

**COMPARATIVE STUDY ON TEACHING WRITING SKILL FOR IPA CLASS
AND IPS CLASS AT THE ELEVENTH GRADE OF MA AL-ISLAM
JAMSAREN SURAKARTA IN THE ACADEMIC YEAR OF 2018/2019**

THESIS

Submitted as A Partical Requirements For

The Degree of Undergraduate in English Language Education



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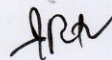
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Thank you for the attention

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I hereby sincerely state that the thesis titled “**Comparative Study on Teaching Writing Skill for IPA Class and IPS Class at the Eleventh Grade of MA AL-Islam Jamsaren Surakarta in the Academic Year of 2018/2019**” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Surakarta, June 2019

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DEDICATION

This thesis is dedicated for:

1. My beloved parents (Mr.Wiyono and Mrs.Retno Sumartini)
2. My lovely husband (Andy Putra Perdana)
3. My little girl (Nabila Tanisha Putri)
4. The lecturers of English Language Education Departement
5. ALL of my friends in English Language Education Departement

MOTTO

“We will get success if we learn from our mistakes”

(Researcher)

“ So verily,with the hardship,there is ease

Verily,with the hardship,there is ease”

(Q.S.Al-Insyirah: 5-6)

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

Surakarta, June 2019

The researcher

Prita Nia Prameswara

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TABLE OF CONTENTS

TITLE	i
ADVISOR SHEET	ii
RATIFICATION	iii
PRONOUNCEMENT	iv
DEDICATION	v
MOTTO	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii
ABSTRACT	xi
LIST OF TABLE	xii

CHAPTER I: INTRODUCTION

A. Background of Study.....	1
B. Limitation of the Problem.....	4
C. Formulation of the Problem.....	5
D. The Objective of the Study.....	5
E. The Benefit of the Study.....	6
F. Definition of Key Term.....	7

CHAPTER II: REVIEW OF RELATED LITERATURE

A. Theoretical Description	
1. Teaching Learning Process	
a. Definition of Teaching Learning Process.....	8
b. Components of Teaching Learning Process.....	9
c. Teaching Procedure on Teaching Learning Process.....	31
d. Students Participation in Teaching Learning Process.....	32
2. Writing	
a. Definition of Writing.....	33

b. The Process of Writing	33
c. The Purpose of Writing.....	35
d. The Criteria of Good Writing	36
e. Approaches to Teach Writing	37
f. The Problems in Writing	39
g. The Scoring Rubic of Writing	40
3. Teaching Writing	
a. Definition of Teaching Writing	44
b. The Purpose of Teaching Writing	45
c. The Principles of Teaching Writing	46
d. Method in Teaching Writing	46
e. The Technique in Teaching Writing	47
f. The Reason for Teaching Writing	48
g. The Importance of Teaching Writing	49
h. Material in Teaching Writing.....	50
B. Previous Study	54

CHAPTER III: RESEARCH METHODOLOGY

A. Research Design	56
B. Research Setting	57
C. Subject of Study	57
D. The Technique of Collecting Data.....	58
E. The Data Resource.....	59
F. The Technique of Analysis Data.....	60
G. The Trustworthiness of the Data	61

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION

A. Research Finding	63
1. History of MA AL-Islam Jamsaren Surakarta.....	63
2. Components of Teaching Learning Writing.....	64
a. Student.....	64
b. Teacher	64
c. Curriculum	64
d. Material	65
e. Method	65
f. Media	72
g. Evaluation.....	72
h. The Procedure of Teaching Learning Activities	74

i. Teaching Learning Process in Recount Text in Writing Skill.....	75
j. The Syllabus and Lesson Plan.....	77
k. The Student's Achievement	77
B. Discussion	78

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion	82
B. Suggestion	82

BIBLIOGRAPHY.....	84
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APPENDICES.....	87
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ABSTRACT

Prita Nia Prameswara. 133221257. *Comparative Study on Teaching Writing Skill for IPA class and IPS class in the Eleventh Grade of MA AL-Islam Jamsaren Surakarta at the Academic Year of 2018/2019*. Thesis. English Language Education. Cultures and Languages Faculty. State Islamic Institute of Surakarta.

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Key Words : Teaching Writing Skill, Recount Text

This thesis tries to describe the teaching and learning process in writing recount texts in eleventh grade at the MA AL-Islam Jamsaren Surakarta in the 2018/2019 academic year. The purpose of this study was to describe how the learning process wrote recount texts (including methods, media, and evaluation) in eleventh-grade science and social studies students at the MA AL-Islam Jamsaren Surakarta. The research design in this study is a qualitative descriptive study. Data and data sources are events, informants. In collecting data, researcher use observation and interviews. Data is analyzed by reducing data, presenting data, and drawing conclusions. Researcher use triangulation, specifically the triangulation method to show data trust.

The results showed that the teaching and learning process in writing recount texts in XI MIA and IPS 1, MA AL-Islam Jamsaren Surakarta, is the method used by English teachers, the Spelling Puzzle method. Second, English teachers use LCD projectors and white boards as the right media to teach recount texts. Third, the evaluation of the teacher's assessment provides homework. The teacher experienced a number of problems during learning to write recount texts, namely difficulties in managing students in the classroom by students that English was difficult, abilities were different in accepting material, students had limited vocabulary and students had difficulty understanding grammar.

LIST OF TABLE

	Page
Table 2.1 Scoring Rubric of Writing.....	40
Table 2.2 Scores of Element of Writing.....	43
Table 3.1 Time of Observation	57

CHAPTER I

INTRODUCTION

A. Background of the Study

There are languages as international, one of them is English. English is the second language and the most widely used people in the world learn it. English is the most widely spoken language in the world. Egry (2015) states that English is the mother tongue of more than 400 million people worldwide every day, millions of people use English at work and in social life. This means that English is used to communicate and interpret from one person to another. However, there will be problems that arise when people come to different cultures and language meets each other.

There are many types of languages in the world, for example English. English is the first medium of communication and international language used to interact with other people around the world. People use English to make international contacts and work together in various countries. Thus, it is important for us to learn English and then try to practice it as much as possible.

In Indonesia, English plays a very important role in communication throughout the world. English is also have been introduced in the world of education. English is one of the lessons at every level of education from elementary school to college. It is clear that English language plays a very important role at all levels of educational institutions. By learning English, students can speak and write English to communicate with friends.

Teaching is about transmission knowledge from teachers to students, or it is about creating conditions where, somehow, students learn for themselves (Harmer, 2004: 56). This is important from teaching English especially in school, teacher must have interesting method, so student can be interested in learning English.

Learning is an activity to acquire knowledge or skills through study, experience, or, for being taught (Oxford Advanced Learner's, 1990 in Suyono

and Hariyanto, (2011: 12). According to Murcia and Elite (2000: 17) that teacher in new learning are expected to be reflective researcher who evaluate and rethink their approach. Attitudes and methods of presenting new subject materials for students, at every stage in teaching or teaching process are important.

Teaching and learning English involves four types of language skills: listening, speaking, reading, and writing. Teacher must develop four language skills in order the students use those skills to communicate and express their thoughts, feelings and opinions in English (Harmer, 1998: 44). Writing is an important skill that must be mastered by students to communicate in English fluently.

Writing is one of the language skills in the distribution of language skills, writing is always laid out most after the ability to listen, talk, and read. Although always written last, not mean writing is an unimportant ability. In writing all elements of language skills should be fully concentrated in order to get really good results.

According to Ahmad Susanto (2013: 249), writing activity is not everyone could write easily. Writing ctivity is not easy for everyone. In writing activities students not only need the correct application of linguistic aspects but also the ability to organize ideas, build sentences, use punctuation and spelling well. In order to make a good writing, students have to know the steps in the writing process and the aspects to write essays stories and others well. Students have to be able to arrange ideas, sentences and use punctuation well. In addition, they have to write in a cohesive and coherent paragraphs or text.

In MA AL-Islam Jamsaren, teaching English is expected to help students develop their competence in oral and written form. There are four skills in teaching English, they are listening, speaking, reading and writing. The four skills have a correlation which can not be separated each other. In addition, English has several aspects that can be taught, they are vocabulary, pronunciation, spelling and structure.

