IMPLEMENTATION OF PROJECT BASED LEARNING TO IMPROVE STUDENTS SKILL IN WRITING RECOUNT TEXT TO THE SECOND GRADE STUDENTS OF MTs MUHAMMADIYAH WARU SUKOHARJO IN ACADEMIC YEAR OF 2021/2022

THESIS

Submited as a Partial Requirement

for the degree of *Sarjana*

By:

DWI MARTANTO

SRN. 15.32.2.1.099

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

UIN RADEN MAS SAID SURAKARTA

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ADVISOR SHEET

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Faculty of Cultures and Languages

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Assalamu'alaikum Wr. Wb.

After reading the thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Dwi Martanto

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Title   : "Implementation of Project Based Learning to Improve Students Skill in Writing Recount Text to the Second Grade Students of MTs Muhammadiyah Waru Sukoharjo in Academic Year of 2021/2022"

has already fulfilled the requirements to be presented before The Board of Examiners *(munaqosyah)* to gain Bachelor Degree in English Education.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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Sukoharjo, 01 June 2022

Advisor

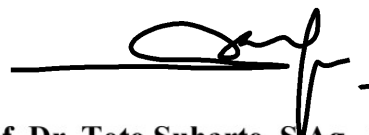**Muh. Husin Al Fatah, M.Pd**

</div>

RATIFICATION

This is to certify the *Undergraduate Degree* thesis entitled **"Implementation of Project Based Learning to Improve Students Skill in Writing Recount Text to the Second Grade Students of MTs Muhammadiyah Waru Sukoharjo in Academic Year of 2021/2022"** by Dwi Martanto has been approved by The Board of Thesis Examiners as the requirement for the Undergraduate Degree in English Language Education Study Program.

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DEDICATION

With deep love, this thesis is dedicated for:

1. My beloved parents (Mr. Sutarno and Mrs. Suliyem)

2. My beloved sister (Ari Sulistiyaningsih)

3. My beloved friends

4. My almamater UIN Raden Mas Said Surakarta

MOTTO

"We can learn lots of things from our experiences & mistakes we made"

(Unknown)

"Learn from yesterday, life for today and hope for tomorrow"

(Unknown)

إِنَّ مَعَ الْعُسْرِ يُسْرًا

(QS. Al-Insyirah: 6)

PRONOUNCEMENT

Name   : Dwi Martanto

SRN   : 153221099

Study Program   : English Language Education Study Program

Faculty   : Faculty of Cultures and Languages

I hereby sincerely state that the thesis titled **"Implementation of Project Based Learning to Improve Students Skill in Writing Recount Text to the Second Grade Students of MTs Muhammadiyah Waru Sukoharjo in Academic Year of 2021/2022"** 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 sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 21 June 2022

Dwi Martanto
SRN. 153221099

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

<div align="right">

Sukoharjo, 21 June 2022

The Researcher

Dwi Martanto

SRN. 153221099

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ABSTRACT

Dwi Martanto. 2022. *Implementation of Project Based Learning to Improve Students Skill in Writing Recount Text to the Second Grade Students of MTs Muhammadiyah Waru Sukoharjo in Academic Year of 2021/2022.* Thesis. English Language Education Study Program, Cultures and Language Faculty.

The objectives of this research is to find out the way of Project Based Learning technique implementation to improve students' achievement in writing recount text and describe it. This research was conducted at MTs Muhammadiyah Waru Sukoharjo in academic year of 2021/2022. The subject of this research were consisted of 36 students at the eighth grade in class 8C.

The researcher used Classroom Action Research design with mixed method. The instrument of collecting data in this research were both quantitative and qualitative data. The quantitative data were taken from writing test consist of pre-test and post-test. The qualitative data were taken from questionnaire and observation sheet.

The result of this research showed the improvement of the mean score of the students from the pre-test to the post-test. In the pre-test, students' mean was 52,17 or 2,7%. After the treatment, students' score in post-test 1 increased to 64,5 or 33,3% of the students could pass the KKM (73). In the post-test cycle 2, the students' mean score improved sinificantly to 73,2% or 47,2% students got score more than 73. Based on the questionnaire and observation sheet, it showed that the expression, participation, motivation and excitement of the students were improved. The students' responses were also showed an increse with the application of Project Based Learning technique.

Keywords   : Recount Text, Students' Achievement

CHAPTER I

INTRODUCTION

A. Background of the Study

Siahaan (2008:214) states that English has four skills; listening, speaking, reading and writing. Students need to master the four skills of English in order to be successful in learning English. To support students in improving their English mastery, teacher must be innovative to create new technique and media. By improving their ability in English, students are expected to get easier to benefits of studying English. Besides, English is one of the main subject in secondary high school which students are required to master.

Writing is the very basic language skill that consistently interrelated and intervened with other language skills – speaking, reading listening. Brown in Pratomo (2014:2) said, writing is not like other skills. Writing does not occur naturally when people communicate each other in the daily life. People dominantly listen, speak and read daily but they do not dominantly write, specially in the formal way. People need more attention in writing because it needs grammars mechanics, such as pluralization, articles, tenses, punctuations, capitalizations and many more. The errors made in writing are also so obvious and noticeable. Thus, they make writing more difficult than speaking, reading and listening.

Furthermore, Toia (2003:75) stated that writing is a complex activity in literation in which students and people in common engage. It required the text composition that entails coordination and deployment of multiple cognitive, linguistic, adn physical operations to get the goals associated with genre specific conventions, audience needs, and the communicative purposes.

Writing is important because it's used extensively in higher educations and workplaces. Students have to express their feeling and thoughts in writing, or they will not be able to communicate well each other, or with the teachers and professors. Students are also required to be able to write some professionals' documents such as proposals, memos, reports, applications, e-mails and many more (Blanka, 2013:9). If students can communicate effectively in writing format, it will enable them to become successful upon graduation and there is a significant need for all level students to not only be able to communicate in writing, but also to understand the importance of good writing skill (Joseph, 2010:34).

Writing has become a factor that determine students' success in learning a language, especially English. Writing skill is one of the indicator to measure their attainment in English. Writing excersices in learning process support development of critical thinking and problem solving skills. Students will learn the writing process, from outline to final product. This process will translate in to other aspects such as aspects of life and learning (Polisena, 2014:2).

Although the importance of mastering writing skill is very clear, in fact, studens' ability in writing canbe said far from being satisfactory. Rahmatunisa in Ariyanti, A. and Fitriana R. (2017:112) found three main problems faced by students in writing activity. They are linguistics, cognitive and phsycological problem. She said that teacher should encourage the students' motivation using supportive writing activities like peer correction and frequent use of dictionary.

Based on the syllabus, learning writing in secondary school especially for the second grade is focused on descriptive text, recount text, narrative text and invitations. It means that teaching writing in different way is needed, because according to researcher's observation, the students do not like writing activity because they are lact of vocabularies and sometimes they confused by the grammar they should use. The teacher still engage the direct instruction method in teaching writing. This method makes the teacher put himself as the center of the teaching and learning process. The teacher explains the main material, then asks the students about the difficult part if there are any, and gives the students some assignments such as making a text or do the excercises in the text book. These activities make the students get bored and confused because they do not really understand about what they are doing because most of the time the students are have no courage to ask the teacher.

The researcher conducted the research at the second grade students of MTs Muhammadiyah Waru. Project based learning is a method that rooted in the progressive education movement, which leads the teaching and

learning activity to be more student centered and experiential approaches to education that support 'deeper learning' through active exploration of real-world problem and challenges (Condliffe, 2017:1) that is suitable to 2013 Curriculum that required student centered learning activities.

Based on the pre-research that the researcher done in MTs Muhammadiyah Waru which has applied the 2013 Curriculum, the researcher found that the teacher had not applied student-centered method efficiently. Furthermore, the understanding of the students to the teaching materials is still low. Some of the students find difficulties because they are still misunderstanding about the writing process, less grammar mastery, poor vocabulary, no self-motivation, and afraid of doing mistakes.

In 2013 Curriculum, students are demanded to be more active during teaching and learning process. On the other hand, the students need a technique to help them increasing their writing achievement and motivate them to give an active participation during the learning process.

According to the situation above, the researcher formulates a research entitled **"IMPLEMENTATION OF PROJECT BASED LEARNING TO IMPROVE STUDENTS SKILL IN WRITING RECOUNT TEXT TO THE SECOND GRADE STUDENTS OF MTs MUHAMMADIYAH WARU SUKOHARJO IN ACADEMIC YEAR OF 2021/2022".**

B. Problem Identification

Based on the background of the study above, there are several problems which can be formulated by the researcher about the English lesson of the second grade students of MTs Muhammadiyah Waru as follow:

1. Most of the students find difficulties in writing English because they are lack of vocabulary.
2. Students often confused on what they should write because they could not build their own idea.
3. Most of the students feel hesitate to ask the teacher about difficulties they found during the lesson.

C. Problem Limitation

This research is only focused on the implementation of project based learning method in teaching writing. The researcher conducts the research on 8C class of MTs Muhammadiyah Waru Sukoharjo.

The researcher uses recount text as it related to the syllabus for teaching English to the second grade students of the secondary school. Thus, the recount text is the subject in the second semester. The subjects of the research is 8C students of MTs Muhammadiyah Waru Sukoharjo in academic year of 2021/2022.

D. Problem Statements

According to the background of the study above, the researcher identified the problem statements of this research:

1. How are students' writing skill of recount text at the second grade students of MTs Muhammadiyah Waru Sukoharjo in Academic Year 2021/2022?

2. What is the result of implementing Project Based Learning in teaching writing recount text to the second grade students of MTs Muhammadiyah Waru Sukoharjo in Academic Year 2021/2022?

3. How is the students' response in wiriting recount text using Project Based Learning method at the second grade students of MTs Muhammadiyah Waru Sukoharjo in Academic Year 2021/2022?

4. How is the condition of students' motivation in wiriting recount text using Project Based Learning method at the second grade students of MTs Muhammadiyah Waru Sukoharjo in Academic Year 2021/2022?

E. The Objectives of the Study

The objective of this research based on the formulation of the problem is:

To describe the improvement of students' writing skill of recount text at the second grade students of MTs Muhammadiyah Waru Sukoharjo in Academic Year 2021/2022 through project-based learning technique.

F. Significance of the Study

The researcher wished that the result of this research could give contibution both theoretical and practical.

1. Theoretical benefits

    a. Providing teachers with a scientific research on the imlementation of project based learning method in teaching writing.

    b. Proposing them one more alternative strategy to teach writing,

    c. Become a reference for further research.

2. Practical benefits

    a. The English teacher of MTs Muhammadiyah Waru Sukoharjo

    The result of this research can give a real description of the use of project based learning and give the teacher an alternative in teaching writing.

    b. The students

    The research findings hopefully can improve students writing skill and help them to solve their problem in writing class.

    c. The researchers

    The researcher hope that this research can help other researcher more understand about project based learning and use it in the future life.

G. Definition of Key Terms

1. Writing

    Aristitotle in Coulmas F. (2002:2) stated that writing contains ideas of words, as a prerequisite of developing logical thinking. Spoken wordsare symbols of affection of the soul that called by us as concept of ideas while the written words allows for the interpretation. Writing is not only preceeded by, but also subordinate to, voval speech.

2. Teaching Writing

    According to Brown (2001:334), it is unsurprisingly that trend in teaching of writing in ESL and other foreign language have coincided with other skills such as listening and speaking.

3. Method

    Method is accomplishing linguistic objectives by generalizing the set of classroom specifications. Method tends to ben concerned primarily with teacher and learner roles and behaviors, and secondarily with other features as linguistic and subject-matter objectives, sequencing, and materials (Brown, 2001:16).

4. Project Based Learning

    Melad (2018:439) argued project based learning has a strong relationship with the practical application of abstract academic concepts in 21st century workplsce values. In this method, students take

collaborative responsibilities as they work in teams to address certain needs.

5. Action Research

Bokdan in Siti (2013:108) explain that action research is a systemic collection of information that is designed to bring about social change. The practice done by the teacher in the classroom or issues on how teachers respond to the students' errors, how the interaction occurs during the teaching and learning process and the feeling of the students and the teachers during and after the lesson.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Writing

a. The Nature of Writing

Writing is one of the four skills in English. Writing done by communicating with others through symbols or signs such as handwriting, spelling, letters, words, layouts and punctuations.

Writing is a productive skill of English which need to be mastered by English. A good skill in writing represents learners' ability in communicating through English as the target language.

Harmer in Larasati (2015:11) said that writing is the only skill in language mastery that enables the students to make a real product that is touchable, has readibility, and can be kept for a long period of time. It can be re-read again in accordance with what the readers' need.

The uniqueness of writing among other other skills. Writing is a learned behavior, while speaking, listening and reading is natural (Emig, 1977:123). The striking point about writing as a unique process is that, the symbolic transformationof experience through the specific symbol system of verbal language is shaped into an icon and reinfocing our hand, aeye and brain marks a uniqueli powerful multi-representational mode for learning.

Nunan (1989:36) stated that writing is a very complex activity that the writer is required to simultaneously control the variables. There include control of the contents, format, structure of the sentence, vocabulary, spelling an letter formations at the sentence level. The writer also has to be able to integrate the information and the structure into cohesive and coherent paragraph and text.

Writing also could be defined as a complex process that requires many skills such as mental, pshycological, rhetorical and critical aspects. The written symbols represent the sound, syllabes or word of a language (Sapkota, 2012:71).

Therefore, it can be concluded that writing is an activity to enhance our understanding of any subjects. Writing used not only to put ideas from our mind to paper, but also to generate more meaning and make ideas found clearer.

b. **Teaching Writing**

In teaching writing, English teachers have to understand how to teach and what to teach in teaching writing. It is not as simple as the teacher come into the class, explain the material to the students and then make the students involved to the writing practices. Teacher should understand about microskills and macroskillls in writing, approaches they used in teaching, the writing process, writing performances of the students, and their roles during the teaching and learning process so it can be clear and effective.

According to Brown (2004:221), both microskills and macroskills are classified into six point as mentioned below:

Microskills of writing:

1) Produce graphemes and orthographic patterns of English.

2) Produce writing in eficient rate of speed to suit the purpose.

3) Produce an acceptable core of words and use appropriate word order patterns.

4) Use acceptable grammatical systems (e.g. tense, agreement, and pluralisation), patterns and rules.

5) Express a particular meaning in different grammatical form.

6) Use cohesive devices in written discourse.

Macroskills of writing:

1) Use rhetorical forms and conventions of writing discourse.

2) Appropriately accomplish the communicative functions of written text according to form and purposes.

3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalisation, and exemplification.

4) Distinguish between literal and implied meanings when writing.

5) Correctly convey culturally specific references in the context of the written text.

6) Develop and use 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, asking for peer and instructor feedback, and using feedback for refising and editing.

The microskills are more focused on the mechanics of writing and the words level like tenses. On the other side, the macroskills of writing deal with a wider area such as the communicative purpose of the text, the main idea, the main paragraph, and both literal and implied meaning. Students must master both microskills and macroskills in writing activity to help them construct their ideas effectively and make them easier in writing various kinds of texts.

Stated by Eliwarti & Prof. Maarof (2014:113), there are three well known approaches in teaching which teacher can use. The synthesis of these approaces is called Process-Genre Approach. They are:

1) Product Approach

This approach is focused on the principles of behaviourist and gives a relation of language teaching and linguistic form, dicrete linguistics skills and habit formation. According to this approach, the teaching and learning process of writing is focusd on the production of text by individual students, sometime under time constraints and usually in silence.

2) Process approach

It emphasizes the cognitive aspects of learning and acknowledge the contribution that the students bring to the learning context. The approaches implied that the teacher should teach the students about 'systematic thinking skills'.

3) Genre approach

The genre approach to teaching writing focused on teaching partiular genre such as essays, assignments, and other kinds of writing that the students need to be able to create in academic activity.

We can conclude from the statements above that writing a Eliwarti & Prof. Maarof The process-genre-based approach thus integrates the strength of the process approach and the genre-based approach. Planning, drafting, conferencing, editing and peer review are components of the process approach to teaching writing. Understanding and considering the purpose, audience and context on the other hand, are elements in the genre approach.

c. **Process of Writing**

Process of writing is a perspective at what people do when they compose written text, and they need to do the process before they done the result (Harmer, 2004:12). In addition, Harmer (2007:113) has a perspective about writing process. He stated that teachers must be want to involve the students to the writing process,

and typically involves planning about what we are gooing to write, make a draft about it, reviewing it and editing what we have written and then producing a final satisfying product. Teacher may have to ask the students to plan, draft, re-plan, draft, edit, re-edit, re-plan etc before they produce the final version.

d. Types of Classroom Writing

Brown (2001:343) considered five major categories classroom writing performance according what students are doing in writing activity; *imitative, intensive, self-writing, display writing,* and *real writing.*

1) Imitative

This performance helps students to understand the conventions of the orthographic codes, and this activity is usually only copying lettesrs, words or sentences.

