The students had to find topic, the details and transition signal used in the passage. Then, the teacher explained of recount text could be applied in diary writing.

Then, the teacher explained the material of the course, which was about recount text. The teacher gave further explanation about the material, the teacher explained it in more detail which more examples.

The next step, they were instructed to read the paragraph that they write done. In the meeting, the students were read diary in front of class. After that, the teacher taught her students how to write well. The teacher had to enable the students to get their ideas. Then, she should lead the students in organizing their ideas on any writable form. The teacher discussed about correction given to the students' diary.

At the end of the class, the students had to submit their final project of writing. Before closing the class, the teacher made reflection on the learning process, by asking the students what they had learn. The teacher also asked them if they were happy and enjoyed the lesson or not.

### 3) Third Meeting

The third meeting held on Wednesday, January 15<sup>th</sup> 2020 in classroom. The teacher explained about the learning purpose and

component of diary writing that the students apply them in the learning activity. The next activity was the implementation of diary writing in the classroom.

The teacher asked the students some display questions related to the topic discussed this was aimed at activating the students' background knowledge and paragraph writing. Having successfully activated their background knowledge and aroused their attention on the topic discussed, then, the teacher star to implement of diary writing in teaching recount text. The teacher explained about diary writing.

First, the teacher gave a model of recount text. The students had to find topic, the details and transition signal used in the passage. In the next step, the teacher asked the students to submit their diary writing.

After that, the teacher taught her students how to write well. The teacher had to enable the students to get their ideas. Then, she should lead the students in organizing their ideas on any writable form. The teacher discussed about correction given to the students' diary.

At the end of the class, students had to submit their diary. Then, the teacher told the students write a diary, everything what they want. The teacher said to their students "if you want to write, just write". Here, the students should write diary in home.

Before closing the class, the students had to submit their final project of writing. Before closing the class, the teacher made reflection on the learning process, by asking the students what they had learn. The teacher also asked them if they were happy and enjoyed the lesson or not.

### 3. Data Analysis

The data obtained from both experimental and control group are used to be analyzed to know the different between the experimental class and control class. The researcher used t-test. The t-test required normality and homogeneity. Therefore, normality and homogeneity are tested first based on the pre-test and post-test score.

#### a. Normality

The normality test is used to know the distribution of the writing of the test is normal or not. The sample was in normal distribution if  $L_o(L_{obtained})$  was lower than  $L_t(L_{table})$ ,  $\alpha = 0.05$ . L stand for Lillifors.

The data was obtained from post-test score of students.

Table 4.5

No	Data of Sample	Number of Sample	$L_o(L_{obtained})$	$L_t(L_{table})$	Alfa ( $\alpha$ )	Distribution of Population
1	Pre-test Exp	32	0.020	0.410	0.05	Normal
2	Post-test Exp	32	0.200	0.967	0.05	Normal

3	Pre-test Control	34	0.200	0.483	0.05	Normal
4	Post-test control	34	0.200	0.679	0.05	Normal

- 1) The highest score ( $L_o \text{ max}$ ) is 0.410 and  $L_{tabel}$  for  $N = 32$  is 0.020. because  $L_o$  is bigger than  $L_{tabel}$  ( $L_o > L_t; 0.020 > 0.410$ ), the sample is in normal distribution.
- 2) The highest score ( $L_o \text{ max}$ ) is 0.967 and  $L_{tabel}$  for  $N = 32$  is 0.200. because  $L_o$  is bigger than  $L_{tabel}$  ( $L_o > L_t; 0.200 > 0.967$ ), the sample is in normal distribution.
- 3) The highest score ( $L_o \text{ max}$ ) is 0.483 and  $L_{tabel}$  for  $N = 34$  is 0.200. because  $L_o$  is bigger than  $L_{tabel}$  ( $L_o > L_t; 0.200 > 0.483$ ), the sample is in normal distribution.
- 4) The highest score ( $L_o \text{ max}$ ) is 0.679 and  $L_{tabel}$  for  $N = 34$  is 0.200. because  $L_o$  is bigger than  $L_{tabel}$  ( $L_o > L_t; 0.200 > 0.679$ ), the sample is in normal distribution

b. Homogeneity

Homogeneity test is used to know whether the data of the students achievement is homogeneous or not. The result of the data is as follows:

**Table 4.6**  
**Test of Homogeneity of Variances**

post-test exp & control

Levine Statistic	df1	df2	Sig.
.097	1	64	.756

The determining the homogeneity distribution with criteria, if Sig. Value  $> 0,05$ , so the data is homogeneous distribution. The result showed that the Sig. is 0.756. it means that the result was homogeneous because Sig. value  $> 0,05$ .

#### 4. Hypothesis Testing

The hypothesis of this research are:

a. Null Hypothesis (Ho)

There is no significant difference on the students' achievement in teaching recount text who were taught before using diary writing and after using diary writing

b. Alternative Hypothesis (Ha)

There is significant difference on the students' achievement in teaching recount text who were taught before using diary writing and after diary writing.

To know whether there are any significant different students achievement in teaching recount text between the student who are taught and the students who are no taught by using diary writing, the calculating

should show whether  $H_0$  is rejected meanwhile  $H_1$  is accepted. To analyzed the data the researcher by using SPSS 19 Version, the result can be seen on table as below.

**Table 4.7**  
**Group Statistics**

	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Experiment Class	32	65.69	1.754	9.924
Control Class	34	60.82	1.588	9.259

Based on table 4.9, it shows there are two class, it was experimental class and control class. First experimental class, show N cell there are 32, mean of score experimental class (65.69), standard deviation for experimental class (9.924), and standard error for experimental class (1.754). while, in control class or class 2, shows cell there are 34, mean of score control class (60.82), standard deviation for control class (9.259), and standard error for control class (1.588).

From there result above it can conclude, that there is significant different of students' score mean between those who are taught by using diary writing and those who aren't.

**Table 4.8**  
**Independent Sample Test**

		F	Sig.	t	Df	Sig. (2- tailed )	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest Exp & Ctrl	Equal variance s assumed	.097	.756	2.06 0	64	.043	4.864	2.361	.147	9.581
	Equal variance s not assumed			2.05 6	62.9 26	.043	4.864	2.366	.135	9.593

The result of independent sample test of post-test

From the data of independent sample test in the table 4.7 showed the statistical hypothesis of this study. Since that the data of the population was distributed normally,  $t_{count}$  of the Equal variances assumed was 2.060 and the Equal variances not assumed was 2.056 with the Sig. (2tailed) 0.043. it means the score is lower than the determined significance value 0.147. the result, can be seen that  $0.043 < 0.005$  mean that null hypothesis (Ho) was rejected, The null hypothesis stated there is no significant difference who are taught by using diary writing and who are no taught by



using diary writing and alternative hypothesis ( $H_a$ ) was accepted in order word there is an effective of using diary writing for teaching recount text.

## **B. Discussion**

In this section, the researcher discussed those the result finding by comparing with some theories on the research problem.

1. The result of hypothesis testing, it can be concluded that there is a significance difference of student' achievement in teaching recount text between those taught by using Diary Writing and those taught by using Lecturing Technique. It can be proved from the result of Sig. (2tailed) 0.043 that is lower than 0,005. The mean score of the both classes are also different. The result of analysis shows that the mean score of the students who were using Diary Writing (65.69) is higher than those are taught using Lecturing Technique (60.82). It means that the students who were taught using Diary Writing have better achievement than those taught using Lecturing Technique.
2. The implementation of diary writing in teaching recount text. The were showed by the procedures of diary writing as follows: First meeting, in the prewriting activities, the teacher told the students to familiarize write a diary. Second meeting, in the whilst writing activities, the teacher explained about recount text, the teacher taught her students how to write well, the teacher guided the students to get idea and the teacher discussed about the correction given to the students' diary. Third meeting, in the post

writing, the teacher corrected the students' diary, the teacher gave suggestion and problem solving.

In conclusion, the diary writing is effective in improving students writing of recount text. The conclusion also indicates that diary writing is effective in improving both junior and senior high school students writing skill as shown in a previous study conducted by siti haryati in MTs Al-Falah in 2018 which was also done in an experimental research. Finally, in relation to the previous study, furtmore, the finding in this present research also supports the finding in another study which is the study by Reza Vaseghi in Singapore in 2011 which was done in how diary writing improved the students writing skill. The result showed that the diary writing could improve the students writing skill proven by thesignificance level of the difference between means (0,000) which was lower than 0.05.