This research focuses on writing skills, which are very difficult for some people due to lack of knowledge about vocabulary, so it is interesting to study. In addition, students in Senior High School are required to be able to write structurally, where it is difficult to implement.

In Indonesia, English is one of the lessons learned by the students and provides students with knowledge about the genre or type of text. The text can be descriptive, narrative, recount, report, procedure, and news item genres. At MA AL-Islam Jamsaren, recount is one of the genres text studied by the eleventh grades. However, students usually encounter difficulties in writing recount text because they have a small vocabulary in writing.

According Pardiyo (2007: 63 - 64) recount is a type of text that serves to provide information about past activities. The purpose of this study is to inform others about some things or activities that we do in the past, such as about vacation activities, weekend activities, seminar activities, and others. Generic structure as follows (1) Orientation: a text element that contains the topic or subject that will be informed to the reader, (2) Event: recording of events or events in the past that are told in sequence according to the chronology of activity implementation, (3) Re - Orientation: a concise summary of what has been poured into the event.

The researcher chose MA Al-Islam Jamsaren Surakarta because this school has good facilities to support the teaching and learning process. In addition, this school has a lot of achievements and good accreditation school "A". Based on interviews with an English teacher in MA AL-Islam Jamsaren Surakarta, the teacher said that students have difficulty in making sentences in recount text and less reproduction of vocabulary so that each student's learning is required to bring a dictionary to increase vocab knowledge. Students are given good skills in learning English especially in understanding the material. At MA AL-Islam Jamsaren Surakarta, students get English lessons that are more complex than elementary school, so teacher must make appropriate methods and

techniques in this lesson. It aims to know how the strategies used by teachers to make students enjoy learning and can master the material easily.

Mr.Khoirul Masyur E. S.Pd is one of the teacher in the eleventh grade. In the teaching and learning process, he is the creator of matter and he always gives unique techniques to his students to make them master the material. An example of a unique technique for making students master the material by the way the teacher tells them to look for material to be taught. Based on the information, there are many problems faced by teachers and students in the teaching and learning process of writing skills, especially in the recount text

Here, the researcher conducts research in teaching text teaching and recounts writing skills for the eleventh grade in three classes. The research was conducted at the MA AL-Islam Jamsaren Surakarta. The researcher chose the recount text because it was taught to eleventh grade students and became material in the first semester. In this study, researcher paid attention to the English teacher in terms of what methods are used, the media and the evaluation used by the teacher in the eleventh grade, namely class XI MIA and XI IS 1. The English teacher gives permission to the researcher for this class observation.

According to the above background, the researcher conducts the research entitled "Comparative Study on Teaching Writing Skill for IPA class and IPS class at the Eleventh Grade of MA AL-Islam Jamsaren Surakarta at the Academic Year of 2018/2019".

B. The Limitation of the Problems

In order to focus on the topic, the researcher makes the limitation to both the object and the subject of the study. Through this research, the researcher focuses on teaching learning writing process of recount text at the eleventh grade in MA AL-Islam Jamsaren Surakarta in the one semester of 2018/2019 academic year.

Because teaching and learning activities in the English language subject will be a big discussion, research makes a limit on the ability to write

specifically in recalculation materials. This material is based on the syllabus in class XI in two semester. In the MA AL-Islam Jamsaren Surakarta, there are nine classes, including class X MIA, class XS 1, class XS 2, class XI MIA, class XI S 1, class XI S 2, class XII MIA, class XII S 1, and class XII S 2. To make learning more specific and not to have many generalizations, the researcher only limited to class XI students in the MA AL-Islam Jamsaren Surakarta. There are three classes in the eleventh grade, the research will be conducted at the eleventh grade class, namely class XI MIA, class XI S 1 because the researcher will study the teacher in terms of methods, media and the evaluation of each class the same or different.

C. Problem Statement

Based on the background above, the problems that come up in this study are formulated follows:

1. What methods does teacher use in teaching learning of recount text at the eleventh grade student of MA AL-Islam Jamsaren Surakarta at the academic year of 2018/2019?
2. What media does the teacher use in teaching learning of recount text at the eleventh grade student of MA AL-Islam Jamsaren Surakarta at the academic year of 2018/2019?
3. What evaluation does the teacher use in teaching learning of recount text at the eleventh grade of MA AL-Islam Jamsaren Surakarta at the academic year of 2018/2019?

D. The Objectives of the Study

The objective of the researcher are:

1. To know the method used by the teacher in teaching writing of recount text at the eleventh grade of MA AL-Islam Jamsaren Surakarta at the academic year of 2018/2019.

2. To know the media used by teacher in teaching writing of recount text at the eleventh grade of MA AL-Islam Jamsaren Surakarta at the academic year of 2018/2019.
3. To know the evaluation used by teacher in teaching writing of recount text at the eleventh grade of MA AL-Islam Jamsaren Surakarta at the academic year of 2018/2019.

E. The Significance of the Study

1. Theoretical Benefit

a. Other Researcher

This research can help another to analyze research that focuses in recount text study on teaching writing.

b. The Reader

The research gives more experiences and knowledges for writer or reader about recount text, so we can more explore our knowledge about recount text.

2. Pratical Benefit

a. For the students

The author hopes that this research can help students understand the recount text.

b. For the teacher

The researcher hopes that this research can make teacher to settle the student's problem and increasing the knowledge.

c. For the Lecturer

The result of the research can make lecturer give any knowledges specially the recount text.

d. For the other researcher

The research is used as the reference for those who want to conduct a research of teaching learning writing of recount text

e. For the reader

The result will give the information to the readers in the way in carrying out the information about teaching learning writing of recount text.

F. The Definition of Key Term

1. Teaching is about the transmission of knowledge from the teacher to the student, or it is about creating condition in which, somehow, students learn for themselves (Harmer, 2004 : 56).
2. Learning is the purpose of assimilating with a resultant change in behavior (Hamalik, 1993:57).
3. Writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. (Nunan,2003:88).
4. Recount text is a text which retells events or experiences in the past (Pardiyono,2007:63).

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Teaching Learning Process

a. Definition of Teaching Learning Process

Nasution in Susanto (2013:23) states that teaching is a complex activity done by the teacher in organizing or arranging the environment as well as possible and relate it to students, so learning process occurs. It means that teaching is a process of providing a conducive environment while the teacher took part as an active role and the students did the activities in an effort to discover and solve problems. In addition, according to Brown (2000:7) learning is acquiring or getting of knowledge or skill of subject by study, experiences, or instructions.

In the teaching process, the teacher should have some sets of teaching. According to Nazarudin (2007:113) explained that teaching learning equipment is a preparation which is done by a teacher in order to make teaching learning run well systematically.

Suhadi (2007:2) stated that teaching learning is several sources, media, tools, instruction and rules which will be used to grade teaching learning activities.

It can be concluded that teaching is a process of facilitating and guiding learners to learn or develop something such as ideas, beliefs or the others as their knowledge. In the teaching process teacher should prepare the sources, media, tools, lesson plan to make the learning process run well and systematically done by the teachers.

b. Components of Teaching Learning Process

The components in teaching learning process as follows:

1) Learning Objective

Matshon (2011:30) states that learning objectives are also statements that describe a learner will be to do as a result of teaching. Learning objectives are aimed at the three domains of learning, knowledge, skill and attitudes. These are also termed the cognitive, psychomotor and effective domain learning.

2) Student

According to Giono (1997:20), students are seekers, and Saviour of the subject matter is needed to reach the goal. In the process of teaching and learning, students are the ones who seek knowledge delivered by the teacher.

3) Teacher

According to Giono (1997:20), the teacher is the Manager of teaching and learning activities and teaching Manager. Teacher also have major contributions to make teaching and learning effective.

4) Curriculum

Arifin (2013:3) said that curriculum are some of the subjects that should be done by students at the school to get a diploma. This means that the curriculum is used as a standard implementation of the teaching and learning process. Each school must follow the rules of the curriculum. Now there's some definition of the modern curriculum, one of which was from Aaylor and Williamin (Arifin, 2013:4) says that the curriculum is the total number of school efforts to influence learning, better in the classroom, on the playground, or outside of the school. Based on these statements, means that the curriculum is an effort to make the process of teaching and learning effective not only in classrooms but also in the playground and outside of school. So, the curriculum is necessary to encourage the

learning process. Based on the above statement, it means that the function of teacher's activity is as a developer of curriculum in schools, teacher should be clever to use the material on the subject of research.