2) Intensive

Intensive writing is still a controlled writing because it does not neeed students' creativity. It is used to reinforce and sometimes to test students' knowledge of language structures.

3) Self-writing

This performance allows the students to have more opportunities to utilize their skill in writing and creativity as they are writing. Students write as they think that they will be the reader of the

writing themselves. The products of the writing usually not summarized and note-taking by the teacher.

4) Display writing

Display writing require a higher level of ability of writing in terms of the content, linguistic structures and layout. The students usually have to write text in academic boundary such as essay and research report.

5) Real writing

Almost all text-composing activities in the class tend to be display writing. However, sometimes a teacher facilitates the students to impart their ideas to the audience as a genuine communication such as writing an application letter, filling in a form or sending a post card.

On the other hand, there are eleven types of writing according to Nation (2009:11). The types of writing is mentioned as follow:

1) A note of formal letter.

2) A formal letter.

3) Resume, summary, paraphrase.

4) Narrative.

5) Description.

6) Exposition, analysis, definition, classification.

7) Narrative, description (with evaluative comments).

8) Argument.

9) Literary.

10) Advertisement and media.

11) Journal writing.

The researcher conluded from the explanation above that according to Nation, there are eleven types of writing: 1) A note of formal letter, 2) A formal letter, 3) Resume, summary, paraphrase, 4) Narrative, 5) Description, 6) Exposition, analysis, definition, classification, 7) Narrative, description (with evaluative comments), 8) Argument, 9) Literary and 10) Advertisement, media and 11) Journal writing while Brown classified into five major types: imitative, intensive, self writing, display writing and real writing.

Teacher's role in teaching depends on the what students are doing in the classroom. Harmer (2007:25) mentioned that teacher's role in the classroom activity of listening and writing are the same but sometimes it different according to the way the teacher assess students works. He classified the role to five roles, they are *controller* as the teacher standing in front of the class and dictating everything that could be students' focus attention and give them little chance to take the responsibility for themselves in learning. The teacher would be the center of the classroom activity because he gives explanations and informations. Second, teacher's role is as an *agency* and *prompter,* who motivate the students to achieve more. Teacher also act as *assessor* that tell them how well their works are

and give them grades or as a *resource* that provides them certain informations they need during the writing activity in the classroom.

e. **Assessing Writing**

In assessing writing, Brown (2004:241) claims that there are three scoring method in responsive and extensive writing. They are holistic scoring, primary trait scoring and analytic scoring. He stated that in holistic scoring, each point on a holistic scale is given a systematic set of descriptors, and the reader or the evaluator will match overall impression and then give a score. It can be mentioned that the teacher usually put descriptions in the scoring table. It also provides little washback for the students' further stages of learning.

The type of scoring expanded the task at hand in primary trait scoring. It assigns a scored based on the effectiveness of the text's achhieving that one goal. For example, if the aim of a textis to persuade the reader to do something, the score for the writing would be on the accomlishment of that function. If a sttudents is asked to exploit the imaginative function of language by expressing personal feeling, then the response given by teacher would be evalate only on that feature.

Analytic scoring might be more appropriately called as *analytic assessment* in case to capture its closer associaton with classroom language instruction than with the formal testing. Brown and Bailey in Brown (2004:243-246) divided this assessment into

five major categories. The categories are classified by the level from 'very poor' to 'excellent'.

Brown (2004:244) breaks the writing aspects down to five aspects, they are organization, logical development of ideas, grammar, mechanics and writing style. Each aspects has several criteria ranging from 'unaccepetable'until 'excellent' and he gives score 20 as the maximum so that the students can get 100 as the final score.

In conclusion, the curricular goals and students' needs may vary from a place to another and therefore, it is necessary for a teacher to have his own scoring rubric which may be more appropriate for the teaching writing activity.

2. **Project Based Learning**

a. **The Nature of Project Based Learning**

Project Based Learning or usually abbreviated as PBL is an innovative way in teaching learning activity which the students drive their own learning through inquiry, as they have to work collaboratively with their friends to do a research and create projects as the reflection of their knowledge. PBL has been widely adopted to teach different subjects in shools and educational institution around the world.

Bell (2010:39) says that PBL is a student-driven, teacher facilitated approach in learning. PBL is a key strategy for creating

independent thinkers and learners. It is an approach to instruction that teaches curriculum concepts through a project, and the project itself is guided by a inquiry question that drives the research and allows the students to apply their acquired knowledge.

PBL also described as a comprehensive perspective that focused on teaching by engaging students in investigation. Within this framework, students pursue solutions to nontrivial problems by asking plans and/or experiments, collecting and analyzing data, drawing conclusions, and creating artifacts (Blumenfeld, 1991:371). Furthermore, Harris and Kats in Pratomo (2014:21) state that PBL is a student-centered learning which leads the learners to investigate a topic worth the process of learning outcomes both individually or cooperatively.

In project based learning, students work in groups to solve challenging problems that are authentic, curriculum based, and often interdiciplinary. Students gather the information from vaious sources and synthesis, then analyze and derive knowledge from it (Solomon, 2003:1).

Fried-Booth in Sadeghi (2016:512) has developed a definition aof PBL as 'students-centered and driven by the need to establish an end-product'. Project work is driven by the instrinsic needs of students who develop their own task individually or in a small group.

In additon, Savery in Khaliq et al (2015:49) described that PBL is an instructional and curricular student-centered approach that empowers students to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to defined a problem.

According to Chard in Adelita (2017:17) PBL is an 'in-depth investigation of real-world topic worthy of children's attention and effort.' In addition, Adelita (2017:17) summaries that the conduction of PBL should:

1) Be anchored in core curriculum and multi diciplinary.

2) Involve students in sustained effort over time.

3) Involve students in decision-making.

4) Be collaborative.

5) Have a clear real-world connections.

6) Use systematic assessment: both along the weyand end product.

Based on the theories defined by experts above, it can be concluded that PBL is a teaching technique which students are given a problem or challenge as meand of gaining new knowledge and skills. PBL is a student-centered approach that requires students to be active during the teaching learning process, and it gives them a chance to explore knowledge and skill through the projects given to them. It is concentrating on real-world problem and challenges that engage students who work as team through meaningful activities resulting an end-product.

b. Characteristics of Project Based Learning

PBL is an in-depth investigation of a real world's topic,and it will be valuable for attention and effort of the students. It is a comprehensive study which involves learners to collaborate in an investigation that help them to obtain strong knowledge and skills built through tasks and authentic works.

Chandrasekaran in Sumarni (2015:480) mentioned six main principles of PBL as follows:

1) Students collaborate and work together in small groups in a project actvity.

2) The investigation is about a real world problem that affect the life of the students. The learning process is designed to help students develop their problem solving skill, intellectual skill and their thinking skill which requires them to think and create.

3) Students ask to the teacher for guidance, input and feedback after they discuss the findings.

4) Students are required to make particular product in form of real work or modeling which is then demonstrated to other friends by exhibition.

5) The degree of guidance provided by the teacher determined by the maturity level of students' skills.

6) Final products resulting from PBL can be shared with the community-at-large, thus foresting ownership and responsible citizenship in addressing real world problems.

PBL enables students to experience relevant and real-world task. Through PBL, students are exposed to the real world situations while they do their project (Markham in Larasati, 2015:28). Savery in Khaliq (2015:48) identifies some characteristics of PBL that included tutor role in facilitating the students, students' requirements to be self regulated and self directed, the core element design. The teacher will face a serious challenge when adopting PBL as their method in teaching, it is transtioning himself because he has to switch from knowledge provider to a manager, facilitator and tutor of learning.

c. **The Implementation of Project Based Learning**

The George Lucas Educational Foundation in Pratomo (2014:23) seems to have the most comprehensive procedure and thus, these procedures would employ the implementation of PBL in this research.

1) Start with essential questions

Teacher starts the classroom activity by offering the students essential questions which give them image of the goal they have to achieve during the teaching and learning activity. The topic has to fit the students' proficiency level and be relevant to their daily life.

2) Design a plan for the project

It must contan the explanations of the rules of the project development, the excercise leading to the answers of the essential questions, the activities leading to the accomplishment of the project,the materials and the tools use during it, and the possible sources to access. The design can be designed collaboratively with the students to take into account the students' capability, interests and expectations.

3) Create a schedule

This stage is important because the success of the project accomplishment will be determined by how well the students develop themselves.

4) Monitor the students and their project's progress

It is the most important stage which the success of the project accomplishment will be determined by how good students can develop their project. In this phase, the teacher's role is as a monitor who responsible to facilitate the process of the teaching and learning, guide students during the process, help them if they find some difficulties and to make sure that all of the students involved in the process.

5) Assess the outcome

The assessment is conducted to measure the stuudents' achievement after they handed the product to the teacher. This

stage allows the teacher to evaluate students' achievement and the quality of the teaching and learning process.

6) Evaluate the Experiences

This is the stage whisch the teacher and the students reflect on the activities and the project they have done. The teacher has to make sure that the students have been able to answer of the essential questions presented in the first stage.

d. The Roles of Teacher in Project Based Learning

In the teaching learning activity, a teacher have to play his common rules in the classroom such as a controller, a prompter, a prticipant, a resource and so on. Mandoyan (2017:110) states that teacher have several roles in PBL as mentioned below:

1) As a facilitator by providing examples of previous completed projects to encourage students to produce their own. It is easier for the students development in producing a project that meet a need they have identified.

2) Help the students by guiding and directing the students to the information they need to answer a question.

3) Designs language improvement activities to help students present the final outcome of the project successfully. The activity may be an oral presentations, persuasive debates, editing etc.

4) Monitor the students and the progress of the project, as well as to assess the final outcome

e. Advantages of Project Based Learning

PBL is widely known as a valuable pedagogical approach that allows students to have freedom to explore and learn about the topic, encourage them to be in the center of the classroom activity and improve their problem-solving skill in group (Mandoyan 2016:109. Sumarni (2015:480) claims that there are certain advantages of using PBL in the teaching and learning activity.

1) Project based learning increases students' learning motivation. When the teacher successfully implement PBL, students can be highly motivated, feel actively involved in their own learning, and produce complex, high quality work.

2) Project based learning increases students' academic achievement. Students get knowledge (insight and meta-cognition included), skills, and attitudes. They create tasks or problems which are more concrete, and then arranging potential solutions by using theoretical and practical knowledge.

3) Enhances students ability to communicate. They learn to explain, to advocate, to devend their ideas and at the same time they listen to their partners and open to their opinion.

4) Develops students' skill in managing learning resources. Project based learning will improve students' skill to seek and obtain information.

5) Creates fun learning and different teaching environment by getting students out of the boring classroom activity routine.

6) Lowers students' anxiety level in the learning process. When the students are excited and enthusiastic about what they are learning, they often get more involved to the activity, their level of anxiety is reduces and then they can expand their interest to other materials.

7) Improves problem solving ability and make students more active and successful in solving complex problems, then they can develop skills such as collaboration and reflection.

f. Disadvantages of Project Based Learning

Behind the advantages possessed by PBL, of course the xresearchers also discovered many deficiencies in the implementation of PBL especially in a large class. Disadvantages mentioned by Sumarni (2015:481) which encountered in the implementation of PBL can be seen below.

1) If PBL applied in a large class, it it challenging because the teacher might find difficulty in making students to concentrate on learning activity.

2) Students who are not experienced to work in a group may find some difficulties in the learning process.

3) When teacher gives students different topic to each group, the students may not understand the entire topic.

4) Challenging for teachers who often apply traditional method in the classroom activity.

3. Recount Text

a. Definiton of Recount Text

According to Grace (2007:30) recount text is a text that tells the reader or listener what happened in the past through a sequence or events. Recount text has some generic structures; orientation, event, and re-orientation.

A.S. Hornby (1977:975) stated that recount text is a text to tell about something, which is events or experiences in the past. On the other hand, recount text is a text that tells the reader about the writer's story, action or activity.

Rosalimah and Rahayuningsih (2020:81) said that recount text is a kind of text that tells story to the reader about certain experiences. It has a communicative purpose that is to help students to memorize about an event or experience in a kind of sequences story by follow the generic structure recount text. Writing recount text also develops the ability of the students in using past tense and connectors such as first, second, then, next and finally.

b. Generic Structure of Recount Text

The recount text has three parts:

1. Orientation

   Orientation takes in the firs paragraph that give background information about who, what, where and when. Orientation also shows the reader about the topic which is being informed by the author. In this part, the author could problably attract the readers so they are willing to continue the whole text.

2. Event

   Tells what happened and in what sequence. A record of events usually recounted in chronological order named; event 1, event 2, event 3. The author tells the whole story in detail about the events chronologically and usually uses sequence marker such as first, second, third, etc.

3. Re-orientation

   Consist of optional closure of events/ending. It can also show the personal comments from the author to the activities or events informed in the whole text.

c. The Example of Recount Text

Last thursday was my day off. I didn't go anywhere. I just stay at home for two weeks to did the same activities routinely, over and over again. I felt that was the worst day I have ever passed. — Orientation

I woke up earlier and did subuh prayer. After that, I had breakfast with my family in the morning. At 08.00 am, I turned on computer and played many games. Not felt, it was 10.00 o'clock, I rushed to take a bath to freshen my body.

Then, I watched my favorite TV programs until it almost midday. At 01.00 pm, I went to bathroom to ablution and immediately did zuhur prayer. Then, I had lunch and helped my mother to clean the house. — Events

Because I was tired, I felt asleep on the couch. Unexpectedly, after waking up I had a guest who could cheer me up, my aunt came with her child. I kept playing with my nieces until nightfall.

Although just a home holiday, at least to refresh my mind from the routine activities in the office. — Re-orientation

d. The Scoring of Recount Text

The scoring of the recount text is using scoring rubric adapted from Brown (2007:352). There are four main aspects in scoring writing text, they are content, vocabulary, grammar and mechanics. The four aspects are emphasized differentially; content (30 points), vocabulary (25 points), grammar (25 points) and mechanics (20 points). The specific criteria can be seen as the following table below:

Table 2.1 Scoring Rubric for Writing Assessment

Components of Writing	Score	Level	Indicators	Weight-ing
Content (C)	4	Excellent	Present the information well chosen details across the paragraph	3
	3	Good	Present the information with details in parts of the paragraph	
	2	Fair	Present the information with some details	
	1	Poor	Present no clear information	
Vocabulary (V)	4	Excellent	Good ni vocabulary choice	2.5
	3	Good	Error in vocabulary choice are few and do not interfere with understanding	
	2	Fair	Error in vocabulary choice are and sometimes they interfere with understanding	
	1	Poor	Many errors in vocabulary choice are that severally interfere with understanding	
Grammar (G)	4	Excellent	Good in grammar	2.5
	3	Good	Error in grammar choice are few and do not interfere with understanding	
	2	Fair	Error in grammar choice are and sometimes they interfere with understanding	

	1	Poor	Many error in grammar choice that severally interfere with understanding		
Mechanics (M)	4	Excellent	Good in spelling, punctuation and capitalization	2
	3	Good	Error in spelling, punctuation and capitalization are few	
	2	Fair	Error in spelling, punctuation and capitalization, and sometimes interfere with understanding	
	1	Poor	Error in spelling, punctuation and capitalization and severely interfere with understanding	

$$\text{Final Score : } \frac{3C+2.5V+2.5G+2M}{40} \times 100$$

4. Students' Motivation

One of important factors in supporting and determining the effort to learn that raises the spirit and focus attention of the students in the teaching learning process is motivation. When the students faced learning challenges in the learning process, may lack of internal desire and give up quickly if they are governed by instructor, administrator, and parents (Yelni & Pristian, 2022:215).

There are certain definition of motivation from experts. Jannah et.al (2019:2) describe motivation as an inner drive that affects the desire to achieve certain goal. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa (Alizadeh in Purmama et.al, 2019:539). McDonough in Husna et.al (2019:208) stated that motivation is an essential factor that

plays a major role in achieving many fundamental goals in a students' academic life. In learning a foreign language, motivation become the most significant factor which is influencing the students' success or failure.

From the whole explanation above, can be concluded that motivation is a comnination between attempt and desire that gives reasons for students' actions, desires, and needs in the teaching and learning process to obtain the objective of learning.

