IMPROVING STUDENTS’ WRITING SKILLS THROUGH GUIDED WRITING TECHNIQUE (GWT) FOR THE TENTH STUDENTS GRADES OF SMK MIFTAHUL HUDA LIMBANGAN IN THE ACADEMIC YEAR 2019/2020

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfilment of the requirements for degree of Sarjana Pendidikan (S.Pd.)

English Education Department of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

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SALATIGA
2019
DECLARATION

In the name of Allah the most gracious and the most merciful

Hereby, the researcher declares that this graduating paper is written by the researcher. This paper does not contain any materials published by other people and it does not cite any other people’s ideas except those quoted overtly.

This declaration is written with the full concern of the researcher. Likewise, this declaration is written by the researcher, and hopes that this declaration can be understood. The writer gives permission to publish this graduating paper on IAIN Salatiga’s e-repository.

Salatiga, September 15th 2019

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ATTENTIVE COUNSELOR’S NOTE
Case: Ahmad Nasirun’s Graduating Paper

Dear,
Dean of Teacher Training
And Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Ahmad Nasirun’s Graduating Paper entitled: IMPROVING STUDENTS’ WRITING SKILLS THROUGH GUIDED WRITING TECHNIQUE FOR THE TENTH GRADE STUDENTS OF SMK MIFTAHUL HUDA LIMBANGAN IN THE ACADEMIC YEAR OF 2019/2020. I have decided and would like to purpose that if it could be accepted by the Teacher and Education Faculty, I hope it would be examined as soon as possible.
Wassalamu’alaikum Wr. Wb.

Counselor,

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Written by

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Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on September 2019, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd)

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Salatiga, 2019

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MOTTO

“Nothing ever goes away until it teaches us what we need to know”

– Pema Chordon –

“I believe, I can do it”

– Ahmad Nasirun –
DEDICATION

This graduating paper is dedicated to:

1. My beloved parents (Mr. Ehsan and Mrs. Sofiatun), and also my young sister Amilatul Khusna who always support me materially and morally. Thank you for your prayer and endless love, thank you for raising me up to more than I can be.

2. My big families who always give me support and encouragement to finished my study in university.
ACKNOWLEDGMENT

Assalamu’alaikum Wr. Wb.

Alhamdulillahirabbil’alamin, all praises are to Allah SWT the Most Gracious and the Most Merciful who always blesses and help the researcher so the researcher could be finished the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the researcher to the truth.

However, this paper would not be achieved without supports, guidance, advice, help, and encouragement from several people and institution. Hence, the researcher would like to express special thanks to:

1. Mr. Prof. Dr. Zakiyuddin Baidhayy, M.Ag, the Rector of State Institute of Islamic Studies (IAIN) of Salatiga.
2. Mr. Prof. Dr. Mansur, M.Ag, the Dean of Teacher Training and Education Faculty of State Institute of Islamic Studies (IAIN) of Salatiga.
3. Mr. Norwanto, Ph.D, the Head of English Education Department of State Institute of Islamic Studies (IAIN) of Salatiga.
4. Mr. Hanung Triyoko, M.Hum., M.Ed., as my academic counselor
5. Dr. Mashlihatul Umami, S.Pd.I, MA., as the counselor who has educated, supported, directed, and given the researcher advice, suggestions, and recommendations for this graduating paper from the beginning until the end.
6. All lecturers, especially the lecturers of English Education Department of State Institute for Islamic Studies (IAIN) Salatiga
7. All staffs and officials of State Institute for Islamic Studies (IAIN) Salatiga who have helped the researcher in processing graduating paper administration.

8. All teachers, staffs, and officials of SMK Miftahul Huda Limbangan especially the English teacher Mrs. Ulfa Laily Maftuhah, S.Pd.I., who have kindly permitted and helped me in conducting my research.


10. My beloved parents and sister who always support me materially and morally.

11. The Occupants of A74 who always support, advise, and motivate me.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The researcher also pleased to accept more suggestion and contribution for the improvement for this graduating paper.

Wassalamu’alaikum Wr. Wb.

Salatiga, September 11st, 2019

The researcher

Ahmad Nasirun
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ABSTRACT

Nasirun, Ahmad. 2019. Improving Students’ Writing Skills Through Guided Writing Technique for the Tenth Grade Students of SMK Miftahul Huda Limbangan in the Academic Year of 2019/2020. A Graduating Paper, English Education Department, Teacher Training and Education Faculty, State Institute for Islamic Studies (IAIN) Salatiga. Counselor: Dr. Mashlihatul Umami, S.Pd.I., M.A.

Key Words: Writing, Guided Writing Technique, Recount Text

This research has the aim to improve the students’ writing skills though guided writing technique for tenth grade students of SMK Miftahul Huda Limbangan in academic year 2019/2020. The objectives of this research is to find out the implementation of using guided writing technique, there is any improvement after the use of guided writing technique and how far is the improvement of students’ writing skills after the use of guided writing technique. The methodology of the research is classroom action research which consists of two cycles. The data source of this research are 17 students. The researcher uses observation sheet and documentation. The purpose of this research is to describe the implementation of the guided writing technique, the improvement afterwards, and how far is the improvement. The research is conducted in two cycles. The result of this research are the findings in cycle II is higher than the passing grade of SMK Miftahul Huda Limbangan on score 75 in academic year 2019/2020. The average score of post-test in cycle I is 62.70 and the average score of post-test in cycle II is 74.88. The target is 85% of students in class can pass the minimum criteria of writing skills. In the post-test of cycle I only 24% students who pass the passing grade. The target is not achieved by the students in cycle I. Therefore, in the post-test of cycle II, there is 88% students can pass the passing grade. Based on the results of this research, it can be concluded that the implementation of guided writing technique successfully improve the students writing skills for tenth grade students of SMK Miftahul Huda Limbangan in academic year 2019/2020.
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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the research, research questions, objective of the research, significances of the research, hypothesis and success indicator, research methodology, and graduating paper outlines.

A. Background Of Research

English skill consists of verbal and non-verbal skill. Moreover, it also consists of four main skills; they are speaking, reading, listening, and writing. According to Jeremy Harmer (1989, p. 16) English has four basic language skills. They are listening, speaking, writing, and reading. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills.

Furthermore, talking about writing, Nezakadgoo (2010 in Meisuri and Sri Wahyuni, 2016:144), said that writing is the most difficult skill for foreign learners to be mastered because they have to pay much attention to higher level skills (macro level skills) such as planning, organization as well as lower level skills (micro level skills) such as spelling, punctuation, diction, and so on. Based on the explanation above, the most difficult and complex skill to be mastered in English skill is writing, because the student must pay more attention to the higher and lower level skills.
Urquhart and McIver, (2005:23) defines that “writing is about expressing knowledge and you want your students express their knowledge as thoughtfully and clearly as they can”. Furthermore, they explained that through writing, teachers can recognize students’ ability in using the language. Writing does not only deal with list of vocabularies and the knowledge of grammar, but also the ability to organize thoughts into series of paragraph.

According to Harmer (2007), the students should be encouraged to express their ideas, experience, thoughts and feelings through writing. He also said writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problem which the writing puts in to their mind. Based on the statement above, the researcher assumes that writing is the most important skill. By mastering writing, the students can express their ideas, experiences, thoughts and feelings well which is in their mind.

Writing is the basic language skills. It is important like speaking, reading, and listening. By writing, the teachers can recognize the students’ ability, because writing does not only deal with list of vocabularies and the knowledge of grammar, but also the ability to organize thoughts. The students must know how they can express their mind into the paragraph well. They also need a micro and macro level skills in order to make their mind can be received appropriately by the reader.
Based on the preliminary research by the researcher in SMK Miftahul Huda Kendal, it was found that most of the students had the difficulties in expressing their ideas in writing. They could not write well because they did not believe in their abilities. They also did not have good grammar and vocabularies enough. They said that they want to write more, but they can not because they get the difficulties to generating ideas, organizing their ideas into paragraph, and grammatical function of what they want to write.

Moreover, the researcher had interviewed the English teacher of SMK Miftahul Huda Limbangan, Mrs. Ulfa Laily Maftuhah, S.Pd.I. about the result of teaching writing. She said that the students of SMK Miftahul Huda Limbangan have many problems in writing, especially in tenth grade students which the researcher conducts. They have not followed the lesson, because they are still in the process of adaptation from the Junior High School. They are difficult to express their ideas and think to the paragraph writing cause of worry to make mistake in their writing. In addition, they are lack of vocabulary, so it makes their writing monoton. They have not been accustomed to the lesson in the Vocational High School, so they need more attention from teacher to guide them in this process. She also added that the students reluctant to learn writing.

In addition, the researcher also did an interview with some students’ of the tenth grade. They said that they felt lazy and less motivation to learn writing. Additionally, they also said that they felt bored of the method that was used by the English teacher in teaching writing so they did not interest to learn
about writing. As the result, the teachers need another technique to increase the students’ interest in writing and to help the students in writing process.

To solve these difficulties in writing lesson, the researcher proposes to the teacher for using the Guided Writing Technique (GWT). This technique is emphasized on recount text. By using this technique, the students do not leave alone in creating their writing. It increases the confidence of the students because they have the facilitator beside them.

According to Oczkus (2007), the GWT is an essential tool in a balanced writing curriculum, providing an additional supporting step towards independent writing. He said that firstly, the teacher modeled about how to write a paragraph, and the next session is followed by sharing ideas among of the students. Additionally, it has not been bored because it gives the students more chances to be active in the learning process. Therefore the role of the teacher here is a facilitator who guides them before they do their own writing independently.

Based on the explanation above, the researcher is interested in conducting research entitled "Improving The Students’ Writing Skills Though Guided Writing Technique” which will be conducted in the tenth grades of SMK Miftahul Huda Limbangan in the academic year 2019/2020.
B. Research Questions

Based on the background above, the writer formulates the research questions, as follows:

1. How is the implementation guided writing technique to improve students’ writing skills?
2. Is there any improvement in students’ writing skills after the teacher used Guided Writing Technique in their learning process?
3. How far is the improvement of guided writing technique for students’ writing skills?

C. Objective of the Research

Generally, the research aims to improve the students’ mastery of writing analytical exposition text specifically is:

1. To find out the implementation of using guided writing technique in improving students’ writing skills.
2. To find out whether any improvement in students’ writing skills or not after the use of Guided Writing Technique in their learning process
3. To find out how far the improvement of students’ writing skills after the use of guided writing technique

D. Significances of the Research

Hopefully, the result of this research can give the theoretical and practical benefits
1. Practical
   a. The researcher
      This study can be used as the reference for those who want to conduct a research in English teaching to improve the students’ writing skills.
   b. For the students
      The result of this research gives input to the students to improve their mastery and ability in writing.
   c. For the Teachers
      The result of this research is useful for English teacher to get information about teaching writing using guided writing technique.
   d. For the Other Researcher
      For further researcher who is interested in teaching writing at senior high school level can get the basic information from this study to do the further research.

E. Research Methodology

1. Research design
   This research is Classroom Action Research (CAR). This type of research is done for the purposes to improve local classroom practices. Action research provides a chance for teachers to reflect on their own practices (Cresswell, 2005:550). According to Kemmis (1983), action research is an effort to attempt the ideas into practice to improve or change something to gain a real impact on the situation. The researcher uses
Classroom Action Research because the research wants to know the improvement of using Guided Writing Technique on students’ writing skill.

2. Research Subject

a. Setting of Place

The research is conducted in SMK Miftahul Huda Kendal. SMK Miftahul Huda is located at Masjid Street no. 2, Peron Village, Limbangan Subdistrict, Kendal Regency. It has 3 majors, those are Computer Engineering and Network, Automotive Technique, and Islamic Banking. There are 12 classes which are divided into 4 classes of tenth grade, 4 classes of eleventh grade, and 4 classes of twelfth grade.

b. Setting of Time

The schedules of the research start from observation, giving the permission until the treatment of the cycles.

<table>
<thead>
<tr>
<th>No.</th>
<th>Date and time</th>
<th>Activities</th>
<th>Place and time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>August 30th, 2019</td>
<td>Interview with the English teacher in the Preliminary Study (Before Classroom Action Research) and Giving observation letter.</td>
<td>Teacher room SMK Miftahul Huda Limbangan</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Activity</td>
<td>School</td>
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<tr>
<td>2.</td>
<td>August 31&lt;sup&gt;th&lt;/sup&gt; 2019</td>
<td>Giving pre-test cycle I</td>
<td>SMK Miftahul Huda Limbangan</td>
</tr>
<tr>
<td>3.</td>
<td>September, 2&lt;sup&gt;nd&lt;/sup&gt; 2019</td>
<td>Giving treatment and post-test cycle I</td>
<td>SMK Miftahul Huda Limbangan</td>
</tr>
</tbody>
</table>

c. The Subject of the Research
The subject of this research is The Tenth Grade of Islamic Banking of SMK Miftahul Huda Kendal in the academic year of 2019/2020. It consists of 17 students and the researcher as the teacher in this class.
3. **Research Procedure**

This research used CAR which divided into cycle. The procedure of each cycle as follows: planning, action, observation, and reflection. The cycle is based on Kemmis’ figure in classroom action research.

![Figure 1.1 Steps of Classroom Action Research Adapted by Kemmis (1983) in Hopkins (2014)]
The figure above shows that it has four steps like what explained. Each one of these phases is validated by the previous phase and looks forward to the next. For example, the reflection phase is validated by the planning phase, action phase, and then observation.

a. Planning

At the planning stage, the researcher formulates some procedural acts how to improve students’ writing skill by using Guided Writing Technique in lesson plans.

b. Action

At the action stage, it is implementation of techniques/procedural acts that have planned at planning stage.

c. Observation

Observation is one of the methods used in collecting the data. The researcher observes the teaching and learning process. In this stage, the researcher uses observation sheet to know the condition of the class when the action is doing until it’s done. Besides that, the researcher also use a camera to record and take picture as the documentation.

d. Reflection

Reflection is a research finding analysis. This is used to analyzed based on the data that have been collected in determining the next action. Reflection is used to evaluate teaching-learning process in
order to know the improvement on improving students’ writing skill by using Guided Writing Technique.

4. Technique of Data Collection

Data collection is used to gather information in research. In this study the researcher uses several methods of data collection:

a. Observation

According to Arikunto (2010:139), observation focuses on the activities of the research subjects or objects involving all of the five senses. This method is commonly used by the many researchers because it is easy to find the concrete data.

In conducting this research, the researcher observes learning process with documentation help. The learning process is taught by the researcher itself. Then the teaching-learning observation is done after the finishing learning process by using the recording of the video which is prepared before.

b. Test

Test is series of the question as excercises and other tools use to measure the skill, knowledge, intelligence, ability or talent possessed by individuals or group. The researcher uses pre-test and post-test (Arikunto, 2010:193).

1) Pre-test

In this research the pre-test will be given in the first time.

Pre-test is given to the students before the teacher using her media
in the teaching-learning process. The objective is to know about the students’ skill of writing before treatment.

2) Post-test

Post-test will be given in the last sessions after the media will be applied. The goal of the post-test is to know the improvements in students’ skill of writing after the students got a treatment.