5) Material

Material is the number of information about the facts, principles, and concepts, which are needed in achieving the teaching-learning process. Material should be suitable with the necessity. Aproz (2015:15) states that material are used to support learning and teaching process in the class. Therefore, material must be varies and should manage based on students' needs. In addition, Richard and Ridgers (1998:25) states that the materials will involve different kinds of the text and media, which the learners can use to develop their competence through a variety of different activities and task.

6) Method

The method has been described as the overall plan for the presentation of the language systematically based on the chosen approach (Brown, 2000:14). This is an important role in language learning. Language learning material will give a different effect in the implementation of different language teaching methods. According to Richards (2007:15) definition of methods is "the overall plan for the presentation of the material of the language on a regular basis, there are no conflicting parts and they are based on the selected valuation ". The use of the method is adjustment of the condition class. Some considerations for selecting the right method is a condition of learners, teacher and learning materials.

Foreign language teacher have long been involved in scientific approaches to foreign language teaching methodologies based on experiments and research on linguistic, psychological, and pedagogical foundations (Fauziati, 2009: 15). There are the same

methods used in teaching and learning. Some of these methods have been around for a long time. Anthony (in Brown, 2000: 14) states the concept of the method as follows: the concept of methods is three hierarchical elements; there is an approach, method, and technique. An approach is a series of assumptions related to the nature of language, learning, and teaching. The method is described as an overall plan for systematic representation of language based on the selection approach. Specific techniques activities in the classroom are consistent with the method and in line with the approach as well.

Based on the above theory, the researcher concludes that the method is the way the teacher transfers material to students in the class. There are twelve methods for teaching languages, one of which is the method used by teacher in eleventh grade about teaching recount texts using the Spelling Puzzle method, as follows:

a) Grammar Translation Method (GTM)

Grammar Translation Method (GTM) is the way of teaching language to make students can to translate from the target language into native language well. Memorization is more dominant with using vocabulary and reading passage and the students do what the teacher says.

The goal of foreign language study is to learn a language in order to read its literature. There is little or no systematic attention given to speaking and listening. Therefore, vocabulary and grammar are emphasized. In vocabulary selection is based on the reading text used, dictionary and memorization. The sentence that use is basic unit of teaching and language practice. In this method students are expected have high standard in translation.

The roles of the teacher in grammar translation method are very traditional. The students do what the teacher says. Students translate a reading passage from english (target

language) into indonesia (native language). Reading comprehension activity and vocabulary activity in the classroom is more dominant to memorize.

Richard and Rodgers (1998:8) said that in general about the grammar translation method are:

- (1) The spoken language is primary
- (2) Learners should hear the language first, before seeing in written form
- (3) Words should be presented in sentences, and sentences should be practiced in meaningful contexts
- (4) The rules of grammar should be taught only after the students have practiced the grammar points in context. Grammar should be taught inductively.
- (5) Translation should be avoided, although the mother tongue could be used in order to explain new words or to check comprehension

b) Direct Method (DM)

According to Larsen and Freeman (2000:3) states that the direct method receives its name from the fact that meaning is to be conveyed directly in the target through the use of demonstration and visual aids, with no recourse to the students' native language.

The teacher need to be active, demonstrating the language, organizing practice, and correcting the learners. Teacher who use the direct method intend that students learn how to communicate in the target language. In order to do his successfully, students should learn to think in the target language. The learner roles are to listen carefully, imitate, and participate as much as possible in

the oral practice of the language. Some additional principles of Direct Method (DM) are following:

- (1) The goal of the DM is to make students learn how to communicate in the target language. Therefore students should learn to think in the target language
- (2) Students taught using DM need to associate meaning and the target language directly
- (3) The syllabus used in the DM is based on situations and topics
- (4) Language is viewed as primarily spoken not written. Therefore students study everyday speech in the target language
- (5) Vocabulary is more emphasized than grammar. Reading and writing exercises are based on what students practice orally first, pronunciation is also given special attention

Larsen and Freeman (2000:12) said that the following principles and procedure using direct method practice in the classroom. Direct method is the method that emphasizes oral communication without translating to other languages.

c) Audiolingual Method (ALM)

In the Audiolingual Method, oral interaction was emphasized in pattern drills, and conversation practices. The Audiolingual method derives from the intensive training language which resulted in a high degree of listening and speaking skills with an emphasis on every day conversation. Audiolingual repetition drills were designed to familiarize students with the sounds and structural patterns of the target language.

The Audiolingual method's principles have become the psychological foundation and shaped its methodological practice. According to Fauziati (2009:57-58), there are basic principles of

ALM are foreign language learning is basically a process of mechanical habit formation. Good habits are formed by giving correct responses rather than by making mistakes. Language skills are learned more effectively if the items to be learned in the target language are presented in spoken form before they are seen in written form.

From the theories above, the researcher concludes that dialogues, drills, and patterns practice are the basic of audiolingual classroom practices. Dialogues provide the means of contextualizing structure and illustrate situation

d) Silent Way

Silent way is the name of a method language teaching proposed by Gattegno. Gattegno is well known for his interest in the use of colored wooden sticks and his series words in color, an approach to teaching of initial reading in which sounds are coded by specific colors. Gattegno (in Fauziati, 2009:53) argued that the theory of language underlying silent way is language as a substitute for experience, so experience is what gives meaning to language. According to Richards and Rodgers (in Fauziati, 2009:100), argued that “silent way is the method that teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce much as language as possible”.

In general, the learning theories underlying the silent way method could be stated as follows (Fauziati, 2009:103) :

- (1) Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned
- (2) Learning is facilitated by accompanying physical object

(3) Learning is facilitated by problem solving involving the material to be learned

Classroom activities in the silent way function to encourage and shape students oral response without direct instruction from modeling by a teacher. Silent way seems quite well known for its unique characteristics, about the silence of teacher and its teaching materials. Silence can raise the learner's awareness, concentration, and mental organization.

Fauziati (2009:54) states that "the materials used in the silent way consist of a set of colored rods, color-coded pronunciation, and vocabulary wall charts". All these are used to illustrate the relationships between sound and its meaning. The materials are designed for manipulation by teacher and the students to promote language learning. The basic role of the teacher is to create an environment that encourages students to take a risk that facilitates learning. On the other hand, students are expected to develop dependency, autonomy, and responsibility for their own learning (Fauziati,2009:109)

e) Suggestopedia

Suggestopedia is a method of teaching developed by Georgi Lazanov in the 1970s. According to Fauziati (2009:111) states that "it is a teaching method which is based on a modern understanding of how human brain works and how we can learn most effectively".

This method has the characteristics that music played a main role, presents vocabulary, readings, role-plays and drama classical music as the background and students sitting in comfortable seats. The classroom usually has bright décor and uses dim lights, soft music, cushions armchair, and wall

decorated with the scenes. The seats are arranged in circle. Teacher has to make the students relaxed before the lesson. Lazanov believes that most learning takes place in a relaxed but focused state. That's why a quite learning environment is very important.

Lazanov (in Brown,2000:27) described the concert session portion of a suggestopedia language class:

At the beginning of the session all conversation stops for minute or two and the Teacher listens to the music coming from tape-recorder. He waits and listens to Several passages in order to enter into the mood of the music and then begins to read or recite the new text, his voice modulated in harmony with the musical phrases. The students follow the next in their textbooks where each lesson is translated into the mother tongue. Between the first and second part of the concert, there are several minutes of solemn silence. In some cases, even longer pauses can be given to permit the students to stir a little. Before the beginning of the second part of the concert, there are again several minutes of silence and some phrases of the music are heard again before he teacher begins to read the text. Now the students close their books and listen to the teacher's reading. At the end, the students silently leave the room. They are not told to do any homework on the lesson they have just had except for reading cursorily once before going to bed and again before getting up in the morning.