Motivation is divided into two parts, they are intrinsic an extrinsic motication. Intrinsic motivation comes from within the student (Javid et.al in Erniyati & Putra, 2022:217). A student is engaged in studying if he is instinsically driven and enjoys the study. On the other hand, intinsically motivated students are more likely to success during the teaching and learning process since they are more concerned with learning activity for the sake of learning rather than credentials or work opportunities (Erniyati & Putra, 2022:2017).

Extrinsic motivation described as a type of motivation that comes from outside of the students or influence by others, like their parents, friends or society (Husna & Murtini, 2019:208). Extrinsic motivation according to Hayikaleng et.al in Erniyati & Putra (2022:17) refers to a performance which performed by a student to gain reward such as good grade, good score or alternatively to avoid from punishment.

Both instrinsic and extrinsic motivation are important to stimulate students, because more motivating learning atmosphere is, it will affect students' attitude and achievement in the teaching and learning process.

5. **Students' Response**

Ahmadi (2009:150) describe response as one of the main function of the soul that can interpreted as a memory image of observation, has stopped, just an impression. Students' responses in teaching and learning process are related to several systemic components that affect the implementation of learning activities in the classroom, some of them are students, materials, teachers, methods, facilities and infrastructures, time, and place (Anton, 2018:20).

Students' response is determined by many factors. Some of the factors are teacher's instruction, motivation, and classroom time and activities organizing (Joshi et.al, 2012:928). Teacher in the classroom are generally recognize the importance of student' responses, and applying some treatments, such as engaging instruction, managing the classroom, and create positive relationship with students. Cahyana (2019:11) mentioned several causes that give effect to students' responses as follows:

a. Internal factors, that consists of two elements; spiritual and physical. Both of them include the existence, integrity, and working of sensory devices, nerves and specific parts of human brain. Spiritual and

physicological elements of existence, feeling, reason, fantasy, mental, mind and motivation

b. External factors, that is exist in students' environment. It is the intensity factor and the type of stimulant or people call it by stymulus factor that will be about the sensing device.

6. The Curriculum in MTs Muhammadiyah Waru Sukoharjo

The curriculum which is implemented in MTs Muhammadiyah Waru is Curriculum 2013. Curriculum 2013 is a currriculum that applicable for primary to secondary education. Moh. Noah in Suyanta (2015:1) stated that Curriculum 2013 is developed by the government as an effort to improve the quality of education in Indonesia. It is expected to support the students to become more productive, creative, innovative, and effective through strengthening the attitude (know why), skills (know how), and knowledge (know what) integrated.

According to UU No. 20 Tahun 2003 about national education system, the curriculum is stated as a set of plans and arrangements regarding the objectives, content and learning materials and methods used as guidelines for the implementation of learning activities to achieve certain educational goals.

Permenag RI No.000912 explained that Curriculum 2013 is one of government policy in education system. Curriculum 2013 is an approach in the implementation of the curriculum that gives servicesto

the students so that their skills can be developed optimally according to the potential they have. The main target of Curriculum 2013 is not to create the graduates as many as possible, but graduates that has set of abilities and various important attitudes and values that are not only useful for continuing to the next level, but also improve skills to work in social life, especially for religious education institutions which must include soft-skills that are balanced with hadr-skills in line with the spirit of Islamic education (2013:4).

In preparing the curriculum in MTs Muhammadiyah Waru Sukoharjo, education management involves head of madrasah, vice principal and all of the section (deputy head of curriculum, students affairs, Kemuhammadiyahan and facilities and infrastructure) and teachers, students parents and KEMENAG as the official institution from the government.

Subjects at MTs Muhammadiyah Waru are grouped into two, namely general subjects consisting of language subject groups; English, Bahasa Indonesia, Arabic and Javanese, social, science; consist of physics and biology, mathematics, civil education, computer, cultural arts and crafts, technology, and religious subject group; *aqidah, akhlak, fiqh, tarikh, quran-hadits* and *kemuhammadiyahan*. The teaching and learning process in MTs Muhammadiyah Waru started from 07.00-13.20. Before the teaching and learning process begin, all of the students are reciting Quran for 10 minutes. This activity held to help student maintain their religious personality.

B. Related study

These are some researches that relevant to this study :

1. The first study that is relevant to this study was conducted by Devika Adelita (2017); The Application of Project Based Learning Technique in Improving the Students' Achievement in Writing Recount Text at The Eight Grade of MTs. Negeri Tanjungbalai. The research was focused on solving students' problems in writing on five aspects : content, language use, mechanics, vocabulary and organization.

   This study is a classroom action research was held at MTs Negeri Tanjungbalai in academic year of 2016/2017 with the participants from the VIII-1 that consists of 40 students. The participants' age are ranged from thirteen to fifteen year old. The data obtained are in form of qualitative and quantitative. The qualitative data were acquired from the field notes, questionaire and photographs. The quantitative data were collected in form of students pre-test and post-test.

   The improvement shown by the research was significant. The improvementsare not only shown by the mean of the students' score, but also from the expression, interest, adn excitement of the students during the writing assessment. The questionaire shows that the students are more enthusiast and active during the teaching and learning process.

2. The second study that has relevance to this study is a study conducted by Isnaini Nur Hidayah (2018) with the title : The Effectiveness of Using Project-Based Learning in Teaching English Writing at the Tenth Grade Students of Man 2 Boyolali in the Academic Year 2017/2018.

This action research was conducted in MAN 2 Boyolali. The samples are X IPA 1 that consists of 31 students and X IPA 2 which is constist of 30 students. The data were obtained by pre-test and post-test.

This research shows that students have better ability in developing their ideas in writing than the students that are taught using direct instruction method. The researcher concluded that students who taught using PBL can develop and explore their ideas in writing.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Related to the objective of this research, the method used by the researcher is classroom action research. Burns in Larasati (2017:41) claims that action research is a research that has a purpose to identify a problematic situation and finding a deliberate way of sulutions and better improvements for the problems.

Burns (1990:30) describes action research as application of fact finding to practrical problem solving in a social situation with a view to improve the quality of action in it, which involving cooperation and collaboration of the researchers, practitioners and laymen.

In additon, Burns (1999:109) mentions that action research alloows the researcher and the collaborator collaboratively share some common problems and examine the data of the research. This research adopted a descriptive-qualitative design. However, the researcher also used quantitative data to support the qualitative data.

B. Setting of the Research

The setting of the research is decided into place of the study and time of the study.

1. **Place of the Study**

> The research is going to be conducted in the eight grade students of MTs Muhammadiyah Waru in academic year of 2021/2022. MTs Muhammadiyah Waru is located in Waru RT 04 RW 05 Waru, Baki, Sukoharjo. The researcher choose this school because the researcher found some students' problem in writing.

2. **Time of the Study**

> The researcher will   conduct this action research on the second semester of the academic year of 2021/2022. The research was planned by the researcher as shown in the table below:

Table 3.1 Time of Research

No	Activities	Month (in 2021/2022)				
		Jan	Feb	Mar	May	June
1	Title Consultation	■				
2	Proposal Draft Consultation	■	■			
3	Proposal Draft Seminar			■		
4	Researh Persmission				■	
5	Data Collection				■	■
6	Data Analysis				■	■
7	Research Report					■
8	Thesis Examination					■

3. The Subject of The Research

a. Population

According to Sugiono (2015:297), population is describe as a generalization area to consisting of the subject/object that already has certain quality and characteristics which is determined by the researcher to be studied.

The researcher choose the second grade students of MTs Muhammadiyah Waru in academic year 2021/2022 that consist of 115 students, which is divided in to five classes from 8A to 8E.

b. Sample

Arikunto (2006:131) explains that sample a representation or a part of the population that is being researched. It means that sample is a part of the populaton that the research data is being obtained. The sample of this research is 8C class that consist of 36 students.

c. Sampling Technique

In this research, the researcher uses *simple random sampling.* The sampling will be done randomly regardless of the existing strata in the population.

Population is taken at random
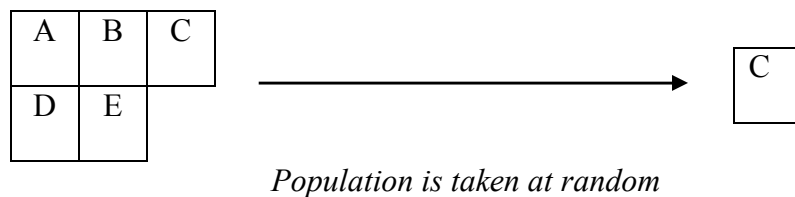
4. Action Plan

According to Arikunto (2008:104), action research is a type of research that has some characterictics; reflective participant, collaborative, and spiral that aim to repair or increase the process, method, substance, competence and situation.