In this technique data collection the researcher uses guided writing technique in each cycle except pretest of cycle I. The first step is prewriting stage. It is started from the teacher asks the students to compose a paragraph from the topic which is provided. The teacher uses main mapping to write their idea in form of words or phrases. After that, the students write their idea in rough draft. It can be in form of words, phrases and sentences. Then students share their rough draft with their group. Their group revise their words, phrase, or sentences which is wrong in written. Before they go to the publishing stage, the students must edit their words, phrase, or sentences which were revised by their group or the teacher in paragraph.

c. Documentation

According to Arikunto (2010:274), documentation is an activity to look for variable like notes, transcribes, books, newspaper, etc. Documentation is done to get important data for the research. In this
research, the researcher uses videos and photos as the documentation of the research because the researcher teaches the students, so it is very helpful.

5. Data Analysis

In analyzing data, the researcher uses mixed methods to analyze the data (Creswell, 2012:16).

a. Qualitative Data

In this research, the data of observation checklist is analyzed by qualitative. In analyzing qualitative data collected based on words from a small member of individual, thus the participants’ views are obtained and analyzed the data for description (Creswell, 2012:16).

b. Quantitative Data

Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures (Creswell, 2012: p.32). In this research, the quantitative data was collected using the following formulas:

1) Mean of the pre-test and post-test

\[ M = \frac{\Sigma x}{N} \]

Explanation:
$M = \text{Mean of the students’ score}$

$\sum X = \text{Sum of the students’ score}$

$N = \text{Total number of the students}$

According to Sudijono (2010: 305-307), to calculate t-test, the researcher will use the following formula:

2) Standard Deviation

To calculate standard deviation, the researcher uses this formula:

$$SDd = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

Explanation:

SDd : Standard deviation

$\Sigma_d 2$ : The total difference between pre-test and post-test

N : Total number of students

3) T-test

To know whether there is a significant improvement or not between pre-test and post-test, the researcher uses T-test after calculating Standard Deviation (SD). The researcher uses this formula:

$$T = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD}{N-1}\right)}$$

Explanation:

T : T-test for the differences between pre-test and post-test

SD : Standard deviation
D : Different between pre-test and post-test

N : Number of student

G. Graduating Paper Outlines

The researcher organizes this research paper is divided in five chapters, in order to make the reader understand to content of the paper are:

Chapter I is an introduction. This chapter consists of the background of the research, research questions, objectives of the research, significances of the research, research methodology, and graduating paper outlines.

Chapter II is the theoretical framework. This chapter consists of supporting theories and the review of previous research. The supporting theories describe the definition of writing and the definition of Guided Writing Technique (GWT).

Chapter III is the implementation of the research. This chapter consists of procedure of the research.

Chapter IV is research findings and discussions. This chapter consists of the result of the research in using guided writing technique on students’ writing skill for the tenth-grade students of SMK Miftahul Huda Kendal in the academic year of 2018/2019.

Chapter V is closure. This chapter consists of the conclusion and suggestions of the research based on the analysis in chapter four. The conclusion states the answer to the research questions about the improvement
of using guided writing technique on students’ writing skill. After that, it is followed by bibliography and appendices.

CHAPTER II

LITERATURE REVIEW

This chapter consists of supporting theories and the review of previous research. Supporting theories describes some information involving: writing, recount text, and guided writing technique.

A. Theoretical Framework

1. Writing

   a. The Definition of Writing
Writing is the difficult subject in the school, because the students have to produce a text by using English. They have to write what they think in their mind and state it on a paper by using correct procedure. Moreover, Oshima and Hogue (1997) said “writing is a process of creating, organizing, writing and polishing”. It means in the first step, students create ideas. In the second step, they organize the ideas. In the third step, they write a rough draft and finally they polish their rough draft by editing it and making revisions.

According to Raimes (1983:2), writing is a skill in which we express ideas, feelings and thought that are arranged in words, sentences and paragraph by using eyes, brain and hand. It means that writing is a media to express our ideas and feeling in written form.

There are many different definitions about writing given experts from many resources. Lines and Nunan (2006 in Astrina Marzelia, 2014:1) state

“[W]riting is the combination between process and product. The process is when collecting the ideas that can create product that can be ready by the readers. As a result, writing is not only the activity of setting down some word or sentences into the written language, but also the activity of arranging words into well-organized of writing. It can be seen that writing is more complex than other language skills since it involves ideas clearly and correctly.”

Meanwhile, Meyers (2005 in Amanda Yanwar, 2016:475) states that writing is way to produce language, which you do naturally when you speak. Furthermore, he stated that writing is too much different, except that you take more time to think about your
subject, the person or people you will be discussing. In addition, the goal that you hope to achieve in that discussion and you also take more time to revise your work.

Pulverness et al. (2005 in Amanda Yanwar, 2016:475) defines writing differently. He states that writing is one of productive skills which involve communicating a message by making signs, forming letters and words, and joining them into a series of sentences that link together to communicate that message. Moreover, it can be assumed that students’ writing skills which enable students to produce a piece of written composition by linking a series of sentences to communicate with others can reflect their achievements toward the teaching and learning process of English. Then, as a result, writing skills become a significant part in students’ English learning process, and in their daily life as a whole.

In addition, Brown (2001:347) says that writing is a constructing process and needs to redo that process of writing, teacher has to lead the students into the proper stage in processing the writing”. Based on Brown’s theory, it can be concluded that writing is the result of a series process that leads the writers to have a good writing. The process of writing is a complex process. It is started from gathering ideas to editing the result of writing. In writing process, there is no one good result of writing produce for the first time. It must be revised and edited until the good writing is
produced. This is the duty of a teacher to ensure that students follow the right way.

b. Writing Process

According Harmer (2004:4) the process of writing has four elements. It can be explain as follow:

1) Planning

Before starting to write, the writers try to plan and establish the planning to write by making detail notes. Some people write few words is enough, even though others may do all their planning in their heads not actually write down any preliminary notes at all.

When planning, writers have to think about three main issues (Harmer, 2004: 4-5):

a) They have to consider the purposes of their writing since it will influence the type of text that will produce, the language that they are used and the information they choose to include.

b) The experienced writers think about the audience that they are writing, since that will influence the shape of the writing, the language choosing, for example, it is formal or informal in tone.

c) Thirdly, writers have to consider the structure content of that piece, how best way to sequence the fact, ideas, or arguments which they have decided to include.
2) Drafting

It can refer to the first version of a piece of writing as a draft. The word “go” at the text is often make assumption that it will be amended later. As the writing process continuous into editing, a number of drafts maybe produced on the way to the final version (Harmer, 2004:5).

3) Editing (reflecting and revising)

After the writer have produced a draft later they read through what they have written to see where it works and where it does not. Perhaps that they are written is ambiguous or confusing. Then, they may move the paragraphs or write a new introduction. They may use a different words form for a particular sentence.

Reflecting and revising are often helped by editors who comment and make suggestions. Another reader’s reaction will help the author to make appropriate revisions (Harmer, 2004:5).

4) Final Version

Once writers have edited their draft, make a change that is necessary, and produce their final version. This is different from both the original plan and the first draft, since things have changed in the editing process. It can decide to present these stages in following way: “planning- drafting- editing- final draft” (Harmer, 2004:5).
It needs to represent these aspects of the writing process in a different way, therefore, the researcher can take the way from any direction in this process wheel below (Harmer, 2004:6).

**Figure 2.1 The Scheme of writing process based on Harmer (2004: 6)**

Sometimes the first three stages of the process will take almost no time at all and will plan, (re-)draft, and (re-)edit very quickly in their heads as their write. Even though, it approaches the process, it will still try and plan what to write, check what have written, and revise it before sending it off. It is just that at certain times do this more carefully than at others (Harmer, 2004:6).

Based on the explanation above, the researcher conclude that writing cannot be produced instant, it needs process, the writing skill that needs process to develop, it needs much amount of practice and attention to master. Because what we write is not only unrelated sentences or words, we have to very concerned and
careful about “what to write” and “how to write” so, that the message of the writing can be caught correctly by the readers.

c. The Purposes of Writing

According to Dietsch (2006:7), writing has four general purposes;

1) To Inform

Writing “to inform” purposed to educate the readers about the topic of some knowledge, it means that the writer share interest knowledge to readers knows.

2) To Persuade

It means that writer convinces the readers to accept the ideas.

3) To Express

Writing “to express”, it means that writer can express her/his feelings, opinion, and also experience

4) To Certain

Writing “to certain”, it means that is the writer can make readers certain about her/his argument to explain ideas to the readers.

d. Classroom Technique in Writing

Through Fauziati (2005:151), since writing as a process, it must apply in the classroom practice; certain characteristic should be well recognized. Some of the characteristic are as follows:
1) Instruction should be focused on the writing process. This means that students can starting up into the process and the teacher should prepare to help the students’ writing process with suggestion, and correction to help the students overcome difficulties encountered in each of the stage.

2) The writing task should encourage students to write a variety of modes besides expository writing. This is based on the understanding that people do use different modes of writing, and they do need different process.

3) Conferencing is an important part of the classroom activity. It happens between teacher and students as well as between students.

4) The main role of teacher is as a facilitator. The teacher no longer focuses just on error in the product, but is free to respond to a number of facets of students’ writing. This may include understanding and giving nice responses to what the students’ writing.

5) The students would work and help each other, rather that work alone or just with the teacher, the classroom would be arranged in the manner of workshop, where students can work in pair, or groups.
6) A bond which ties all members of the class into one community, whose member feels responsible for each other’s growth, can be created in such classroom.

**Table 2.1 Writing Assessment Scoring Rubric by Jacob et al (1981) in Septiana (2016)**

<table>
<thead>
<tr>
<th>Number</th>
<th>Aspects of Writing</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content</td>
<td></td>
<td><strong>Excellent to very good:</strong> knowledgeable, substantive, through development of thesis, relevant to assigned topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30-27</td>
<td><strong>Good to average:</strong> some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26-22</td>
<td><strong>Fair to poor:</strong> limited knowledge of subject, little substance, inadequate development of topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21-17</td>
<td><strong>Very poor:</strong> does not show knowledge of subject, nonsubstantive, not pertinent or not enough to evaluate</td>
</tr>
<tr>
<td>2</td>
<td>Organization</td>
<td></td>
<td><strong>Excellent to very good:</strong> fluent expression, ideas clearly stated or supported, succinct, well-organized, logical sequence, cohesive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20-18</td>
<td><strong>Good to average:</strong> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17-14</td>
<td><strong>Fair to poor:</strong> non-fluent, ideas confused or disconnected, lacks logical sequencing and development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13-10</td>
<td><strong>Very poor:</strong> does not communicate, no organization or not enough to evaluate</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td></td>
<td><strong>Excellent to very good:</strong> sophisticated range, effective word or idiom choice and usage, word from mastery,</td>
</tr>
<tr>
<td>Score Range</td>
<td>Component</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>17-14</td>
<td>Language use</td>
<td><strong>Good to average:</strong> adequate range, occasional errors of word or idiom form, choice, usage but meaning not obscured</td>
<td></td>
</tr>
<tr>
<td>13-10</td>
<td>Language use</td>
<td><strong>Fair to poor:</strong> limited range; frequent error of word or idiom form, choice, usage, meaning confused or obscured</td>
<td></td>
</tr>
<tr>
<td>9-7</td>
<td>Language use</td>
<td><strong>Very poor:</strong> essentially translation; little knowledge of English vocabulary, idioms, word form or not enough to evaluate</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Language use</td>
<td><strong>Excellent to very good:</strong> effective complex construction; few errors of agreement, tense, number, word order or function, articles, pronouns, prepositions.</td>
<td></td>
</tr>
<tr>
<td>25-22</td>
<td>Language use</td>
<td><strong>Good to average:</strong> effective but simple construction; minor problem in complex construction; several errors of agreement, tense, number, word order or function, articles, pronouns, prepositions but meaning seldom obscured</td>
<td></td>
</tr>
<tr>
<td>21-18</td>
<td>Language use</td>
<td><strong>Fair to poor:</strong> major problem in simple or complex constructions; frequent errors of negation, agreement, tense, number, word order or function articles, pronouns, prepositions, and/or fragments run-ons, deletions; meaning confused or obscured</td>
<td></td>
</tr>
<tr>
<td>17-11</td>
<td>Language use</td>
<td><strong>Very poor:</strong> virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Mechanics</td>
<td><strong>Excellent to very good:</strong> demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing</td>
<td></td>
</tr>
</tbody>
</table>
2. Recount Text

a. Definition of Recount Text

According Knapp, P. & Watkins (1994) says that recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recount is written to retell events with the purpose of either informing or entertaining their audience. It concluded that recount text is a text which retells events or experiences in the past. The purpose is to inform or to entertain the audiences.

b. Generic Structure of Recount Text

Generic structure or rhetorical structure is a package of events in a text. Every genre has its generic structure, include the recount text. The generic structure of recount text are:
1) Orientation : Introducing the participant, place, and time. (when, where, who, etc)

2) Sequence of Events : Describing series of event that happened in the past (what happened).

3) Reorientation/ Evaluation : Closure of the events. It is optional.
   Stating personal comment of the writer to the story.

c. Language Feature of Recount Text

Language features are about general grammatical pattern to form the information, message, and idea in effective sentences, especially in this case. Language features of recount text are:

1) Introducing participant : I, we, they, my family, etc.

2) Using Temporal Sequence : Then, first, etc.

3) Using linking verb : was, were, went, met, etc.

4) Using action verb : look, go, see, etc.

5) Using Simple Past Tense

d. Example of Simple Recount Text

Orientation : On Saturday, Ryen went trampolining at Ryde

Sequence of Events : When he got there he did some stretches and put his socks on. Shortly, after that he warmed up and practised his routine. Time passed, the bell rang and he was ready to go. After his routine Ryan passes level four and his mum bought him a badge.

Evaluation : Ryan was glad he passed.
e. Assessment of Writing Recount Text

The following are the assessment criteria used for assessing the task based on appropriate generic structure and grammatical feature (Knapp & Watkins, 2005:119):

Table 2.2 Criteria of Assessment in Writing Recount by Knapp & Watkins (2005)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Generic Structure</strong></td>
<td></td>
</tr>
<tr>
<td>• Orientation</td>
<td>• Introducing the participant (when, where, who, etc)</td>
</tr>
<tr>
<td>• Event</td>
<td>• Explain about some problems</td>
</tr>
<tr>
<td>• Reorientation</td>
<td>• Closure of the event</td>
</tr>
<tr>
<td><strong>Language Feature</strong></td>
<td></td>
</tr>
<tr>
<td>• Using simple past tense</td>
<td>• Using action verb</td>
</tr>
<tr>
<td>• Using temporal sequence</td>
<td>• Using specific participant</td>
</tr>
<tr>
<td>• Using specific participant</td>
<td></td>
</tr>
<tr>
<td>• Language use</td>
<td>• Organization</td>
</tr>
<tr>
<td>• Organization</td>
<td>• Content</td>
</tr>
<tr>
<td>• Vocabulary</td>
<td></td>
</tr>
</tbody>
</table>

3. Guided Writing Technique

This technique emphasize on writing recount text. By using it, students are not left alone in creating their writing, but they are guided and monitored until last step.

a. Definition of Guided Writing Technique
There are many definitions of guided writing technique by an expert. Hill (1996) explains guided writing as follows:

“Guided writing involves individuals or small groups of students writing a range of text types. The teacher may provide short mini lessons to demonstrate a particular aspect of text type, grammar, punctuation or spelling. Guided writing is linked to reading and various text types are used as models. Students may use writing frames or templates as scaffold for writing.”