Suggestopedia is much concerned on the mental or cognitive ability to comprehend teaching materials. Which good memorization, then the learners are able to recall and use them to interact with classmates. The primary role of the teacher is to create situation in which the learner is most suggestible and to present the teaching materials (Fauziati,2009:55)

f) Community Language Learning (CLL)

Community Language Learning (CLL) is the name of a method developed by Charles A. Curran. Community Language Learning (CLL) represents the use of counseling learning theory to teach language. The primary aim of CLL is to create a really warm and supportive community among the learners and gradually to move (Fauziati, 2009:51). Fauziati (2009:52) states that about the cooperative language learning:

Communicative Language Learning (CLL) is most often used in teaching of Oral proficiency, does not use a conventional syllabus, which sets out in advance the language items to be taught. It is based on topic which learners want to talk about and messages they wish to communicate

Cooperative language learning can be defined as an approach in language teaching that goes under the notion of cooperation among students, involves pair work and group learning in the class. The teams are made up of high, average and low achieving students. Wherever possible, teams include a racial, cultural and gender mix. In this method, use reward systems are oriented to the group as well as the individual.

The implementation of cooperative language learning in the class is in with character education in language teaching. Education in Indonesia also has aims to establish and internalize character education to the students.

Cooperative language learning does not assume any particular form of language syllabus. CLL is used in teaching content classes, English for specific purpose (ESP), four skills, grammar, pronunciation and vocabulary

There are various benefits that are offered by cooperative language learning. Points out of cooperative

language learning. Points out of cooperative language teaching are the students will get the benefits of academic achievement, promoting interaction and self confidence, and social skills. In academic achievement, the higher achievers serve as a tutor for lower achievers, and lower achievers have special helps in learning. In the process, high achievers gain academically because serving as a tutor needs extra efforts and high thinking to deepen the learning materials. Finally, it will result in finishing the academic tasks.

Cooperative language learning permits the students to take active roles in classroom. Teacher function as facilitators, in this situation the teacher support students to take a risk in language and express their ideas, feeling and emotions. Therefore, the class interaction will build between the teacher and students in the teaching and learning process.

The students also get benefit from cooperative language learning is improving their self-confidence. Cooperative language learning provides students with free-risk. Therefore, the students feel free to express themselves in public as well as in participating in classroom discussion

The last benefit is developing social skills. Through cooperative language learning, the students learn cooperation and collaboration. These are skills that the students will surely use in socializing with other outside the classroom. In fact, many youth and adults are lack of these skills. Hence, cooperative language learning is good experience to develop students' social skills and interpersonal intelligence

From the explanation above, communicative language learning places unusual demand on language teacher. They must be highly proficient and sensitive to nuance in both

native language and English. The teacher must operate without conventional material, depending on student topics to shape and motivate the class.

Cooperative language learning covers not only academic matter but also social skill matter. Relate to the social skills, cooperative language is a good way to establish character education. Character is taught in students' experience directly. It is more effective with rather than telling the theory of character to the students all the times.

g) The Total Physical Response (TPR)

Total physical response (TPR) method was developed by James Asher. This method referred to the comprehension approach. Total physical response method gives emphasis on listening comprehension prior to production. Total physical response gives emphasis on the existence of action in teaching technique. With regard to the syllabus, material and procedure, this method is often criticized as being ineffective for teaching more complex sentence structures and grammar.

This method is suitable for suitable for beginners' course only, and later needs to be supplemented by activities and techniques from other methods. Children are able to show comprehension by responding physically to the parent's utterance. It aims to develop listening comprehension before production, to associate language with action, and to reduce stress in language learning. Most other methods demand instant speaking from the learner rather than providing them with extensive listening practice first. Most other methods also connect language with language (for example, model and

repetition, question and answer) rather than with action, and often create a lot of tension in the learners.

Based on the definition above, total physical response (TPR) method basically, the instructor gives commands in the target language, demonstrates the corresponding action, and directs the students to perform the same action and suitable for beginners' course only.

h) Communicative Language Teaching (CLT)

Communicative language teaching (CLT) is one of the methods to teach speaking that modification from ALM (Audio Lingual Method). Howat (in Fauziati, 2009:133) argued that CLT has two versions: weak and strong. The weak version can be described as learning to use English as the target language and the strong one refers to using English as the target to learn it. While the weak version permits language drills, controlled practice and grammatical teaching, the strong version does not. The latter requires the students to do in class what they have to do in the real world.

The goal of language teaching is to develop the students' communicative competence. Language is created by the individual often through trial and error. Language learning is not merely acquiring the knowledge of the grammatical rules but also the ability to use language to communicate with others. Knowing language more than know how to understand, speak, read, and write sentences, but know how sentences are used to communicate. Competence is the speaker hearer's knowledge of his language. In communicative language teaching method, teacher help learners in any way that motivates them to work the

language. Therefore, the students are expected to interact with other people, through pair and group work.

The range of classroom techniques or activities compatible with the CLT is unlimited, provided that such exercises enable learners to attain the communicative competence, engage learners in communication and require the use of such communicative processes as information sharing, negotiation of meaning and interaction (Fauziati,2009:141). The following review provides several techniques and materials associated with the CLT

(1) Authentic materials

Authentic materials are used to overcome the problem which students cannot transfer what they learn in the classroom to the outside world and to expose them to natural language in various situations. The teacher may use the magazine, newspaper or copy of the article. The teacher can also assign the students to listen to a live radio or television broadcast. These are applicable to the classes of high or advanced levels. For lower proficiency students, it may be possible to use simple materials such as restaurant menu, timetables, brochures, and advertisements.

(2) Scramble sentences

In this activity, the students are given a text in which the sentences are in a scramble order. This type of exercise teaches students about the cohesion and coherence properties of language (discourse competence).

(3) Language games

Game is one of activities which can help to create dynamic, motivating classes. The reason is that real learning takes place when the students, in relaxed atmosphere, participate in activities that require them to use what they have been drilled on. Games are used frequently in the CLT and the students find them enjoyable (Fauziati, 2009:142). According to Morrow said that games are communicative that contain three features of communication: information gap, choice and feedback. Information gap from the speaker what is going to do, then the speaker has a choice as to what she/he would predict, and the speaker receives feedback from the members of group. These features are manifested in the game in following way.

(4) Picture strip story

In this activity, one student in a small group is given a strip story. He shows the first picture of the story to the other. It just described is an example of using a problem-solving task as a communicative technique. Problem solving tasks work well in the CLT because it includes the three of communication. Therefore, students share information or work together give students practice in negotiating messages.

(5) Role-play

Role-playing is creating dramatic situation in classroom or in part, sampling acting out dialogues, but also in a part of relabeling object and people in the room to prepare for imaginative role playing. Role play can be used to encourage general oral fluency or train students for specific situation (Harmer, 2002:274).

Role plays are very structured and very important in CLT because students have opportunity to practice communicating in different social contexts and in different social roles. Communicative language teaching is more compatible because it gives students more choices. Structured role plays also provide information gaps and also receive feedback on whether or not they have effectively communicated.

Communicative language teaching procedure is often requires teacher to have more student-centered classroom management skills. Teacher should organize the classroom as a setting for communication and communicative activities.

Harmer (2000:275) says the type of classroom procedure, teacher need to play a number for different roles during the speaking activities described above. Teacher should become prompter when the students get lost, cannot think of what to say next. In this situation, the teacher can leave them to struggle out or the teacher may able to help them. The teacher may become participant and feedback provider. Teachers as participant in role-play, they have to be careful that they do not participant too much, dominating the speaking and drawing all attention to themselves. Teacher as feedback provider are they give feedback in speaking activities is answered by considering carefully.

From the explanation above, the goal of this method is to develop the students' communicative competence. The teacher helps the learners in any way that motivates them to work in the target language. This

method emphasized on pronunciation and communication. The techniques of this method are using dialogue and conversation. New teaching points are students can learn language not only by listening how native speakers pronounce some words but also by observing their facial expressions. They can also learn about culture from other countries what other people in other countries wear, eat, and many more. According to Harmer (2002:284):

The main advantage of made videos is that have been designed with students at a particular level in mind. They are likely to be comprehensible, designed to appeal students' topic interests and multi-use since they can not only be used for language study, but also for a number of other activities as well.

i) Spelling Puzzle

(1) The Meaning of Method Spelling Puzzle

According to Hadfield in Rahmanelli (2008:30), Spelling Puzzle is puzzle that consists of the letters that was supposed to be a random vocabulary. This type of method can make the students happy, participants are not silent but rather move on to stringing these words, and the game requires patience and diligence in arranging a random letters as well as the method invites student to think creatively.