There are some opinion about models of action research, but most of the opinion there are four steps in action research. They are planning, action, observation and reflection (Muhith, 2009:53)

```
                                    Planning

            Reflecting          Cycle 1              Implementing

                                Observing

                                    Planning

            Reflecting          Cycle 2              Implementing

                                Observing

                                    Planning

            Reflecting          Cycle 3              Implementing

                                Observing

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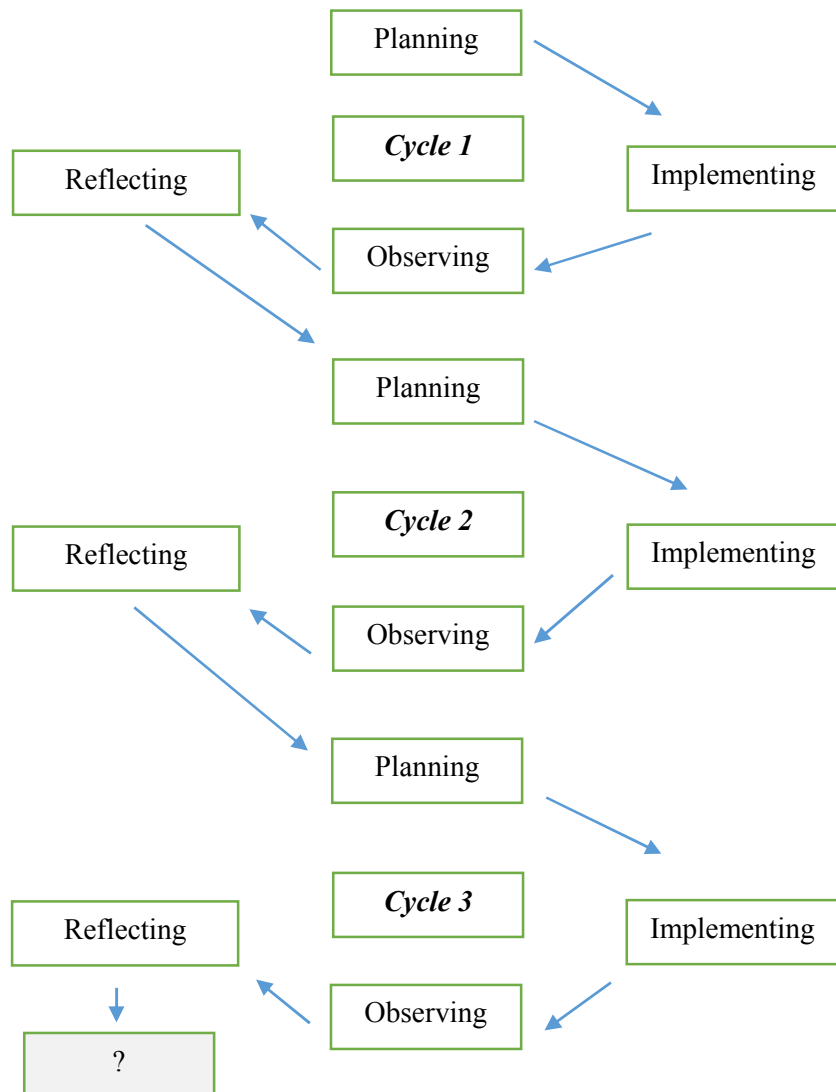
C. Data collection and Data Analysis Technique

1. The types of the data

The data that will be used in this research ara obtained from the research and classified into two types, they are qualitative and quantitative data.

The qualitative data will be obtained by the form of transcript of the interview, observation checklist, field notes and photographs. The data will be collected through the class observation and interview.

On the other hand, the quantitative data is obtained from the series of writing test given to the students during the research. The writing test given to the students were in the forms of pre-test which conducted before the implementation of project-based learning method, whereas the post-test given after the implementation of project-based learning.

2. Data analysis technique

a. Quantitative data

The researcher will conduct the analysis of the quantitaive data by using a statistical technique in scroring pre-test and post test. Here are the following formulas by Ary et. al (2010:10):

$$X = \frac{\Sigma x}{N}$$

`   Where:

x̄   = The mean of students'score

$\sum x$ = Total score

N = Total number of the student

The Minimum Completeness Critia (KKM) of English in MTs Muhammadiyah Waru is 73. To categorize the number of students' mastery, the following formula will be applied:

$$P = \frac{F}{N} \times 100\%$$

Where:

P   = Percentage of students getting score 73

R   = Number of students getting score of 73

T   = Total number of students taking the test

b. Qualitative data

1) Observation

The observation is attached from the observation sheet. In this observation, the information here was related to the process of teaching and learning included the involvements of the student during the lesson, the method and tchniques used by the teacher and the media used in the lesson. The observation sheet is used to identify students'

response and motivation during the teaching and learning process.

2) Questionnaire

The questionaire was attached from all of the students. In analyzing the questionnaire sheet, the researcher identifies students' answer in every question. The researcher identified the yes and no answer one by one each question. if the answer of the observation sheet is 50% "yes", it means that the researcher did the research well. On the other hand, if the result of the observation sheet of "yes" is under 50%, it means that the teaching and learning process from the researcher was not good.

Student responses will be measured using a questionnaire through the number responses for each given category. The response is said to be positive if students and teachers feel happy about learning, new learning for students, interested in learning and interested in learning activities that are carried out held. On the other hand, the response is said to be negative if students and teachers are not happy with learning, learning is not new to students, not interested in learning and not interested in the learning activities carried out.

Learning objectives are stated to be achieved if the average positive response of students is greater than or equal to 55% (Simanjuntak & Imelda, 2018:26)

CHAPTER IV

THE RESEARCH FINDING AND DISCUSSION

A. Research Finding

This research data involved both qualitative and quantitative data. The qualitative data were obtained from the questionaire and observation sheet. The quantitative data were obtained from the mean of student assisgnment of writing recount text. This research were conducted in one class, 8C of MTs Muhammadiyah Waru Sukoharjo that consisted of 36 students. The research was accomplished in three cycles that consisted of four steps of action research; planning, action, observation and reflection.

1. The Students Writing Skill

The students' writing skill was measured in form of quantitative dat. The quantitative data were taken during the research in three meetings. The test given was divided into three tests: a pretest, post test of cycle 2 and post test of cycle 3.

a. Pre-Test

The pre-test was conducted in the classroom to the students without any treatment. The pre-test was done to be compared to the next post-test. The result of students' score in the pre-test could be seen in the table 4.1 below:

Table 4.1 The Students' Score in Pre-Test

No	Student Initial	C	V	G	M	Total	Final Score
1	AHZ	6	5	2,5	2	15,5	38,75
2	ANCP	3	5	5	4	17	62,5
3	AR	6	5	2,5	2	15,5	38,75
4	AC	12	5	5	6	28	70
5	AK	6	7,5	7,5	4	24,5	61,25
6	AS	12	7,5	7,5	2	29	72,5
7	ADRD	9	5	5	2	21	52,5
8	BRP	6	5	2,5	4	17,5	43,75
9	BW	3	5	2,5	2	12,5	30,25
10	CBP	6	5	5	2	18	45
11	CCP	3	5	2,5	2	12,5	31,25
12	CLP	12	7,5	7,5	8	35	87,5*
13	DA	3	2,5	5	4	14,5	36,26
14	DCN	6	7,5	5	6	24,5	61,25
15	FPP	6	5	5	2	18	45
16	FDA	6	7,5	5	2	20,5	50,25
17	FAA	6	5	5	4	20	50
18	IR	3	2,5	2,5	2	10	25
19	IK	6	5	2,5	4	17,5	62,5
20	KAW	6	7,5	7,5	4	25	62,5

21	MABIDP	9	7,5	7,5	4	28	70
22	MRF	6	7,5	5	2	20,5	50,25
23	MWH	3	7,5	5	4	19,5	48,75
24	MFA	5	7,5	7,5	6	27	67,5
25	MFAH	6	5	5	6	22	55
26	NBN	3	2,5	5	2	12,5	31,25
27	PBP	6	5	5	4	20	50
28	PYP	6	5	5	2	18	45
29	RDH	3	5	5	2	15	37,5
30	RDS	6	5	5	4	20	50
31	RAN	6	7,5	5	2	20,5	52,5
32	RES	9	7,5	5	4	24,5	63,75
33	RJS	6	5	5	2	18	45
34	SD	6	7,5	7,5	4	25	62,5
35	VO	6	5	5	6	22	55
36	ZO	6	7,5	7,5	6	27	67,5

C: Content   G: Grammar
V: Vocabulary   M: Mechanics
*: students who passed KKM (73)

In the first meeting (Pre-test/Test 1) that conducted in the first meeting, total score of the students was 1878,26 and the students followed the test was 36. The highest score was 87 and the lowest score was 25. The table shown above shows that there were one student who got 25. A student got 30,25. Two students got 31,25. A student got 36,25. A student got 37,5. Two students got

38,75. A student got 43,75. Four students got 45. A student got 48,75. Three students got 50. Two students got 50,25. Two students got 52,5. Two students got 55. Two students got 61,25. Four students got 62,5. A student got 63,75. Two studens got 67,5. Two students got 70. A student got 72,5. A student got 87,5. From the data of the pre-test above, there are only a student who passed the KKM or reach the score above 73.

b. **Post-Test Cycle 1**

In the Post-Test Cycle 1, the teacher started to implement the Project Based Learning technique to the teaching and learning process. The result of the students' writing test in the Post-Test Cycle 1 can be seen as follows:

Table 4.2 The Students' Score in Post-Test 1

No	Student Initial	C	V	G	M	Total	Final Score
1	AHZ	3	7,5	5	4	19,5	48,75
2	ANCP	6	7,5	7,5	4	25	60
3	AR	6	5	5	4	20	50
4	AC	9	7,5	7,5	6	30	75*
5	AK	6	10	7,5	4	25	63,25
6	AS	12	7,5	7,5	4	30	75*
7	ADRD	6	7,5	7,5	4	25	62,5
8	BRP	3	5	5	4	17	42,5

9	BW	6	5	5	6	22	55
10	CBP	6	7,5	5	2	20,5	52,5
11	CCP	9	7,5	7,5	6	30	75*
12	CLP	12	7,5	7,5	8	35	87,5*
13	DA	12	7	10	6	35,5	78,75*
14	DCN	6	7,5	5	4	22,5	56,5
15	FPP	3	7,5	5	4	19,5	48,75
16	FDA	6	5	5	4	20	50
17	FAA	6	5	5	4	20	50
18	IR	12	7,5	10	8	37,5	86,5*
19	IK	12	7,5	7,5	6	33	82,5*
20	KAW	6	7,5	7,5	4	25	62,5
21	MABIDP	9	10	7,5	6	32,5	80,25*
22	MRF	6	7,5	5	2	20,5	52,5
23	MWH	10	7,5	7,5	6	33	80,25*
24	MFA	9	7.5	7.5	6	30	65
25	MFAH	6	7,5	5	2	20,5	52,5
26	NBN	6	5	5	6	22	55
27	PBP	6	7,5	7,5	4	25	62,5
28	PYP	6	7,5	7,5	4	25	62,5
29	RDH	6	7,5	7,5	6	27	67,5
30	RDS	3	5	5	4	17	42,5
31	RAN	6	5	5	6	22	55

32	RES	12	7,5	7,5	8	33	82,5*
33	RJS	12	7,5	7,5	6	33	82,5*
34	SD	6	7.5	7.5	6	27	67,5
35	VO	9	7,5	7,5	4	28	70
36	ZO	12	7,5	7,5	6	33	82,5*

C: Content   G: Grammar
V: Vocabulary   M: Mechanics
*: students who passed KKM (73)

In the Post-Test cycle 1/second test, the students got 2324,6 for the total score. There were 36 students who followed this test. In this second test, the students' highest score was 87,5 meanwhile the lowest score was 42,5. The tale shown above showed if there were 2 students who got 42,5. Two students got 48,5. Three students got 50. A student got 50,5. A student got 52,5. Two students got 56,5. A student got 60.

Four students got 62,5. A student got 63,25. A student got 65. Two students got 67,5. A student got 70. Three students got 75. A student got 78,75. Two students got 80,25. Four students got 82,5. A student got 86,5, and a student got 87,5.

c. **Post-Test Cycle 2**

In this Post-Test Cycle 2, the teacher implemented the Project Based Learning technique to the teaching and learning process, to The result of the students' writing test in the Post-Test Cycle 2 can be seen in the table below:

Table 4.3 The Students' Score in Post-Test 2

No	Student Initial	C	V	G	M	Total	Final Score
1	AHZ	6	5	5	4	20	50
2	ANCP	9	7,5	5	4	25,5	63,25
3	AR	6	7,5	7,5	6	27	67,5
4	AC	12	7,5	7,5	6	33	82,5*
5	AK	6	7,5	7,5	4	26	65
6	AS	9	7,5	7,5	4	28	70
7	ADRD	12	7,5	7,5	6	33	82,5*
8	BRP	9	5	7,5	4	25,5	63,75
9	BW	9	7,5	7,5	6	30	75*
10	CBP	6	7,5	7,5	4	26	65
11	CCP	9	10	7,5	6	32,5	81,25*
12	CLP	9	7,5	7,5	8	32	80*
13	DA	9	7,5	7,5	8	32	80*
14	DCN	6	7,5	7,5	4	25	62,5
15	FPP	6	5	5	4	20	50
16	FDA	9	7,5	7,5	4	28	70
17	FAA	9	7,5	10	6	31,5	78,5*
18	IR	12	7,5	7,5	8	35	87,5*
19	IK	9	7,5	7,5	6	30	75*
20	KAW	9	7,5	10	6	31,5	78,5*

21	MABIDP	9	7,5	7,5	4	28	70
22	MRF	9	7,5	10	6	31,5	78,5*
23	MWH	12	7,5	7,5	6	33	82,5*
24	MFA	12	7,5	7,5	6	33	82,5*
25	MFAH	6	7,5	7,5	4	25	62,5
26	NBN	9	7,5	7,5	4	28	70
27	PBP	9	7,5	10	6	31,5	78,5*
28	PYP	9	7,5	7,5	4	28	70
29	RDH	9	7,5	10	6	32,5	75*
30	RDS	6	7,5	7,5	4	25	62,5
31	RAN	12	7,5	7,5	6	33	82,5*
32	RES	6	10	10	6	32	80*
33	RJS	12	10	7,5	6	35,5	88,75*
34	SD	9	10	10	6	35	87,5*
35	VO	9	7,5	10	6	31,5	78,5*
36	ZO	6	10	10	6	32	80*

C: Content   G: Grammar
V: Vocabulary   M: Mechanics
*: students who passed KKM (73)

In this Post Test cycle 2/third test, the total score of the students increased to 2635. There were 36 who followed this third test. There was a student who got 88,75 as the highest score for this test. On the other hand, the lowest score of this test was 50. There were two students who got 50. A student got 60. Three students got 62,5. A student got 63,25. A student got 63,75. Two student got 65.

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A student got 67,5. Five students got 70. Three students got 75. Five students got 78,5. Three students got 80. A student got 80,5. A student got 81,25. Four students got 82,5. Two students got 87,5 and a student got 88,75. In this third test, there were 17 students who passed the KKM.

d. Comparation of Students' Score in Three Writing Test

After doing the pre-test, post-test cycle 1, and post-test cycle 2, students' scores are presented in a form of table to be analized. These results can be seen in the table below:

Table 4.4 The Students' Score in Three Writing Test

No	Student Initial	Pre-Test	Post-Test 1 (Cycle 1)	Post-Test 2 (Cycle 2)
1	AHZ	38,75	48,5	50
2	ANCP	62,5	60	63,25
3	AR	38,75	50	67,5
4	AC	70	75*	82,5*
5	AK	61,25	63,25	65
6	AS	72,5	75*	70
7	ADRD	52,5	62,5	82,5*
8	BRP	43,75	42,5	63,75
9	BW	30,25	55	75*
10	CBP	45	52,5	65
11	CCP	31,25	75*	81,25*

12	CLP	87,5*	87,5*	80*
13	DA	36,26	78,75*	80,5*
14	DCN	61,25	56,5	62,5
15	FPP	45	48,5	50
16	FDA	50,25	50	70
17	FAA	50	50	78,5*
18	IR	25	86,5*	87,5*
19	IK	62,5	82,5*	75*
20	KAW	62,5	62,5	78,5*
21	MABIDP	70	80,25*	70
22	MRF	50,25	50,5	78,5*
23	MWH	48,75	80,25*	82,5*
24	MFA	67,5	65	62,5
25	MFAH	55	56,6	60
26	NBN	31,25	55	70
27	PBP	50	62,5	78,5*
28	PYP	45	62,5	70
29	RDH	37,5	67,5	75*
30	RDS	50	42,5	62,5
31	RAN	52,5	55	82,5*
32	RES	63,75	82,5*	80*
33	RJS	45	82,5*	88,75*
34	SD	62,5	67,5	87,5*

| 35 | VO | 55 | 70 | 78,5* |
| 36 | ZO | 67,5 | 82,5* | 80* |

*: students who passed KKM (73)

From the table above, we can see students' improvement on their writing score. Their score were varied, and all of the students has improved their achievemnet from the pre-test to the post-test cycle 1 and post-test cycle 2. The comparison of the students' score in the writing test can be seen in the table below.

Table 4.5 The Comparison of the Students' Score in the Three Writing Test

Names of Test	**Pre-Test**	**Post-Test Cycle 1**	**Post-Test Cycle 2**
Lowest score	25	42,5	50
Highest Score	87	87,5	88,75

e. The Analysis of the Quantitative Data

The quantitative data were taken from the result of the writing test consisted of three cycles. The cycles were one pre-test and two post-test. The students' scores shown that there were improvement between the first test to the the second test. The improvement was also shown from the second test to the third test. The score of the students in the third test or the Post-Test cycle 1 was higher than the Pre-test. Meanwhile the Post-Test cycle 2 score was higher than the Post-Test cycle 1.

In the pre-test, there was one student who could pas the KKM and success doing the pre-test. On the other hand, in the cycle 1, there were 12 students who could pass the KKM and did the test successfully although there were 24 students who still could not get score above 73. Meanwhile, in the cycle 2, there were 17 students that can get score more than 73, that means if these 17 students could passed the test well. The mean od the students score presented as below:

The mean of the students' score in pre-test was:

$$X = \frac{\Sigma x}{N} \qquad X = \frac{1878,26}{36} = 52,17$$

The mean of the students' score in Post-Test cycle 1 was:

$$X = \frac{\Sigma x}{N} \qquad X = \frac{2324,6}{36} = 64,5$$

The mean of the students' score in Post-Test cycle 2 was:

$$X = \frac{\Sigma x}{N} \qquad X = \frac{2635}{36} = 73,2$$

To show the presentage of the result of the test, the researcher put the data to the Table 4.7. The presentage describes the amount of the students who can pass the KKM and improve their achievement from the first test to the third test.

Table 4.7 The Percentage of Students Who Got Score Over 73

Writing Test	Percentage
Pre-Test	2,7%
Post-Test cycle 1	33,3%
Post-Test cycle 2	47,2%

In the first meeting (Pre-Test) there was 2,7% (1 student) who got point more than 73. The researcher computed the percentage of the student who passed the KKM (73) as follows:

$$P = \frac{F}{N} \times 100\% \qquad\qquad P = \frac{1}{36} \times 100\% = 2{,}7\%$$

In the second writing test (Post-Test cycle 1) there was 33,3% (12 students) that got score more than the KKM (73). The researcher computed the percentage as follows:

$$P = \frac{F}{N} \times 100\% \qquad\qquad P = \frac{12}{36} \times 100\% = 33{,}3\%$$

In the third test (Post-Test cycle 2) there was % (17 students) who could get score higher than 73. The rsearcher found the percentage of the students' score who passed the KKM as the following computation:

$$P = \frac{F}{N} \times 100\% \qquad\qquad P = \frac{17}{36} \times 100\% = 47,2\%$$

The improvement from the Pre-Test to the Post-Test cycle 1 was 30,6% and the improvement of the Post-Test cycle 1 to Post-Test cycle 2 was about 13,9%. Meanwhile, the amount of students who passed the KKM was also improved. In the first writing test, there was only 1 student who got score above 73 while in the Post-Test cycle 1 increased into 11 students. In the Post-Test cycle 2, there were 17 students who got score passed 73. The researcher concluded if the students' score was improved from the first to the third writing test.

2. **The Result of PBL Implementation**

The findings of this research were tha Project Based Learning Technique ca help students to improve their ability in writing. The evidence of the result of this research can be seen in form of qualitative and quantitative data. By looking at the quantitative data, the students' score in writing recount text was improved from the firt test to the third test. The questionnaire about the students' feeling and respond to the project based learning and the observation sheet were also shown that they were more excited to do the writing activity.

In quantitative data, the data showed that the mean of the students in the post-test cycle 1 (64,5) was higher than the pre-test (52,17). Meanwhile, the mean of the post test cycle 2 (73,2) was higher

than the post test 1 (64,5). From all of the mean, it clearly showed that there were improvements between the three test. The data also showed that the amount of the student who passed the KKM was also increased. In the pre-test, it showed only 2,7% of the students who can passed the KKM. The percentage of the studets who passed the KKM improved to 33,3%. In the post test cycle 2, there were 47,2% of the students who passed the KKM. It meant that almost a half of the students could passed the KKM during the test.

From the three writing test, the researcher concluded if the implementation of Project Based Learning technique can improve students' skill in writing recount text. The data of the result of the writing test increased significantly from the mean 52,7 to 73,2 that means if there were improvement of the students who could passed the KKM. The amount of the student who can pass the KKM was also increased from 1 students to 17 students.

3. **Students' Response**

Students' response was observed and presented in the form of qualitative data. The qualitative data were obtained from the result of the questionnaire. The questionnaire were taken from the students' feeling and comment during the teaching and learning process.

a. **Students' Questionnaire Answer**

The questionnaire sheet were taken to show the students feeling and comment about the writing recount text activity before

and after applying the project based learning technique. This was an alternative way to to gather the information about the students feeling, studens' understanding and the English learning process during the lesson. The questionnaire sheet was done by the students by using checklist and scale. The table below shows the question points and the result of the questionnaire after using the action.