According to Murcia (1978), guided writing applied to describe activities in which students originate the sentences, but in which they are given suggestion regarding the content and organization of what is written. Frase (2008) states that the GWT allows the teacher to work closely with small groups of students based on a common need. During a guided writing lesson, he might gather a small group and model writing, or maybe he and his students complete a shared writing experience together. Frase (2008) also claims that the GWT gives the teacher the opportunity to bring together students who are struggling with similar skills for a mini-lesson, or a retraining session.

Furthermore, Pinnell & Fountas (2001) stated that The GWT is useful for a range of teaching purposes, and is a short-term step between teacher directed and independent writing. This is because GWT is a technique that gives them the opportunity to review a recently taught writing skill in a group or in a whole class setting and to apply new skills through independent writing (Badger & White,
Through the GWT, they are supported during the different stages of the writing process. By applying this technique, they will be trained to practice their skills until they are ready to write independently (Badger & White, 2000).

From the definition above, the researcher conclude that guided writing technique is the technique which does not allow the students to do their writing itself. It means that the teacher as facilitator must guide them from the first writing until it finished. The teacher also need to ensure that the student have mastered writing before practicing their skill independently.

b. Procedure of Teaching Writing through Guided Writing Technique

There are some steps can be applied on teaching and learning process through guided writing technique. The researcher took writing stages adapted from the concept proposed by Tompkins (1994) in teaching writing are as follows:

Table 2.3 The Writing Stages Concept by Tompkins (1994)

<table>
<thead>
<tr>
<th>Prewriting stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teacher lets the students choose a topic from some choices.</td>
</tr>
<tr>
<td>• Teacher guides the students to gather and organize ideas by mind mapping.</td>
</tr>
<tr>
<td>• Teacher asks the students to identify the audience to whom they write.</td>
</tr>
<tr>
<td>• Teacher assists the students to identify the purpose of the writing activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drafting stage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Teacher lets the students write a rough draft.
Teacher encourages the students to write leads to grab their readers’ attention.
Teacher guides the students to emphasize content rather than mechanics.

Revising stage

Teacher motivates the students to share their writing in writing groups.
Teacher lets the students make changes in their composition to reflect the reactions and comments of both from the teacher and classmates.

Editing stage

Teacher guides students proofread their own composition.
Teacher supports the students help proofread classmates’ composition.
Teacher motivates the students increasingly identify and correct their own mechanical errors.

Publishing stage

Teacher motivates the students write the final version of their compositions.
Teacher encourages the students publish their writing in an appropriate form.
Teacher supports the students share their finished writing with an appropriate audience.

c. Advantages and Disadvantages of Using Guided Writing Technique

Applying Guided Writing Technique in the class can ease the objective of teaching learning reached, Ockuz (2009) argues the advantages of using Guided writing technique in teaching and learning process are as follows:
1) enables the teacher to tailor the teaching to the needs of either individual students or group.

2) enables the teacher to observe and respond to the needs of individuals within the group.

3) encourages the students to be active participants in discussions about writing.

4) allows the teacher to give immediate feedback on success and the opportunity to discuss further areas for improvement.

5) guided writing sessions can support students to transfer ideas from plans into writing, apply strategies and skills gained as readers to meet the needs of an audience and draft their writing for meaning and content.

There are no disadvantages in using guided writing technique but of course there are some considerations in applying this technique. In order for effective teaching of the writing process to take place, thorough assessment and identification of the learning needs of the whole class must be ascertained. Ultimately, the guided writing must be tailored to the needs of the students and must be manageable.

B. Previous Researches

In order to improve the understanding of this research, the researcher presents several relevant studies. First, guided writing technique
was conducted by Syari, Syafar and Rita (2015). This research was conducted based on the phenomena taking place in school, in which many students often consider writing was difficult. This research discusses about the effectiveness of using Guided Writing Technique in teaching writing, especially for students’ writing tour itinerary skill. The objective of the research is to find out whether Guided Writing Technique was effective towards teaching to develop ability in writing tour itinerary at the tenth grade of SMKN 2 PALU. The methodology of this research was classroom action research with the treatment held in 2 cycles. In collecting the data, the researcher used observation, quisioner, test (pre-test and post-test). This research had 2 criterias ; students got the score more than 75 and the percentage of students, who were passing grade, was 75% from all of the students (38). From the data analysis, it was found that, in cycle 1, the result of the students learning achievement was 52.6% (20 from 38 students) which got the score more than 75. it means that two criterias of the research have not achieved in this cycle. However in the cycle 2, it has achieved. There was 79% (30 from 38 students) got the minimum score. So, Guided Writing Technique was effective towards teaching to develop ability in writing tour itinerary at the tenth grade of SMKN 2 PALU.

Second research was conducted by Usman and Rizki (2016). This research focused on assessment of students being taught to write analytical exposition texts. The objective of this research was to find out whether there was a difference in results from students who were taught analytical exposition
text writing through the Guided Writing Technique (GWT) and other students who were taught using a standard way of teaching writing at the second grade students in high school in Banda Aceh. To achieve the goal of the research, a true experimental design with an experimental group (EG) with 29 students, and a control group (CG) with 28 students was used. The instrument of this study was tests. The data was analyzed through statistics. From the findings of the study, the writing ability of both groups after the treatments was different according to the results from a t-test. These result showed that the t-test was 11.26, whilst the result from the t-table at a level of significance 5% (α=0.05) was 2.0211. So, t-test was higher than t-table (11.26>2.0211). In conclusion, the results from this study showed that there was a significant improvement in skills for writing analytical exposition texts from the EG students taught using the GWT whilst the CG taught by a standard teaching technique for writing did not show such improvement.

Third research was conducted by Ningsih (2016). There were many problems in this research. Those were the students were reluctant to write English, they could not express their ideas and taught to the paragraph writing, they made many mistakes in their writing, and they made their writing monoton because they were lack of vocabulary. This research used Classroom Action Research and focussed on overcoming the problems. The objective of the research was improving the students’ writing ability using guide writing at the second grade in Mts Almuna Samarinda. The result of research showed that Guided Writing Technique could improve the students’ writing ability in the teaching of writing. It showed from the mean score of
pre-test and post-test. It was found that in preliminary study, there were 14 students (50%) who achieved minimum passing grade and there were 14 students (50%) of the students who did not pass the minimum passing grade, the highest score was 80 and the lowest score was 50. In Cycle 1, there were 18 students (64%) who achieved minimum passing grade and there were 10 students (36%) of the students who did not pass the minimum passing grade, the highest score was 80 and the lowest score was 55. This cycle was not successful because it did not reach the criteria of success, 70. In Cycle 2, there were 22 students (79%) who achieved minimum passing grade and there were 6 students (21%) of the students who did not pass the minimum passing grade, the highest score was 90 and the lowest score was 60. This cycle was successful because it reached the criteria of success.

Furthermore, the other research was conducted by Chaboki and Heidar (2019). This research used quasi experimental research and focused on exploring the impact of using guided writing practice on speaking proficiency of English as a foreign language (EFL) learners with extroverted and introverted orientation. For the purpose of the study, 60 homogenous students aged 18 to 28 were selected based on Oxford Placement Test (OPT) scores and Eysenck Personality Questionnaire (EPQ) among pre-intermediate participants from Mehraeen English language institute in Rasht, Iran. They were divided into experimental and control groups. A series of t-test was conducted to evaluate extroverts and introverts’ speaking ability with respect to their personality type. The results of post-test
revealed that using guided tasks improved speaking proficiency of the learners. Also, the treatment had a significant impact on extroverted learners in comparison with introverted learners.

The last research was conducted by Abraham (2012) this research was collaborated between guided writing and sequences of pictures as teaching techniques to enhance students’ writing ability in narrative at “Different English course”. The action research was used for this study. Three cycles of action research were implemented in this study. Pre-test and post-tests were conducted to monitor the students’ writing improvement. Using Jacobs et al’s (1981) ESL Composition Profile, improvement in students’ writing was analysed analytically. Based on test results, the mean of post-test was higher than the mean score of pre-test. Therefore, it can be concluded that guided writing and sequences of pictures can improve the students’ writing ability.

In short, compared to the previous studies above, this research has some differences from the previous ones such as the subject of the research in which researcher conducts this Guided Writing Technique in SMK Miftahul Huda Limbangan at the tenth grade students since there is no research that has been conducted for SMK Miftahul Huda Limbangan with the implementation of GWT (Guided Writing Technique) and for this research the researcher uses Classroom Action Research (CAR) since the previous research do not deal with this issue yet.
By considering the previous researches, the researcher would like to conduct research entitled “Improving Students’ Writing Skill Through Guided Writing Technique”. This research is an Action Classroom Research.
CHAPTER III
IMPLEMENTATION OF RESEARCH

A. The Procedure of the Research

The researcher used the Classroom Action Research in collecting the data. There are four steps in one cycle for doing the actions research. Those are planning, acting, observing and reflecting. In this research, the researcher conducted the research into two cycles: cycle I and cycle II. The researcher is the teacher in the class X of Islamic Banking in SMK Miftahul Huda Limbangan. In this research, the researcher as observer and teacher, meanwhile teaching the student the researcher also observes the learning-teaching process which applied guided writing technique in writing recount text. The activities in each cycle as follows:

1. Cycle I

   In cycle I, the researcher used guided writing technique to improve the students’ writing skills. The procedures were as below:

   a. Planning

      In this stage, the researcher planned what action would be done in application of guided writing technique in teaching writing recount text. The activity in the planning was presented as below:

      1) The researcher selected the materials based on the syllabus

      2) The researcher designed a lesson plan from the syllabus.
3) The researcher prepared materials that will be used at the cycle 1.
4) The researcher prepared students attendance list.
5) The researcher prepared the students’ and teachers’ observation checklist of the cycle I.
6) The researcher prepared the pre-test and post-test.

b. Action

After the preparation finished, the researcher did teaching-learning process. In action stage as the stage of implementation the preparation, the researcher presented as below:
1) The teacher gave pre-test for students.
2) The teacher asked the students about recount text.
3) The teacher asked their knowledge about recount text.
4) The teacher gave the material and explain the recount text, generic structure, and language feature of the recount text.
5) The teacher gave the example of recount text.
6) The teacher gave more explanation about the materials and the implementation using guided writing technique in writing recount text.
7) The teacher gave post-test.
8) The teacher concluded the material and gave feedback after the lesson.
c. Observation

The researcher observed the students and teacher activity by using observation checklist.

d. Reflection

Reflection is an evaluation aspect. At this point, the researcher reflected, evaluated, and described the effects of the action. This is to record what happens in observation. Reflection seeks to make sense of processes, problems and real issues in strategic action. It asks the researcher to weight the experience, to judge whether or not the technique can be solved the problem and to enhance students’ writing skills.

1) The researcher evaluated the activities that have been done.
2) The teacher and the researcher discussed to make a reflection what will they do to repair the problems.
3) The researcher analyzed the data from the observation checklist and students’ score of the test in cycle I.

2. Cycle II

In cycle II, the researcher needs of two meeting. The second cycle did based on the result of reflection from the cycle I. The topic is different with the cycle I. The procedures were as follow:
a. Planning

In the planning phase of the second cycle, the researcher would do several activities that would be designed as below:

1) The researcher identified the problem and makes the solution to the problems.
2) The researcher designed a lesson plan from the syllabus.
3) The researcher prepared the material.
4) The researcher prepared students attendance list.
5) The researcher prepared the students’ and teachers’ observation checklist.
6) The researcher prepared the pre-test and post-test.

b. Action

In cycle II action is quite similar to the cycle I acting. In this section, the learning process was led by the teacher. The activities of the cycle II acting included:

1) The teacher asked students about the material that have already discussed at the previous meeting.
2) The teacher gave the material and explained again about the recount text, generic structure, and language feature.
3) The teacher gave the example of recount text.
4) The teacher gave more explanation about the materials and the implementation using guided writing technique.
5) The teacher gave occasion for the students to asked any difficulties using guided writing technique in the learning process.

6) The teacher gave post-test

At this phase, the researcher and the students worked together. The students obtained the materials deeply. Meanwhile, the teacher helped, guided and monitored the students.

7) The teacher asked the students to make an recount text

8) The teacher concluded the material and gave feedback after the lesson.

c. Observation

The researcher observed the students and teacher activity by using observation checklist. The observation checklist same as with observation checklist of cycle I.

d. Reflection

Reflection is an evaluation aspect. At this point, the researcher reflected, evaluated, and described the effects of the action. This is to record what happens in observation. Reflection seeks to make sense of processes, problems and real issues in strategic action. It asked the researcher to measure the experience, to decide whether or not the technique can be solving the problem and to enhance students’ writing skills.
1) The researcher evaluated the activities that have been done.

2) The teacher and the researcher discussed to make a reflection what will they do to repair the problems.

3) The teacher analyzed the data from the observation checklist and students’ score of the test in cycle II.

3. **The Passing Grade of Successfull**

   The success indicator of this research was taken from the students’ Basic Competence shown in Lesson plan (RPP). The students’ success and failure in doing the activities in cycle I and II were going to be assessed by referring to the criterion of the passing grade (KKM). The passing grade of English lesson in SMK Miftahul Huda was 75. The teacher and the researcher expected that there were at least 85% of the students’ who pass the passing grade.
CHAPTER IV
RESEARCH FINDINGS AND DATA ANALYSIS

This chapter focused on the analysis of the collected data. The researcher collected the data from the tenth grade students of SMK Miftahul Huda Limbangan. This chapter was the main discussion of the research. It displayed the finding of the collected data since in the beginning till the end of the research. The findings consists of the result of the cycle I and cycle II. The two cycles are the treatments of using guided writing technique to improve the students’ writing skill.

A. Research Finding

The research consists of two cycles, each cycle consists of planning, acting, observing, and reflecting. The whole steps of this research would be explained in the description below:

1. Cycle 1
a. Planning

The researcher prepared some instruments, such as:

1) Syllabus

The researcher used syllabus of Vocational High School from English teacher of SMK Miftahul Huda Limbangan to arrange the lesson plan. It can be seen in appendix.
2) Lesson plan

The lesson plan was used to control the teaching and learning process in this research. The researcher used it as a guide to managing time and activities during teaching and learning process in the class.

3) Observation checklist

Observation checklist was arranged to know the students’ and teachers’ activities during the teaching and learning process.

4) Material

The material of recount text consisted of the definition, purpose, generic structure, language features, and example.

5) Teaching Aid

The researcher prepared some instrument. They were board-marker, Power Point Presentation, LCD, laptop, and handout for students (recount text). The researcher also provided the materials and tools to succeed this action.

6) Pre-test and post-test

The researcher used pre-test and post-test in his action. The pre-test was done before using guided writing technique to know the understanding of students in writing recount text. Then, post-test was done after using guided writing technique to see the result of the study before and after using guided writing technique.
b. Action

Cycle I was held on August 30th, 2019 and August 31st, 2019. The researcher conducted cycle I in 2 days; where the pre-test & treatment were conducted in day 1, treatment and post test on day 2.