(2) Benefits from the of Spelling Puzzle

The benefits of learning methods exist in the components of the method of teaching as one of the efforts to make the process of interaction between teachers and students with their learning environment. Therefore, the primary function of the method of learning is a teaching AIDS namely, support the use of the method of teaching employed teacher. Through the use of learning methods is expected to heighten the quality of the learning process that ultimately could affect the quality of learning. According to Dzakiah Drajar (2008:185) that the method functions as follows:

- (a) overcoming the limitations that owned the learners.
- (b) can overcome the limitations of classroom.
- (c) Generates pleasure observation.
- (d) Evokes a desire and interest in studying students.
- (e) Motivate and stimulate children to learn.
- (f) Motivates the basic concepts, concrete and realistic

According to Nita Wulandari (2014:49-54) generally benefit Spelling Puzzle method as follows:

- i. Improve cognitive skills cognitive skills (cognitive skills) relate to the ability to learn and solve problems. This puzzle game is an interesting puzzle game, students will try to solve the problem.
- ii. Improves fine motor skills
Fine motor skills (fine motor skills) related to students' ability to use his little muscles especially of the hands and fingers. Puzzle by playing unwitting students will learn actively use the fingers of his hand. So the puzzle can be arranged in to from a vocabulary. Improve social

skills. Social skills related to the ability to interact with others. The puzzle is done by students in the group will enhance the social interaction of students. So, in a group of students will appreciate each other, help each other and discuss with each other.

- iii. train the eye and hand coordination children learn match cut-pieces of the puzzle and putting it together into a letter vocabulary. This is an important step towards the development of keterampilan reading.
- iv. help train children's logic For example, illustrated man puzzle. Children trained menyimpulkan in which lies the head, hands, and feet fit logic
- v. Practicing patience Play puzzle requires persistence, patience and take time to think in completing the challenge
- vi. Expanding the knowledge the children will learn a lot of things, colors, shapes, numbers, letters. Knowledge gained from this way usually impressive compared to children who memorized. Children can learn basic concepts, the star, surrounding nature, fruits, and other alphabet. Of course with the help of mom and dad.

From the explanation above can be drawn the conclusion that the use of puzzle has lots of benefits including expanding knowledge, train, train of logic, patience to train the eye and hand coordination, improve social skills, improve fine motor skills, improve cognitive skills. The use of the puzzle expected to increase understanding and student response. Learn while playing do not always result in student learning outcomes since the presentation of the material in order to involve students

actively in the learning and playing with her group thereby contributing to the increased response of students in learning.

(3) Advantages and Disadvantages of The Method Spelling Puzzle

(a) The Advantages of The Method of Spelling puzzle:

- Students can actively participate in learning activities
- Students become directional ability
- Students can easily learn a difficult lesson material
- This method can create an effective learning environment with the merging of the existing interaction-interaction in class
- Can enhance the learning interest of students
- Can be used for Group
- Can clarify an issue of misunderstanding in any field so as to prevent or correct a misunderstanding.

(b) Disadvantages of The Method of Spelling Puzzle:

- Takes a long time
- Brought the creativity of teachers
- Class became less restrained
- Only emphasises the sensory perception of the eye

From the conclusion above, that Spelling Puzzle is a puzzle consisting of random letters and arranged into the correct vocabulary. The benefits in learning are to conduct a process of interaction between teacher and students with their learning environment. Spelling puzzles also have advantages and disadvantages. The advantage is that students are more active, easier to master the material, can

increase interest in learning, and can be made by groups. As for the losses, it takes a long time and the class becomes less conducive.

j) Media

The word “media” comes from the latin and it is the plural form of “medium” which means mediator or agent. The purpose of media is to facilitate communication and learning. Media are devices used for conveying the information to the students so that they can achieve the goal easily. Briggs (1970:6) thinks that media is able to perform the message and also stimulate the students in learning activity. Based on the Gerlach and Ely (1971) media are things that characterize delivering message and able to stimulate the thoughts, feelings and audiences (students) desire so they can support them in the process of studying.

So, media are things to transfer messages which are able to stimulate ideas, feelings and student's desire to support the learning process on themselves. The media creatively stimulate the learners to learn better and are able to develop their performance according to the instructional goals.

According to Kemp (2005:128) the advantages of teaching media are:

- (1) Teacher can deliver the material appropriately
- (2) The process of the teaching and learning becomes more interesting
- (3) The process of teaching and learning can more interactive
- (4) The time of teaching and learning is deductible
- (5) Student learning quality increased

- (6) The process of teaching and learning can apply wherever and whenever
- (7) Positive attitude of students in learning process increased
- (8) The teacher's role becomes more positive and productive

As the explanation about some advantages of the using teaching media above it can be concluded that media can make the process of each in learning more achievable for teacher and students, teaching media have an important role in the teaching process more effective and efficient, that the quality of education can be improved. Media are divided to be some parts according to Arsyad (2009:81) as follows:

- (a) Human media, in this case the media are teacher themselves
- (b) Printed media, for example: books, textbooks and script texts
- (c) Audio media, for example: tape recorders
- (d) Visual media, for example: graphics, maps, blackboard, pictures and photos
- (e) Audio-visual media, for example : videos, films and televisions
- (f) Computer media, for example: computers and laptops

There are many kinds of media used in teaching, so each of the media has a different characteristic, something has to be considered in choosing the media as follow:

- (1) The media should be suitable to the instructional goal
- (2) The media should be appropriate with the student's condition
- (3) The media should be easy to prepare

- (4) The media should be able to explain something will that be expalined by teacher to the students
- (5) The balancing between the coast of media and the result will be reached

k) Evaluation

Grounlund in Anthony (2012:3) stated that the evaluation can be defined as a systematic process to determine the extent to which the objectives of learning achieved by students. Meanwhile, Percival in Hamalik (2001:146) states that evaluation as a series of activities that are designed to measure the effectiveness of a teaching or learning system as a whole.

The evaluation of writing especially process in a classroom is a thorny issue. Brown (2000:92) states that the categories for evaluating writing are (1) content that consists of thesis statement, related ideas and development of ideas through personal experience; (2) organization that consists of effectiveness of introduction, logical sequence of ideas and conclusion; and (3) discourse that consists of topic sentences, paragraph unity and discourse markers.

Based on observation, the English teacher evaluated the students based on the diction and the correct verb in making paragraph. Beside that, the teacher also gave the students some questions orally in teaching learning process. It means that the teacher evaluated the students who were active in the class.

c. Teaching Procedure on Teaching Learning Process

The procedure of teaching learning process was divided into three parts, the first opening the class, the second is main activity and the third is closing the as follow:

1) Opening the class

Opening the class is a activity carried by the teacher and students before the teaching learning is started. The goal of opening the class is to give brains forming about the material, so the students feel comfortable and enjoy the learning. It can be seen when the teacher is opening the class, the teacher always begins the lesson by greeting the students. The teacher usually does a roll call by reading aloud the names of all the students on the list to make sure that they are present. The roll call also means to know who is absent and quite other the teacher wants to know if they are seriously sick or have other reason. It is not a must to call the roll when the class begins but is is the right time for the teacher to know how to articulate students names or to identify which names they are preferred to be called. A good relation happens when the teacher can address their students by names. The other important thing, the information or data of student attendance will be recorded by the management for fuither administration or purpose.

2) Main activity

Main activity is an activity of explaining about the content of topic to the audience or leaner. The goal of the main activity is to give the knowledge about the material which is learn, so the students will easy to understand the material and they will also feel easy to do the tasks about the material. It can be seen when the teacher explains the material.

3) Closing the class

The last section is closing the class. Before the teacher closes the meeting, the teacher always confirms the students whether there is any question about the material or not. Then, the teacher closes the meeting.

From the conclusion above, in teaching procedure there are three parts of the teaching and learning process, namely opening, main activities, and closing. Those procedures can lead to the learning process going well.

d. Students Participation in Teaching Learning Process

Teacher should pay attention to learning from each student and notices learning materials and learning activities. To reach growth and developing that expected of the students therefore the teacher must be able to attend the situation of each individual as ability and background. These individual differences show that there are many variations and variabilities, for example from attitudes, physical fitness, intelligence, social appreciation, and emotional and a more important appreciation for teachers of variability in academic ability (Hamalik, 2011: 15).