## CHAPTER V

### CONCLUSION, IMPLICATION AND SUGGESTION

#### A. Conclusion

This study was to find out whether there is a significant differences of students achievement in recount text between the students taught by using Diary Writing and the students taught by Lecturing technique and to find out whether the implementation of Diary Writing in teaching recount text. The research was conducted in eighth grade students of SMP Negeri 2 Gemolong in academic year 2019/2020.

After had conducted the research, the researcher got several results, those are follows:

1. Based on the data analysis, the result of independent test computation of post-test score between experimental class and control class of the research shown that there is a significance difference on the students achievement in recount text between the students who are taught by using Diary Writing and those who are taught by using Lecturing Technique. The result,  $t_{count}$  of the Equal variances assumed was 2.060 and the Equal variances not assumed was 2.056 with the Sig. (2tailed) 0.043. it means the score is lower than the determined significance value 0.147. The result, can be seen that  $0.043 < 0.005$  mean that null hypothesis ( $H_0$ ) was rejected, and alternative hypothesis ( $H_a$ ) was accepted.
2. The implementation of diary writing in teaching recount text. The were showed by the procedures of diary writing as follows: First meeting, in the

prewriting activities. Second meeting, in the whilst writing activities. Third meeting, in the post writing, the teacher corrected the students' diary, the teacher gave suggestion and problem solving. It can be proven that mean score of VIII G as the experimental class is 58.66 (Pre-test) and 65.69 (Post-test). The mean score of VIII H as the control class is 54.91 (Pre-test) and 60.82 (Post-test).

### **B. Implication**

Implication is draw from the researcher finding. The discussion of the data from research finding point out that teaching and learning recount text by using Diary Writing technique is effective toward students ability in recount text. It was showed by the students ability in recount text are performed better than the students who did not have the treatment of diary writing. Moreover, it can be happened because the students have to convey their ideas, then it can be output for the students to easily in teaching recount text.

### **C. Suggestion**

Based on the result, the researcher would like to present some suggestion as follows:

1. To the teacher
  - a. English teacher should use Diary Writing in teaching and learning process in the classroom. Because this technique will make the students interest in recount text more increasing.
  - b. The teacher should monitor the group activities in order to make students more active

c. The teacher should give more motivation to the students during the teaching and learning process.

2. To the students

For students, it is suggested to improve their writing ability. By applying Diary Writing technique. The students could improve their writing ability because this technique give students ideas to writing recount text, and use the vocabulary that make them familiar with the work. So, students will have a habit and ability to write and use the words in classroom activity even in outside classroom activity.

3. For the other researcher

- a. The researcher can apply this technique in other field.
- b. The researcher can use it as a reference for other studies

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# APPENDIXS



# **APPENDIX 1**

## **STUDENTS' SCORE**

## A. Score of Experiment Class 8G (Pre-test)

NO	NAMA	Pre-test					Total
		C	G	O	V	M	
1.	Aditya Saputra	16	12	12	11	3	54
2.	Ahmad Wildan Muhaladun	11	9	11	9	3	43
3.	Andhika Bagas S	21	18	18	17	4	78
4.	Aprilia Adila Nurhanifah	18	11	13	14	3	59
5.	Arimuko Nur Satriyo	18	14	14	11	3	60
6.	Azizah Zihra Nur F	20	12	14	11	3	60
7.	Bagas Putra Wibowo	13	7	9	7	3	39
8.	Devie Annanda Putri	15	8	12	10	3	48
9.	Eliezar Egi Robert S	17	18	16	16	3	70
10.	Elise Dwi Kumala Sari	22	11	14	12	3	62
11.	Elsa Putri Hidayah	19	11	13	12	4	59
12.	Gadis Amelia	20	15	12	13	4	64
13.	Lingga Wahyu Febrianto	17	15	16	14	3	65
14.	Meta Nur Saputri	11	11	10	8	3	43
15.	Muh Risky Apriyanto	20	11	14	11	3	59
16.	Muhammad Faiz Khoirul I	22	10	16	14	4	66
17.	Nabil Raisyantono	13	7	9	8	2	39
18.	Nabila Rosdianti	19	11	15	15	4	64
19.	Naffa Febi Rizjiana	26	17	18	15	4	80
20.	Nanda Hazbillah Nisaul H	18	12	13	13	3	59
21.	Novia Patricia	20	15	15	16	3	69
22.	Oktavia Suci R P	17	8	11	10	2	48
23.	Rahmadhani Danar P	17	11	14	12	3	57
24.	Rava Andrean M	16	8	14	10	3	51
25.	Septia Putri Nuraini	18	11	13	14	4	60
26.	Sidiq Musafarudin	23	15	12	17	4	71
27.	Syafira Indah R	13	9	12	10	2	46
28.	Syahbani Putrian G	23	17	17	13	4	74
29.	Valent Azis Agung S	19	12	12	14	4	61
30.	Wahyu Akhilla Nur H	16	8	11	9	3	47
31.	Zahra Nurul Azizah	22	10	16	12	3	63
32.	Ramadhani Nabil Rizqi G	18	11	14	13	3	59
		Jumlah					1877

## B. Score of Experiment Class 8G (Post-test)

NO	NAMA	Post-test					Total
		C	G	O	V	M	
1.	Aditya Saputra	20	14	14	11	3	62
2.	Ahmad Wildan Muhaladun	13	10	11	11	2	46
3.	Andhika Bagas S	23	18	18	19	4	82
4.	Aprilia Adila Nurhanifah	22	12	17	16	3	70
5.	Arimuko Nur Satriyo	17	14	18	13	3	65
6.	Azizah Zihra Nur F	22	12	16	14	3	67
7.	Bagas Putra Wibowo	15	10	11	11	3	50
8.	Devie Annanda Putri	19	10	15	15	3	62
9.	Eliezar Egi Robert S	24	18	18	18	3	81
10.	Elise Dwi Kumala Sari	22	11	14	12	3	62
11.	Elsa Putri Hidayah	20	12	15	12	4	63
12.	Gadis Amelia	23	14	16	15	4	72
13.	Lingga Wahyu FebriantoP*	17	18	16	14	3	68
14.	Meta Nur Saputri	16	11	15	14	3	59
15.	Muh Risky Apriyanto	23	13	16	15	3	70
16.	Muhammad Faiz Khoirul I	25	13	17	15	3	73
17.	Nabil Raisyantono	19	9	13	11	3	55
18.	Nabila Rosdianti	19	11	15	15	4	64
19.	Naffa Febi Rizjiana	28	19	18	17	5	87
20.	Nanda Hazbillah Nisaul H	20	12	15	14	3	64
21.	Novia Patricia	26	17	17	15	3	78
22.	Oktavia Suci R P	19	9	12	10	2	52
23.	Rahmadhani Danar P	23	16	16	16	3	74
24.	Rava Andrean M	18	9	18	12	3	60
25.	Septia Putri Nuraini	18	11	15	12	4	60
26.	Sidiq Musafarudin	23	14	15	16	4	72
27.	Syafira Indah R	18	10	13	12	3	56
28.	Syahnani Putrian G	23	17	17	13	4	74
29.	Valent Azis Agung S	20	12	15	14	4	65

30.	Wahyu Akhilla Nur H	17	8	10	9	3	47
31.	Zahra Nurul Azizah	23	14	18	17	3	75
32.	Ramadhani Nabil Rizqi G	23	11	16	14	4	67
JUMLAH							2102
MEAN							65,6875

C. Score of Control Class 8H (Pre-test)

No	NAMA	C	G	O	V	M	Total
1	Abimanyu Isya Hayu N	22	11	14	12	4	63
2	Adinda Selfiana	20	11	13	11	3	58
3	Affrizal Abiyyu Zharif	13	7	9	6	2	37
4	Afrizal Purna Saputra	13	9	9	9	2	42
5	Ahmad Maulana Affan	21	13	14	11	3	62
6	Aldo Rivana Sakti	17	10	13	10	3	53
7	Annisa Wahyu Pinasti	18	11	13	14	3	59
8	Ardina Noor Diasari	21	11	17	17	4	70
9	Dessinta Dyan Safitri	13	8	10	9	3	43
10	Dinar Luthfiyah Miftakul J	17	10	13	13	3	56
11	Dzhia Bintang Radjustha	22	12	14	14	3	65
12	Fitcha Aulya Cahaya P	18	8	12	10	3	51
13	Jessica Dwi P	18	9	15	10	3	55
14	Juan Arteta	21	12	16	16	4	69
15	Keisya Cintia R	13	6	10	7	3	39
16	Luthfiah Devianti	19	13	11	9	3	55
17	Luthfinanda Al-ifta	17	11	11	14	3	56
18	Miana Handayani	15	11	14	9	3	52
19	Mita Nurmelani	13	9	12	6	2	42
20	Muhammad Daffa Saputra	22	15	16	15	4	72
21	Muhammad Syifais Fadillah	17	7	14	11	3	52
22	Neza Rahma Aulia Putri	19	10	13	13	3	58
23	Nur Holypah Sri Sejati	13	6	9	9	3	40
24	Puja Iskandarudin	20	9	11	12	3	55
25	Rundang Bilyanta	15	8	11	10	3	47
26	Safira Zara Rosi	21	14	15	16	3	69
27	Salsa Sabila U	18	11	13	13	3	58
28	Septian Nur Hidayat	16	11	13	11	3	54