The first day of the cycle I was held on Friday, 30th August at 07.30 a.m. in SMK Miftahul Huda Limbangan. The teacher was Mrs. Ulfa Laily Maftuhah, S.Pd.I. The researcher rolled as an observer and observed teachers’ and students’ activities in teaching learning process. The researcher took photos for documentation by hisself. The teacher and the researcher entered the class. Before started the lesson, the teacher informed the students that a few days later the class would be observed by the researcher. The teacher started the lesson by greeted the students “Assalamu’alaikum warahmatullahi wa barakatuh?” The students anwered “Walaikumussalam warahmatullahi wa barakatuh” The teacher continoued to start the lesson. The the teacher greeted the students by “Good morning class?” The students answered “Good morning, Miss” After that, the teacher asking about the condition of the students

The teacher conveyed the purpose of coming in the class and gave the researcher time to introduce hisself. After that, the teacher checked the students’ attendance list. Then the teacher asked to the student about the material of recount text. Some of students answered
that they did not know about it, but one of them who has name KK answered it correctly. Then the teacher gave praise for her.

After giving a little explanation about recount text, the teacher told that they would do a pre-test. The teacher gave the task for the students to make a recount text entitled “Visiting my grandmother’s home” (see in appendice). The teacher gave a sheet of paper for students. Then, the teacher told that they would do a pre-test about “Visiting my grandmother’s home” in 35 minutes. The teacher asked the students to do by themselves and allowed them to open dictionary.

When the students were doing the pre-test, the teacher walked around the class and checked the students while doing the test. Some students asked the English to the teacher and the meaning of some words or sentences. While doing the pre-test, there was a girl NS, who seat in the corner of the class, slept. She said that she had trouble with her sleep last night, so she felt sleepy at that time. Two students, NM and LWA asked about the title of the text. They were still confused. On the other hand, the other students focused on doing the test by themselves. One student, IY, raise her hand to asked the question that if she wanted to write “di akhir semester saya dan keluarga saya pergi mringunjungi rumah nene” What should she wrote. The teacher answered “I and my family visited grandmother’s home in the end of the semester”. In the pre-test, some students got difficulties, especially
in understanding the use of the tenses in recount text. Most of the students asked their friends about the answer.

After doing pre test, the teacher gave the treatment for students at 08.15 a.m. until 09.00 a.m. The teacher gave handout for the students, then the teacher prepared her laptop and LCD. While connecting her laptop into LCD, the teacher was helped by the reseacher to connect LCD and turn it on. After turned the LCD on, the teacher showed Power Point Presentation slides but the teacher gave the command to their students for not open the handout first until the teacher gave the command to open it. Then the teacher asked the class what recount text is about without open the handout. NM and KK answered the question but only KK who answered completely. The teacher asked students to repeat the definition of recount text, and the students did it. Then the teacher asked students to open the handout and the teacher played slide from Power Point Presentation slides to explain about the definition, purpose, generic structure, language features, and examples of recount text. The teacher also asked to the students to read the meaning until examples of recount text. After the studets finished their reading, the teacher ask some questions to know how far they have understood recount text. Then, the teacher showed examples of recount text from Power Point Presentation slides ”Trampolining at Ryde” (see in appendic) to the students. The teacher also asked QNL, SD, and NAN to read the examples.
After that, the teacher asked the students to analyze the generic structure, the teacher asked the students to analyze the generic structure and the grammatical features. It was done in one meeting. After analyzing the example of recount text, the teacher closed the meeting.

On Saturday, August 31\textsuperscript{th}, 2019 at 08.15 a.m. until 09.45 a.m., the teacher and the researcher entered the class, and greeted as “\textit{Assalamu’alaikum?”} and the Students answered “\textit{Wa’alaikum salam}” “Good morning class” The students answered “ good morning, miss” Then the teacher asked the students condition and checked the students’ attendance list. After that, the teacher gave a question about \textit{Guided Writing Technique}. Some students looked confused, because they never heard it before. Next, the teacher explained the \textit{guided writing technique}. The teacher explained to the students how start the technique and the steps of \textit{guided writing technique}. To make easier when they comprehended guided writing technique, the teacher also wrote and drew the illustration of “guided writing technique” on the whiteboard. Some students felt enthusiastic when heard the explanation about guided writing technique. After the teacher felt enough to explain about \textit{guided writing technique}, the teacher gave students post-test. Some students looked shock, but the teacher still gave the students post-test. Then the teacher gave the sheet of paper of post-test with the title that have been determined “ A terrible experience” (see in appendic).
The title of post test was different with the pre-test but it had same level. The teacher gave 35 minute to do the post-test. In the post-test, the students seen enthusiastic in teaching and learning process.

c. Observation

In the cycle 1, the researcher made two observational checklists for the teacher and the students. The explanation of the result of the student’s and the teacher’s observational checklist is as follows:

Table 4.1 Students’ Observation Checklist of Cycle 1

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention</td>
<td>√</td>
<td></td>
<td>All of the students pay attention to the answer the greeting.</td>
</tr>
<tr>
<td>2.</td>
<td>Asking question</td>
<td>√</td>
<td></td>
<td>Few students who asking.</td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question</td>
<td>√</td>
<td></td>
<td>There were students answered teacher question</td>
</tr>
<tr>
<td>4.</td>
<td>Accomplish task</td>
<td>√</td>
<td></td>
<td>All of the students did the task</td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiastic in application guided writing technique</td>
<td>√</td>
<td></td>
<td>They felt enjoy the application of guided writing technique</td>
</tr>
<tr>
<td>No.</td>
<td>The teachers’ activity</td>
<td>Yes</td>
<td>No</td>
<td>Description</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------</td>
<td>-----</td>
<td>--------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Prepared the material well</td>
<td>✓</td>
<td></td>
<td>The teacher prepared the lesson plan and material well</td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin</td>
<td>✓</td>
<td></td>
<td>The teacher greeted the students and students answered the greeting</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking the students</td>
<td>✓</td>
<td></td>
<td>The teacher called the students one by one</td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation</td>
<td>✓</td>
<td></td>
<td>The teacher gave motivation for students to spirit to reach dreams</td>
</tr>
<tr>
<td>5.</td>
<td>Reminding previous material</td>
<td></td>
<td>✓</td>
<td>The teacher did not remind the previous material</td>
</tr>
<tr>
<td>6.</td>
<td>Giving an explanation of the material</td>
<td></td>
<td>✓</td>
<td>Explaining recount text</td>
</tr>
<tr>
<td>7.</td>
<td>Preparing and giving the material of recount text</td>
<td></td>
<td>✓</td>
<td>The teacher implemented a design of guided writing</td>
</tr>
<tr>
<td></td>
<td>Using guided writing technique in learning process</td>
<td></td>
<td>The teacher implemented guided writing technique to teach recount text</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------</td>
<td>---</td>
<td>---------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Giving opportunity for asking the questions</td>
<td>√</td>
<td>The teacher gave time to the student about everything to asked question</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Guiding and helping the students’ difficulties during learning</td>
<td>√</td>
<td>The teacher guided and helped students to solve the difficulties</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Giving feedback after lesson</td>
<td>√</td>
<td>The teacher gave feedback after lesson</td>
<td></td>
</tr>
</tbody>
</table>

The researcher got the data from the test of the cycle I and analyzed the data of pre-test and post-test based on rubric writing assessment. There are five aspects in scoring such as content, organization, vocabulary, language use, and mechanics. Each aspect of
writing test gave the point that divided into four; excellent to very good, good to average, fair to poor, and very poor. The researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented below:

1) The Score of Pre-test and Post-test Cycle I

Table 4.3 The Students’ Score of Pre-Test and Post-Test Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Student's name</th>
<th>Score pre-test (X1)</th>
<th>Score post-test (Y1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHP</td>
<td>48</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>AH</td>
<td>67</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>DK</td>
<td>40</td>
<td>73</td>
</tr>
<tr>
<td>4</td>
<td>IY</td>
<td>65</td>
<td>69</td>
</tr>
<tr>
<td>5</td>
<td>KB</td>
<td>37</td>
<td>49</td>
</tr>
<tr>
<td>6</td>
<td>KK</td>
<td>75</td>
<td>79</td>
</tr>
<tr>
<td>7</td>
<td>LWA</td>
<td>50</td>
<td>68</td>
</tr>
<tr>
<td>8</td>
<td>MS</td>
<td>47</td>
<td>41</td>
</tr>
<tr>
<td>9</td>
<td>NAN</td>
<td>44</td>
<td>56</td>
</tr>
<tr>
<td>10</td>
<td>NM</td>
<td>50</td>
<td>51</td>
</tr>
<tr>
<td>11</td>
<td>NS</td>
<td>46</td>
<td>48</td>
</tr>
<tr>
<td>12</td>
<td>PA</td>
<td>70</td>
<td>76</td>
</tr>
<tr>
<td>13</td>
<td>QNL</td>
<td>59</td>
<td>60</td>
</tr>
<tr>
<td>14</td>
<td>SD</td>
<td>69</td>
<td>75</td>
</tr>
<tr>
<td>15</td>
<td>SDA</td>
<td>60</td>
<td>55</td>
</tr>
<tr>
<td>16</td>
<td>SW</td>
<td>52</td>
<td>69</td>
</tr>
<tr>
<td>17</td>
<td>Y</td>
<td>72</td>
<td>74</td>
</tr>
</tbody>
</table>

From the student’s score in the pre-test and post test of the cycle 1 above, the researcher can calculate the number of students who passed the passing grade.
Table 4.4 Calculation of Passing Grade of the Pre-test and Post-test in the cycle 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-test</th>
<th>Percentage of Pre-test</th>
<th>Grade of Post-test</th>
<th>Percentage of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥75</td>
<td>1</td>
<td>6%</td>
<td>4</td>
<td>24%</td>
</tr>
<tr>
<td>&lt;75</td>
<td>16</td>
<td>94%</td>
<td>13</td>
<td>76%</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100%</td>
<td>17</td>
<td>100%</td>
</tr>
</tbody>
</table>

The passing grade of SMK Miftahul Huda Limbangan is 75.

Based on the table above it can be conclude that there was an improvement from the pre-test to post-test. The students who passed the passing grade in pre-test was 6%. However in the post-test, 24% of the students passed the passing grade. It means that there was improvement of the students skill, although the researcher and the teacher expected that there are at least 85% of the students passed the passing grade.

2) Calculating of the Cycle I

Table 4.5 Difference Square of Pre and Post-test Score in Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Student's name</th>
<th>Score pre-test (X1)</th>
<th>Score post-test (Y1)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHP</td>
<td>48</td>
<td>50</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>AH</td>
<td>67</td>
<td>75</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>DK</td>
<td>40</td>
<td>73</td>
<td>33</td>
<td>1089</td>
</tr>
</tbody>
</table>
\begin{tabular}{|c|c|c|c|c|}
\hline
 & & & & \\
\hline
4 & IY & 65 & 69 & 4 & 16 \\
5 & KB & 37 & 49 & 12 & 144 \\
6 & KK & 75 & 79 & 4 & 16 \\
7 & LWA & 50 & 68 & 18 & 324 \\
8 & MS & 47 & 41 & -6 & 36 \\
9 & NAN & 44 & 56 & 12 & 144 \\
10 & NM & 50 & 51 & 1 & 1 \\
11 & NS & 46 & 48 & 2 & 4 \\
12 & PA & 70 & 76 & 6 & 36 \\
13 & QNL & 59 & 60 & 1 & 1 \\
14 & SD & 69 & 75 & 5 & 25 \\
15 & SDA & 60 & 55 & -5 & 25 \\
16 & SW & 52 & 69 & 17 & 289 \\
17 & Y & 72 & 74 & 2 & 4 \\
\hline
\end{tabular}

\begin{align*}
\text{a) Mean of Pre-test Cycle I} & \\
M &= \frac{\sum X_1}{N} \\
M &= \frac{951}{17} \\
M &= 55,94 \\
\text{b) Mean of Post-test Cycle I} & \\
M &= \frac{\sum Y_1}{N} \\
M &= \frac{1068}{17} \\
M &= 62,82
\end{align*}
In the cycle I, the mean of the pre-test is 55.94 and the mean of the post-test is 62.82. It means that the mean of the post-test is bigger than the mean of the pre-test. It can be concluded that there is an improvement of the students’ writing skill after using guided writing technique.

c) Calculating the Mean of Difference

\[ MD = \frac{\sum D}{N} \]

\[ MD = \frac{117}{17} \]

\[ MD = 6.88 \]

d) Calculating the standard Deviation

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD_D = \sqrt{\frac{2233}{17} - \left(\frac{117}{17}\right)^2} \]

\[ SD_D = \sqrt{131.35 - 6.88^2} \]

\[ SD_D = \sqrt{131.35 - 47.33} \]

\[ SD_D = \sqrt{84.01} \]

\[ SD_D = 9.2 \]
e) Standard Error for the Mean Difference

\[ SE_{MD} = \frac{SD_D}{\sqrt{N - 1}} \]

\[ SE_{MD} = \frac{9.2}{\sqrt{17 - 1}} \]

\[ SE_{MD} = \frac{9.2}{\sqrt{16}} \]

\[ SE_{MD} = \frac{9.2}{4} \]

\[ SE_{MD} = 2.3 \]

f) Calculating the T-test

\[ T_0 = \frac{MD}{SE_{MD}} \]

\[ T_0 = \frac{6.88}{2.3} \]

\[ T_0 = 2.99 \]

From the data of the cycle I above, the researcher found that the value of the T-test was bigger than the value of the T-table. It could be proved from the result of T-test and the T-table. T-test was 2.99 and the T-table with N-1 was 2.120. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that there was a significant difference between pre-test and post-test.
d. Reflection

Based on analysis of the cycle 1, the researcher as an observer reflected that the using guided writing technique in Islamic Banking class was not effective yet. The students still adapted to this technique and tried to apply in a recount text.

In cycle 1, the researcher thought that there were two causes that made the students difficult to understand the lesson. The first cause, they did not show attractive in the lesson, it is shown when the teaching-learning process were held. Just a few student respond to the teacher explanation. The second cause was about the difficulties of make recount text appropriate. It was shown in the result of test, the students usually made a recount text with wrong grammar, wrong language use, and wrong structure of text.

The other weakness was the students did not achieve the passing grade in the pre-test and post-test. The passing grade (KKM) was 75, and the target of the passing grade was 85%, but only 24% who could reach the target of passing grade. Therefore, the researcher would conduct the cycle II.
2. Cycle II

a. Planning

The researcher prepared some instruments, such as:

1) Syllabus

To arrange the lesson plan, the researcher used syllabus of Vocational High School from English teacher of SMK Miftahul Huda Limbangan. It can be seen in appendix.

2) Lesson plan

The lesson plan was used to control the teaching and learning process in this research. The researcher used it as a guide to managing time and activities during teaching and learning process in the class.

3) Observation checklist

Observation checklist was arranged to know the students’ and teachers’ activities during the teaching and learning process.

4) Material

The material of recount text consists of the definition, purpose, generic structure, language feature, and example.

5) Teaching Aid

The researcher prepared some instrument. They were board-marker, Power Point Presentation, LCD, laptop, and handout for students (recount text). The researcher also provided the material and tools to succeed the action.
6) Pre-test and post-test

The researcher used pre-test and post-test in his action. The pre-test was done after using guided writing technique in the previous meeting. Then, the researcher used post-test. Post-test was done after reviewing guided writing technique to see the result of the study after using guided writing technique in whole lesson.

b. Action

The cycle II was held on September 2\textsuperscript{nd}, 2019 and September 3\textsuperscript{rd}, 2019. The researcher wanted to conduct cycle II in 2 days; where the pre-test and treatment were conducted in day 1, treatment and post-test on day 2.