The individual differences between men and women may be greater than those believed by parents and teachers. The research findings show that the variability is too high for the factors that have been measured.

From the explanation above, we can conclude that the teacher must pay attention to learning, material and the activities of each student. To achieve success, teachers must understand about the students' attitudes, intelligence, emotional and social rewards. A teacher must understand the individual differences because it affects the teaching and learning process.

2. Writing

a. Definition of Writing

Writing is dealing with thinking, imaging and transferring the idea. There are many concepts about definition of writing from some expert. Raimes (1983:12-13) states that writing is not only talking about of finding the right words and using the correct grammar, but also about of finding and expressing ideas in the new language. Writing exactly related to expressing of word in written. As a writer there are some aspects must be understood in writing.

In the some book, Raimes (1983:3) explains written language consists of (1) standard grammatical, idioms and vocabulary, (2) adventurous with the language, (3) express ideas. Other idea about writing is stated by Clark (2003:8) “ writing is reflection of what already has been formulated in the mind of the writer, and by simplication, suggested that writing can occur only after main ideas are in place “.

From these statements, the conclusion is that writing is a process of transferring idea, meaning, feeling, expression and imagination in written language by using correct features include grammartical, punctation, and meaning. Talking about writing skill will be much related to developing of the ideas and writing down carefully.

b. The Process of Writing

Harmer (2004:4) says writing process is the stages a writer goes through in order to produce something in final written form. This process may be affected by the content (subject matter) of the writing,the type of writing (shopping list, essays, reports, or novel) and medium it is written. From all of these cases it is suggested that the process of writing has for main elements, as follows:

1) Planning

Writers have to think about three main issues. First, they have to consider the purpose of their writing since this will influence (almost other things) not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. Second, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, but also the choice of language whether, for example, it is formal or informal in tone. Third, writers have to consider the content structure of the piece. The content is about how the best to sequence the facts, ideas, or arguments which they have decided to include.

2) Drafting

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

3) Editing

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order or information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or written a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating accuracy. The latter two are, of course, important and are often dealt with later in the process. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4) Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

From the statement above, in writing, it has many processes including planning, drafting, editing and final version. The process of writing is need planning and drafting in writing the writers ideas. Then, it must be editing to make a good paragraph.

c. The Purpose of Writing

The purpose of writing considers the purpose of the text – that is, its communicative function. Texts can be grouped, for example, according to whether they are intended to entertain, inform, instruct, persuade, explain, argue a case, present arguments, and so on (Harris, 1993:10). In academic purpose, Byrne (1997:6) states that there are five pedagogical of writing:

- 1) The introduction and practice of some form of writing enables us to provide for different learning styles and needs.
- 2) Written work serves to provide the learners with some tangible evidence that they are making progress in the language.
- 3) Exposure to the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying on a single medium alone.
- 4) Testing. Writing provides variety in classroom activities, serving as a break from oral work.
- 5) Writing is often needed for formal and informal.

It can be concluded that the purpose of writing is expressing ideas, entertaining readers, giving information and to convince readers.

d. The Criteria of Good Writing

Fachrudin Ambo (1988: 8) in his book “ dasar – dasar keterampilan menulis” states about the good writing: “ tulisan yang Baik adalah Tulisan yang dapat Berkomunikasi Secara Effective dengan Pembaca Kepada Siapa Tulisan itu Ditunjukkan.” It means that the good writing is the writing that can be communicates effectively to the reader. He also states the criteria for a good writing as a follows:

1) Meaningful

Good writing must be able to convey something which is meaningful and can give the evidences about what is said.

2) Clear

It can be said as a clear writing if the intended reader can be read in constant speed and catch the meaning. Clear writing should not have been simple, but must not be more difficult than situation as it ought to be.

3) Coherent

Clear characteristic of good writing is coherent, it means that the information is clearly connected and arranged. It has been organized systematically so the readers can follow the composition easily.

4) Economic

If the main purpose of the writer is to giving information, she/he should avoid pleonasm. In a good writing, the words, use are appropriate and the sentences are clear, concise, emphatic and correct. So, it does not wasate the reader’s time by veering away from focuss without reason.

5) Cohesive

It means that the writing does not contain tons of grammar or spelling errors. It usesappropriate grammatical patterns, substitution,

elliptical, construction, preposition, conjunction, to relate among the clauses within paragraphs.

It can be concluded that the basis of writing skills is good writing that can communicate effectively with the reader and show the writing to whoever is.

e. Approaches to Teach Writing

According Anna Raimes(1983:6) explains six approaches to teach writing :

1) The controlled – to – free- approach

The controlled to free approach in writing is sequential: students are first given sentence exercise, then paragraphs to copy or manipulated grammatically by, for instance, changing questions, statements present to past, or plural to singular. They might also change words or clause or combine sentences. This approach stresses three features of the diagram above : grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality.

2) The Free-Writing Approach

This is the approach in teaching writing by assigning vast amounts of free writing on given topics, with only minimal correction of error. The emphasis in this approach is that intermediate – level-students should put content and fluency first and not worry about form. Once ideas are down on the page, grammatical accuracy, organization, and the rest will gradually follow. Concern for “ audience “ and “ content “ are seen as important in this approach, especially since the free writings often revolve around subjects that students are interested in, and those subjects then become the basis for other more focused writing tasks.

3) The Paragraph – Pattern Approach

This approach stresses in organization of writing. Students copy paragraph, analyze the form of model paragraphs, and imitate model passages. They put scrambled sentences into paragraph order, they identify general and specific statement, they choose or invent an appropriate topic sentence, they insert or delete sentences. This approach is based on the principle that in different cultures people construct and organize their communication with each other in different ways.

4) The Grammar-syntax- organization – approach

This approach device writing tasks that lead students to pay attention to organization while they also work in the necessary grammar and syntax. For instance, to write a clear set of instructions on how to operate a calculator, the writer needs more than the appropriate vocabulary. This approach, then, links the purpose of a piece of writing to the forms that are needed to convey the message.

5) The Communicative approach

The communicative approach stresses the purpose of a piece of writing and the audience for it. Students' writers are encouraged to behave like writers in real life and to ask themselves the crucial questions about purpose and audience “ why am I writing “ and “ who will read it ?”

6) The Process approach

In this process approach, the students do not write on a given topic in a restricted time and hand in the composition for the teacher to “ correct “ which usually means to find the errors. Rather, they explore a topic through writing, showing the teacher and each other their drafts, and using what they write to read over, think about, and move them on to new idea. Teachers who use the process approach give their students two crucial supports time for students to try out ideas and feedback on the content of what they write in their drafts.

They find that the writing process becomes a process of discovery for their students: discovery of new ideas and new language forms to express those ideas.

Therefore, writing has six approaches to seek the weakness of the students, with different way. In this study the researcher used the free writing approach because in free writing, few errors are corrected by the teacher, which relieves students of the pressure to perform and allows them to express themselves more freely.

f. The Problems in Writing

For most people, writing considered as a difficult activity, both in the mother tongue and in foreign language. There are three heading problems which are caused by writing according to Byrne (1997: 4-5):

1) Psychological Problems

Writing is basically a solitary activity and the fact that we are asked to write to ourselves, without the possibility of the benefits of feedback, makes writing difficult. The author does not have immediate feedback to discuss them without knowing how they do anything. They must change their approach. So that there is an interaction between producers and recipients to get feedback.

2) Linguistic Problems

In writing, we have a compensate for the absence of these features. We have to keep the channel of communication open through our own effort and to ensure, both through our choice of sentence structure and by the way our sentence are linked together and sequenced, that the text we produced can be interpreted on its own.

3) Cognitive Problems

Writing is learn though a process of instruction: we to master the written from of the language and to learn certain structure which are

less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn how to organize our ideas in such a way that they can be understood by the reader who is not present and perhaps by a reader who does not know to us.