29	Silfi Nur Hidayah	20	13	16	14	3	66	
30	Siska Amelia Putri	23	10	14	14	4	65	
31	Teo Febian	15	9	10	9	3	46	
32	Wahyu Ageng Pernama	13	9	13	10	3	48	
33	Yunita Asmiranda Putri	16	10	12	10	3	51	
34	Zalfa Maulana Ilyas J	19	13	13	11	3	59	
		JUMLAH						1867
		MEAN						54,9117

D. Score of Control Class 8H (Post-test)

No	NAMA	C	G	O	V	M	Total
1	Abimanyu Isya Hayu N	24	14	15	14	4	71
2	Adinda Selfiana	22	11	13	15	3	64
3	Affrizal Abiyyu Zharif	15	8	10	9	2	44
4	Afrizal Purna Saputra	18	10	14	13	3	58
5	Ahmad Maulana Affan	20	13	15	11	3	62
6	Aldo Rivana Sakti	17	10	13	10	3	53
7	Annisa Wahyu Pinasti	23	17	17	16	3	76
8	Ardina Noor Diasari	22	11	17	17	3	70
9	Dessinta Dyan Safitri	16	10	13	13	3	55
10	Dinar Luthfiah Miftakul J	17	10	13	15	3	58
11	Dzhia Bintang Radjustha	22	12	14	14	3	65
12	Fitcha Aulya Cahaya P	20	11	15	13	3	62
13	Jessica Dwi P	18	9	15	10	3	55
14	Juan Arteta	20	13	16	16	3	68
15	Keisya Cintia R	15	11	15	11	3	55
16	Luthfiah Devianti	19	13	11	9	3	55
17	Luthfinanda Al-ifta	27	17	17	16	5	82
18	Miana Handayani	15	11	14	12	3	55
19	Mita Nurmelani	15	9	12	6	2	44
20	Muhammad Daffa Saputra	24	16	18	16	4	78
21	Muhammad Syifais Fadillah	20	12	14	13	3	62
22	Neza Rahma Aulia Putri	20	10	13	14	3	60
23	Nur Holypah Sri Sejati	16	9	14	10	3	52
24	Puja Iskandarudin	20	13	14	14	3	64

25	Rundang Bilyanta	17	8	11	10	3	49	
26	Safira Zara Rosi	22	14	15	16	3	70	
27	Salsa Sabila U	18	11	13	13	3	58	
28	Septian Nur Hidayat	18	12	14	13	3	60	
29	Silfi Nur Hidayah	20	13	15	15	3	66	
30	Siska Amelia Putri	23	13	15	14	4	69	
31	Teo Febian	19	10	13	12	3	57	
32	Wahyu Ageng Pernama	13	7	11	10	2	43	
33	Yunita Asmiranda Putri	17	11	13	11	3	55	
34	Zalfa Maulana Ilyas J	21	13	14	14	3	65	
		JUMLAH						2060
		MEAN						60,588235 29

# **APPENDIX 2**

# **HOMOGENEITY TEST**

## A. Homogeneity Test

Data of Experimental and Control Class Pre-Test

No	Y1	Y1	(Y1-Y1)	(Y1-Y1)	$\frac{(Y1-Y1)}{2}$	$(Y1-Y1)^2$
1.	54	63	-4,7	8,1	22,09	65,61
2.	43	58	-15,7	3,1	246,49	9,61
3.	78	37	19,3	-17,9	372,49	320,41
4.	59	42	0,3	4,1	0,09	16,81
5.	60	62	1,3	7,1	1,69	50,41
6.	60	53	1,3	-1,9	1,69	3,61
7.	39	59	-19,7	4,1	388,09	16,81
8.	48	70	-10,7	15,1	114,49	228,01
9.	70	43	11,3	-11,9	127,69	141,61
10.	62	56	3,3	4,1	10,89	16,81
11.	59	65	0,3	10,1	0,09	102,01
12.	64	51	5,3	-3,9	28,09	15,21
13.	65	55	6,3	0,1	39,69	0,01
14.	43	69	-15,7	14,1	246,49	198,81
15.	59	39	0,3	-15,9	0,09	252,81
16.	66	55	7,3	0,1	53,29	0,01
17.	39	56	-19,7	1,1	388,09	1,21
18.	64	52	5,3	-2,9	28,09	8,41
19.	80	42	21,3	-12,9	453,69	166,41
20.	59	72	0,3	17,1	0,09	292,41
21.	69	52	10,3	-2,9	106,09	8,41
22.	48	58	-10,7	3,1	114,49	9,61
23.	57	40	-1,7	-14,9	2,89	222,01
24.	51	55	-7,7	0,1	59,29	0,01
25.	60	47	1,3	-7,9	1,69	62,41
26.	71	69	12,3	14,1	151,29	198,81
27.	46	58	-12,7	3,1	161,29	9,61
28.	74	54	15,3	-0,9	234,09	0,81
29.	61	66	2,3	11,1	5,29	123,21
30.	47	65	-11,7	10,1	136,89	102,01
31.	63	46	4,3	-8,9	18,49	79,21
32.	59	48	0,3	-6,9	0,09	47,61
33.		51		-3,9		15,21

34.		59		4,1		16,81
SUM	1877	1867			3515,28	2802,74
Mean	58,65	54,91				

## B. Homogeneity Test

Data of Experimental and Control Class Post-Test

No.	Y2	Y2	(Y2-Y2)	(Y2-Y2)	(Y2-Y2) <sup>2</sup>	(Y2-Y2) <sup>2</sup>
1.	62	71	-3,6	10,2	12,96	104,04
2.	46	64	-19,6	3,2	384,16	10,24
3.	82	44	16,4	-16,8	268,96	282,24
4.	70	58	4,4	2,8	19,36	7,84
5.	65	62	-0,6	1,2	0,36	1,44
6.	67	53	1,4	-7,8	1,96	60,84
7.	50	76	-15,6	15,2	243,36	231,04
8.	62	70	-3,6	9,2	12,96	84,64
9.	81	55	15,4	-5,8	237,16	33,64
10.	62	58	-3,6	51,2	12,96	2621,44
11.	63	65	-2,6	4,2	6,76	17,64
12.	72	62	6,4	1,2	40,96	1,44
13.	68	55	2,4	-5,8	5,76	33,64
14.	59	65	-6,6	4,2	43,56	17,64
15.	70	62	4,4	1,2	19,36	1,44
16.	73	55	7,4	-5,8	54,76	33,64
17.	55	68	-10,6	7,2	112,36	51,84
18.	64	55	-1,6	4,2	2,56	17,64
19.	87	55	21,4	4,2	457,96	17,64
20.	64	82	-1,6	21,2	2,56	449,44
21.	78	55	12,4	4,2	153,76	17,64
22.	52	44	-13,6	-16,8	184,96	282,24
23.	74	78	8,4	17,2	70,56	295,84
24.	60	64	-5,6	3,2	31,36	10,24
25.	60	49	-5,6	-11,8	31,36	139,24
26.	72	70	6,4	9,2	40,96	84,64
27.	56	58	-9,6	-2,8	92,16	7,84
28.	74	60	8,4	-0,8	70,56	0,64
29.	65	66	-0,6	5,2	0,36	27,04
30.	47	69	-18,6	8,2	345,96	67,24

31.	75	57	9,4	-3,8	88,36	14,44
32.	67	43	1,4	-17,8	1,96	316,84
33.		55		48,2		2323,24
34.		65		4,2		17,64
SUM	2102	2068			3053,12	63895,3856
Mean	65,6	60,8				

**APPENDIX 3**  
**LESSON PLAN OF**  
**EXPERIMENTAL**  
**CLASS**



**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**Experimental Class (VIII G)**

Sekolah	: SMP NEGERI 2 GEMOLONG
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / Genap
Materi Pokok	: Teks lisan dan tulisan menyatakan dan menanyakan tindakan/kejadian yang dilakukan terjadi di waktu lampau
Alokasi Waktu	: 4 pertemuan (@ 40 Menit)

**A. Kompetensi Inti**

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2** : Menghargai 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.
- KI 3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, 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.
- KI 4** : 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.