Table 4.6 The Students Questionnaire Sheets' Answer After the Action

No	Question About	Students' Answer	
		Yes	No
1	Finding difficulties in writing	24 students	12 students
2	Doing English tasks individually before PBL	10 students	16 students
3	Feel more active in writing activity using PBL	26 students	10 students
4	Courageus to ask teacher when using PBL	24 students	12 students
5	Got easier in writing using PBL	25 students	11 students
6	Feel more excited of the writing activity	23 students	13 students
7	More satisfied of their score	27 students	9 students
8	English is important subject	23 students	13 students
9	Feel more ebnthusiast	26 students	10 students
10	PBL is a technique they needed	26 students	10 students
11	Feel easier to remember generic structure	26 students	10 students
12	Feel easier to do tasks from teacher	23 students	13 students
13	Feel happier in the use of PBL	32 students	4 students
14	Feel more excited	27 students	9 students

15	Much prefer English using PBL	25 students	11 students

b. Analysis of Students Response

The Table 4.6 has been shown the students questionnaire answer about their comment and feeling when the teacher was applying the project based learning in the writing activity during the teaching and learning process. According the questionnaire, it showed that in the first question, in the class 8C, the students answere if twenty four students were found difficulties during the writing of the recount text. In the question number 2, the result was 10 students mostly doing their English tasks individually.

In question number 3, 26 students said that they felt more active during the teaching and learning process especially in writing activity using the project based learning meanwhile 10 students still found theirselves not active during the class. In question number 4, 24 confirmed that they were braver to ask the teacher when they found some difficulties in doing their task of writing in English. In question number 5, 25 students found theirselves more easy to do their writing task given by the teacher. In the sixth question, there were 23 students who were more motivated to finish their writing assignment during the English lesson. In the question number 7, 27 students felt more satisfied with their score by doing their writing assignment using project based learning technique in the classroom.

In question number 8, 23 students were agreed that English is a subject in the secondary school that they have to master. In question number 9, the number of the student who felt more enthusiast to study English using project based learning technique was 26 students. The tenth question shown that there were 26 students that said if project based learning technique was a technique they wanted the teacher to apply in every lesson. In question number 11, there were 26 students who got easier to remember the generic structure of a text using project based learning technique.

In question number 12, 23 students felt easier to finish their tasks from teacher. In question number 13, there were 32 student who felt happier to study using project based learning technique. Next question, the question number 14, 27 students felt more excited, and in the last question, 25 students prefer to study English using project based learning technique.

According to the result of the questionnaire sheet, there were more than 50% students gave positive responses towards the implementation of Project Based Learning technique in the teaching and learning process. In this result, students' gave responses such as happier, more excited, and interested to the writing activity of recount text.

4. Students' Motivation

The observation sheet that have been observed and during the application of project based learning in the writing activity, beside showing about the response of the students, also showed the motivation of the students. The questionnaire showed that the score checked for each aspect were high, that meant if the researcher as the teacher provided clearly defined learning objectives in doint project based learning. The teacher proveided clearly learning objectives and guidance throughout the teacing an learning process, entrusted students with some empowerment to accomplish their project, helped students for the difficulties they have found during the lesson and correct students' mistakes if there were any. The observation was divided into two parts, in the Cycle 1 and Cycle 2.

a. Cycle 1

Cycle 1 was done in one meeting. The researcher as the teacher in the classroom tried to improve the students' writing through the application of project based learning. This meeting would be success if: a) students looked interested during the lesson through project based learning technique, b) students are eager to share their opinion through project based learning technique, c) students looked more active and creative in the learning process, and d) students writing test result shower the improvement. The detail of the first cycle as the following explanation:

1) Planning

   The planning was arranged before the researcher conducted the research. The researcher prepared a lesson plan for two meetings. The text that hass been discussed with the students was "Go to the Traditional Market". In planning the research, the researcher had been prepared:

   a) Making the post-test as the instrument to know students' skill in writing achievement after doing the pre-test.

   b) Preparing and making media that was needed when doing the scenario of teaching and learning process.

   c) Preparing for the post-test questions.

2) Action

   In the post-test meeting, the teacher start the lesson by doing the opening activity. After that, the teacher checked the attendance and asked the students about the material of writing recount text to saw students' understanding about it. Next, the teacher explains about the recount text, including the meaning, generic structures and example of the recount text. The teacher also explained about past tense because in writing recount text fully using simple past tense.

   After asking questions and giving some explanations, the teacher asked the students to make a group consist of six students. The teacher gave the instruction to the students to make a recount text based on their own experience/events in

the past by using project based learning technique. The students paid attention to the teacher's instruction and they move their sit to make groups. During the writing activity, the teacher helped the students who wanted to ask questions or another problem faced by the students.

3) Observation

The teacher done the observation to study the student's behaviour during the teaching and learning process using project based learning. Beside, the observation was alson done to observe if there were any of the students had problem in their learning process.

According to the teacher's observation, most of the students were participated effectively during the teaching and learning process. The students were showed more enthisiast when they were asked to do their task in group because they can discuss and ask each other about the material. The contribution of each student in the classroom was also observed too. The students showed active participation during the lesson. The activity of the classroom can be seen in the observation sheet.

4) Reflection

Students' score in the cycle 1 was improved the score of the pre-test. It meant that in cycle 1, based on the observation, there were some improvement in students' skill

in writing recount text. In the first test, students' scores mostly were not passed the standard score. The students need a treatment in the first test to motivate them who got low scores.

The result of cycle 1: a) the students were excited when the teacher teacher introduced them to the lesson. This was an indication of their resposes during the teaching and learning process. The teacher gave them some questions and explanations, b) most of the students were passive in the first session, c) students were more active during the treatment, and some of them were more confidence to ask both their friends and the teacher, d) the students were more interested to study using project based learning technique and showed improvement to their score.

b. Cycle 2

After doing the cycle 1, the researcher found that the project based learning was one of the technique to improve students' writing skill. The score of the students showed improvement, and students became more active during the learning process. Although some of the students were not active enough, but the other students gave them support to be more confidence. The students who were passive showed some active participations. But, the smart students seemed dominated in the teaching and learning process.

In the cycle 2, the teacher gave the students more motivation and ask the students to explore more about the topic discussion. It was expected that in cycle 2 the students would get better result than the first cycle. The researcher's steps were:

1) Planning

In this cycle, the researcher prepared the lesson plan and emphasized the teaching and learning process in the writing activity in the classroom. The topic discussed in this cycle was about 'My Unforgettable Experience'. The researcher gave more explanation and guidance to the students in order to help them develop more writing skill. In planning this research, the researcher prepared a text titled 'Went to a Traditional Market to guide students in the writing activity.

2) Action

After being revised, the teacher began the writing activity by giving students motivation. The teacher asked the students about their unforgettable experience they have ever had. The teacher asked them to memorize and observe their own experience.

In the second session, the teacher explained more about recount text to deepen the students' understanding. The students were also given material about past tense since the

recount text required past tense sentences. Then, the students were asked to make a group consist of six students. Each group was given an handout and the teacher give instruction to the member to discuss the passage in the handout. After that, the teacher asked each group to make a recount text based on the student's experience in the past.

3) Observation

During the writing activity, the researcher began the observation. The observation showed that most of the student were not having significant problem in writing their essay. More than a half of them were very active and excited to do the writing activity. Every student was not afraid to write down the idea to create a story on their worksheet. They did not even shy to ask the teacher about something they not really sure about. The class was very active.

4) Reflection

In this section, the researcher evaluated students' writing about recount text using project based learning technique. First, the observation of this cycle showed that students' ability in writing recount text was improved significantly. They could wrote better essay than the pre-test and the post-test in the cycle 1.

The result of cycle 2: a) students showed more excitement when the teacher introduced them to the new topic in this session, b) some of the students were more active during the teaching and learning process, and did not afraid or shy to ask the teacher about unfamilar words in their writing, c) the students were more confidence about their task, and d) students' score showed much improvement rather than the previous tests.

The qualitative data obtained from the questionnaire and observation sheet showed that there were improvements of the students in their motivation. In the questionnaire, students said that most of them were more enthusiast, more active, happier and felt helped in studying English by using project based learning technique, especially in writing recount text. This result is supported by the research from Abigail (2018:441) that showed the result of implementation of Project Based Learning in the classroom increased students' interest in learning English and their positive learning attitude. These result included to *intrinsic motivation* of the student.

Meanwhile, based on the observation sheet filled during the implementation of Project Based Learning by the researcher and the English teacher as the observer, the *extrinsic motivation* could be seen in the some points in observation sheets: In the point number 7, the teacher created fun learning atmosphere so that the students keep on focus on their writing activity.

In the point number 8, the teacher conditioned all groups to keep quiet to make a conducive teaching and learning activity, and students were paid attention to the teacher's instruction and did the instruction as well. It meant the teacher could make such condition that can motivate students to be focused during their learning activity.

Beside of that, the students also can be more active and creative during the learning process. They also felt less shy and afraid to ask the teacher if they faced problems in the writing activity. They were also felt more confidence and satisfied for their writing rather than before. The qualitative data from the observation sheet was also shown the improvement of the students' participation in the teaching and learning process. The students were more active and enthusiast in writing recount text by using the project based learning technique. Abigail (2018:441) stated that in her research, 86% students were also strongly agreed that Project Based Learning improved their collaborative skills during group practical session.

Project Based Learning technique is also one of the good technique to give the students opportunities and encouragement to use language with an emphasis on communicative purposes in real world application rather than traditional meeting.

B. DISCUSSION

Project Based Learning Technique was applied to improve the students' writing achievement. Project Based Learning Technique was one of many techniques that could help the students get easier in learning English especially in writing activity.

This research had proved that the students could improve their ability in writing by applying project based learning technique. The students score from the pre-test, post-test cycle 1, and post-test cycle 2 had been improved. In the pre-test, there were only 1 student (2,7% of 36 students) who can pass the KKM (73). Meanwhile, in the post test cycle 2, there were 47,2% (17 of 36 students) who could got score more than 73.

The improvement not only happened in the students'score, but also the excitement, interest, expression, motivation and participation during the teaching and learing process. It implies that the use of Project Based Learning Technique could improve students' writing achievement and also helped the teacher to teach writing in English. This conclusion is supported by Aceng et all (2017:963) that the use of Project Based Learning technique can force the students to think revlectively, and gives big chance for them to communicate each other to build their idea.

The other potential benefits of the implementation of Project Based Learning in the teaching and learning process are: improving their assessment of learning outcomes, guiding the students' learning activity and engaging them for academic development.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

In this research, the researcher applied Project Based Learning Technique to improve students' writing skill of recount text. The researcher used Project Based Learning technique to develop and explore the students' ideas. The students' improvement can be seen from the test, questionnaire and obsevation sheet. From the test score, it can be concluded that there is improvement in their achievement.

The post-test cycle 1's score was higher than the pre-test, and the post-test cycle 2 score was higher than the post-test cycle 1. There were improvement in the last two test. In the pre-test, the students' mean value was 52,17 while in the post-test cycle 1, the mean score improved to 64,5. In the post-test cycle 2, there was more improvement of the students' mean score to 73,2. The implementation of Project Based Learning technique also improved the students motivation in writing activity. The questionnaire and the observation sheet were also indicated that the students were more active and enthusiast during the writing activity. The students also felt less afraid and shy to ask the teacher when they faced some problem. They were not afraid for making mistakes because they knew that the teacher would help them and gave them feedback and chance to correct their mistakes.

The Project Based Learning technique also improved the students' motivation and creativity during the writing activity. They can develop their idea into essay, and they were not afraid to ask the teacher for helps. The questionnaire showed the evidence that the students felt more confidence and satisfied for their writing tasks. By using the Project Based Learning, the students looked active, enthusiastic, and enjoy to follow the teaching and learning process.

B. SUGGESTION

Based on the research findings, the researcher would like to propose some suggestions as follows:

1. For English teachers, it is suggested to implement Project Based Learning in teaching writing. To be able to implement this teaching technique, teachers should understand the concept as well as the strengths and weaknesses of this teaching method. Teachers should also prepared the best project before implementing the technique in the classroom activity. Varying the activities, creating motivation and challenging tasks will be good action to improve the quality of teaching and learning process. Teachers should treat the students with respect and create good atmosphere to stimulate students to have a fun learning process and more active in the teaching and learning process

2. For students, they still need to learn more about English writing in order to improve their writing skills. They have to do more practices

to gather their ideas. They also should enjoy and active during the teaching and learning process.