The problems in writing are not only in psychology and linguistics, but in cognitive too. In this study, the researcher inclined with the linguistics problem because of the grammar and the structure in using the English.

g. The Scoring Rubric of Writing

Ganese and Upshur (In Sundari: 2014) state that there are five categories, which are often used for the evaluation of students writing, namely content, organization, language use or grammar, vocabulary, and mechanics.

Table 2.1 The numerical scores for each of the above categories as follows:

No	Categories	Score	Criteria
1	Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable; substantive development of thesis; relevant to assigned topic.
		26-22	GOOD TO AVERAGE: sure knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic but lacks detail.
		21-17	FAIR TO POOR: limited knowledge of subject; little substance; inadequate development of topic.
		16-13	VERY POOR: does not show knowledge of subject; non-substantive; not-pertinent; or not enough to evaluate.
2	Vocabulary	20-18	EXCELLENT TO VERY GOOD: fluent expression

		17-14 13-10 9-7	ideas clearly stated/supported succinct; well-organized; logical sequencing; cohesive. GOOD TO AVERAGE: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing. FAIR TO POOR: non fluent; ideas confused or disconnected; lacks logical sequencing and development. VERY POOR: does not communicate; no organization; or not enough to evaluate.
3	Vocabulary	20-18 17-14 13-10 9-7	EXCELLENT TO VERY GOOD: sophisticated range; effective word/ idiom choice and usage; word form mastery; appropriate register. GOOD TO AVERAGE: adequate range; occasional errors of word/idiom. FAIR TO POOR: limited range; frequent errors of word/idiom form, choice,usage; meaning confused or obscured. VERY POOR: essentially translation; little knowledge of english vocabulary, idiom, word form, or not enough to evaluate.
4	Language use/Grammar	25-22 21-18	EXCELLENT TO VERY GOOD: effective, complex construction, few errors of agreement,tense, number, word order/function,articles,pronoun s,prepositions, but meaning seldom obscured. GOOD TO AVERAGE: effective but simple construction; minor problems in complex construction,several

		17-11	errors of agreement,tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured. FAIR TO POOR: major problem in simple/complex constructions; frequent errors of negation; agreement, tense, number,word order/functions,articles,pronouns, prepositions and.or fragments, run-ons, delections meaning confused or obscured.
		10-6	VERY POOR: virtually no mastery of sentenceconstruction rules; dominated by errors; does not communicate; or not enough to evaluate.
5	Mechanics	5	EXCELLENT TO VERY GOOD: demonstrated mastery of conventions, capitalization, paragraphing, but meaning seldom obscured.
		4	GOOD TO AVERAGE: occational errors of spelling, punctations, capitalization, paragraphing, but meaning seldom obscured.
		3	FAIR TO POOR: frequent errors spelling,punctuation,capitalization,paragraphing,meaning,confused or obscured.

Brown (2004: 245-246) states that there are five criteria for scoring writing namely; organization, logical development of ideas/ content, syntax, vocabulary, and mechanics.

The followings are the criteria for scoring writing which are used in this study:

- 1) Content: the agreement with the title chosen.
- 2) Organization: paragraph unity, coherence, and cohesion.
- 3) Vocabulary: the precision of using vocabulary.
- 4) Language use/ Grammar: tense and pattern.
- 5) Mechanics: spelling and punctuation

The maximum score for each element of scoring writing is as follows:

Table 2.2 the Scores of Element of Writing

No	Categories	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Grammar	25
5	Mechanics	5
	Total	100

Based on the theories above, it can be concluded that writing process occurs over a period of time to produce a sequence of sentences arranged in a particular order and linked together in certain ways there are some main aspects that should be concerned to write a well constructed composition

- a) Content: the appropriateness with the title chosen.
- b) Organization: paragraph unity, coherence and cohesion.
- c) Grammar: tense and pattern.
- d) Vocabulary: the precision of using vocabulary.
- e) Mechanics: spelling and punctuation.

The writer tries to use the indicators of skills that students learn in writing skill, specially in recount text writing.

3. Teaching Writing

a. Definition of Teaching Writing

Peter Elbow (1993:37) expresses that teaching writing means that the teachers create a pedagogy that helps students see writing as continuous process of revising and rewriting as they invent, plan, their draft text. While Robert Miles (1992:34) states that teaching writing means that the teachers create a science education that helps students see that writing requires steps to find, plan and create a draft text.

According to Byrne (1997:103), in the early stages of a course oriented towards and proficiency, writing serves a variety of pedagogical purpose :

- 1) The instruction and practice of some writing enables us to provide for different learning styles and needs. Some learners, especially those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in the language. For such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed.
- 2) Written work serves to provide the learners with some tangible evidence that they are making progress in language.
- 3) Exposure to the foreign language through more than one medium, especially if skills are properly integrated, it appears to be more effective than relying on a single medium alone.
- 4) Writing provides variety in classroom activities, and increases the amount of the language contact through the work set out of class.
- 5) Writing is often needed for formal and informal using.

Therefore teaching writing has many usefulness in pedagogical and teaching writing is the appropriate way to increase the students; vocabulary and grammar difficulty.

b. The Purpose of Teaching Writing

For the most students, writing in English needs great effort. This is because in writing the mastery of sentence structures and the ability to choose appropriate word for the expression of the thoughts are required. Harris (1993:

18), the purpose of the text-that is, its is communicative function. Text can be grouped, for example, according to whether they are intended to entertain, inform, instruct, persuade, explain, argue a case, present argument, and so on. The purpose in this research was know of the students' writing skill on recount text.

They are many purpose of writing and the following are those stated by Mc Mahan et.all. (1996:8):

1) To express the writer's felling

The writers wants to procedure and express what he feels or thinks through the written form, as in a diary or love letter. It is so called expressive writing.

2) To entertain in the readers

The writer intends to entertain the readers through the written form. The writer usually uses aesthetical material to entertain the readers. It is called literary writing.

3) To inform the readers

The writer intends to give information or explain something to the readers. It is a kind of informative writing.

4) To persuade the readers

The writer wants to persuade or convince the readers about this opinion or concept or idea. It is called persuasive writing.

It can be concluded that most students write a paragraph using English is a difficult thing. It is because in writing the students must master the sentence structure and the ability to choose the right words. The purpose of writing is to reinforce the feeling of writing, entertaining the reader, and reader information. So students must master the ability to choose words and sentence structure so that readers can understand the purpose of the author.

c. The Principles of Teaching Writing

Writing is communication. It can reach across space and time to instruct, to entertain and touch others. It is a powerful way of sharing ideas and feelings. To achieve the best result, teacher should be guided by the fundamental principle of teaching writing which include the following :

- 1) Writing literacy starts in the early years of child development.
- 2) Writing is a creative act.
- 3) Writing experiences should be child centered.
- 4) Reading and writing like speaking and listening are separable process.

It can be concluded that , writing is communication. Writing can tell the author's ideas and feelings. To get good results, the teacher provides some basic teaching writing including having to be child-centered.

d. Method in Teaching Writing

There are some of the other methods used in teaching writing. This methods to support process of teaching and learning writing in classroom, they are:

1) Spelling Puzzle

According to Hadfield in Rahmanelli (2008:30),Spelling puzzle is a puzzle arranged into the correct vocabulary.

The steps of implementing learning with spelling puzzle:

- a) Students are formed into groups with members of a maximum of five students group.
- b) Each group is given two or three random vocabulary words.
- c) The teacher prepare a paragraph which is filled with in the blanks.
- d) The teacher explains firsts for random vocabulary it is arranged in advance and arranged in paragraphs that fill in the blank.
- e) After that the group members discuss together.
- f) If the group has finished the group calls the teacher.
- g) The teacher writes the vocabulary of the group.
- h) Then the group matches the paragraph that contains the blanks.

- i) Teacher and students discuss together with their answer.

From the explanation above, it can be concluded that the method used by the teacher in learning to write recount text is using the Spelling puzzle method.

e. The Technique in Teaching Writing

In this research, the researcher used the free writing to teach writing. According to Raimes (1983: 97 – 121), there are some techniques in teaching writing, those are :

1) Controlled writing

The students are helped to produce a good composition certain controls. Exercise consist of piece of discourse in which students are instructed to copy and make his create changes or fill in the blank. This will be enable students to more pratice with the stucture, punctuation, and grammar. This approach stresses there features of grammar, syntax, and mechanics. It is emphasizes accuracy rather that fleuncy of originality.