## B. Kompetensi Dasar Dan Indikator

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Memahami fungsi sosial untuk menyatakan dan menanyakan tindakan/kejadian di waktu lampau.</li> <li>• Menentukan struktur teks sesuai dengan konteks penggunaannya.</li> </ul>
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 ( <i>personal recount</i> )  4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau ( <i>personal recount</i> ),	<ul style="list-style-type: none"> <li>• Menuliskan teks-teks pendek dengan tulisan tangan tentang pengalaman pribadi yang didektekan oleh guru.</li> <li>• Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau.</li> </ul>

dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	
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### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Memahami fungsi sosial untuk menyatakan dan menanyakan tindakan/kejadian di waktu lampau.
2. Menentukan struktur teks sesuai dengan konteks penggunaannya.
3. Menuliskan teks-teks pendek dengan tulisan tangan tentang pengalaman pribadi yang didektekan oleh guru.
4. Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau.

### D. Materi Pembelajaran

#### Recount Text

Recount adalah sebuah tulisan yang menceritakan peristiwa secara kronologis yang urut. Teks recount sama seperti teks naratif. Ceritanya mungkin sebuah peristiwa dalam satu tempat dan hari tertentu. Susunan peristiwanya sangat penting. Recount dapat menghibur dan/atau menginformasi urutan kejadian yang terjadi.

1. Fungsi sosial : Melaporkan, mengambil teladan, membanggakan
2. Struktur teks
  - a) orientasi
  - b) urutan kejadian/kegiatan
  - c) orientasi ulang
3. Unsur kebahasaan

- a) Kalimat deklaratif dan interogatif dalam *Simple Past tense*
  - b) Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, an hour ago*, dan sebagainya.
  - c) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dan sebagainya.
  - d) Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
  - e) Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
4. Topik
- Peristiwa, pengalaman yang terjadi di rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI

### **Diary**

Diary is a personal record of events that happen over a period of time, usually consist of date of date of each diary item, and be as brief or detailed as the author of diary like, record events in order in which they happened it. (suryaman, 2018:44)

a. Structure of diary writing

6) Date

As mentioned earlier, diary will be kept over a long period of time, each of your entries should be dated based on when you write them.

7) Orientation

After writing the date, diarists then continue with the orientation or introduction.

8) Paragraphs

In this part, moreover, the authors not only can write about the events or activities that happened in the day, but they can also write about their feelings, thoughts and emotions, throughout the day.

9) Personal reflection

The researcher will reflect upon their experiences or events that they had that day. It is also like a conclusion of what they think and feel about the day.

10) A sign off

Lastly, some researcher and their entry by giving their signature. This is optional, however, as some others might not include their signature in their entry.

### **E. Metode Pembelajaran**

1. Pendekatan : Scientific Approach
2. Teknik : Diary Writing

### **F. Media Pembelajaran**

1. Media
  - ❖ Worksheet
2. Alat/Bahan
  - ❖ Spidol, papan tulis, kertas, pena

### **G. Sumber Belajar**

1. Kementerian pendidikan dan Kebudayaan Republik Indonesia. 2014. *“Bahasa Inggris When English Rings a Bell”*. Jakarta: pusat Kurikulum dan perbukuan, balitbang, Kemdikbud. English in focus for grade VIII Junior High School SMP/MTs.
2. Kamus Bahasa Inggris
3. Pengalaman peserta didik dan guru.

### **H. Langkah-Langkah Kegiatan Pembelajaran**

#### **Pertemuan 1**

1. Kegiatan Pendahuluan (10’)
  - a. Salam pembuka

- b. Berdoa
- c. Cek kehadiran siswa
- d. Apersepsi

## 2. Kegiatan Inti (60')

Guru	Siswa
<b>Mengamati</b>	
<p><b>(Class Presentation)</b></p> <ul style="list-style-type: none"> <li>a. Menunjukkan slide yang berisi contoh recount text.</li> <li>b. Menjelaskan secara singkat tentang diary writing sebelum siswa menulis cerita tentang teks recout</li> <li>c. Meminta beberapa siswa untuk membacakan contoh recount text.</li> <li>d. Bersama dengan siswa mendiskusikan struktur dari kalimat teks recount.</li> </ul>	<ul style="list-style-type: none"> <li>a. Mengamati slide berisi kalimat recount text</li> <li>b. Mengucapkan kalimat sesuai perintah guru</li> <li>c. Bersama dengan guru, siswa berdiskusi mengenai struktur kalimat text recount.</li> </ul>
<b>Menanya</b>	
<ul style="list-style-type: none"> <li>a. Memberi kesempatan kepada siswa untuk bertanya apa yang belum diketahuinya terkait dengan teks recount.</li> </ul>	<ul style="list-style-type: none"> <li>a. Bertanya apa yang belum diketahui dan dirasa sulit terkait dengan teks recount.</li> </ul>

	<p>b. Siswa bertanya langkah menyusun teks tulis recount</p> <p>c. Siswa bertanya bagaimana cara membuat kalimat-kalimat dalam teks recount</p>
<b>Mencoba</b>	
<p>a. Memberikan teks yang berisi beberapa kalimat dan meminta siswa untuk mengklasifikasikan kalimat tersebut.</p> <p>b. Memberi contoh cara memcocokkan kata kerja sesuai dengan alur dan meletakkan sesuai generic structure.</p> <p>c. Memberikan arahan kepada siswa untuk menulis kembali teks tersebut kedalam diary mereka.</p>	<p>a. Mengikuti perintah guru.</p> <p>b. Membaca dan mengklasifikasikan kalimat dalam teks.</p> <p>c. Membahas struktur kalimat teks recount bersama tim</p> <p>d. Menyampaikan hasil secara individu ke depan kelas</p>
<b>Menalar</b>	
<p>a. Guru membagikan beberapa tema mengenai teks recount.</p>	<p>a. Berlatih membuat teks recount berdasarkan tema yang dibagikan guru.</p>

<p>b. Guru memberikan contoh cara menuliskan teks recount berdasarkan generic struktur dan struktur kalimat yang benar.</p>	<p>b. Berlatih kembali menulis teks recount berdasarkan generic structure dan strukture kalimat yang benar kedalam diary</p>
<p><b>Mengkomunikasikan</b></p>	
<p>a. Guru memberikan koreksi dan penampilan dari teks yang ditulis siswa</p> <p>b. Meminta siswa untuk maju ke depan membacakan hasil perkarjanya.</p>	<p>a. Maju ke depan membacakan hasil kerja yang sudah dikoreksi guru..</p>

### 3. Kegiatan Penutup (10')

- a. Membuat refleksi/kesimpulan pelajaran.
- b. Berdoa
- c. Salam penutup

## Pertemuan II

### 1. Kegiatan Pendahuluan (10')

- a. Salam pembuka
- b. Berdoa
- c. Cek kehadiran siswa
- d. Apersepsi



## 2. Kegiatan Inti (60')

Guru	Siswa
<b>Mengamati</b>	
<p><b>(Class Presentation)</b></p> <p>a. Menunjukkan slide yang berisi contoh recount text.</p> <p>b. Menjelaskan secara singkat tentang diary writing sebelum siswa menulis cerita tentang teks recount.</p> <p>c. Meminta beberapa siswa untuk membacakan contoh recount text.</p> <p>d. Bersama dengan siswa mendiskusikan struktur dari kalimat teks recount.</p>	<p>a. Mengamati slide berisi kalimat recount text.</p> <p>b. Mengucapkan kalimat sesuai perintah guru.</p> <p>c. Bersama dengan guru, siswa berdiskusi mengenai struktur kalimat text recount.</p>
<b>Menanya</b>	
<p>a. Memberi kesempatan kepada siswa untuk bertanya apa yang belum diketahuinya terkait dengan teks recount.</p>	<p>a. Bertanya apa yang belum diketahui dan dirasa sulit terkait dengan teks recount.</p> <p>b. Siswa bertanya langkah menyusun teks tulis recount.</p> <p>c. Siswa bertanya bagaimana cara membuat kalimat-kalimat dalam teks recount.</p>
<b>Mencoba</b>	