The first day of cycle II held at 10.00 a.m. on Monday, September 2\textsuperscript{nd}, 2019. The teacher and the researcher entered the class. The teacher started the lesson by greeted the students “Assalamu’alaikum warahmatullahi wa barakatuh?” The students answered “Walaikumussalam warahmatullahi wa barakatuh” After that, the teacher asked about the condition of the students and checked the students’ attendance list. Then the teacher asked to the understanding of student about the material of recount text in previous meeting. The teacher reviewed the material before giving them pre-test II.

Then, the teacher gave pre-test to the students with title “Holiday in the end of semester”. The teacher gave 35 minutes to do the pre test. When the students were doing the pre test, the teacher
walked around the class to check the students along doing the pre-test. The teacher allowed to open the offline dictionary while doing pre-test. One student, MS felt sleepy. One student, QNL asked to his partner SW what SW would do first. Some students looked so confused doing the pre test. Two students, KK and IY looked focused on doing the test. Some students use their dictionary first to arrange their correct recount text.

The teacher gave the treatment for students from 10.35 until 10.55 a.m. For this part, the teacher gave the students an recount text, the title is “Watching Football Competition”. Some students not yet read the text seriously, however after several minutes going on, the students started to read the text seriously.

After the teacher checked the understanding of the students about the part of the recount text based on the example and nothing question from them, the teacher asked the students gave conclusion about the material that had been discussed.

The next activity, the teacher gave the post test with title “Unforgettable moment in your life” to the students to know their comprehension about writing recount text using guided writing technique. The teacher gave 35 minutes to finish it. In the post-test, the students seen enthusiastic and enjoy in teaching and learning process. The students submitted the answer, and then the teacher closed the meeting.
c. Observation

In the cycle II, the researcher made two observational checklists for the teacher and the students. The explanation of the result of the student’s and the teacher’s observational checklist is as follows:

**Table 4.6 Student’s Observation Checklist of Cycle II**

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention</td>
<td>✓</td>
<td></td>
<td>All of the students pay attention to the answer the greeting.</td>
</tr>
<tr>
<td>2.</td>
<td>Asking question</td>
<td>✓</td>
<td></td>
<td>Few students who asking.</td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question</td>
<td>✓</td>
<td></td>
<td>There were Students answered teacher question</td>
</tr>
<tr>
<td>4.</td>
<td>Accomplish task</td>
<td>✓</td>
<td></td>
<td>All of the students did the task</td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiastic in</td>
<td>✓</td>
<td></td>
<td>They felt enjoy the application of guided writing technique</td>
</tr>
<tr>
<td></td>
<td>application Guided writing technique</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 4.7 Teacher’s Observation Checklist of Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>The teachers’ activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material well</td>
<td>√</td>
<td></td>
<td>The teacher prepared the lesson plan and material well</td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin</td>
<td>√</td>
<td></td>
<td>The teacher greeted the students and students answered the greeting</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking the students</td>
<td>√</td>
<td></td>
<td>The teacher called the students one by one</td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation</td>
<td>√</td>
<td></td>
<td>The teacher gave motivation for students to spirit to reach dreams</td>
</tr>
<tr>
<td>5.</td>
<td>Reminding previous material</td>
<td></td>
<td>√</td>
<td>The teacher not reminding the previous material</td>
</tr>
<tr>
<td>6.</td>
<td>Giving an explanation of</td>
<td></td>
<td>√</td>
<td>Explaining recount</td>
</tr>
<tr>
<td></td>
<td>the material</td>
<td>text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Preparing and giving the material of recount text through guided writing technique to teach writing</td>
<td>√  The teacher used a design of guided writing technique and accordance with the material which showed to the students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Using guided writing technique in learning process</td>
<td>√  The teacher gave time to the student about everything to asked question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Giving opportunity for asking the questions</td>
<td>√  The teacher guided and helped students to solve the difficulties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Guiding and helping the students’ difficulties during learning</td>
<td>√  The teacher guided and helped students to solve the difficulties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Giving feedback after lesson</td>
<td>√</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The researcher got the data from the test of the cycle II and analyzed the data of pre-test and post-test based on rubric writing assessment. There are five aspects in scoring such as content, organization, vocabulary, language use, and mechanics. Each aspect of writing test gave the point that divided into four; excellent to very good, good to average, fair to poor, and very poor. The researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented below:

1) The Score of Pre-test and Post-test Cycle II

Table 4.8 The Students’ Score of Pre-Test and Post-Test

<table>
<thead>
<tr>
<th>No</th>
<th>Student’s name</th>
<th>Score pre-test (X)</th>
<th>Score post-test (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHP</td>
<td>77</td>
<td>76</td>
</tr>
<tr>
<td>2</td>
<td>AH</td>
<td>79</td>
<td>85</td>
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<tr>
<td>3</td>
<td>DK</td>
<td>66</td>
<td>76</td>
</tr>
<tr>
<td>4</td>
<td>IY</td>
<td>80</td>
<td>81</td>
</tr>
<tr>
<td>5</td>
<td>KB</td>
<td>69</td>
<td>65</td>
</tr>
<tr>
<td>6</td>
<td>KK</td>
<td>77</td>
<td>82</td>
</tr>
<tr>
<td>7</td>
<td>LWA</td>
<td>75</td>
<td>82</td>
</tr>
<tr>
<td>8</td>
<td>MS</td>
<td>59</td>
<td>77</td>
</tr>
<tr>
<td>9</td>
<td>NAN</td>
<td>63</td>
<td>78</td>
</tr>
<tr>
<td>10</td>
<td>NM</td>
<td>74</td>
<td>80</td>
</tr>
<tr>
<td>11</td>
<td>NS</td>
<td>58</td>
<td>69</td>
</tr>
<tr>
<td>12</td>
<td>PA</td>
<td>76</td>
<td>88</td>
</tr>
<tr>
<td>13</td>
<td>QNL</td>
<td>79</td>
<td>80</td>
</tr>
<tr>
<td>14</td>
<td>SD</td>
<td>80</td>
<td>84</td>
</tr>
<tr>
<td>15</td>
<td>SDA</td>
<td>70</td>
<td>78</td>
</tr>
<tr>
<td>16</td>
<td>SW</td>
<td>76</td>
<td>81</td>
</tr>
<tr>
<td>17</td>
<td>Y</td>
<td>77</td>
<td>89</td>
</tr>
</tbody>
</table>
From the student’s score in the pre-test and post test of the cycle II above, the researcher can calculate the number of students who passed the passing grade.

**Table 4.9 Calculation of Passing Grade of the Pre-test and Post-test in the cycle II**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-test</th>
<th>Percentage of Pre-test</th>
<th>Grade of Post-test</th>
<th>Percentage of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75</td>
<td>10</td>
<td>59%</td>
<td>15</td>
<td>88%</td>
</tr>
<tr>
<td>&lt;75</td>
<td>7</td>
<td>41%</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100%</td>
<td>17</td>
<td>100%</td>
</tr>
</tbody>
</table>

The passing grade of SMK Miftahul Huda Limbangan is 75. Based on the table above it can be conclude that there was an improvement from the pre-test to post-test. The students who passed the passing grade in pre-test was 59%. However in the post-test, 88% of the students passed the passing grade. It means that the expectation of the researcher and the teacher which is at least 85% of the students passed the passing grade was passed.
2) Calculating of the Cycle II

**Table 4.10 Difference Square of Pre and Post-test Score in Cycle II**

<table>
<thead>
<tr>
<th>No</th>
<th>Student’s name</th>
<th>Score pre-test (X1)</th>
<th>Score post-test (Y1)</th>
<th>D</th>
<th>D^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHP</td>
<td>77</td>
<td>76</td>
<td>-1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>AH</td>
<td>79</td>
<td>85</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>3</td>
<td>DK</td>
<td>66</td>
<td>76</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>IY</td>
<td>80</td>
<td>81</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>KB</td>
<td>69</td>
<td>65</td>
<td>-4</td>
<td>16</td>
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<td>LWA</td>
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</tr>
<tr>
<td>8</td>
<td>MS</td>
<td>59</td>
<td>77</td>
<td>18</td>
<td>324</td>
</tr>
<tr>
<td>9</td>
<td>NAN</td>
<td>63</td>
<td>78</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>10</td>
<td>NM</td>
<td>74</td>
<td>80</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>11</td>
<td>NS</td>
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<td>121</td>
</tr>
<tr>
<td>12</td>
<td>PA</td>
<td>76</td>
<td>88</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>13</td>
<td>QNL</td>
<td>79</td>
<td>80</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>SD</td>
<td>80</td>
<td>84</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>15</td>
<td>SDA</td>
<td>70</td>
<td>78</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>16</td>
<td>SW</td>
<td>76</td>
<td>81</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>17</td>
<td>Y</td>
<td>77</td>
<td>89</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>=</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1235</td>
<td>1273</td>
<td>116</td>
<td>1328</td>
</tr>
</tbody>
</table>

a) Mean of Pre-test Cycle II

\[
M = \frac{\sum X_1}{N}
\]

\[
M = \frac{1235}{17}
\]

\[
M = 72.65
\]
b) Mean of Post-test Cycle I

\[ M = \frac{\sum Y_1}{N} \]

\[ M = \frac{1273}{17} \]

\[ M = 74.88 \]

In the cycle II, the mean of the pre-test is 72.65 and the mean of the post-test is 74.88. It means that the mean of the post-test is higher than the mean of the pre-test. It can be concluded that there is an improvement of the students’ writing skill after using guided writing technique.

c) Calculating the Mean of Difference

\[ MD = \frac{\sum D}{N} \]

\[ MD = \frac{116}{17} \]

\[ MD = 6.82 \]

d) Calculating the standard Deviation

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD_D = \sqrt{\frac{1328}{17} - \left(\frac{116}{17}\right)^2} \]

\[ SD_D = \sqrt{78.12 - (6.82)^2} \]

\[ SD_D = \sqrt{78.12 - 46.51} \]
\[ SD_D = \sqrt{31.58} \]
\[ SD_D = 5.6 \]

e) Standard Error for the Mean Difference

\[ SE_{MD} = \frac{SD_D}{\sqrt{N - 1}} \]

\[ SE_{MD} = \frac{5.6}{\sqrt{17 - 1}} \]

\[ SE_{MD} = \frac{5.6}{\sqrt{16}} \]

\[ SE_{MD} = \frac{5.6}{4} \]

\[ SE_{MD} = 1.4 \]

f) Calculating the T-test

\[ T_0 = \frac{MD}{SE_{MD}} \]

\[ T_0 = \frac{6.82}{1.4} \]

\[ T_0 = 4.87 \]

From the data of the cycle I above, the researcher found that the value of the T-test was higher than the value of the T-table. It could be proved from the result of T-test and the T-table. T-test was 4.87 and the T-table with N-1 was 2.120. It can be concluded that there was significant improvement of the students’ writing skill after using guided writing technique. It also means that the
researcher, who is helped by the teacher, successfully conduct this research at tenth grade of SMK Miftahul Huda Limbangan.

d. Reflection

The teacher along with the researcher reflected the revised lesson plan and the action of the cycle II. The students’ score of cycle II and the observations’ checklist were used to make a proper reflection. In cycle II, the teacher emphasized to review the material and analyze the example of recount text deeply. The teacher gave the clues of recount text from that example. Finally, this revised teaching-learning process could improve the students’ score in pre-test and post-test.

The passing grade (KKM) for English subject is 75. The students’ scores in the post-test of the cycle II show that there are 88% of the students who get the score higher than KKM. The students’ answers in the post-test of the cycle II were better. In the pre-test of the cycle II, there are 59% of the students who get the score higher than KKM. It means that after reflection from the cycle I was applied in the action of the cycle II, there was an improvement of using guided writing technique on students’ writing skill at the tenth grade of SMK Miftahul Huda Limbangan. Finally, the teacher and the researcher stop the cycle because 88% of the students have already passed the passing grade.
B. Discussion

After analyzing the result of the cycle I and cycle II, the researcher could conclude that there is significant improvement in students’ writing skill after using guided writing technique. The improvement can be seen as follow:

Table 4.11 Table of Data Analysis

<table>
<thead>
<tr>
<th>No.</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of pre-test</td>
<td>55.94</td>
<td>72.65</td>
</tr>
<tr>
<td></td>
<td>Mean of post-test</td>
<td>62.82</td>
<td>74.88</td>
</tr>
<tr>
<td>2</td>
<td>Total of the students who pass the passing grade (≥75)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>6%</td>
<td>59%</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>24%</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>Improvement</td>
<td>18%</td>
<td>29%</td>
</tr>
<tr>
<td>3</td>
<td>T-Table (N=17)</td>
<td>2.12</td>
<td>2.12</td>
</tr>
<tr>
<td>4</td>
<td>T-test</td>
<td>2.99</td>
<td>4.87</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that the t-test is higher than t-table. It means that there is an improvement on students writing skill after using guided writing technique. The improvement can also be seen from the total of the students who pass the passing grade (KKM). In cycle I, there was 6% of the students who passed the passing grade in the pre-test and after the treatment was implemented in the cycle shows that there is 24% of the students who got score higher than the passing grade in the post-test. On the result of cycle II, there were 59% of students who got score higher than the passing grade in the pre-test and 88% of the students who got score higher than the passing grade in the post-test. In the cycle I,
the improvement is as many as 18 %, and in the cycle 2, the improvement is as many as 29 %. On the result of t-test of cycle I and cycle II, the implementation of guided writing technique was successful to improve students’ skill in writing recount text. It could be seen from the table, that showed that t-test of cycle I was 2.99 and cycle II was 4.87 was higher than t-table with N-1(N=17) is (2,120).

Based on the result above, the researcher concludes that using guided writing technique can improve students’ writing skill for the tenth grade of SMK Miftahul Huda Limbangan in the academic year of 2019/2020.
CHAPTER V

CLOSURE

A. Conclusions

After the research was conducted, the researcher drew conclusion of the using of guided writing technique on the students’ writing skill for the tenth grade of SMK Miftahul Huda Limbangan in the academic year of 2019/2020, the researcher can conclude based on the findings discussed in the previous chapter that:

1. Implementation of guided writing technique at tenth grade students of SMK Miftahul Huda Limbangan

The implementation of guided writing technique for enhancing students’ writing skill for the tenth grade of SMK Miftahul Huda Limbangan in the academic year of 2019/2020 was successful. The researcher got the information from cycle I and cycle 2. The implementation of this study was divided into three parts. The first part, the teacher conducted pre-test, the teacher gave pre-test to the students for about 35 minutes. In cycle I, the students looked confused in their pre test. In the pre-test, some students got difficulties. Some students come to the teacher to asked the English. However, in cycle II the students got easier to make a recount text. The second part, the teacher conducted treatment by guided writing technique. The teacher showed examples to students. The third part was post-test. The teacher gave post-test to the students. The post-test was
done for about 35 minutes. The researcher analyzed the students writing skill. It increased their skill from cycle I until cycle II. The use of guided writing technique could improve the students’ writing skill in the tenth grade of SMK Miftahul Huda Limbangan in the academic year of 2019/2020.