3. For other researchers, they should consider using Project Based Learning technique to develop students skill in English writing. They who may interested to this technique should know the effects and stages of Project Based Learning technique in teaching and learning activities

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APPENDICES

APPENDICES

Research Permission

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
KABUPATEN SUKOHARJO
Madrasah Tsanawiyah Muhammadiyah (MTs.M)
Waru Baki Sukoharjo
Alamat : Waru Baki Sukoharjo
Telp. (0271) 7890679

SURAT KETERANGAN

Nomor : 053/III.4.AU/F/2022

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Muhammadiyah Waru Baki Kabupaten Sukoharjo, dengan ini menerangkan bahwa :

Nama	:	Dwi Martanto
NIM	:	153221099
Jenis kelamin	:	Laki-laki
Program studi	:	Pendidikan Bahasa Ingggris
Semester	:	14
Nama universitas	:	UIN Raden Mas Said
Alamat	:	Bareng 03/III Jati, Gatak, Sukoharjo

Telah melakukan observasi / praktikum disekolah kami untuk melengkapi Syarat Skripsi dengan Judul *"Implementation of Project Based Learning to Improve Students' Skill in Writing Recount Text to the Second Grade Students of MTs Muhammadiyah Waru Sukoharjo in Academic Year of 2021/2022"* terhadap hasil belajar siswa di MTs Muhammadiyah Waru Baki.

Demikian Syarat ini dibuat untuk dipergunakan sebagaimana mestinya.

Sukoharjo, 18 Juni 2022
Kepala Madrasah

Drs. JUWADI
NIP. -

APPENDICES

Syllable

SILABUS
BAHASA INGGRIS
KELAS 8
SEMESTER 1 DAN 2
TAHUN PELAJARAN 2021/2022

NAMA MADRASAH   : MTs MUHAMMADIYAH WARU
DESA/KELURAHAN   : WARU
KECAMATAN   : BAKI
KOTA/KABUPATEN   : SUKOHARJO
PROPINSI   : JAWA TENGAH
WALI KELAS   : MIKENDAH NUROHRUTRI, S.Pd
NIP   : -

SILABUS

Satuan Pendidikan : MTs Muhammadiyah Waru
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / 1-2 (Ganjil & Genap)
Alokasi Waktu :
Tahun Pelajaran : 2021/2022

Standar Kompetensi (KI)

KI-1 dan KI-2 : **Menghargai dan menghayati** ajaran agama yang dianutnya serta **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 Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman
	• Struktur Teks
	  - Memulai
	  - Menanggapi (diharapkan/di luar dugaan)
	• Unsur Kebahasaan
	  - Ungkapan a.l. *Excuse me, Is it clear?, Great, I think so.*, dsb.
	  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
	• Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat di KI
		• Mengidentifikasi ungkapan yang digunakan untuk ungkapan meminta perhatian, mengecek pemahaman, dalam bahasa Inggris
		• Mengidentifikasi ungkapan yang digunakan untuk menghargai kinerja
		• Mengidentifikasi ungkapan yang digunakan untuk meminta dan mengungkapkan pendapat dalam bahasa Inggris
			• Religius
			• Mandiri
			• Gotong royong
			• Kejujuran
			• Kerja keras
			• Percaya diri
			• Kerja sama
				- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar
				- Mengidentifikasi ungkapan yang sedang dipelajari
				- Menanyakan hal-hal yang tidak diketahui atau yang berbeda
				- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa
				- Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas
				- Melakukan refleksi tentang proses dan hasil belajar
					12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi
						❖ Kamus Bahasa Inggris
						❖ Pengalaman peserta didik dan guru
							• Lisan
							• Tertulis
							• Penugasan
							• Unjukkerja
							• Portofolio

4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		• Melakukan tindak tutur ungkapan meminta perhatian, mengecek pemahaman dalam bahasa inggris dengan percaya diri • Melakukan tindak tutur ungkapan menghargai kinerja dalam bahasa inggris dengan percaya diri • Melakukan percakapan interpersonal dengan menggunakan ungkapan mengajukan pendapat melalui kegiatan terintegrasi menyimak,	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama				• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
		membaca, berbicara dan menulis dengan percaya diri					
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan can, will)	• Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya . • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: *can, will*. - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI	• Menentukan tujuan komunikatif teks memaparkan kemampuan dan kemauan, melakukan suatu tindakan • Mengidentifikasi struktur teks memaparkan kemampuan dan kemauan, melakukan suatu tindakan • Mengidentifikasi unsur kebahasaan dalam teks • Mengidentifikasi ungkapan memaparkan kemampuan dan kemauan, melakukan suatu tindakan orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan-tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		• Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks memaparkan kemampuan dan kemauan, melakukan suatu tindakan dalam bentuk tulisan • Menggunakan ungkapan memaparkan kemampuan dan kemauan, melakukan suatu tindakan orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan.	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama				• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan	• Fungsi sosial Menyuruh, melarang, dan menghimbau. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan	• Menentukan tujuan komunikatif teks ungkapan keharusan, larangan dan himbauan • Mengidentifikasi struktur teks ungkapan keharusan, larangan dan himbauan • Mengidentifikasi unsur kebahasaan dalam teks • Mengidentifikasi ungkapan keharusan, larangan dan	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
unsur kebahasaan must, should)	- Ungkapan keharusan, larangan, himbauan dengan modal *must, (don't) have to..., should,*	himbauan dari orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan		- Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakan-tindakan tertentu		Bell, Kelas VIII, Kemendikbud, Revisi	
4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI	• Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks mengungkapkan keharusan, larangan dan himbauan dalam bentuk tulisan • Menggunakan ungkapan keharusan, larangan dan himbauan orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan.	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya		❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya	• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan	• Mengidentifikasi ungkapan yang digunakan untuk ungkapan menyuruh dalam bahasa Inggris • Mengidentifikasi ungkapan yang digunakan untuk mengajak • Mengidentifikasi ungkapan yang digunakan untuk meminta ijin dalam bahasa Inggris	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Ungkapan a.l *let's ..., can you ..., would you like ..., may I, please*. - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didk di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin	• Melakukan tindak tutur menyuruh dalam bahasa inggris dengan percaya diri • Melakukan tindak tutur ungkapan mengajak dalam bahasa inggris dengan percaya diri • Melakukan percakapan interpersonal dengan menggunakan ungkapan meminta ijin melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar		❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	yang dapat menumbuhkan perilaku yang termuat di KI						
3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya	• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur Teks Teks *greeting card* dapat mencakup - Identifikasi (nama peristiwa, hari istimewa) bersifat khusus - Ungkapan khusus yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan - Ungkapan a.l. *Congratulations. Well done. Good job.*, dll. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb. yang dapat menumbuhkan perilaku yang termuat di KI	• Mengidentifikasi perbedaan dan persamaan dari beberapa greeting card untuk hari spesial tertentu • Mengidentifikasi ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar • Mengidentifikasi perbedaan dan persamaan dari beberapa greeting card untuk event lain	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Mencermati dan menemukan perbedaan dan persamaan dari beberapa *greeting card* untuk hari spesial tertentu - Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar - Mencermati dan menemukan perbedaan dan persamaan dari beberapa *greeting card* untuk event lain - Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya - Membuat *greeting card* terkait hari istimewa yang relevan dengan peserta didik saat itu. - Melakukan refleksi tentang proses dan hasil belajarnya	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.5 Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		• Membuat greeting card terkait hari istimewa yang relevan dengan peserta didik saat itu. • Menyajikan penilaian dari hasil identifikasi perbedaan dan persamaan greeting card	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama				• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)	• Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan dengan *There is/are*	• Mengidentifikasi kalimat menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar • Mengidentifikasi keberadaan orang, benda, binatang dan jumlahnya dari teks pendek tentang situasi suatu tempat • Mengidentifikasi ungkapan jumlah yang tepat pada kalimat-kalimat rumpang	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar - Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of)*. - Frasa kata depan: *in, on, under, in front of, below, above,* dan lain lain. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	• Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang • Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar • Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	ucapan dan tekanan kata yang benar - Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang - Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar - Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks - Melakukan refleksi tentang proses dan hasil belajarnya		❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)	• Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam *Simple Present Tense*. - Adverbia: *always, often, sometimes, never, usually, every* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI	• Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks • Mengidentifikasi kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain • Mengidentifikasi kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah • Mengidentifikasi informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal peserta didik, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks - Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain - Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah - Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks-teks pendek dan sederhana	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ ndakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan		• Membuat teks-teks pendek dan sederhana tentang tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya • Melakukan percakapan tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama				• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks				- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya			
3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)	• Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam *Present Continuous Tense* - Adverbia: *now* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	• Menyebutkan kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar • Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi • Menyebutkan tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka dengan ucapan dan tekanan kata yang benar • Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video)	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi - Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka - Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video)	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		• Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Membuat teks pendek berdasarkan tampilan visual lainnya - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya			• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda,	• Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi. • Struktur teks - Memulai	• Membadingkan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar • Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan.	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak dan menirukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar - Menjawab pertanyaan dengan menggunakan informasi yang	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan *degree of comparison*)	- Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat perbandingan positif, komparatif dan superlatif dengan: *as ... as, -er, -est, more ..., the most ...* - Perbandingan jumlah: *more, fewer, less* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.	• Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda • Mengajukan pertanyaan dan jawaban terkait perbandingan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya		terdapat dalam tekjs, secara lisan. - Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda - Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di		Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	
4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	• Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui • Mengajukan pertanyaan dan jawaban tentang teks masing-masing dengan teman-temannya	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	rumah, sekolah dan sekitarnya - Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya			• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)	• Fungsi sosial Melaporkan, menceritakan, menjelaskankejadian yang dilakukan/terjadi, di waktu lampau. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam bentuk *Simple Past Tense* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.	• Mengidentifikasi beberapa kejadian, kegiatan yang terjadi di masa lampau melalui teks-teks pendek dan sederhana • Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar • Mengajukan pertanyaan dan jawaban tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau - Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar - Bertanya jawab tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami - Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan	- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	• Membuat teks-teks pendek dan sederhana tentang beberapa	• Religius • Mandiri				• Lisan • Tertulis • Penugasan

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Topik Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	peristiwa atau kegiatan di waktu lampau yang pernah dialami • Mempresentasikan, teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar	• Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya			• Unjukkerja • Portofolio
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	• Fungsi sosial Melaporkan, mengambil teladan, membanggakan • Struktur teks Dapat mencakup - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam *Simple Past tense* - Adverbia dan frasa preposisional penujuk waktu: *yesterday, last month, an hour ago*, dan sebagainya. - Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dan sebagainya. - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa, pengalaman yang terjadi di sekolah, rumah,	• Mengidentifikasi teks recount tentang pengalaman pribadi seseorang • Menceritakan kejadian, kegiatan yang dialami secara kronologis • Menggunakan bagan alir untuk mempelajari alur cerita • Melengkapi ringkasan pengalaman dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak guru membaca beberapa teks *recount* tentang pengalaman pribadi seseorang - Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis - Menggunakan bagan alir untuk mempelajari alur cerita - Didektekan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan. - Melengkapi ringkasan pengalaman tsb. dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar - Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks-teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya	20 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.11. Teks recount 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*) 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks, dan		• Menuliskan teks-teks pendek dengan tulisan tangan tentang pengalaman pribadi yang didektekan oleh guru • Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau • Mempresentasikan teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama				• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
unsur kebahasaan, secara benar dan sesuai konteks	dan yang dapat menumbuhkan perilaku yang termuat di KI						
3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (*notice*), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya	• Fungsi sosial Memberi informasi tindakan dilaksanakan sesuai yang diharapkan. • Struktur text Dapat mencakup: - Judul atau tujuan pengumuman - Informasi rinci yang diumumkan • Unsur kebahasaan - Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, kejadian, peristiwa, dan hal penting bagi peserta didik dan guru yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik.	• Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar • Menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar - Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis - Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar - Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas - Melakukan refleksi tentang proses dan hasil belajarnya	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.12. Teks pesan singkat dan pengumuman/pemberitahuan (notice) 4.12.1 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/ pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah 4.12.2 Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		• Mempresentasikan hasil analisis tentang perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana secara lisan, dengan ucapan dan tekanan kata yang benar • Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama					• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan	• Menirukan lirik lagu terkait kehidupan remaja SMP/MTs secara lisan • Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras	- Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda	8 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	- Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.	lirik lagu terkait kehidupan remaja SMP/MTs • Menyebutkan pesan yang terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	• Percaya diri • Kerja sama • Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya		Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	