<p>a. Memberikan teks yang berisi beberapa kalimat dan meminta siswa untuk mengklasifikasikan kalimat tersebut.</p> <p>b. Memberi contoh cara mencocokkan kata kerja sesuai dengan alur dan meletakkan sesuai generic structure.</p> <p>c. Memberikan arahan kepada siswa untuk menulis kembali teks tersebut kedalam diary mereka.</p>	<p>a. Mengikuti perintah guru.</p> <p>b. Membaca dan mengklasifikasikan kalimat dalam teks.</p> <p>c. Membahas struktur kalimat teks recount bersama tim.</p> <p>d. Menyampaikan hasil secara individu ke depan kelas</p>
<b>Menalar</b>	
<p>a. Guru membagikan beberapa tema mengenai teks recount.</p> <p>b. Guru memberikan contoh cara menuliskan teks recount berdasarkan generic structure dan struktur kalimat yang benar.</p>	<p>a. Berlatih membuat teks recount berdasarkan tema yang dibagikan guru.</p> <p>b. Berlatih kembali menulis teks recount berdasarkan generic structure dan struktur kalimat yang benar kedalam diary</p>
<b>Mengkomunikasikan</b>	
<p>a. Guru memberikan koreksi dan penampilan dari teks yang ditulis siswa.</p> <p>b. Meminta siswa untuk maju ke depan membacakan hasil perkarjaanya.</p>	<p>a. Maju ke depan membacakan hasil kerja yang sudah dikoreksi guru..</p>

### 3. Kegiatan Penutup (10')

- a. Membuat refleksi/kesimpulan pelajaran.
- b. Berdoa
- c. Salam penutup

## Pertemuan III

### 1. Kegiatan Pendahuluan (10')

- a. Salam pembuka
- b. Berdoa
- c. Cek kehadiran siswa
- d. Apersepsi

### 2. Kegiatan Inti (60')

Guru	Siswa
<b>Mengamati</b>	
<p><b>(Class Presentation)</b></p> <ol style="list-style-type: none"> <li>a. Menunjukkan slide yang berisi contoh recount text</li> <li>b. Menjelaskan secara singkat tentang diary writing sebelum siswa menulis cerita tentang teks recout</li> <li>c. Meminta beberapa siswa untuk membacakan contoh recount text.</li> <li>d. Bersama dengan siswa mendiskusikan struktur dari kalimat teks recount</li> </ol>	<ol style="list-style-type: none"> <li>a. Mengamati slide berisi kalimat recount text</li> <li>b. Mengucapkan kalimat sesuai perintah guru</li> <li>c. Bersama dengan guru, siswa berdiskusi mengenai struktur kalimat text recount.</li> </ol>
<b>Menanya</b>	

<p>a. Memberi kesempatan kepada siswa untuk bertanya apa yang belum diketahuinya terkait dengan teks recount.</p>	<p>a. Bertanya apa yang belum diketahui dan dirasa sulit terkait dengan teks recount.</p> <p>b. Siswa bertanya langkah menyusun teks tulis recount</p> <p>c. Siswa bertanya bagaimana cara membuat kalimat-kalimat dalam teks recount</p>
<b>Mencoba</b>	
<p>a. Memberikan teks yang berisi beberapa kalimat dan meminta siswa untuk mengklasifikasikan kalimat tersebut.</p> <p>b. Memberi contoh cara mencocokkan kata kerja sesuai dengan alur dan meletakkan sesuai generic structure.</p> <p>c. Memeberikan arahan kepada siswa untuk menulis kembali teks tersebut kedalam diary mereka.</p>	<p>a. Mengikuti perintah guru.</p> <p>b. Membaca dan mengklasifikasikan kalimat dalam teks.</p> <p>c. Membahas struktur kalimat teks recount bersama tim</p> <p>d. Menyampaikan hasil secara individu ke depan kelas</p>
<b>Menalar</b>	

<p>a. Guru membagikan beberapa tema mengenai teks recount.</p> <p>b. Guru memberikan contoh cara menuliskan teks recout berdasarkan generic structur dan structur kalimat yang benar.</p>	<p>c. Berlatih membuat teks recount berdasarkan tema yang dibagikan guru.</p> <p>d. Berlatih kembali menulis teks recount berdasarkan generic structure dan strukture kalimat yang benar kedalam diary</p>
<b>Mengkomunikasikan</b>	
<p>c. Guru memberikan koreksi dan penampilan dari teks yang ditulis siswa</p> <p>d. Meminta siswa untuk maju ke depan membacakan hasil perkarjaanya.</p>	<p>b. Maju ke depan membacakan hasil kerja yang sudah dikoreksi guru..</p>

### 3. Kegiatan Penutup (10')

- a. Membuat refleksi/kesimpulan pelajaran.
- b. Berdoa
- c. Salam penutup

## Pertemuan IV

### 1. Kegiatan Pendahuluan (10')

- a. Salam pembuka
- b. Berdoa
- c. Cek kehadiran siswa

d. Apersepsi

**2. Kegiatan Inti (60')**

<b>Guru</b>	<b>Siswa</b>
<b>Mengamati</b>	
<p><b>(Class Presentation)</b></p> <p>a. Menunjukkan slide yang berisi contoh recount text</p> <p>b. Menjelaskan secara singkat tentang diary writing sebelum siswa menulis cerita tentang teks recout.</p> <p>c. Meminta beberapa siswa untuk membacakan contoh recount text.</p> <p>d. Bersama dengan siswa mendiskusikan struktur dari kalimat teks recount.</p>	<p>a. Mengamati slide berisi kalimat recount text</p> <p>b. Mengucapkan kalimat sesuai perintah guru</p> <p>c. Bersama dengan guru, siswa berdiskusi mengenai struktur kalimat text recount.</p>
<b>Menanya</b>	
<p>a. Memberi kesempatan kepada siswa untuk bertanya apa yang belum diketahuinya terkait dengan teks recount.</p>	<p>a. Bertanya apa yang belum diketahui dan dirasa sulit terkait dengan teks recount.</p> <p>b. Siswa bertanya langkah menyusun teks tulis recount</p> <p>c. Siswa bertanya bagaimana cara membuat kalimat-kalimat dalam teks recount</p>
<b>Mencoba</b>	

<p>a. Memberikan teks yang berisi beberapa kalimat dan meminta siswa untuk mengklasifikasikan kalimat tersebut.</p> <p>b. Memberi contoh cara mencocokkan kata kerja sesuai dengan alur dan meletakkan sesuai generic structure.</p> <p>c. Memeberikan arahan kepada siswa untuk menulis kembali teks tersebut kedalam diary mereka.</p>	<p>a. Mengikuti perintah guru.</p> <p>b. Membaca dan mengklasifikasikan kalimat dalam teks.</p> <p>c. Membahas struktur kalimat teks recount bersama tim</p> <p>d. Menyampaikan hasil secara individu ke depan kelas</p>
<b>Menalar</b>	
<p>a. Guru membagikan beberapa tema mengenai teks recount.</p> <p>b. Guru memberikan contoh cara menuliskan teks recout berdasarkan generic structur dan structur kalimat yang benar.</p>	<p>a. Berlatih membuat teks recount berdasarkan tema yang dibagikan guru.</p> <p>b. Berlatih kembali menulis teks recount berdasarkan generic structure dan strukture kalimat yang benar kedalam diary</p>
<b>Mengkomunikasikan</b>	
<p>a. Guru memberikan koreksi dan penampilan dari teks yang ditulis siswa</p>	<p>c. Maju ke depan membacakan hasil kerja yang sudah dikoreksi guru..</p>

b. Meminta siswa untuk maju ke depan membacakan hasil perkarjaanya.	
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#### 4. Kegiatan Penutup (10')

- d. Membuat refleksi/kesimpulan pelajaran.
- e. Berdoa
- f. Salam penutup

### I. Penilaian Kemampuan Menulis

CONTENT	30-27	Excellent to very good: knowledge, substantive through development of topic sentences relevant to assigned topic.
	26-22	Good to average: some knowledge of subject-adequate range-limited development of topic sentence-mostly relevant to topic, but lacks details
	21-17	Fair to poor: limited knowledge of subject, little substance-inadequate development of topic.
	16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.