2. There is an improvement of the students’ writing skill through guided writing technique in SMK Miftahul Huda Limbangan

From the data, researcher concludes that there is significant improvement of writing skills after the implementation of guided writing technique. It can be indicated in average score of cycle I and cycle II. In the pre-test of cycle I, the average score of students is 55.94 and the average score of post-test is 62.82. Therefore, the average score of students is 72.65 and the average score of post-test is 74.88 in the cycle II. It shows that guided writing technique helps the students to improve their writing skills.

3. Improvement of the students’ writing skill after the implementation of Guided Writing Skill in SMK Miftahul Huda Limbangan

The improvement on students’ writing skill through guided writing technique for the tenth grade of SMK Miftahul Huda Limbangan in the academic year of 2019/2020, in cycle I, there were just 6% of students who got score higher than the passing grade in the pre-test and after the treatment was implemented in the cycle shows that there is 24% of the students who got score higher than the passing grade in the post-test. On the result of cycle II, there were 59% of students who got score higher than the passing
grade in the pre-test and 88% of the students who got score higher than the passing grade in the post-test. In the cycle I, the improvement is as many as 18 %, and in the cycle II, the improvement is as many as 29 %. On the result of t-test of cycle I and cycle II, the improvement of the students’ writing skill through guided writing technique was successful. It could be seen from the table, that showed that t-test of cycle 1 was 2.99 and cycle II was 4.87 was higher than t-table with N-1 (N=17) is (2.120).

**B. Suggestions**

1. For teachers

   The result of this study can be the alternative technique of learning for a teacher in teaching writing. It is another technique which can be used by the teacher as a way of teaching writing text. It is suggested that the English teachers should be more creative and innovative to select the teaching technique for deliver the materials to the students. They should find a good way to get their students’ interest in learning English, especially in writing.

2. For students

   The result of this study can motivate the students to improve their students’writing skill. Through guided writing technique, students can be enthusiastic and enjoy in teaching and learning process. Students should not be afraid to make mistakes in writing. They should believe in themselves in doing writing.
3. For other researchers

It has been known from the research finding that implementation of guided writing technique can improve the students’ writing skill. So, the result of this research can be a reference for other researchers who want to conduct a research about writing.
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APPENDICES
CURRICULUM VITAE

Name: Ahmad Nasirun
Religion: Moslem
Place/Date of Birth: Kendal, November 20th 1996
Age: 23 years old
Sex: Male
Marital Status: Single
Height/Weight: 165 cm/ 55 kg
Home Address: Dsn Krajan 003/001 Gondang, Kec. Limbangan Kendal, 50383 Central Java – Indonesia
Mobile Number: +62857 0482 6632
E-mail Address: nasirunmhuda@gmail.com

EDUCATIONAL BACKGROUND

<table>
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<td>State Primary School (SDN) 1 Gondang</td>
<td>2008</td>
</tr>
<tr>
<td>Junior High</td>
<td>Madrasah Tsanawiyah Losari, Sumowono</td>
<td>2011</td>
</tr>
<tr>
<td>Senior High</td>
<td>Vocational High School</td>
<td>2014</td>
</tr>
<tr>
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<td>Salatiga State Institute For</td>
<td>now</td>
</tr>
<tr>
<td>(Undergraduate Program)</td>
<td>Islamic Studies (IAIN)</td>
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SOCIAL AND COMMUNITY INVOLVEMENT

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<td>English Friendship Camp</td>
<td>Participant</td>
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<tr>
<td>Date</td>
<td>Organization</td>
<td>Role</td>
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<td>Communicative English Club (CEC) STAIN Salatiga</td>
<td>Member of Religion Division</td>
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<td>Committe of CEC IAIN Salatiga</td>
<td>Member of Education And Linguistics Division</td>
</tr>
<tr>
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<td>Committee</td>
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<td>Chief of the Event</td>
</tr>
<tr>
<td>Februari 2018 - now</td>
<td>Commite of Student Council (DEMA) IAIN Salatiga</td>
<td>Member of UKM development</td>
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</tbody>
</table>
Kepada
Yth. Mashlihatul Umami, S.Pd.I., M.A.
Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:
Nama : AHMAD NASIRUN
NIM : 113-14-140
Program Studi : TADRIS BAHASA INGGRIS
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : IMPROVING THE STUDENTS' WRITING SKILL THROUGH GUIDED WRITING TECHNIQUE

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas. Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

A.n. Dekan,

[Signature]

Dekan Bidang Akademik

[Signature]

NIP. 19560617 199603 1004

Tembusan:
1. Yth. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip Akademik
Kepada
Yth, Kepala SMK Miftahul Huda Limbangan
Di Tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :
Nama : Ahmad Nasirun
NIM : 113-14-140
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripnya adalah :

IMPROVING STUDENTS’ WRITING SKILL THROUGH GUIDED WRITING TECHNIQUE

Dosen Pembimbing : Dr. Mashlihatul Umami, S.Pd.I, MA.

Kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di SMK Miftahul Huda Limbangan, mulai tanggal 30-31 Agustus 2019 s/d selesai

Demikian, atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

Tembusan : 1. Mahasiswa yang bersangkutan
Nomor : 080/SMK.MIFDA/XI/2019
Lampiran : -
Perihal : Pemberitahuan

Kepada : Yth. Dekan
Fakultas Tarbiyah dan Ilmu Keguruan
di-
Tempat

Assalamu'alaikum wr wb

Berdasarkan permohonan surat ijin no.B.3676/In.21/D1.1/PN.-3.1/08/2019 Fakultas Tarbiyah dan Ilmu Keguruan Universitas IAIN Salatiga Saya selaku kepala sekolah memberikan ijin kepada :

Nama : Ahmad Nasirun
NIM : 113-14-140
Semester : XI
Progdi : Tadris Bahasa Inggris

Untuk melakukan penelitian di SMK Miftahul Huda Limbangan guna penulisan skripsi yang berjudul “Improving The Students’ Writing Skill Through Guided Writing Technique” pada kelas X Smk Miftahul Huda Limbangan Kendal tahun 2019/2020”

Demikian surat ini kami sampaikan dipergunakan sebagaimana mestinya

Wassalamu'alaikum

Limbangan, 05 September 2019
Kepala SMK MIFDA Limbangan

[Signature]
## SATUAN KETERANGAN KEGIATAN

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<td>National Seminar &quot;English-Preneurship: Do you dare to be the next moslem business owner?&quot;</td>
<td>27 November 2015</td>
<td>Peserta</td>
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</tr>
<tr>
<td>4</td>
<td>National Seminar &quot;The Use of English as A Medium of Islamic Preaching&quot;</td>
<td>28 Mei 2016</td>
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<tr>
<td>5</td>
<td>Seminar Nasional Meretas Bullying &quot;Mengembangkan Layanan Kemanusiaan Berbasis Keprihan Lokal Komunitas&quot;</td>
<td>17 Desember 2016</td>
<td>Peserta</td>
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<tr>
<td>6</td>
<td>National Seminar &quot;Unlocking students' Potential to Deal With Globalization&quot;</td>
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<td>7</td>
<td>National Seminar &quot;Encouraging The Millennial Generation Having Character Education&quot;</td>
<td>5 Mei 2018</td>
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<td>Seminar Nasional &quot;Generasi Milenial, Generasi Berkarya&quot;</td>
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<td>9</td>
<td>SK (Surat Keterangan) Kegiatan OPAK IAIN SALATIGA 2015</td>
<td>10-11 Agustus 2015</td>
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<td>10</td>
<td>SK (Surat Keterangan) Kegiatan CEC Festival 2015</td>
<td>26-27 September 2015</td>
<td>Sek. Humas</td>
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<td>SK (Surat Keterangan) Pengurus Communicative English Club (CEC)</td>
<td>2016-2017</td>
<td>Dev. Education and Linguistics</td>
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<td>12</td>
<td>SK (Surat Keterangan) Pengurus Himpunan Mahasiswa Jurusan TBI</td>
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<tr>
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<td>SK (Surat Keterangan) Kegiatan OPAK IAIN SALATIGA 2016</td>
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<tr>
<td>No</td>
<td>Event Description</td>
<td>Date</td>
<td>Organizer</td>
<td>Category</td>
</tr>
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<td>----</td>
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</tr>
<tr>
<td>15</td>
<td>SK (Surat Keterangan) National Seminar 2017</td>
<td>6 Mei 2017</td>
<td>Penanggung Jawab</td>
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</tr>
<tr>
<td>16</td>
<td>SK (Surat Keterangan) Kegiatan English Friendship Camp 2017</td>
<td>12 September 2017</td>
<td>Penanggung Jawab</td>
<td>8</td>
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<tr>
<td>17</td>
<td>SK (Surat Keterangan) Kegiatan CEC Festival 2017</td>
<td>17-18 November 2017</td>
<td>Penanggung Jawab</td>
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</tr>
<tr>
<td>18</td>
<td>Wisuda Akbar 5 One Day One Ayat 2014 (QS Muhammad &amp; Al Baqarah 51-100)</td>
<td>25 Oktober 2014</td>
<td>Peserta</td>
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<tr>
<td>19</td>
<td>Grammar Stage I by Kresna English Language Institute Pare</td>
<td>10-25 Januari 2015</td>
<td>Peserta</td>
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<td>Training SIBA SIBI Semester Ganjil 2014</td>
<td>19-20 Desember 2014</td>
<td>Peserta</td>
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<tr>
<td>22</td>
<td>English Friendship Camp “Boost Your English Ability Through CEC”</td>
<td>26-27 September 2015</td>
<td>Panitia</td>
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<tr>
<td>23</td>
<td>CEC Festival 2015</td>
<td>21-22 November 2015</td>
<td>Panitia</td>
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<td>English Friendship Camp “Friendship and Leadership In Young Spirit”</td>
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<td>25</td>
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<td>16 November 2016</td>
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<td>20-21 Agustus 2014</td>
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<td>OPAK STAIN SALATIGA 2014</td>
<td>18-19 Agustus 2014</td>
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<td>Orientasi Dasar Keislaman</td>
<td>21 Agustus 2014</td>
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<td>Achievement Motivation Training “Dengan AMT Semangat Menyongsong Prestasi”</td>
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<td>28 Agustus 2014</td>
<td>Peserta</td>
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<td>Peserta</td>
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<td>32</td>
<td>English Friendship Camp “CEC Is The Best Way For Great Generation”</td>
<td>27-28 September 2014</td>
<td>Peserta</td>
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<tr>
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<td>Kopdar &amp; Makrab “English Like a Family”</td>
<td>23 November 2016</td>
<td>Panitia</td>
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<td>34</td>
<td>English Friendship Camp</td>
<td>16-17 September 2014</td>
<td>Panitia</td>
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<tr>
<td>NPSM</td>
<td>“Adventurous English Time”</td>
<td>2017</td>
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<tr>
<td>35</td>
<td>Juara 3 Lomba Volly Festival Karya Fakultas Tarbiyah dan Ilmu Keguruan 2018</td>
<td>Mei 2018</td>
<td>Peserta</td>
<td></td>
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Salatiga, 20 Mei 2019
Wakil Dekan Bidang Keuangan,asiswa dan Kerjasama

NIP. 19730610 200003 1 001
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Ahmad Nasirun
N I M : 113-14-140
Dosen Pembimbing : Dr. Mashihhatul Umami, S.Pd.I., MA.
Judul Skripsi pada surat penunjukan pembimbing skripsi :
IMPROVING THE STUDENTS' WRITING SKILL THROUGH GUIDED WRITING
TECHNIQUE FOR TENTH GRADE STUDENTS OF SMK MIFTAHUL HUDA LIMBANGAN
IN ACADEMIC YEAR 2019/2020

<table>
<thead>
<tr>
<th>No.</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29/1/19</td>
<td>Judul</td>
<td>Revisi</td>
<td>24</td>
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<tr>
<td>2</td>
<td>13/5/19</td>
<td>Proposal</td>
<td>* Problem of the study</td>
<td>24</td>
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<tr>
<td>3</td>
<td>3/3/19</td>
<td>BAB I</td>
<td>* Perubahan Problem of the study</td>
<td>24</td>
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<tr>
<td>4</td>
<td>13/5/19</td>
<td>BAB I</td>
<td>* Perubahan grammar dan kertas</td>
<td>24</td>
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<tr>
<td>5</td>
<td>27/5/19</td>
<td>BAB II III</td>
<td>Revisi</td>
<td>24</td>
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<tr>
<td>6</td>
<td>5/5/19</td>
<td>BAB I - III</td>
<td>* Technique nya dinamisasion</td>
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<td>10/7/19</td>
<td>Rpp Pendekian</td>
<td>* Jal Cycle II</td>
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<td>28/7/19</td>
<td>Rpp Jol Cycle</td>
<td>* Perbaikan grammar</td>
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<td>10</td>
<td>4/8/19</td>
<td>BAB IV, V</td>
<td>Revisi</td>
<td>24</td>
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<td>11</td>
<td>5/9/19</td>
<td>Drafts Bab 1 - V</td>
<td>Revisi Abrarckt</td>
<td>24</td>
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<tr>
<td>12</td>
<td>5/9/19</td>
<td>All draft of this paper</td>
<td>Revisi</td>
<td>24</td>
</tr>
</tbody>
</table>

Dosen Pembimbing,

[Signature]

Dr. Mashihhatul Umami, M.A.
NIP. 198005132000312 2 003

Catatan:
Jika ada perubahan judul skripsi, harus dicantumkan dalam lembar konsultasi, tidak ada penggantian surat penunjukan pembimbing skripsi kecuali ada surat dari ketua program studi tentang penggantian dosen pembimbing skripsi.
## SILABUS MATA PELAJARAN BAHASA INGGRIS

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Materi Pokok</th>
<th>Alokasi Waktu (JP)</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
</tr>
</thead>
</table>
| 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks | 3.7.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks recount sesuai dengan konteks penggunaannya | **Teks Recount**  
*Fungsi sosial:*  
Untuk menceritakan kejadian di masa lalu  
*b. Struktur Teks:*  
Teks Recount  
- Pembuka  
- Peristiwa  
- Penutup  
*c. Unsur Kebahasaan:* | 9 |  
1. Mengamati teks recount lisan dan tulis;  
2. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan yang terdapat dalam teks recount;  
3. Mengumpulkan data mengenai fungsi sosial, struktur teks dan unsur kebahasaan dari teks |  
**a. Pengetahuan:**  
- Tes tertulis  
- Tes lisan  
- Penugasan  
- Kinerja  
- Proyek  
- Portofolio  
**b. Keterampilan:**  
- Penilaian Kinerja |

Nama Sekolah: SMK Miftahul Huda Limbangan  
Bidang Keahlian: Semua Bidang keahlian  
Kompetensi Keahlian: Semua Kompetensi Keahliann  
Mata Pelajaran: Bahasa Inggris
<table>
<thead>
<tr>
<th>Penggunaannya</th>
<th>3.7.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks recount sesuai dengan konteks penggunaannya</th>
</tr>
</thead>
</table>
| 4.7 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks | - Kosakata: yang terkait dengan topik  
- Grammar:  
  ✓ Simple Past Tense  
  ✓ Simple Past Continuous  
  ✓ Present Perfect Tense  
- Ejaan dan tanda baca yang jelas, rapi dan tepat  
- Ucapan, tekanan kata & intonasi yang jelas dan tepat ketika mempresentasikan secara lisan |
<p>| 4.7.2 Menyusun teks lisan dan tertulis mengenai teks recount dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaannya | recount |
| 4. Mendiskusikan dan menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai teks recount | - Proyek |
| 5. Mengkomunikasikan informasi dan isi dari teks recount dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan | - Portofolio |
| 6. Menceritakan kembali isi dari teks recount secara lisan dan tulis dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan | |
| 7. Menyusun secara lisan dan tulis tentang teks recount dengan | |</p>
<table>
<thead>
<tr>
<th>Mengetahui,</th>
<th>Mengkomunikasi secara lisan dan tulis teks recount dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan</th>
<th>menggunakan struktur teks dan unsur kebahasaanteks dan unsur kebahasaan yang tepat sesuai konteks penggunaan;</th>
</tr>
</thead>
</table>

Mengetahui,
Kepala Sekolah

Abdul Ghofar, S.Pd.I

Limbangan, Juli 2019

Guru Mata Pelajaran

Ulfa Laily Maftuhah, S.Pd.I
RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CYCLE I

Nama Sekolah : SMK MIFTAHUL HUDA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/I
Materi Pokok : Teks Recount
Alokasi Waktu : 4x 45 menit (2JP)

A. Kompetensi Inti
KI.1 Menghayati dan mengamalkan ajaran agama yang dianutnya
KI.2 Mengembangkan perilaku (jujur, disiplin, tanggungjawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro-aktif) dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
KI.3 Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan fakultual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
KI.4 Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyajikan secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.
B. Kompetensi dasar dan Indikator

<table>
<thead>
<tr>
<th>NO.</th>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR PENCAPAIAN KOMPETENSI</th>
</tr>
</thead>
</table>
| 1   | 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberikan dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya | 3.7.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks recount sesuai dengan konteks penggunaannya.  
3.7.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks recount sesuai dengan konteks penggunaannya. |
| 2   | 4.7 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks | 4.7.1 Menyusun teks lisan dan tertulis mengenai teks recount dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaannya. |

C. TUJUAN PEMBELAJARAN:

Pengetahuan

3.8.1 Diberikan materi teks recount peserta didik mampu mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks recount sesuai dengan konteks penggunaannya.