4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs							• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Sukoharjo, 02 Juli 2021

Mengetahui,
Kepala Sekolah

Guru Mata Pelajaran

Drs. Juwadi
NIP. -

Mikendah Nurohrutri, S.Pd
NIP. -

APPENDICES
Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Madrasah   : MTs Muhammadiyah Waru
Mata Pelajaran   : Bahasa Inggris
Kelas/semester   : VIII/genap
Materi Pokok   : *Recount Text*
Alokasi Wakru   : 3 x 2 jam pelajaran

A. KOMPETENSI INTI

1. Mengahayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksisecara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi,seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. TUJUAN PEMBELAJARAN

1. Siswa mampu memahami fungsi sosial, struktur teks dan unsur kebahasaan pada teks recount.

2. Siswa mampu mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks recount.

3. Siswa mampu menerapkan fungsi sosial, struktur teks dan unsur kebahasaan pada teks recount.

4. Siswa terampil membuat dan menyusun teks recount sesuai dengan unsur kebahasan.

C. KOMPETENSI DAN INDIKATOR

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial , struktur teks,dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait recount text	3.8.1 Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount.
4.8 Menangkap makna secara kontekstual terkait fungsi sosial , struktur teks dan unsur kebahasaan teks recount, lisan dan tulis sederhaha terkait pengalaman pribadi	4.8.1 Siswa mampu menjawab pertanyaan yang berkaitan dengan teks recount dengan benar.

D. MATERI PEMBELAJARAN

1. Fungsi sosial : Mendapat hiburan, menghibur, dan menceritakan pengalaman pribadi

2. Struktur teks : Orientation, Events, Re-orientation
3. Unsur kebahasaan :

   a. Kata kerja yang terkait dengan orang dan pengalaman di masa lampau

   b. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

   c. Akurasi kebahasaan yang sesuai dengan kaidah penulisan *recount text*.

4. Definition of recount text

   Recount text is a kind of text that tells story to the reader about certain experiences. It has a communicative purpose that is to help students to memorize about an event or experience in a kind of sequences story by follow the generic structure recount text. Writing recount text also develops the ability of the students in using past tense and connectors such as first, second, then, next and finally.

5. The purpose of recount text

   The Purpose of Recount Text is to tell the reader with a story that happened in the past.

6. Generic Structures of Recount Text

1) Orientation: Orientation takes in the firs paragraph that give background information about who, what, where and when. Orientation also shows the reader about the topic which is being informed by the author

2) Events: Tells what happened and in what sequence. A record of events usually recounted in chronological order named; event 1, event 2, event 3.

3) Re-orientation: Consist of optional closure of events/ending. It can also show the personal comments from the author to the activities or events informed in the whole text.

E. METODE PEMBELAJARAN
1. Pendekatan   : Scientific Approach
2. Model   : 1. Direct Instructional Method (pertemuan 1)
                            2. Project Based Learning (pertemuan 2 dan 3)

F. MEDIA, ALAT, DAN SUMBER BELAJAR
1. Media   : Teks yang mengandung recount text
2. Alat   : Laptop, Whiteboard, Spidol
3. Sumber Belajar   : Textbook, LKS, print out

G. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan 1

1. Kegiatan Pendahuluan

   a. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran

   b. Mengajak siswa berdo'a bersama sebelum memulai kegiatan pembelajaran.

   c. Memberi motivasi belajar

   d. Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari

   e. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

2. Kegiatan Inti

   Mengamati

   a. Siswa mengamati contoh teks recount yang menggunakan bahasa Indonesia.

b. Siswa memberikan komentar dan pandangannya tentang fungsi teks tulis berbentuk recount text, ketepatan unsur kebahasaannya, format, tampilan, dsb.

c. Siswa membuat contoh recount text secara individu berdasarkan pengalaman pribadi mereka.

Menanya

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam fungsi sosial, struktur teks, dan unsur kebahasaan, antara teks tulis berbentuk recount dalam bahasa inggris dengan yang ada dalam bahasa Indonesia.

3. Kegiatan Penutup

a. Memberikan umpan balik terhadap proses dan hasil pembelajaran b. Menginformasikan rencana kegiatan pembelajaran selanjutnya.

Pertemuan 2

1. Kegiatan Pendahuluan
    a. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
    b. Mengajak siswa berdo'a bersama sebelum memulai kegiatan pembelajaran.
    c. Memberi motivasi belajar
    d.   Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari
    e.   Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

2. Kegiatan Inti

    Menanya
    Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam fungsi sosial, struktur teks, dan unsur kebahasaan, antara teks tulis berbentuk recount dalam bahasa inggris dengan yang ada dalam bahasa Indonesia.

Mengumpulkan Informasi

a. Siswa membaca rujukan dari berbagai sumber termasuk buku teks, untuk mengetahui fungsi sosial, unsur kebahasaan dari terks tertulis berbentuk recount text.

b. Siswa mebaca lebih cermat contoh-contoh teks tertulis berbentuk recount dari berbagai sumber untuk memberi komentar tentang pandangannya.

c. Secara kelompok siswa berdiskusi tentang contoh-contoh teks recount untuk memahami dan mengidentifikasi fungsi sosial, unsur kebahasaan dari terks tertulis berbentuk recount text.

3. Kegiatan Penutup

a. Memberikan umpan balik terhadap proses dan hasil pembelajaran

b. Menginformasikan rencana kegiatan pembelajaran selanjutnya.

Pertemuan 3
1. Kegiatan Pendahuluan

a. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran

b. Mengajak siswa berdo'a bersama sebelum memulai kegiatan pembelajaran.

c. Memberi motivasi belajar

d.   Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari

e.   Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus

2. Kegiatan Inti

Mengasosiasi

Guru meminta siswa untuk membuat teks recount sesuai dengan fungsi sosial, struktur bahasa dalam recount text secara berkelompok.

3. Kegiatan Penutup

c. Memberikan umpan balik terhadap proses dan hasil pembelajaran d. Menginformasikan rencana kegiatan pembelajaran selanjutnya.

H. PENILAIAN HASIL PEMBELAJARAN
1. Jenis/teknik Penilaian
   a. Penilaian Pengetahuan
   b. Penilaian Sikap
2. Bentuk Instrumen
   Make a recount text about your personal experience
3. Rubrik penilaian *Writing* terlampir

Sukoharjo, 10 Mei 2022

Guru Mata Pelajaran,   Peneliti,

Mikendah Nurohrutri, S.Pd   **Dwi Martanto**
NIP. -   SRN. 143221099

Mengetahui,

Kepala MTs Muhammadiyah
Waru

Drs. Juwadi
NIP. -

Lampiran 1 Rubric Scoring

Components of Writing	Score	Level	Indicators	Weight-ing
Content (C)	4	Excellent	Present the information well chosen details across the paragraph	3
	3	Good	Present the information with details in parts of the paragraph	
	2	Fair	Present the information with some details	
	1	Poor	Present no clear information	
Vocabulary (V)	4	Excellent	Good ni vocabulary choice	2.5
	3	Good	Error in vocabulary choice are few and do not interfere with understanding	
	2	Fair	Error in vocabulary choice are and sometimes they interfere with understanding	
	1	Poor	Many errors in vocabulary choice are that severally interfere with understanding	
Grammar (G)	4	Excellent	Good in grammar	2.5
	3	Good	Error in grammar choice are few and do not interfere with understanding	
	2	Fair	Error in grammar choice are and sometimes they interfere with understanding	
	1	Poor	Many error in grammar choice that severally interfere with understanding	
Mechanics (M)	4	Excellent	Good in spelling, punctuation and capitalization	2
	3	Good	Error in spelling, punctuation and capitalization are few	
	2	Fair	Error in spelling, punctuation and capitalization, and sometimes interfere with understanding	
	1	Poor	Error in spelling, punctuation and capitalization and severely interfere with understanding	

Final Score : $\dfrac{3C+2.5V+2.5G+2M}{40} \times 100$

Lampiran 2 Pre-Test and Post-Test Instrument

A. Pre-Test

Recount Text

1. Write your name and your class above

2. Choose one of your personal experience in the past

3. Work individually to write down at least 3 paragraphs of recount text in typing form of essay consists of orientation, events and re-orientation.

B. Post-Test

Recount Text

1. Write your name and your class above

2. Choose one of your personal experience in the past

3. Work in your group to write down at least 3 paragraphs of recount text in typing form of essay consists of orientation, events and re-orientation.

APPENDICES

List of Students' Name

STUDENTS ATTENDANCE LIST

Class: 8C

No	Students' Initial	Pre-Test (25 May 2022)	Post-Test Cycle 1 (26 May 2022)	Post-Test Cycle 2 (27 May 2022)
1	AHZ	✓	✓	✓
2	ANCP	✓	✓	✓
3	AR	✓	✓	✓
4	AC	✓	✓	✓
5	AK	✓	✓	✓
6	AS	✓	✓	✓
7	ADRD	✓	✓	✓
8	BRP	✓	✓	✓
9	BW	✓	✓	✓
10	CBP	✓	✓	✓
11	CCP	✓	✓	✓
12	CLP	✓	✓	✓
13	DA	✓	✓	✓
14	DCN	✓	✓	✓
15	FPP	✓	✓	✓
16	FDA	✓	✓	✓
17	FAA	✓	✓	✓
18	IR	✓	✓	✓
19	IK	✓	✓	✓
20	KAW	✓	✓	✓
21	MABIDP	✓	✓	✓
22	MRF	✓	✓	✓
23	MWH	✓	✓	✓
24	MFA	✓	✓	✓
25	MFAH	✓	✓	✓
26	NBN	✓	✓	✓
27	PBP	✓	✓	✓
28	PYP	✓	✓	✓
29	RDH	✓	✓	✓
30	RDS	✓	✓	✓
31	RAN	✓	✓	✓
32	RES	✓	✓	✓
33	RJS	✓	✓	✓
34	SD	✓	✓	✓
35	VO	✓	✓	✓
36	ZO	✓	✓	✓

APPENDICES

Sample of Questionnaire Sheet

PERSEPSI SISWA TENTANG PENERAPAN MODEL PEMBELAJARAN BERBASIS PROYEK *(PROJECT BASED LEARNING)* PADA MATA PELAJARAN BAHASA INGGRIS KELAS VIII MTs MUHAMMADIYAH WARU BAKI

Nama : Chelse

No. Absen : 12

Petunjuk Pengisian Angket:

Angket berikut bertujuan untuk mengetahui persepsi tentang penerapan model pembelajaran. Oleh sebab itu, dimohon untuk suswa/siswi untuk mengisi pernyataan berikut dengan caa memberi tanda *check* (✓) pada jawaban di kolom yang sudah disediakan.

No.	Pernyataan	Ya	Tidak
1	Saya menemukan kesulitan dalam menulis *Recount Text*		✓
2	Saya selalu mengerjakan tugas Bahasa Ingris secara individu dan tidak berkelompok	✓	
3	Saya merasa lebih aktif dalam mengerjakan tugas menulis *Recount Text* dengan model pembelajaran berbasis proyek	✓	
4	Saya berani bertanya kepada guru setiap menghadapi kesulitan dalam mengerjakan tugas menulis *Recount Text* dalam Bahasa Inggris	✓	
5	Saya menemukan kemudahan dalam mengerjakan tugas menulis *Recount Text* dengan model pembelajaran berbasis proyek	✓	
6	Saya selalu bersemangat ketika mengerjakan tugas menulis *Recout Text* menggunakan metode pembelajaran berbasis proyek	✓	
7	Saya merasa lebih puas dengan nilai saya ketka saya mengerjakan tugas menulis *Recount Text* menggunakan metode pembelajaran berbasis proyek	✓	
8	Saya merasa Bahasa Inggris adalah salah satu pelajaran yang harus dikuasai	✓	
9	Saya merasa lebih antusias dalam Bahasa Inggris dengan metode pembelajaran berbasis proyek	✓	
10	Metode pembelajaran berbasis proyek adalah metode yang saya inginkan dalam setiap mata pelajaran	✓	
11	Saya lebih mudah meningat *generic structure* dari *Recount Text* dengan metode pembelajaran berbasis proyek	✓	
12	Dengan metode pembelajaran berbasis proyek saya merasa lebih mudah dalam mengerjakan tugas dari guru	✓	
13	Saya merasa senang dengan adanya metode pembelajaran berbasis proyek	✓	
14	Saya merasa lebih bersemangat dalam belajar ketika guru menggunakan metode pembelajaran berbasis proyek	✓	
15	Saya lebih menyukai pelajaran Bahasa Inggris dengan metode pembelajaran berbasis proyek	✓	

PERSEPSI SISWA TENTANG PENERAPAN MODEL PEMBELAJARAN BERBASIS PROYEK (PROJECT BASED LEARNING) PADA MATA PELAJARAN BAHASA INGGRIS KELAS VIII MTs MUHAMMADIYAH WARU BAKI

Nama : Rossera esa, s

No. Absen : 32

Petunjuk Pengisian Angket:

Angket berikut bertujuan untuk mengetahui persepsi tentang penerapan model pembelajaran. Oleh sebab itu, dimohon untuk suswa/siswi untuk mengisi pernyataan berikut dengan caa memberi tanda check (✓) pada jawaban di kolom yang sudah disediakan.

No.	Pernyataan	Ya	Tidak
1	Saya menemukan kesulitan dalam menulis Recount Text	✓	
2	Saya selalu mengerjakan tugas Bahasa Ingris secara individu dan tidak berkelompok		✓
3	Saya merasa lebih aktif dalam mengerjakan tugas menulis Recount Text dengan model pembelajaran berbasis proyek	✓	
4	Saya berani bertanya kepada guru setiap menghadapi kesulitan dalam mengerjakan tugas menulis Recount Text dalam Bahasa Inggris	✓	
5	Saya menemukan kemudahan dalam mengerjakan tugas menulis Recount Text dengan model pembelajaran berbasis proyek	✓	
6	Saya selalu bersemangat ketika mengerjakan tugas menulis Recout Text menggunakan metode pembelajaran berbasis proyek	✓	
7	Saya merasa lebih puas dengan nilai saya ketka saya mengerjakan tugas menulis Recount Text menggunakan metode pembelajaran berbasis proyek	✓	
8	Saya merasa Bahasa Inggris adalah salah satu pelajaran yang harus dikuasai		✓
9	Saya merasa lebih antusias dalam Bahasa Inggris dengan metode pembelajaran berbasis proyek	✓	
10	Metode pembelajaran berbasis proyek adalah metode yang saya inginkan dalam setiap mata pelajaran		✓
11	Saya lebih mudah meningat generic structure dari Recount Text dengan metode pembelajaran berbasis proyek	✓	
12	Dengan metode pembelajaran berbasis proyek saya merasa lebih mudah dalam mengerjakan tugas dari guru	✓	
13	Saya merasa senang dengan adanya metode pembelajaran berbasis proyek	✓	
14	Saya merasa lebih bersemangat dalam belajar ketika guru menggunakan metode pembelajaran berbasis proyek		✓
15	Saya lebih menyukai pelajaran Bahasa Inggris dengan metode pembelajaran berbasis proyek	✓	

PERSEPSI SISWA TENTANG PENERAPAN MODEL PEMBELAJARAN BERBASIS PROYEK *(PROJECT BASED LEARNING)* PADA MATA PELAJARAN BAHASA INGGRIS KELAS VIII MTs MUHAMMADIYAH WARU BAKI

Nama : Zahra. ok.

No. Absen : 36

Petunjuk Pengisian Angket:

Angket berikut bertujuan untuk mengetahui persepsi tentang penerapan model pembelajaran. Oleh sebab itu, dimohon untuk suswa/siswi untuk mengisi pernyataan berikut dengan caa memberi tanda *check* (✓) pada jawaban di kolom yang sudah disediakan.

No.	Pernyataan	Ya	Tidak
1	Saya menemukan kesulitan dalam menulis *Recount Text*	✓	
2	Saya selalu mengerjakan tugas Bahasa Ingris secara individu dan tidak berkelompok		✓
3	Saya merasa lebih aktif dalam mengerjakan tugas menulis *Recount Text* dengan model pembelajaran berbasis proyek	✓	
4	Saya berani bertanya kepada guru setiap menghadapi kesulitan dalam mengerjakan tugas menulis *Recount Text* dalam Bahasa Inggris	✓	
5	Saya menemukan kemudahan dalam mengerjakan tugas menulis *Recount Text* dengan model pembelajaran berbasis proyek	✓	
6	Saya selalu bersemangat ketika mengerjakan tugas menulis *Recout Text* menggunakan metode pembelajaran berbasis proyek	✓	
7	Saya merasa lebih puas dengan nilai saya ketka saya mengerjakan tugas menulis *Recount Text* menggunakan metode pembelajaran berbasis proyek	✓	
8	Saya merasa Bahasa Inggris adalah salah satu pelajaran yang harus dikuasai	✓	
9	Saya merasa lebih antusias dalam Bahasa Inggris dengan metode pembelajaran berbasis proyek	✓	
10	Metode pembelajaran berbasis proyek adalah metode yang saya inginkan dalam setiap mata pelajaran	✓	
11	Saya lebih mudah meningat *generic structure* dari *Recount Text* dengan metode pembelajaran berbasis proyek	✓	
12	Dengan metode pembelajaran berbasis proyek saya merasa lebih mudah dalam mengerjakan tugas dari guru	✓	
13	Saya merasa senang dengan adanya metode pembelajaran berbasis proyek	✓	
14	Saya merasa lebih bersemangat dalam belajar ketika guru menggunakan metode pembelajaran berbasis proyek	✓	
15	Saya lebih menyukai pelajaran Bahasa Inggris dengan metode pembelajaran berbasis proyek	✓	

PERSEPSI SISWA TENTANG PENERAPAN MODEL PEMBELAJARAN BERBASIS PROYEK *(PROJECT BASED LEARNING)* PADA MATA PELAJARAN BAHASA INGGRIS KELAS VIII MTs MUHAMMADIYAH WARU BAKI

Nama : ARDI

No. Absen : 05

Petunjuk Pengisian Angket:

Angket berikut bertujuan untuk mengetahui persepsi tentang penerapan model pembelajaran. Oleh sebab itu, dimohon untuk suswa/siswi untuk mengisi pernyataan berikut dengan caa memberi tanda *check* (✓) pada jawaban di kolom yang sudah disediakan.

No.	Pernyataan	Ya	Tidak
1	Saya menemukan kesulitan dalam menulis *Recount Text*	V	
2	Saya selalu mengerjakan tugas Bahasa Ingris secara individu dan tidak berkelompok		V
3	Saya merasa lebih aktif dalam mengerjakan tugas menulis *Recount Text* dengan model pembelajaran berbasis proyek	V	
4	Saya berani bertanya kepada guru setiap menghadapi kesulitan dalam mengerjakan tugas menulis *Recount Text* dalam Bahasa Inggris	V	
5	Saya menemukan kemudahan dalam mengerjakan tugas menulis *Recount Text* dengan model pembelajaran berbasis proyek	V	
6	Saya selalu bersemangat ketika mengerjakan tugas menulis *Recout Text* menggunakan metode pembelajaran berbasis proyek	V	
7	Saya merasa lebih puas dengan nilai saya ketka saya mengerjakan tugas menulis *Recount Text* menggunakan metode pembelajaran berbasis proyek		V
8	Saya merasa Bahasa Inggris adalah salah satu pelajaran yang harus dikuasai	V	
9	Saya merasa lebih antusias dalam Bahasa Inggris dengan metode pembelajaran berbasis proyek	V	
10	Metode pembelajaran berbasis proyek adalah metode yang saya inginkan dalam setiap mata pelajaran	V	
11	Saya lebih mudah meningat *generic structure* dari *Recount Text* dengan metode pembelajaran berbasis proyek	V	
12	Dengan metode pembelajaran berbasis proyek saya merasa lebih mudah dalam mengerjakan tugas dari guru	V	
13	Saya merasa senang dengan adanya metode pembelajaran berbasis proyek	V	
14	Saya merasa lebih bersemangat dalam belajar ketika guru menggunakan metode pembelajaran berbasis proyek	V	
15	Saya lebih menyukai pelajaran Bahasa Inggris dengan metode pembelajaran berbasis proyek	V	

PERSEPSI SISWA TENTANG PENERAPAN MODEL PEMBELAJARAN BERBASIS PROYEK (*PROJECT BASED LEARNING*) PADA MATA PELAJARAN BAHASA INGGRIS KELAS VIII MTs MUHAMMADIYAH WARU BAKI

Nama : Anggun

No. Absen : 4

Petunjuk Pengisian Angket:

Angket berikut bertujuan untuk mengetahui persepsi tentang penerapan model pembelajaran. Oleh sebab itu, dimohon untuk suswa/siswi untuk mengisi pernyataan berikut dengan caa memberi tanda *check* (✓) pada jawaban di kolom yang sudah disediakan.

No.	Pernyataan	Ya	Tidak
1	Saya menemukan kesulitan dalam menulis *Recount Text*	V	
2	Saya selalu mengerjakan tugas Bahasa Ingris secara individu dan tidak berkelompok		V