ORGANIZATION	20-18	Excellent to very good: fluent expression, ideas stated/ supported, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy- loosely organized but main ideas stand up, limited support, logical but incomplete sequencing.
	13-10	Fair to poor: non fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very poor: does not communicate, no organization, or not enough to evaluate.
VOCABULARY	20-18	Excellent to very good: sophisticated range, effective word/ idiom choice and usage/ word form mastery, appropriate register.
	17-14	Good to average: adequate range occasional errors of word/ idiom form, choice, usage but meaning not obscured.
LANGUAGE USE	25-22	Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/ function, articles, pronoun, preposition.
	21-18	Good to average: effective but simple constructions- minor problems in complex constructions- several errors agreement, tense, number , word order/ function,

		articles, pronouns, preposition but meaning seldom obscured.
	17-11	Fair to poor: major problems in simple/ complex construction- frequent errors of nigetions agreement, tense, number, word order/ function, articles, deletion- meaning confused or obscured.
	10-5	Very poor: virtually no mastery of sentence construction rules- dominated by errors- does not communicate, or not enough to evaluate.
MECHANISM	5	Excellent to very good: demonstrate mastery of convention- few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, paragraphing but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuations, capitalization, paragraphing, poor handwriting- meaning confused or obscured.
	2	Very poor: no mastery of conventions dominated by errors of spelling, punctuation

		capitalization, paragraphing, handwriting illegible, or not enough to evaluate.
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Mengetahui  
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**APPENDIX 4**  
**LESSON PLAN OF**  
**CONTROL CLASS**

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**Control Class (VIII H)**

Sekolah	: SMP NEGERI 2 GEMOLONG
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / Genap
Materi Pokok	: Teks lisan dan tulisan menyatakan dan menanyakan tindakan/kejadian yang dilakukan terjadi di waktu lampau
Alokasi Waktu	: 4 pertemuan (@ 40 Menit)

**A. Kompetensi Inti**

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2** : Menghargai 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.
- KI 3** : Memahami dan menerapkan pengetahuan 125 ecount, konseptual, 125ecount 125 al, 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.
- KI 4** : 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.

## B. Kompetensi Dasar Dan Indikator

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Memahami fungsi sosial untuk menyatakan dan menanyakan tindakan/kejadian di waktu lampau.</li> <li>• Menentukan struktur teks sesuai dengan konteks penggunaannya.</li> </ul>
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 ( <i>personal recount</i> )  4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu	<ul style="list-style-type: none"> <li>• Menuliskan teks-teks pendek dengan tulisan tangan tentang pengalaman pribadi yang didektekan oleh guru.</li> <li>• Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau.</li> </ul>

lampau ( <i>personal recount</i> ), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	
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### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

5. Memahami fungsi sosial untuk menyatakan dan menanyakan tindakan/kejadian di waktu lampau.
6. Menentukan struktur teks sesuai dengan konteks penggunaannya.
7. Menuliskan teks-teks pendek dengan tulisan tangan tentang pengalaman pribadi yang ditekankan oleh guru.
8. Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau.

### D. Materi Pembelajaran

#### Recount Text

Recount adalah sebuah tulisan yang menceritakan peristiwa secara kronologis yang urut. Teks recount sama seperti teks naratif. Ceritanya mungkin sebuah peristiwa dalam satu tempat dan hari tertentu. Susunan peristiwanya sangat penting. Recount dapat menghibur dan/atau menginformasi urutan kejadian yang terjadi.

5. Fungsi 127ecoun : Melaporkan, mengambil teladan, membanggakan
6. Struktur teks
  - d) orientasi
  - e) urutan kejadian/kegiatan
  - f) orientasi ulang

## 7. Unsur kebahasaan

- f) Kalimat deklaratif dan interogatif dalam *Simple Past tense*
- g) Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, an hour ago*, dan sebagainya.
- h) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dan sebagainya.
- i) Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- j) Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

## 8. Topik

- Peristiwa, pengalaman yang terjadi di rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI

### **E. Metode Pembelajaran**

- 3. Pendekatan : Scientific Approach
- 4. Teknik : Teaching Technique

### **F. Media Pembelajaran**

- 3. Media
  - ❖ Work sheet
- 4. Alat/Bahan
  - ❖ Spidol, papan tulis, kertas, pena

### **G. Sumber Belajar**

- 4. Kementerian pendidikan dan Kebudayaan Republik Indonesia. 2014. *“Bahasa Inggris When English Rings a Bell”*. Jakarta: pusat Kurikulum dan perbukuan, balitbang, Kemdikbud. English in focus for grade VIII Junior High School SMP/MTs.



5. Kamus Bahasa Inggris
6. Pengalaman peserta didik dan guru.

## H. Langkah-Langkah Kegiatan Pembelajaran

### Pertemuan 1

#### 1. Kegiatan Pendahuluan (10')

- a. Salam pembuka
- b. Berdoa
- c. Cek kehadiran siswa
- d. Apersepsi

#### 2. Kegiatan Inti (60')

Guru	Siswa
<b>Mengamati</b>	
<p><b>(Class Presentation)</b></p> <ol style="list-style-type: none"> <li>a. Menunjukkan slide yang berisi contoh recount text</li> <li>b. Meminta beberapa siswa untuk membacakan contoh recount text.</li> <li>c. Bersama dengan siswa mendiskusikan struktur dari kalimat teks recount</li> <li>d. Menjelaskan slide yang terkait dengan bentuk teks recount.</li> </ol>	<ol style="list-style-type: none"> <li>a. Mengamati slide berisi kalimat recount text</li> <li>b. Mengucapkan kalimat sesuai perintah guru</li> <li>c. Bersama dengan guru, siswa berdiskusi mengenai struktur kalimat text recount.</li> </ol>
<b>Menanya</b>	
<ol style="list-style-type: none"> <li>a. Memberi kesempatan kepada siswa untuk bertanya apa yang belum diketahuinya terkait dengan gambar teks recount.</li> </ol>	<ol style="list-style-type: none"> <li>a. Bertanya apa yang belum diketahui dan dirasa sulit terkait dengan gambar teks recount.</li> <li>b. Siswa bertanya langkah menyusun teks tulis recount</li> </ol>

	c. Siswa bertanya bagaimana cara membuat kalimat-kalimat dalam teks recount
<b>Mencoba</b>	
<p>a. Memberikan teks cerita yang berbentuk recount, guru meminta siswa membacakan teks dan siswa lain mendengarkan.</p> <p>b. Memberi contoh cara mencocokkan kata kerja sesuai dengan alur dan meletakkan sesuai generic structure.</p>	<p>a. Membaca dan mengklasifikasikan kalimat dalam teks.</p> <p>b. Membahas struktur kalimat teks recount</p> <p>c. Menyampaikan hasil secara individu ke depan kelas</p>
<b>Menalar</b>	
<p>a. Guru membagikan beberapa tema mengenai teks recount.</p> <p>b. Guru memberikan contoh cara menuliskan teks recount berdasarkan generic structure dan struktur kalimat yang benar.</p>	<p>a. Berlatih membuat teks recount berdasarkan tema yang dibagikan guru.</p> <p>b. Berlatih kembali menulis teks recount berdasarkan generic structure dan struktur kalimat yang benar.</p>
<b>Mengkomunikasikan</b>	
<p>a. Guru memberikan koreksi dan penampilan dari teks yang ditulis siswa.</p> <p>b. Meminta siswa untuk maju ke depan membacakan hasil perkarjanya.</p>	<p>a. Maju ke depan membacakan hasil kerja yang sudah dikoreksi guru..</p>

### 3. Kegiatan Penutup (10')

- a. Membuat refleksi/kesimpulan pelajaran.
- b. Berdoa

- c. Salam penutup

## Pertemuan II

### 4. Kegiatan Pendahuluan (10')

- a. Salam pembuka
- b. Berdoa
- c. Cek kehadiran siswa
- d. Apersepsi

### 5. Kegiatan Inti (60')

Guru	Siswa
<b>Mengamati</b>	
<p><b>(Class Presentation)</b></p> <ol style="list-style-type: none"> <li>a. Menjelaskan slide yang terkait dengan bentuk teks recount.</li> <li>b. Meminta beberapa siswa untuk membacakan contoh recount text.</li> <li>c. Bersama dengan siswa mendiskusikan struktur dari kalimat teks recount.</li> </ol>	<ol style="list-style-type: none"> <li>d. Mengamati slide berisi kalimat recount text.</li> <li>e. Bersama dengan guru, siswa berdiskusi mengenai struktur kalimat text recount.</li> <li>f. Siswa membaca teks recount</li> </ol>
<b>Menanya</b>	
<ol style="list-style-type: none"> <li>a. Memberi kesempatan kepada siswa untuk bertanya apa yang belum diketahuinya terkait dengan teks recount.</li> </ol>	<ol style="list-style-type: none"> <li>a. Bertanya apa yang belum diketahui dan dirasa sulit terkait dengan teks recount.</li> <li>b. Siswa bertanya langkah menyusun teks tulis recount.</li> <li>c. Siswa bertanya bagaimana cara membuat kalimat-kalimat dalam teks recount.</li> </ol>
<b>Mencoba</b>	
<ol style="list-style-type: none"> <li>d. Guru meminta siswa membuat 6 kelompok.</li> </ol>	<ol style="list-style-type: none"> <li>e. Siswa membentuk kelompok.</li> </ol>