3.8.2 Diberikan contoh teks recount peserta didik mampu membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks recount sesuai dengan konteks penggunaannya.

Ketrampilan :

4.7.1 Diberikan soal teks recount peserta didik mampu menyusun teks lisan dan tertulis mengenai teks recount dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaannya.

D. MATERI PEMBELAJARAN:

Teks Recount
d. **Fungsi sosial:**
Untuk menceritakan kejadian di masa lampau

e. **Struktur Teks:**
Teks Recount
- Pembuka (Orientation)
- Peristiwa (Sequence of Events)
- Penutup (Reorientation)

f. **Unsur Kebahasaan:**
- Kosakata: yang terkait dengan topik
- Grammar:
  ✓ Simple Past Tense
  ✓ Simple Past Continuous
  ✓ Present Perfect Tense
- Ejaan dan tanda baca yang jelas, rapi dan tepat
- Ucapan, tekanan kata & intonasi yang jelas dan tepat ketika mempresentasikan secara lisan

E. **METODE PEMBELAJARAN:**
1. Pendekatan: Scientific Approach
2. Metode Pembelajaran: Guided Writing Technique

F. **MEDIA**

G. **SUMBER BELAJAR**
1. Buku siswa Bahasa Inggris Kurikulum 2013 Revisi untuk SMK/MAK kelas X penerbit Kemendikbud
2. Internet

H. **LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td><strong>Pertemuan Pertama:</strong></td>
<td>15 menit</td>
</tr>
<tr>
<td></td>
<td>a. Memberi salam dan memulai pelajaran dengan membaca surat fatihah bersama</td>
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</tr>
<tr>
<td></td>
<td>b. Menanyakan kehadiran.</td>
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<tr>
<td></td>
<td>c. Menyampaikan kompetensi inti dan kompetensi dasar, indikator dan tujuan yang</td>
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<td>akan dicapai.</td>
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<td></td>
<td>d. Menanyakan pengalaman yg sesuai dengan yang akan diajarkan (Appersepsi).</td>
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<tr>
<td></td>
<td>e. Memberikan motivasi tentang pentingnya belajar materi</td>
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<tr>
<td>Kegiatan</td>
<td>Deskripsi Kegiatan</td>
<td>Alokasi Waktu</td>
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</tr>
<tr>
<td>pada kompetensi dasar yang akan diajarkan.</td>
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</tr>
</tbody>
</table>
| Inti (model) | a. Mengamati  
- Peserta didik diberikan sebuah contoh teks recount  
- Guru meminta siswa untuk mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari teks tersebut. | 60 menit |
|  | b. Menanya  
- Peserta didik mulai menanyakan kosakata yang mereka belum ketahui  
- Peserta didik mulai bertanya tentang fungsi sosial, struktur teks dan unsur kebahasaan dari teks tersebut. | |
|  | c. Mengumpulkan data/eksplorasi  
- Guru mulai menjelaskan isi dari teks tersebut.  
- Guru menyampaikan materi teks recount. (fungsi sosial, struktur teks dan unsur kebahasaan)  
- Guru meminta peserta didik untuk menyusun teks recount | |
|  | d. Mengasosiasi  
- Peserta didik menyimpulkan hasil diskusi tentang teks recount | |
|  | e. Mengkomunikasikan:  
- Guru meminta beberapa siswa untuk menyampaikan hasil analisa secara bergantian | |
| Penutup | a. Guru memberikan tambahan untuk kesimpulan yang kurang dari setiap peserta didik.  
b. Guru melakukan evaluasi  
c. Melakukan refleksi hasil evaluasi  
d. Menyampaikan informasi kegiatan yang akan datang  
e. Guru menutup/mengakhiri pelajaran tersebut dengan mengajak siswa membaca hamdalah/doa bersama-sama.  
f. Pendidik mengucapkan salam kepada para peserta didik sebelum keluar kelas dan peserta didik menjawab salam. | 15 menit |
<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | Pertemuan Kedua:  
a. Memberi salam dan memulai pelajaran dengan membaca surat fatihah bersama.  
b. Menanyakan kehadiran.  
c. Menyampaikan kompetensi inti dan kompetensi dasar, indikator dan tujuan yang akan dicapai.  
d. Menanyakan pengalaman yang sesuai dengan yang akan diajarkan (Appersepsi).  
e. Memberikan motivasi tentang pentingnya belajar materi pada kompetensi dasar yang akan diajarkan.  
f. Guru memberikan evaluasi dari hasil tes sebelumnya. | 10 menit |
| Inti (model) | a. **Mengamati**  
- Guru mereview materi tentang teks recount  

b. **Menanya**  
- Peserta didik bertanya tentang teks recount yang belum dipahami  

c. **Mengumpulkan data/eksplorasi**  

<table>
<thead>
<tr>
<th><strong>Prewriting stage</strong></th>
<th>70 menit</th>
</tr>
</thead>
</table>
| - Teacher lets the students choose a topic from some choices.  
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- Teacher asks the students to identify the audience to whom they write.  
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<tr>
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• Teacher supports the students help proofread classmates’ composition.  
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• Teacher encourages the students publish their writing in an appropriate form.  
• Teacher supports the students share their finished writing with an appropriate audience. |  |
| a. Mengasosiasi dan menanya | - Guru memberikan soal post-test |  |
| e. Mengkomunikasikan: | - Peserta didik menyimpulkan hasil dari pelajaran hari ini dengan menyampaikannya secara bergantian |  |
| Penutup | a. Guru memberikan tambahan untuk kesimpulan yang kurang dari setiap peserta didik.  
b. Guru melakukan evaluasi  
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I. PENILAIAN HASIL PEMBELAJARAN

Kriteria Penilaian

• Pencapaian fungsi sosial  
• Kelengkapan dan keruntutan struktur teks eksposisi analitis  
• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan  
• Kesesuaian format penulisan/ penyampaian
Writing grading rubric adapted by Jacob et al (1981 in Rina Septiana 2016:29-30)

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<td><strong>Fair to poor:</strong> non-fluent, ideas confused or disconnected, lacks logical sequencing and development</td>
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<tr>
<td></td>
<td></td>
<td>9-7</td>
<td><strong>Very poor:</strong> does not communicate, no organization or not enough to evaluate</td>
</tr>
<tr>
<td>3.</td>
<td>Vocabulary</td>
<td>20-18</td>
<td><strong>Excellent to very good:</strong> sophisticated range, effective word or idiom choice and usage, word from mastery, appropriate register</td>
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<td></td>
<td></td>
<td>17-14</td>
<td><strong>Good to average:</strong> adequate range, occasional errors of word or idiom form, choice, usage but meaning not obscured</td>
</tr>
<tr>
<td>13-10</td>
<td>Fair to poor: limited range; frequent error of word or idiom form, choice, usage, meaning confused or obscured</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-7</td>
<td>Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form or not enough to evaluate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Language use

| 25-22 | Excellent to very good: effective complex construction; few errors of agreement, tense, number, word order or function, articles, pronouns, prepositions. |
| 21-18 | Good to average: effective but simple construction; minor problem in complex construction; several errors of agreement, tense, number, word order or function, articles, pronouns, prepositions but meaning seldom obscured |
| 17-11 | Fair to poor: major problem in simple or complex constructions; frequents errors of negation, agreement, tense, number, word order or function articles, pronouns, prepositions, and/or fragments run-ons, deletions; meaning confused or obscured |
| 10-5  | Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate |

5. Mechanics

<p>| 5 | Excellent to very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing |
| 4 | Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured |
| 3 | Fair to poor: frequent errors of spelling, punctuation, |</p>
<table>
<thead>
<tr>
<th>Total score</th>
<th>Capitalization, paragraphing; poor handwriting; meaning confused or obscured</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>Very poor:</strong> no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible or not to evaluate</td>
</tr>
</tbody>
</table>

Mengetahui
Guru Kelas

Limbangan, 10 Juli 2019
Peneliti

Ulfah Laily Maftuhah, S.Pd.I
NIP. -

Ahmad Nasirun
NIM. 11314140
RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CYCLE II

Nama Sekolah : SMK MIFTAHUL HUDA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/I
Materi Pokok : Teks Recount
Alokasi Waktu : 2x 45 menit (2JP)

A. Kompetensi Inti

KI.1 Menghayati dan mengamalkan ajaran agama yang dianutnya

KI.2 Mengembangkan perilaku (jujur, disiplin, tanggungjawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro-aktif) dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI.3 Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan fakturnal, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

KI.4 Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.
B. Kompetensi dasar dan Indikator

<table>
<thead>
<tr>
<th>NO.</th>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR PENCAPAIAN KOMPETENSI</th>
</tr>
</thead>
</table>
| 1   | 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya | 3.7.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks recount sesuai dengan konteks penggunaannya.  
3.7.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks recount sesuai dengan konteks penggunaannya. |
| 2   | 4.7 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks | 4.7.1 Menyusun teks lisan dan tertulis mengenai teks recount dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaannya. |

C. TUJUAN PEMBELAJARAN:

Pengetahuan

3.9.1 Diberikan materi teks recount peserta didik mampu mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks recount sesuai dengan konteks penggunaannya.

3.9.2 Diberikan contoh teks recount peserta didik mampu membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks recount sesuai dengan konteks penggunaannya.

Ketrampilan:

4.7.2 Diberikan soal teks recount peserta didik mampu menyusun teks lisan dan tertulis mengenai teks recount dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaannya.

D. MATERI PEMBELAJARAN:

Teks Recount
Fungsi sosial:

Untuk menceritakan kejadian di masa lampau

Struktur Teks:

Teks Recount
- Pembuka (Orientation)
- Peristiwa (Sequence of Events)
- Penutup (Reorientation)

Unsur Kebahasaan:

- Kosakata: yang terkait dengan topik
- Grammar:
  ✓ Simple Past Tense
  ✓ Simple Past Continuous
  ✓ Present Perfect Tense
- Ejaan dan tanda baca yang jelas, rapi dan tepat
- Ucapan, tekanan kata & intonasi yang jelas dan tepat ketika mempresentasikan secara lisan

E. METODE PEMBELAJARAN:

3. Pendekatan : Scientific Approach
4. Metode Pembelajaran : Guided Writing Technique

F. MEDIA

b. Alat dan Bahan : Whiteboard, Marker.

G. SUMBER BELAJAR

3. Buku siswa Bahasa Inggris Kurikulum 2013 Revisi untuk SMK/MAK kelas X penerbit Kemendikbud
4. Internet

H. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td><strong>Pertemuan Pertama:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Memberi salam dan memulai pelajaran dengan membaca surat fatihah bersama.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Menanyakan kehadiran .</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Menyampaikan kompetensi inti dan kompetensi dasar , indikator dan tujuan yang akan dicapai.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Menanyakan pengalaman yg sesuai dengan yang akan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 menit</td>
</tr>
<tr>
<td>Kegiatan</td>
<td>Deskripsi Kegiatan</td>
<td>Alokasi Waktu</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>diajarkan (Appersepsi).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Memberikan motiﬁsi tentang pentingnya belajar materi pada kompetensi dasar yang akan diajarkan.</td>
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<td>Deskripsi Kegiatan</td>
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</tr>
<tr>
<td>Inti (model)</td>
<td>a. Mengamati</td>
<td>60 menit</td>
</tr>
<tr>
<td></td>
<td>- Peserta didik diberikan sebuah contoh teks recount</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru meminta siswa untuk mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari teks tersebut.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Menanya</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Peserta didik mulai menanyakan kosakata yang mereka belum ketahui</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Peserta didik mulai bertanya tentang fungsi sosial, struktur teks dan unsur kebahasaan dari teks tersebut.</td>
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</tr>
<tr>
<td></td>
<td>c. Mengumpulkan data/eksplorasi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru mulai menjelaskan isi dari teks tersebut.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru menyampaikan materi teks recount. (fungsi sosial, struktur teks dan unsur kebahasaan)</td>
<td></td>
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<tr>
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<td>Inti (model)</td>
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| a.      | **Mengamati**  
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| b.      | **Menanya**  
- Peserta didik bertanya tentang teks recount yang belum dipahami |              |
| c.      | **Mengumpulkan data/eksplorasi**  
- Guru menjelaskan tentang tehnik yang akan digunakan dalam pembelajaran writing. |              |

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d. **Mengasosiasi dan menanya**  
- Guru memberikan soal post-test

e. **Mengkomunikasikan:**  
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### Penutup

| a. Guru memberikan tambahan untuk kesimpulan yang kurang dari setiap peserta didik.  
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<td></td>
<td>13-10</td>
<td>Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development</td>
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<tr>
<td></td>
<td></td>
<td>9-7</td>
<td>Very poor: does not communicate, no organization or not enough to evaluate</td>
</tr>
<tr>
<td>3.</td>
<td>Vocabulary</td>
<td>20-18</td>
<td>Excellent to very good: sophisticated range, effective word or idiom choice and usage, word from mastery, appropriate register</td>
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<td></td>
<td>17-14</td>
<td>Good to average: adequate range, occasional errors of word or idiom form, choice, usage but meaning not obscured</td>
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<td>Score Range</td>
<td>Description</td>
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<td>4.</td>
<td>13-10</td>
<td><strong>Fair to poor</strong>: limited range; frequent error of word or idiom form, choice, usage, meaning confused or obscured</td>
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<td></td>
<td>9-7</td>
<td><strong>Very poor</strong>: essentially translation; little knowledge of English vocabulary, idioms, word form or not enough to evaluate</td>
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<tr>
<td>5. Mechanics</td>
<td>25-22</td>
<td><strong>Excellent to very good</strong>: effective complex construction; few errors of agreement, tense, number, word order or function, articles, pronouns, prepositions.</td>
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<td>21-18</td>
<td><strong>Good to average</strong>: effective but simple construction; minor problem in complex construction; several errors of agreement, tense, number, word order or function, articles, pronouns, prepositions but meaning seldom obscured</td>
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<td>17-11</td>
<td><strong>Fair to poor</strong>: major problem in simple or complex constructions; frequents errors of negation, agreement, tense, number, word order or function articles, pronouns, prepositions, and/or fragments run-ons, deletions; meaning confused or obscured</td>
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<td>10-5</td>
<td><strong>Very poor</strong>: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate</td>
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<td><strong>Excellent to very good</strong>: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing</td>
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<td>capitalization, paragraphing; poor handwriting; meaning confused or obscured</td>
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<td>2</td>
<td><strong>Very poor:</strong> no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible or not to evaluate</td>
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</table>