3	Saya merasa lebih aktif dalam mengerjakan tugas menulis *Recount Text* dengan model pembelajaran berbasis proyek	V	
4	Saya berani bertanya kepada guru setiap menghadapi kesulitan dalam mengerjakan tugas menulis *Recount Text* dalam Bahasa Inggris		V
5	Saya menemukan kemudahan dalam mengerjakan tugas menulis *Recount Text* dengan model pembelajaran berbasis proyek	V	
6	Saya selalu bersemangat ketika mengerjakan tugas menulis *Recout Text* menggunakan metode pembelajaran berbasis proyek	V	
7	Saya merasa lebih puas dengan nilai saya ketka saya mengerjakan tugas menulis *Recount Text* menggunakan metode pembelajaran berbasis proyek	V	
8	Saya merasa Bahasa Inggris adalah salah satu pelajaran yang harus dikuasai	V	
9	Saya merasa lebih antusias dalam Bahasa Inggris dengan metode pembelajaran berbasis proyek	V	
10	Metode pembelajaran berbasis proyek adalah metode yang saya inginkan dalam setiap mata pelajaran	V	
11	Saya lebih mudah meningat *generic structure* dari *Recount Text* dengan metode pembelajaran berbasis proyek	V	
12	Dengan metode pembelajaran berbasis proyek saya merasa lebih mudah dalam mengerjakan tugas dari guru	V	
13	Saya merasa senang dengan adanya metode pembelajaran berbasis proyek	V	
14	Saya merasa lebih bersemangat dalam belajar ketika guru menggunakan metode pembelajaran berbasis proyek	V	
15	Saya lebih menyukai pelajaran Bahasa Inggris dengan metode pembelajaran berbasis proyek	V	

APPENDICES

Observation Sheet

LEMBAR PENGAMATAN AKTIVITAS BELAJAR SISWA DALAM KBM
DENGAN MODEL *PROJECT BASED LEARNING (PBL)*

Nama Sekolah   : MTs Muhammadiyah Waru   Mata Pelajaran : Bahasa Inggris
Nama Pengamat   :   Kelas   : VIII C
Pertemuan   :   Materi Pokok   : *Recount Text*

Petunjuk Penskoran

Untuk menentukan skor aktivitas siswa, maka diperhatikan kemunculan deskriptor berikut:
1) Skor 1 : Banyaknya siswa yang melakukan aktivitas $\leq 25\%$
2) Skor 2 : Banyaknya siswa yang melakukan aktivitas $25\% \leq x \leq 50\%$
3) Skor 3 : Banyaknya siswa yang melakukan aktivitas $50\% \leq x \leq 75\%$
4) Skor 4 : Banyaknya siswa yang melakukan aktivitas $\geq 75\%$

No	Fase	Kegiatan Siswa	Skor			
			1	2	3	4
1	Orientasi siswa pada proyek	1. Siswa menyimak tujuan pembelajaran dan logistik yang diperlukan dalam kegiatan pembelajaran yang disampaikan guru				
		2. Siswa menyimak motivasi dan apersepsi yang dijelaskan oleh guru				
2	Mengorganisasikan siswa untuk belajar	3. Antusiasme siswa dalam pembelajaran				
		4. Siswa duduk berdasarkan kelompok yang telah dibagikan				
		5. Siswa membaca permasalahan yang dipaparkan oleh guru dan kemudian berdiskusi				
		6. Peningkatan motivasi siswa untuk bekerja kelompok dalam memecahkan permasalahan				
		7. Guru menciptakan suasana pembelajaran yang menyenangkan				
		8. Guru mengkondisikan semua kelompok untuk tetap tenang dan kondusif selama pembelajaran berangsung				
3	Membimbing penyelidikan individu maupun kelompok	9. Siswa mencari sumber dan informasi yang relevan untuk masalah yang muncul				
		10. Siswa melakukan pengolahan informasi untuk mendapatkan pemecahan/penjelasan atas masalah				

Pengamat

(_____)

LEMBAR PENGAMATAN AKTIVITAS BELAJAR SISWA DALAM KBM
DENGAN MODEL *PROJECT BASED LEARNING (PBL)*

Nama Sekolah   : MTs Muhammadiyah Waru   Mata Pelajaran : Bahasa Inggris
Nama Pengamat   :   Kelas   : VIII C
Pertemuan   :   Materi Pokok   : *Recount Text*

Petunjuk Penskoran

Untuk menentukan skor aktivitas siswa, maka diperhatikan kemunculan deskriptor berikut:

1) Skor 1 : Banyaknya siswa yang melakukan aktivitas $\leq 25\%$
2) Skor 2 : Banyaknya siswa yang melakukan aktivitas $25\% \leq x \leq 50\%$
3) Skor 3 : Banyaknya siswa yang melakukan aktivitas $50\% \leq x \leq 75\%$
4) Skor 4 : Banyaknya siswa yang melakukan aktivitas $\geq 75\%$

No	Fase	Kegiatan Siswa	Skor			
			1	2	3	4
1	Orientasi siswa pada proyek	1. Siswa menyimak tujuan pembelajaran dan logistik yang diperlukan dalam kegiatan pembelajaran yang disampaikan guru				
		2. Siswa menyimak motivasi dan apersepsi yang dijelaskan oleh guru				
2	Mengorganisasikan siswa untuk belajar	3. Antusiasme siswa dalam pembelajaran				
		4. Siswa duduk berdasarkan kelompok yang telah dibagikan				
		5. Siswa membaca permasalahan yang dipaparkan oleh guru dan kemudian berdiskusi				
		6. Peningkatan motivasi siswa untuk bekerja kelompok dalam memecahkan permasalahan				
		7. Guru menciptakan suasana pembelajaran yang menyenangkan				
		8. Guru mengkondisikan semua kelompok untuk tetap tenang dan kondusif selama pembelajaran berangsung				
3	Membimbing penyelidikan individu maupun kelompok	9. Siswa mencari sumber dan informasi yang relevan untuk masalah yang muncul				
		10. Siswa melakukan pengolahan informasi untuk mendapatkan pemecahan/penjelasan atas masalah				

Pengamat

(_____)

APPENDICES

Sample of Pre-Test

orientasi

We arrived at the Pasar gawok at 8 Pm. I am brother,
iam and happy to be able the Pasar gawok.
I am go buy Sugar, banma, Fish or Chiken

events

We can get what we need and I laike to see
the bargaining activity done in that Pasar gawok. I am go
buy Sugar, banana, Fish or Chiken.
bought

Re-orientation

iam happy go to Pasar gawok. I Like to see the
bergeaning activity done in that Pasar gawok. Iam happy
go Pasar gawok. to went to

C   2 × 3 = 6
V   2 × 2.5 = 5
G   2 × 2.5 = 5
M   2 × 2 = 2

$\frac{18}{45} \times 100$ 　(45)

Name : Indra Kurniawan

Class : 8C

(went)
(~~go~~ to magelang)

went   We went there at
- orientation : Last year, I and family ~~go~~ to magelang, ~~go~~ clock 04:00 and.
                back to home clock 23:00 wib.

          didn't join at   decided to joint them
- events : if I ~~no follow~~, I ~~only~~ alone in home, * and ~~I follow~~ go to magelang.
                  stayed

                              was
- Re-orientation: I ~~am down then car~~, a I am very happy, I ~~am cant~~ grenpa ~~iomm~~ smile.
                  and next ~~tom~~ I am reading ~~bouk~~ fairy tale, and a I am and family.
                  back to solo

$$e = 2 \times 3 = 6$$
$$u = 2 + 2.5 = 5$$
$$6 = 1 + 2.5 = 2.5$$
$$m = 2 \times 2 = 4 \quad +$$

$$\frac{17.5}{40} \times 100$$

$$\boxed{62.5}$$

Dhamar. cahyo. N

8C

Orientation
- Last week, my mother went to a traditional market near the hotel. Like vegetables and spices.

Events
- It was a holiday. the market was very crowded. Fist vegetable stall and buy potatoes cabbage, spinach, tomatoes broccoli and caritos.

Re-orientation.
- very very happy to be able to shop at traditional markets. We can get what we need and I like to see the bargaining activity done Market.

$$C = 2 \times 3 = 6$$
$$V = 3 \times 2.5 = 7.5$$
$$6 = 2 \times 2.5 = 5$$
$$M = 3 \times 25 = 6 +$$

$$\frac{24.5}{40} \times 100$$

$$\boxed{61.25}$$

Nama = Alfin nur cahya putra
Kelas = 8c

Orientation

1. Wear fiveD my mother of the traditional market near the done in that market Choose the food went to the Cinema under shop and buy two kilograms

events

2. last year broccoli first carrots we go to the butcher bargaining market at 5 pm it was holiday the market yesterday potatoes

Re-orientation

3. I am very happy to shop at traditional markets get what we need and activity done in that market

$$C = 1 \times 3 = 3$$
$$U = 2 \times 2.5 = 5$$
$$G = 2 \times 2.5 = 5$$
$$M = 2 \times 2 = 4 \quad +$$
$$\frac{17}{40} \times 100$$

$$62.5$$

Nama: Alisian Raronga

Orientasi

: In the last month my father and I went near the hotel a mall nearto building webuy what whe need like clothes and shoes for the next day

Events : we arrived at the market at 5 pm it was a holiday, the market was very cromded we go to gems

Re-orintansii I am very happy to be able tho shop at tradisional markes wecan get what we play and buy

$$c = 2 \times 3 = 6$$
$$v = 2 \times 2.5 = 5$$
$$b = 1 \times 2.5 = 2.5$$
$$m = 1 \times 2 = 2$$

$$\frac{15.5}{40} \times 100$$

38.75

APPENDICES

Sample of Post-Test Cycle 1

Nama. : Dhamar.cahyo.N
NO : 14
KIS : 8C

Recoun Text

awek go
Orientation = me and friend cluse to homego to gramadia book short
~~m solo we dark~~

booksstore

Events : when ~~farri~~ yedit gramadia want in and walord for the books
we wanted to buy, iwas luuking for a novel kim jiyong
buim 1982 while my frend was loking fora orgish distiany. After
we boogrt it we went straight.

looked

to

ro orientation : we are happy besayse. we are always togetter and we liko
brother andsister.

were   were

$$c = 2 \times 3 = 6$$
$$U = 3 \times 2.5 = 7.5$$
$$Q = 2 \times 2.5 = 5$$
$$M = 2 \times 2 = 4 \quad +$$

$$\frac{22.5 \times 100}{40}$$

56.5

nama : Indra Kurniawan /19

Kelas : 8C mts muh waru bakr

RECONT TEXT

(cuver music Red velvet)

Orientation → Last month, I am ~~song~~ **I sang** a korean song called "Fell my rhytm" besides singing the song "feel my rhytm" I also sing the song "psyco" from red velvet

event → before I sang a song from red velvet I had an online audition two month ago with the SMTOWN entertierment agency and I became a trainee there and I got a vocalist tittle but a ~~refused~~ refused and left the agency and I chose to go to school first.

re → orientation → I am very disoppointed with myself **was** and on the other hand say I am proud of p myself but I just want to go to school, and want to ~~continue~~ to a higher level
                                                                        continue

$$C = 4 \times 3 = 12$$
$$V = 3 \times 2.5 = 7.5$$
$$G = 3 \times 2.5 = 7.5$$
$$M = 3 \times 2 = 6 +$$

$$\frac{33}{40} \times 100$$

82.5

when I was 7 years old

yesterday, this is me, Diana. when I was 7 years old, I was very beautiful, funny, and photogenic, father told me that I liked to go to the beach. when I was 7 years old, he took and drove me, mother, and my elder sister to have a picnic to the beach. we swam, played water and built sand castle in the beach. my brother flew the kite, my mom sat on the white sand under the coconut trees. and my father kept eyes to us. really, the beach was our favorite point of interest.

Besides that, I also went to the zoo. we bought four entry tickets and the guards let us enter the zoo. at the zoo's area, we found many kinds of wild animals and some attractions of animal. we took the pictures of many animals. we went around enjoying the zoo about two hours, then we took a rest to have some snacks we brought. and we never forgot to buy souvenirs to bring home really going to the beach and the zoo made me happy

$$C = 4 \times 3 = 12$$
$$V = 3 \times 2.5 = 7.5$$
$$\overline{O} = \frac{3}{2} \, 3 \times 2.5 = 7.5$$
$$M = 4 \times 2 = 8 \quad +$$

$$\frac{33}{40} \times 100$$

$$\boxed{82.5}$$

Nama : Muh. falah al fattah
kls : 6c
No : 24

(RICON TEXT)

Orientation : me and friend cluse to home ~~go~~ went to gramedia buokstore in Solo
we ~~take~~ took an online taxi.

events : when ~~arrived at~~ gramedia iwant in and we looked for the books
we wanted to buy, iwas luuking for a novelkim ji young bum in 1982
while my friend was loking for a english distianary, after we booghrt it
we ~~went to~~ stralight.

re-orientation : wee ~~are~~ were happy, ~~besavse~~ we are always to gether and we like
brother and sister.

$$e = 3 \times 3 = 9$$
$$v = 3 \times 2.5 = 7.5$$
$$6 = 3 \times 2.5 = 7.5$$
$$m = 3 \times 2 = 6 \quad +$$

$$\frac{30}{40} \times 100$$

75

My Poor Sister

Yes last Saturday, & my little Sister . did Something Funny . She got up very late . at Six She ran Fats to the bathroom . She thought She would be late to School . She Forgot Forgot it was Sunday

She took a very quick bath . got dressed . took her bag . and ran off to School . She even had no have break Fast . After Walking For Five minutes, she noticed that no other children were Were going to School

Soon, She realized it was Sunday, So . She Walked back home . We all laughed at her when She got home . She also laughed at herself . Than She Changed her Clothes, and Went back to bed after She Closed her room door . My Poor Sister

$$C = 4 \times 3 = 12$$
$$U = 3 \times 2.5 = 7.5$$
$$G = 3 \times 2.5 = 7.5$$
$$M = 3 \times 2 = 6 \quad +$$

$$\frac{33}{40} \times 100$$

82.5

APPENDICES

Sample of Post-Test Cycle 2

Recount Text

(My Poor Sister)

Orientation ⇒ Yes, last saturday, my little sister, Dina, did something funny. She got up very late, at six. She ran fast to the bathroom. She thought the would be late to shcool. ~~the~~ She forgot it was Sunday.

Events ⇒ She took a very quick bath, got dressed, took her bag, and ran off to school. She even had no ~~have~~ breakfast. After walking for five minutes the noticed that no other children were going to shcool.

Re orientation ⇒ Soon she realized it was Sunday, so, she walked back home. We all laughed at her when she got home. She also laughed at herself. Then she changed her clothes, and went back to bed after she closed her her room door. My poor sister.

$$C = 3 \times 3 = 9$$
$$U = 3 \times 2.5 = 7.5$$
$$6 = 3 \times 2.5 = 7.5$$
$$M = 3 \times 2 = 6 \quad +$$

$$\frac{30}{40} \times 100$$

75

(Recount Text)

1 Orientation : Last month, my family and I ~~went~~ went to the beach, we wanted to ~~refresh~~ refresh our mind and enjoy the fresh air. ~~We~~ We went there early in the morning by car.

2. Events : After parking our car, we ~~walked~~ walked along the beach barefooted. we could feel the smoothness of the sand, the cold sea water touched our feet. Then, we looked for a place to take a rest, we ~~spread~~ spread the mat on the ground and had meals together. while eating, we saw many things, many children, sand castles. Some of them played with their balls, we also saw some people.

3. Re-orientation : After having meals, I was interested in doing the same thing, I made sand castles with my sister. meanwhile my brother some sea shells I was so happy and really that day.

$$C = 4 \times 3 = 12$$
$$V = 3 \times 2.5 = 7.5$$
$$G = 3 \times 2.5 = 7.5$$
$$M = 3 \times 2 = 6 \quad +$$

$$\frac{33}{40} \times 100$$

82,5

— I've got a painful experience that I went through last semester. I joined the cross country. We were running this race compating againts several other schools. The entire race was long and dreadful. It took place in the desert so it was realy hot and humid. We ran up and down the hills.

— It was getting awful after 10 minutes of the race. People who ran in front of me made me breathe the dust they created. It wasn't so bad until my throat started to hurt, it was very painful. I had a hard time to catch my breath and I sweat alot. I really hated it.

— In the end I managed to finish the race. I felt realy good after that. I felt fully alive again. That race was a horrible experience. That is the reason why I quitted the team a week later.

$$C = 4 \times 3 = 12$$
$$V = 3 \times 25 = 75$$
$$G = 3 \times 25 = 75$$
$$M = 4 \times 2 = 8 +$$
$$\frac{35}{40} \times 100$$

87·5

nama : Indra Kurniawan / 19

kelas : 8c

recont text.

(In the beach.)

orientation : Last year . my family and I ~~to~~ **went** the beach. we wanted to **refresh** our mind and enjoy the freas air , we want there early in the morning by car.

events : after parking our car, we along the beach barefooted . we could feel the smoothness. of the sand . The cold sea water touched our feet. Then. we looked for a place to take a rest. we the mant on the ground and had meels together . while eating , we saw many things . many children sand castles . some of them played with their ball . we also saw some people

re-orientation : after having meals . ~~i~~ **I was** was interested in doing the same thing . I made sand castles with my sister . meanwhile . my brother some sea shells I was so happy and really that day. day.

$$C = 3 \times 3 = 9$$
$$U = 3 \times 2.5 = 7.5$$
$$\bar{6} = 3 \times 2.5 = 7.5$$
$$M = 3 \times 2 = \underline{6} \quad f$$

$$\frac{20}{48} \times 100$$

75

NAMA = Rovi Jaya Satria.
Kelas = 8c

Recount Text

Everybody, this is me Diana. When I was 2 years Old, I was very beautiful, Funny and Photogenic. Father told me that I liked to go to the beach. When I was 2 years old, he took and drove me mother and my elder sister to have a Picnic to the beach. We ~~set~~ swam. Played water and built sand castle in the beach. My brother Flew the kite my mom sat on the white sand under the coconut trees, And my Father kept eyes to us. Really, the beach was our Favorite Point of Interest.

Besides that, I also went to the Zoo. We bought Four entry tickets and the guard let us enter the zoo. At the zoos area we Found many Kinds of wild animals and some attrations of animal. we took the Pictures of many animals. we went around enjoying the zoo about two hours. Then we took a rest to have some snacks we brought. And we never Forgot to buy ~~se~~ souvenirs to bring home. Really going to the beach and the zoo made happy.

$$C = 4 \times 3 = 12$$
$$U = 4 \times 2.5 = 10$$
$$G = 3 \times 2.5 = 7.5$$
$$M = 3 \times 2 = 6 \quad +$$
$$\frac{35.5}{40} \times 100$$

88,75

APPENDICES
Photographs

PHOTOGRAPH

1. **Pre-Test**

Picture 1. The researcher was giving explanation about Recount Text to the student.

Picture 2. The researcher conducted Pre-Test.

2. Post-Test Cycle 1

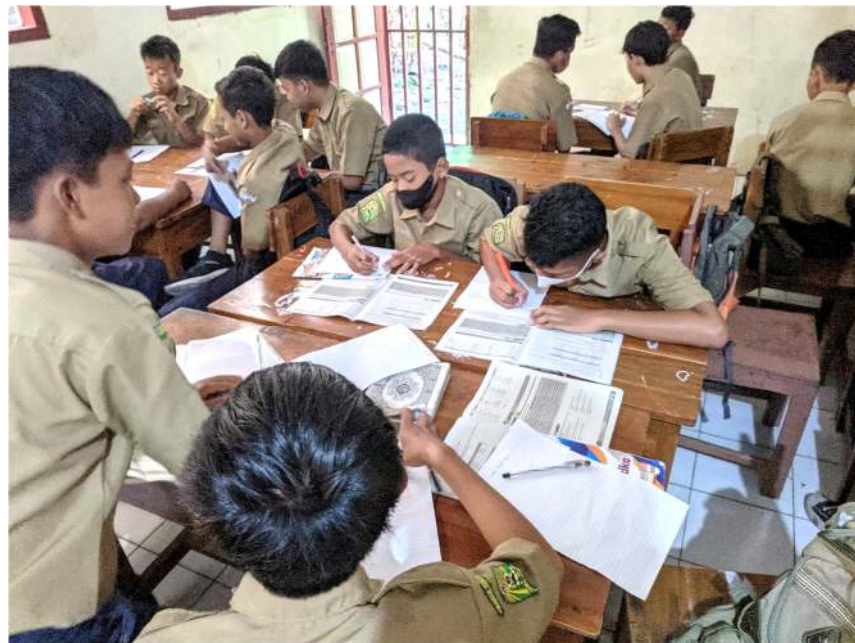Picture 3. Students were doing the Post-Test Cycle 1 in group.

Picture 4. The researcher was guiding students during Post Test Cycle 1

3. Post-Test Cycle 2

Picture 5. Students were doing Post-Test Cycle 2.

Picture 5. Students were doing Post-Test Cycle 2.

APPENDICES

Curriculum Vitae

CURRICULUM VITAE

Name   : Dwi Martanto
Place/Date of Birth   : Sukoharjo, 12 Maret 1997
Sex   : Male
Religion   : Islam
Marital Status   : Single
Nationality   : Indonesia
Height/weight   : 178 cm/65 kg
Hobbies   : Cooking, listening to music, traveling
Address   : Bareng 03/III Jati, Gatak, Sukoharjo 57557
Mobile Phone   : 085156915160
e-Mail   : dwimartanto@outlook.com

Educational Background

2004 – 2009   : SDN Jati 02
2009 – 2012   : SMPN 01 Gatak
2012 – 2015   : SMAN 1 Kartasura
2015 – 2022   : UIN Raden Mas Said

Organization Experience

2013 – 2014   : Head of English Comunication Department of OSIS SMAN 1 Kartasura
2015 – current : Secretary of Takmir Masjid Qonitat
2015 – current : Secretary of Madin Al-Muttaqien Baki
2021 – current : Secretary of Badan Koordinasi LPQ (BADKO LPQ) Kecamatan Baki
2022 – current : Secretary of FOSKAM

Working Experience

2019 – 2020   : Tutor of English Club in SMP-IT Al-Anis Kartasura
2019 – 2022   : English Teacher of SDN Jati 01
2019 – 2022   : Tantograph Studio