<p>e. Memberikan teks cerita yang berbentuk recount, guru meminta siswa membaca teks dan siswa lain mendengarkan.</p> <p>f. Guru meminta siswa menyebutkan ciri kebahasaan dan langkah retorika teks recount yang ditampilkan.</p>	<p>f. Membaca dan mengklasifikasikan kalimat dalam teks.</p> <p>g. Membahas struktur kalimat teks recount bersama tim.</p> <p>h. Siswa dalam tiap kelompok mengidentifikasi teks recount sesuai dengan ciri kebahasaan dan langkah retorika teks recount.</p>
<b>Menalar</b>	
<p>a. Guru membagikan beberapa tema mengenai teks recount.</p> <p>b. Guru memberikan contoh cara menuliskan teks recount berdasarkan generic structure dan struktur kalimat yang benar.</p>	<p>a. Berlatih membuat teks recount berdasarkan tema yang dibagikan guru.</p> <p>b. Berlatih kembali menulis teks recount berdasarkan generic structure dan struktur kalimat yang benar kedalam</p>
<b>Mengkomunikasikan</b>	
<p>a. Guru memberikan koreksi dan penampilan dari teks yang ditulis siswa.</p> <p>b. Meminta siswa untuk maju ke depan membacakan hasil perkarjaanya.</p>	<p>a. Perwakilan maju kedepan untuk mempresentasikan hasil tugas kelompoknya.</p>

## 6. Kegiatan Penutup (10')

- a. Membuat refleksi/kesimpulan pelajaran.
- b. Berdoa
- c. Salam penutup

### Pertemuan III

#### 1. Kegiatan Pendahuluan (10')

- a. Salam pembuka
- b. Berdoa
- c. Cek kehadiran siswa
- d. Apersepsi

#### 2. Kegiatan Inti (60')

Guru	Siswa
<b>Mengamati</b>	
<b>(Class Presentation)</b>	
a. Menjelaskan slide yang terkait dengan bentuk teks recount. b. Meminta beberapa siswa untuk membacakan contoh recount text. c. Bersama dengan siswa mendiskusikan struktur dari kalimat teks recount.	a. Mengamati slide berisi kalimat recount text. b. Bersama dengan guru, siswa berdiskusi mengenai struktur kalimat text recount. c. Siswa membaca teks recount
<b>Menanya</b>	
a. Memberi kesempatan kepada siswa untuk bertanya apa yang belum diketahuinya terkait dengan teks recount.	a. Bertanya apa yang belum diketahui dan dirasa sulit terkait dengan teks recount. b. Siswa bertanya langkah menyusun teks tulis recount. c. Siswa bertanya bagaimana cara membuat kalimat-kalimat dalam teks recount.
<b>Mencoba</b>	
a. Guru meminta siswa membuat 5 kelompok. b. Memberikan teks cerita yang berbentuk recount, guru	a. Siswa membentuk kelompok. b. Membaca dan mengklasifikasikan kalimat dalam teks.

<p>meminta siswa membaca teks dan siswa lain mendengarkan.</p> <p>c. Guru meminta siswa menyebutkan ciri kebahasaan dan langkah retorika teks recount yang ditampilkan.</p>	<p>c. Membahas struktur kalimat teks recount bersama tim.</p> <p>d. Siswa dalam tiap kelompok mengidentifikasi teks recount sesuai dengan ciri kebahasaan dan langkah retorika teks recount.</p>
<b>Menalar</b>	
<p>a. Guru membagikan beberapa tema mengenai teks recount.</p> <p>b. Guru memberikan contoh cara menuliskan teks recount berdasarkan generic structure dan struktur kalimat yang benar.</p>	<p>a. Berlatih membuat teks recount berdasarkan tema yang dibagikan guru.</p> <p>b. Berlatih kembali menulis teks recount berdasarkan generic structure dan struktur kalimat yang benar kedalam</p>
<b>Mengkomunikasikan</b>	
<p>a. Guru memberikan koreksi dan penampilan dari teks yang ditulis siswa.</p> <p>b. Meminta siswa untuk maju kedepan membacakan hasil perkarjaanya.</p>	<p>b. Perwakilan maju kedepan untuk mempresentasikan hasil tugas kelompoknya.</p>

### 3. Kegiatan Penutup (10')

- a. Membuat refleksi/kesimpulan pelajaran.
- b. Berdoa
- c. Salam penutup

## Pertemuan IV

### 3. Kegiatan Pendahuluan (10')

- a. Salam pembuka
- b. Berdoa
- c. Cek kehadiran siswa
- d. Apersepsi

#### 4. Kegiatan Inti (60')

Guru	Siswa
<b>Mengamati</b>	
<p><b>(Class Presentation)</b></p> <p>a. Menjelaskan slide yang terkait dengan bentuk teks recount.</p> <p>b. Meminta beberapa siswa untuk membacakan contoh recount text.</p> <p>c. Bersama dengan siswa mendiskusikan struktur dari kalimat teks recount.</p>	<p>a. Mengamati slide berisi kalimat recount text.</p> <p>b. Bersama dengan guru, siswa berdiskusi mengenai struktur kalimat text recount.</p> <p>c. Siswa membaca teks recount</p>
<b>Menanya</b>	
<p>b. Memberi kesempatan kepada siswa untuk bertanya apa yang belum diketahuinya terkait dengan teks recount.</p>	<p>a. Bertanya apa yang belum diketahui dan dirasa sulit terkait dengan teks recount.</p> <p>b. Siswa bertanya langkah menyusun teks tulis recount.</p> <p>c. Siswa bertanya bagaimana cara membuat kalimat-kalimat dalam teks recount.</p>
<b>Mencoba</b>	
<p>a. Guru meminta siswa membuat 5 kelompok.</p> <p>b. Memberikan teks cerita yang berbentuk recount, guru meminta siswa membaca teks dan siswa lain mendengarkan.</p> <p>c. Guru meminta siswa menyebutkan ciri kebahasaan dan langkah retorika teks recount yang ditampilkan.</p>	<p>a. Siswa membentuk kelompok.</p> <p>b. Membaca dan mengklasifikasikan kalimat dalam teks.</p> <p>c. Membahas struktur kalimat teks recount bersama tim.</p> <p>d. Siswa dalam tiap kelompok mengidentifikasi teks recount sesuai dengan ciri</p>

	kebahasaan dan langkah retorika teks recount.
<b>Menalar</b>	
<p>a. Guru membagikan beberapa tema mengenai teks recount.</p> <p>b. Guru memberikan contoh cara menuliskan teks recount berdasarkan generic structure dan struktur kalimat yang benar.</p>	<p>a. Berlatih membuat teks recount berdasarkan tema yang dibagikan guru.</p> <p>b. Berlatih kembali menulis teks recount berdasarkan generic structure dan struktur kalimat yang benar kedalam</p>
<b>Mengkomunikasikan</b>	
<p>a. Guru memberikan koreksi dan penampilan dari teks yang ditulis siswa.</p> <p>b. Meminta siswa untuk maju kedepan membacakan hasil perkarjanya.</p>	<p>a. Perwakilan maju kedepan untuk mempresentasikan hasil tugas kelompoknya.</p>

#### 4. Kegiatan Penutup (10')

- a. Membuat refleksi/kesimpulan pelajaran.
- b. Berdoa
- c. Salam penutup

#### I. Penilaian Kemampuan Menulis

CONTENT	30-27	Excellent to very good: knowledge, substantive through development of topic sentences relevant to assigned topic.
	26-22	Good to average: some knowledge of subject-adequate range-limited development of topic sentence-mostly relevant to topic, but lacks details



	21-17	Fair to poor: limited knowledge of subject, little substance-inadequate development of topic.
	16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
ORGANIZATION	20-18	Excellent to very good: fluent expression, ideas stated/ supported, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy- loosely organized but main ideas stand up, limited support, logical but incomplete sequencing.
	13-10	Fair to poor: non fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very poor: does not communicate, no organization, or not enough to evaluate.
VOCABULARY	20-18	Excellent to very good: sophisticated range, effective word/ idiom choice and usage/ word form mastery, appropriate register.
	17-14	Good to average: adequate range occasional errors of word/ idiom form, choice, usage but meaning not obscured.