Mengetahui
Guru Kelas

Limbangan, 10 Juli 2019
Peneliti

Ulfa Laily Maftuhah, S.Pd.I
NIP. -

Ahmad Nasirun
NIM. 11314140
RECOUNT TEXT

a. Definition of Recount Text

According Knapp, P. & Watkins (1994) says that recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recount is written to retell events with the purpose of either informing or entertaining their audience. It concluded that recount text is a text which retells events or experiences in the past. The purpose is to inform or to entertain the audiences.

b. Generic Structure of Recount Text

Generic structure or rhetorical structure is a package of events in a text. Every genre has its generic structure, include the recount text. The generic structure of recount text are:

1) Orientation: Introducing the participant, place, and time. (when, where, who, etc)
2) Sequence of Events: Describing series of event that happened in the past (what happened).
3) Reorientation/Evaluation: Closure of the events. It is optional. Stating personal comment of the writer to the story.

c. Language Feature of Recount Text

Language features are about general grammatical pattern to form the information, message, and idea in effective sentences, especially in this case. Language features of recount text are:
d. Example of Simple Recount Text

**Orientation** : On Saturday, Ryen went trampolining at Ryde

**Sequence of Events** : When he got there he did some stretches and put his socks on. Shortly, after that he warmed up and practised his routine. Time passed, the bell rang and he was ready to go. After his routine Ryan passes level four and his mum bought him a badge.

**Evaluation** : Ryan was glad he passed.
### Students’ Observation Checklist of Cycle 1

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<tr>
<th>No.</th>
<th>The Students’ Activity</th>
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<td>1.</td>
<td>Paying attention</td>
<td>✓</td>
<td></td>
<td>All of the students pay attention to the answer to the greeting.</td>
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<tr>
<td>2.</td>
<td>Asking question</td>
<td>✓</td>
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<td>Few students who were asking.</td>
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<tr>
<td>3.</td>
<td>Responding to question</td>
<td>✓</td>
<td></td>
<td>There were students who answered the teacher’s question.</td>
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<tr>
<td>4.</td>
<td>Accomplish task</td>
<td>✓</td>
<td></td>
<td>All of the students did the task.</td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiastic in application guided writing technique</td>
<td>✓</td>
<td></td>
<td>They felt enjoy the application of guided writing technique.</td>
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<td>✓</td>
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<td>The teacher prepared the lesson plan and material well</td>
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<tr>
<td>2.</td>
<td>Greeting students before the lesson begin</td>
<td>✓</td>
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<td>The teacher greeted the students and students answered the greeting</td>
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<td>3.</td>
<td>The teacher checking the students</td>
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<td>The teacher called the students one by one</td>
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<tr>
<td>4.</td>
<td>Giving motivation</td>
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<td>The teacher gave motivation for students to spirit to reach dreams</td>
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<tr>
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<td>The teacher did not remind the previous material</td>
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<td>6.</td>
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<td></td>
<td>Explaining recount text</td>
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<td>The teacher implemented a design of guided writing</td>
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<td>technique to teach writing</td>
<td>technique and accordance with the material which showed to the students</td>
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<td>Using guided writing technique in learning process</td>
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<td>The teacher implemented guided writing technique to teach recount text</td>
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<td>9.</td>
<td>Giving opportunity for asking the questions</td>
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<td>The teacher gave time to the student about everything to asked question</td>
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<td>10.</td>
<td>Guiding and helping the students’ difficulties during learning</td>
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<td>The teacher guided and helped students to solve the difficulties</td>
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<td>11.</td>
<td>Giving feedback after lesson</td>
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# Student’s Observation Checklist of Cycle II

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<td>3.</td>
<td>Responding to question</td>
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<td>There were Students answered teacher question</td>
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<tr>
<td>4.</td>
<td>Accomplish task</td>
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<td>All of the students did the task</td>
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<td>They felt enjoy the application of guided writing technique</td>
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<tr>
<td>3.</td>
<td>The teacher checking the students</td>
<td>✓</td>
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<td>4.</td>
<td>Giving motivation</td>
<td>✓</td>
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<td>The teacher gave motivation for students to spirit to reach dreams</td>
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<td>5.</td>
<td>Reminding previous material</td>
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<td>Giving opportunity for asking the questions</td>
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### The Student’s Score of Pre-Test of Cycle I

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**Total** | 949
The Student’s Score of Post-Test of Cycle I

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The Student’s Score of Pre-Test of Cycle II

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**TOTAL**                                 1235
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**TOTAL** | 1273
Nama: Khariemakul Barorang
Class: X P8G
Major: P8G

PRE-TEST 1

Essay

Compose a paragraph of recount text based on the topic

"Visiting My Grandmother's Home" and write the paragraph below!

Yesterday, my family and I went to my grandmother's house. There was a pot of tea together with the family. We had a time trip to the house. Grandmother has a very beautiful garden to go through in an hour and a half.
Nama: Nada Yuna
Class: XPl
Major: Perhakon Sosial

PRE-TEST 1

Essay

Compose a paragraph of recount text based on the topic

"Visiting My Grandmother's Home" and write the paragraph below!

When will go to my grandmother's home I to meet my friend. I will leave start at home work. Lust and go to my grandmother home.
Nama: Kunti Khatyartunisa  
Class: X  
Major: PBS  
POST-TEST I  
Essay

### Prewriting stage

Compose a paragraph of recount text based on the topic "A Terrible Experience," and use mind mapping to organize the ideas!

<table>
<thead>
<tr>
<th>Event</th>
<th>1. Yesterday</th>
<th>2. When looking at accident</th>
<th>3. Scared and when straight home</th>
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</thead>
<tbody>
<tr>
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3. When shopping in the shop

5. In the middle, look a child ride in the weeds road motorcycle fast

### Drafting stage

- Please write your through draft below!

1. Yesterday
2. When shopping in the shop
3. In the middle in the road
4. Look a child ride motorcycle fast
5. Then got accident
6. Scared and when straight home

### Revising stage

- Share your ideas with your group and write the revising of rough draft below!

- Look ⇒ looked.
- Ride ⇒ rode
- Scared and went to home.
Editing stage
1. Arrage your ideas to compose the paragraph and concern your composition!
2. Yesterday
3. When shopping in the shop
4. In the middle in the road
5. Looked a child rode motorcycle fast
6. Then god accident
7. Scared and went to home

Publishing stage
- Write down your final paragraph!

When looked an accident.

Yesterday, I and My friend went to shopping at the dep.
In the middle in the road, I and My friend looked a child rode motorcycle fast. Then god an accident.
After that, I and My friend scared and when to home.
Nama: IKA YULIYAMI
Class: X PBS
Major: Pendidikan Sarjana
POST-TEST I

Essay

**Prewriting stage**
- Compose a paragraph recounts text based on the topic "A Terrible Experience" and use mind mapping to organize the ideas.

```
Last week
Tense = help
Last week

Tense = help

Slip

Slippery floor.

Last week

Tense = help

Last week

Tense = help

Last week
```

**Drafting stage**
- Please write your through draft below!
  - Last week I'm slip.
  - Heavy rain with slippery floor.
  - I just panic from the bathroom.
  - My friend help me.
  - I'm so sad because my butt hurts.

**Revising stage**
- Share your ideas with your group and write the revising of rough draft below!
  - Finish not Finished
  - Help = Helped
Editing stage

- Arrange your ideas to compose the paragraph and concern your composition!
  - Last week I'm slip.
  - At the time, heavy rain until slippery floor.
  - I just finished from the bathroom.
  - My friend helps me.
  - I'm so sad because my butt hurts.

Publishing stage

- Write down your final paragraph!

Last week I'm slip in the room terrace.
At the time, heavy rain until slippery floor. I just finished from the bathroom and went to my room. Moment in room terrace
I slip and fall down. My blouse wet and my butt hurts a lot.
My friends quickly help me and accompany in the room.
I'm so sad because my butt hurts. I will very take care if walk.
Nama : Dwira Rupiara
Class : * PBS
Major :
Pre-TEST II
Essay

Prewriting stage
- Compose a paragraph of recounts text based on the topic "Holiday in the end of semester" and use mind mapping to organize the ideas!

Last year,
I am holiday go to Semarang
We around morning
In Semarang, I walking to Toto Limo, Lawang Sewu, and place a tour other.
There I also shopping, shopping
After finish shopping I direct return home u

Drafting stage
- Please write your through draft below!

1. Last year
2. I am holiday go to Semarang
3. We around morning
4. In Semarang, I walking to Toto Limo, Lawang Sewu, and place a tour other.
5. There I also shopping, shopping
6. After finish shopping I direct return home u

Revising stage
- Share your ideas with your group and write the revising of rough draft below!

* Last -> last
* Go -> went
* Finish -> finished
Editing stage

- Arrange your ideas to compose the paragraph and concern your composition!

1. last year
2. I am holiday went to Semarang.
3. leave around morning
4. in Semarang I walking to Kota Lama, Lawang Sewu, and place a tour other.
5. there I also shopping - shopping.
6. After finished shopping I direct return home.

Publishing stage

- Write down your final paragraph!

last years I am holiday went to Semarang leave around morning in Semarang I walking to Kota Lama, Lawang Sewu and place a tour other. There I also shopping. After finished shopping I direct return home.
Nama : [Name]
Class : [Class]
Major : [Major]
Pre-TEST II
Essay

Prewriting stage
- Compose a paragraph of recount text based on the topic "Holiday in the end of semester" and use mind mapping to organize the ideas!

Drafting stage
- Please write your through draft below!

1) Ramadan finale day yesterday Strive to 10:00 a.m.
   a) took water rite allah before mygration
   b) took round together
   c) took room
   d) left to qunea
   e) cleaning grave and to stand power
   f) Pray for brand's mother and brand's father.
   g) visited to uncle room,
   h) talked uncle together
   i) came back to home to break the fast

Revising stage
- Share your ideas with your group and write the revising of rough draft below!

   "prayed."
Editing stage

- Arrange your ideas to compose the paragraph and concern your composition!

Rohandhan finish dog yesterday arrive 15.00 o'clock, I took water flowers alphabetically before prayers, afterwards I perform wash also pray together, after wash hand flour and prayers, afterwards I perform other prayers together, after finish wash flow before come back to home, I visited to uncle room and talked together uncle, afterwards I came back to home to break the fast.

Publishing stage

- Write down your final paragraph!

Rohandhan finish dog yesterday 15.00 o'clock wash hand flour and prayers, afterwards I perform wash hand and pray together, after wash hand flour, I arrived in the grave, I cleaned grave and to wash flower, afterwards I wash hand and pray for uncle room and talked together uncle, afterwards I came back to home to break the fast.
Nama : Ika Yuliyanis
Class : X.
Major : Perbankan Syariah
POST-TEST II
Essay

**Prewriting stage**
- Compose a paragraph of recount text based on the topic "Unforgettable moment in your life" and use mind mapping to organize the ideas!

![Mind Map Diagram](image)

**Drafting stage**
- Please write your through draft below!
  - At last holiday, I had visited in Bereal Ayam.
  - One person's entry ticket is IDR 20,000.
  - I took a massage card.
  - Board requested.
  - Climb in crown Bereal Ayam.
  - Scenery in Bereal Ayam.
  - I'm very happy.

**Revising stage**
- Share your ideas with your group and write the revising of rough draft below!
  - Visit → visited
  - Take → took
  - Look → looked
  - Hope → hoped
  - Last → last
### Editing stage
- Arrange your ideas to compose the paragraph and concern your composition!
  - At ____________ holiday. I visited in ____________.
  - One person’s entry ticket is IDR ____________.
  - I took a massage card.
  - Board request.
  - Camp in crown ____________.
  - I was very happy.

### Publishing stage
- Write down your final paragraph:

**Visited in Gereja Ayam.**

At ____________ holiday. I visited in ____________.

I **went** to Gereja Ayam with my friend. One person’s entry ticket is IDR ____________.

To get there, I have to go up the road.

After into Gereja Ayam there request board. Usually, people visited Gereja Ayam will **write** their request and **stamp** in board that. But I **don’t** excuse thing that. There I can **look** at **Bukudur** sample, a tour punthuk striumbu hill, etc.

I was very happy can visited in Gereja Ayam. I want can visited in Gereja Ayam again.
Nama: Ndhibia Muna
Class: X Pbk
Major: Pembankan Syariah
POST-TEST II

Essay

Prewriting stage
- Compose a paragraph of recount text based on the topic: "Unforgettable moment in your life" and use mind mapping to organize the ideas.

Drafting stage
- Please write your through draft below:

I went home after a day celebration at a cottage. Yesterday, I celebrated my birthday in Pomper. I ordered DIMSum, but I was too tired. My mom called me to celebrate because I didn't go out. I thought I would go home, but then I decided to stay in Pomper. That night I was too tired to celebrate, and I went home, but I wrote a letter to my mom to express my apologies. I was still ready to go back to my home, but I was ready to come back with my family.

Revising stage
- Share your ideas with your group and write the revising of rough draft below:

because I celebrated a day of celebration in Pomper
I went and asked for apologize.
I prepared what I would bring to my home.

After I was ready I came back with my family.
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<td>- Arrange your ideas to compose the paragraph and concern your composition!</td>
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<td>- 1. The celebration song I took there in proper</td>
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<td>- 2. Because I celebrated a day of celebration in proper, I felt so relaxed</td>
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<td>- 3. After cleaning I was tired</td>
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<td>- 4. After tired I took a bath</td>
</tr>
<tr>
<td>- 5. When I took a bath unintentionally, my mother called me</td>
</tr>
<tr>
<td>- 6. After told, I went to wash my mother and asked for apologizing</td>
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<tr>
<td>- 7. My family visited the lawyer's house. I prepared what I would bring to my home</td>
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<td>- 8. After I was ready, I came back with my family</td>
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<tbody>
<tr>
<td>- Write down your final paragraph!</td>
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Day celebration song I took there in proper. Because I celebrated a day of celebration in proper, I felt so relaxed. After cleaning I was tired. After tired I took a bath. When I took a bath unintentionally, my mother called me. After told, I went to wash my mother and asked for apologizing. My family visited the lawyer's house. I prepared what I would bring to my home. After I was ready, I came back with my family.
RESEARCH DOCUMENTATION

The students were doing pre-test

The students were doing treatment
The students was doing post-test
The teacher was giving explanation
The students applying GWT