LANGUAGE USE	25-22	Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/ function, articles, pronoun, preposition.
	21-18	Good to average: effective but simple constructions- minor problems in complex constructions- several errors agreement, tense, number , word order/ function, articles, pronouns, preposition but meaning seldom obscured.
	17-11	Fair to poor: major problems in simple/ complex construction- frequent errors of nigetions agreement, tense, number, word order/ function, articles, deletion- meaning confused or obscured.
	10-5	Very poor: virtually no mastery of sentence construction rules- dominated by errors- does not communicate, or not enough to evaluate.
MECHANISM	5	Excellent to very good: demonstrate mastery of convention- few errors of spelling, punctuation, capitalization, paragraphing.

	4	Good to average: occasional errors of spelling, punctuation, paragraphing but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuations, capitalization, paragraphing, poor handwriting- meaning confused or obscured.
	2	Very poor: no mastery of conventions dominated by errors of spelling, punctuation capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Mengetahui  
Guru Mata Pelajaran

Gemolong,  
Mahasiswa

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# **APPENDIX 5**

# **SYLLABUS**

## SILABUS

Sekolah	: SMP NEGERI 2 GEMOLONG
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / Genap
Tahun Pelajaran	:2019/2020

### KOMPETENSI INTI

- KI 1 :** Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 :** Menghargai 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.
- KI 3 :** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, 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.
- KI 4 :** 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	Kegiatan Pembelajaran
<p>3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau, sesuai dengan konteks penggunaannya</p> <p>4.13 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><b>Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau</b></p> <p><i>Fungsi sosial</i> Melaporkan, menceritakan, menjelaskan</p> <p><i>Struktur teks</i> <i>What did you do after school yesterday? My brother and I went fishing in the river.; Who opened the box? Yusuf did.; She got an accident. She was riding on her motorcycle and hit the lamp post., dan</i> semacamnya.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata kerja dalam Simple Past Tense, Past Continuous Tense</p> <p>(2) Kata sambung: <i>when, while,</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> <li>Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu</li> </ul>

	<p><i>after, before, dll.</i></p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi,</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan.</p> <p><b>Topik</b></p> <p>Kegiatan dan tindakan yang terjadi di masa lalu di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>lampau dalam bahasa Inggris dari film, kaset, buku teks, dsb.</p> <ul style="list-style-type: none"> <li>• Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau.</li> <li>• Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>• Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang telah dipelajari</li> </ul>
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		<p>tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>• Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>
3.2 Menerapkan struktur teks dan unsur kebahasaan untuk	<b>Teks <i>recount</i> pendek dan sederhana tentang kegiatan,</b>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan</li> </ul>



<p>melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.14 Menangkap makna teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p> <p>4.15 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>kejadian, dan peristiwa</b></p> <p><i>Fungsi sosial</i></p> <p>Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.</p> <p><b>Struktur text (gagasan utama dan informasi rinci)</b></p> <p>a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan</p> <p>b. Menguraikan urutan kejadian secara kronologis, urut dan runtut.</p> <p>c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah</p>	<p>peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> <li>• Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.</li> <li>• Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>• Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</li> <li>• Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana.</li> <li>• Siswa membaca semua teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara</li> </ul>
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	<p>disampaikan (opsional).</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kata kerja dalam Simple Past tense, Past Continuous Tense</p> <p>(2) Kosakata: kata kerja yang menunjuk tindakan atau kegiatan</p> <p>(3) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(4) Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, on Monday, an hour ago, immediately</i>, dsb.</p> <p>(5) Penggunaan nominal singular dan</p>	<p>mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> <li>- fungsi sosial setiap teks</li> <li>- orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan</li> <li>- urutan kejadian secara kronologis, urut dan runtut</li> <li>- komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional, jika ada)</li> <li>- kosakata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan</li> </ul> <ul style="list-style-type: none"> <li>• Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang</li> </ul>
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	<p>plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p><b>Topik</b></p> <p>Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>digunakan dalam teks-teks yang mereka hasilkan.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb).</li> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>• Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>
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**APPENDIX 6**  
**WRITING**  
**INSTRUCTION**

## Writing Task Instruction

### Pre-test Experiment and Control Class

#### A. Direction

- This is closed-book test: but you can use your manual dictionary
- You must individually
- Pray before doing the test

#### B. Instruction

- Write down a recount text
- The text should consist of reorientations, events and conclusion
- Choose one of topic that provided below

#### The Topics:

1. Unforgettable Holiday
2. Daily Activities

## Writing Task Instruction

### Post-test Experiment and Control Class

#### A. Direction

- This is closed-book test: but you can use your manual dictionary
- You must individually
- Pray before doing the test

#### B. Instruction

- Write down a recount text
- The text should consist of reorientations, events and conclusion
- Choose one of topic that provided below

#### The Topics:

1. Unforgettable Holiday
2. Daily Activities

# **APPENDIX 7**

# **WORKSHEET**

Date 4/01/2020

Nama = Annisa Wahyu Pinasti  
 No = 10911/7  
 Kelas = 8H

Daily Activities

Last month, I and my friend went to Sari's home. We went by motor cycle. We will borrow him Flashdisk to do home work. After our home work finished, we went to home when we at road and because rain, our motorcycle fall short of because the road slippery. Finally, we hasten to founding our motorcycle and went to back home.

C	: 18
G	: 11
O	: 15
V	: 14
M	: 4
<hr/>	
	60

Nama : Lutflanda Al Ifta

Daily Activity

One day, I feel very tired because of many of the activities. I do in school. But the tired a little less because I played basketball with my team. I think playing basketball is fun! Because you can be <sup>have</sup> many friend, Healthy body, even you can be like many woman. when I finish playing basketball and I go to home, but on the way I see a beautiful girl and I feel very happy

Nama : Lutflanda Al Ifta  
 No = 17.

C	: 17
G	: 11
O	: 11
V	: 14
M	: 3
<hr/>	
	56



No. :

Nama : Ahmad Wiidan Muhalan

No. Abs : 07

Kelas : 8G

Mapel : Bahasa Inggris

E	11
G	9
O	11
V	9
M	2

42

One day, Rudi, Budi, Redi, Debi Play Touch and Run, before play it they did Himpimpa, after Himpimpa Budi Touch Redi in the ground.

When Budi ran to Redi, Budi fell down, his friend helped Budi, Well Budi got sick and friend brought her betadine.

Then, Budi went to home by friend.

After all, Budi was naughty but his friend love him.

No. \_\_\_\_\_  
Date: 4/2000

Meta Nur S  
8G

Weekend

Last week I went to swimming pool with my friend. Her name is Linda and Urista. I went to the swimming pool by public transport. We went there at Thursday. We went to Umbui Ponggak swimming pool. We arrived there at 10.00 am.

Before we swimming we changed clothes. After that, we swimming pool together.

E	11
G	11
O	10
V	8
M	3
43	

Date: 18/01  
2020

Nama = Annisa Wahyu Pinasti  
No = 7  
Kelas = 8A1

Unforgettable Holiday

Last Wednesday, my Brother and I went (to) and cycling to Sewu temple we began at 6.00 am. and arrived at 6.45 a.m. moment there, we traveling to enjoyed cool atmosphere. Because there atmosphere very cool. we forgot time and direct enjoyed our traveling. But, because we became tired to traveling, we decided to back to home. we quickly as an our or pedal very fast in order that we began hungry.

C	23
G	11
O	11
V	16
M	3
76	

Date: 18-01-20

Nama : Eliezor Egi R S  
No : 9  
Kelas : 8 G

Daily Activities

Last holiday was my worst holiday because I did not go anywhere. I just stay at home. In the morning, I wake up and had ablution to do Subuh Pray. Then I have a breakfast. After that I play with my cat. In the afternoon, I had lunch and after that I took a nap. In the evening I watched TV until I got bored.

C	11
G	18
O	18
V	14
M	3
70	

Nama : Lingga Wahyu P.  
 Nomor : 13  
 Kelas : PG

Date: 18 Januari 2020

### Drily Activities

First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got t-shirt so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus. Finally, I walked the three miles to my school only to discover that it was Sunday!

I hope I never have a day as the one I had yesterday.

E	17
G	18
O	16
V	14
M	3
<hr/>	
	68

Nama : Novia Patricia  
 NIO : 21  
 Kelas : BE

MS

Date

### Unforgettable Holiday

Last week, my family and I went to Indrayanti beach. we went ride car, because Indrayanti beach was far from our house.

First, we walked slowly because it was still 08:00 AM, after this, we bought chicken steak and my family bought ice juice, we ate in the cafe. Next, we saw Indrayanti beach, after 09:00 P.M. we back to home.

It was are experience on the Indrayanti beach.

Going to Indrayanti beach Made as happy.

E	26
G	17
O	17
V	15
M	3
<hr/>	
	78

# **APPENDIX 8**

# **PHOTOGRAPHS**