2) Guided writing

It is the type of writing in which the students form controlled writing transit before going to the free writing. In this type, the students are still guided but not given full the writing process. Students are allowed to try some free composition after they have reached intermediate level proficiency. Guided writing is useful for a range of teaching purpose. It allows students to conider audience, purpose topic, and selection of text type when planning their writing. It allows students to focus on conventions such as; spelling, punctuation, standard usage, and hand writing. It also may used to encourage students to reise and edit their writing.

3) Free writing

The type writing quantity rather than quality. Teacher who use this approach assin vast amount a free writing on given topics with only minimal corection. The emphasize of this approach is on content and fluency rather than on accuracy and form. Teacher may begin their classes by asking

students to write freely on any topics without worrying about grammar and spelling for five minutes. The teacher do not correct these pieces of writing. These imply read them and may comment on the ideas the writer expressed. Alternatively, some students may be volunteers to write their own writings a lot to the class. Concerning for audience and context are seen as important in this approach. Teaching writing conducted on this research is based on guided writing approach. Teaching writing conducted on this research is based on guided writing approach. By considering the students' writing skill guided writing suits them but since the students have problem in all writing aspects: mechanics, language use, vocabulary, organization, and content.

It can be concluded that the researcher uses free writing. There are several techniques in teaching writing, namely: (1) controlled writing that emphasizes the structure, punctuation, and grammar, (2) integrated writing that emphasizes spelling, punctuation, and standard usage. The aim is to encourage students to write back and edit their writing before going to free writing, 3) free writing that is the teacher asking students to write freely on any topic without errors in grammar and spelling. The teacher did not correct the writing but commented on the ideas of the author.

f. The Reason for Teaching Writing

According Harmer (1998:79), there are four reason to teach writing to students of English as foreign language:

1) Reinforcement

Some students acquire languages in a purely oral way, but most of us benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they have studied it.

2) Language development

The actual process of writing helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the on going learning experience.

3) Learning style

Writing is appropriate for learners who like take longer time at picking up language just by looking and listening. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to – face communication.

4) Writing as skill

Teaching writing is a basic language skill just as important as speaking, listening and reading. Students need to know how to write letters, how to replay advertisement, etc. They also need to know some of writing's special conventions such as punctuation, paragraph construction.

In conclusion, teachers have their own reasons for teaching writing to their students. Those reasons are needed in order to help the students mastering English as their foreign language.

g. The Importance of Teaching Writing

The fact that people frequently have to communicate with each other in writing is not only reason to include writing as a part of our second – language curriculum, there is an additional and very important reason such as, writing helps the students learn.

First, writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching for the students. Second, when the students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risk. Third, when they write, they necessarily become very involved with the new language; the efforts to express ideas and the constant use of the eye, hand, and brain is a unique way to reinforce learning. As researchers struggle with what to put down next or how to put it down on paper, they often discover something new to

write or a new of expressing their ideas. They discover a real need for finding the right word and the right sentence.

From of all explanation above, it can be conclude that writing ability is technical competence to arrange and procedure good written from in which the writer uses certain convention of variables of linguistic aspect (word spelling, punctuation, sentence strcuture/ language use, ect) in order to express idea, thought, opinion, and feeling so that people, as readers, can understand. furthermore, to make a good writing a writer should pay attention on the precision of choosing and using words, appropriateness of the points of good writing, as states by Harold (1983:101), are as follows :

Mechanics	20%
Vocabulary choice	20%
Grammar and usage	30%
Organization	30%
Total	100%

Of all the explanations above, the ability to write is a technique for interpreting and a well-written procedure from which the author uses certain convections from punctuation, language use, spelling, etc. Then to express the idea of thoughts, opinions, feelings so that people can understand the author.

h. Material in Teaching Writing

Instructional materials are defined as a variety of materials in any format which influence the students's learning and instructor's teaching (According to Mayland stated education). Allright(1990) argues that materials should teach students to learn, that they should be resource books for ideas and activities for instruction / learning, and that they should give teachers rationales for that they do.

Material has a limited field in the text genre. This text is based on the curriculum and lesson plans used in schools. But this research only focuses on one of the text of the genre, the recount text.

1) Definition of Recount text

Recount text is the text which tells what happened. It is retelling the past experiences which the people have occurred. The purpose of recount text is to tell a sequence of events so that it entertains. According to Pardiyono (2007:63) recount is a text which retells events or experiences in the past. The purpose is to inform or to entertain the audience.

2) The Type of Recount text

There are many type of recount text there are personal recount, factual recount, etc. In exploring how text work (Derewinks, 1990: 15-17) there are three types of recount. They are:

a) Personal Recount Text

Personal recount is recount that retelling of an activity that writer or speaker has been personality involved in (e.g. oral anecdote, diary entry).

- (1) Use of first pronoun (I, we)
- (2) Personal responses to the events can be included, particularly at the end.
- (3) Details are often chosen to add interest or humor.

b) Factual Recount Text

Factual recount text is a recount that recording the particulars of an accident. (E.g. report a science experiment, police report, news report, historical recount). Language features of factual recount are:

- (1) Use of third person pronouns (he, she, it, they).
- (2) Details are usually selected to help the reader reconstruct the activity (e.g. in a science experiment).

(3) Sometimes the ending describes the outcomes of the activity (e.g. in a science experiment).

(4) Mention of personal feeling is probably not appropriate.

(5) Detail of time, place and manner may need to be precisely stated (e.g. at 2.35 pm, between Jhonst, and Parkrd, the man drove at 80 kbp).

(6) The passive voice may be used (e.g. the breaker was filled with water).

(7) It may be appropriated to include explanations and stratifications.

c) Imaginative recount

Imaginative recount is a recount that taking on an imaginary role and giving details events (e.g. a day the life of a Roman Slave: how I invited).

3) The Generic Structure and Constructing of recount text

a) The generic structure of recount text

In recount text, there are some generic structure. Pardiono states that generic structure of recount as follow:

(1) Orientation: introducing the topic of an event, participant, palce and time.

(2) Record events: describing series of event that happened in the past.

(3) Reorientation: it is optional. Stating personal comment of the writer to the story.

4) The Contruction of Recount Text

Board of studies (1998b: 287) the steps for constructing of written recount text there are:

a) the first paragraph that gives background information about who, what, where, and when. It called Orientation.

b) A record of events usually recounted in chronological order, named: event 1, event 2, event 3.

- c) A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.
- d) A reorientation which “ rounds off “ the sequences of events or retell about what happened in the end.

5) Language Feature of Recount Text

The language feature of recount text named: (a) introducing personal participant, (b) Using chronological connection, (c) Using linking verb, (d) Using adjective, (e) Using action verb, (f) Using simple past tense.

a) Example of Recount Text

A Trip to Tanjung Setia beach

Last year, at the end of the year ,my wife and I(1)to spend our holiday at Tanjung Setia Beach, which(2) around 234 kilometers from bandar lampung.

When we arrived at the beach, we were surprised to see the beautiful view of the beach. After having a quick(3) in the ocean, which was really cold and windy, we realized that there were not many people there. We thought that it(4) because it was too windy there during that time but we finally(5) that it was christmas holiday so almost all of tourists who are(6) spending time there went back to their country.

After spending few times(7) in the beach, we bought some hot chips at the take away store nearby, and we rode(8) down the beach for a while, on the hard, damp part of the sand. The next day we visited Labuan jukung beach. There, we were amazed to see the high wave(9) by this beach because it was so high that no body was(10) enough to surf on it that time.

The third day there, we decided to go home when we finally(11) it back home, we were both totally(12) because of the trip but we were so(13) to travel such an amazing beach lampung province has.

From the definition above, it can be concluded that recount text is a piece of text that retells past events, usually in the order in which they happened. The

purpose of recount text is to give the audience a description of what occurred and when it happened.

B. The Previous Related Studies

There are several previous studies related to this study. The first study entitled *The Use of Picture Series in Teaching Writing Texts at The Seven Grade Students of MTS Nurul Hidayah in Academic Year 2016/2017* researcher about qualitative descriptive was conducted by Yanuarti Apsari (2017). In his study he focused on investigating the types of activities that occur during the teaching process of writing recount texts through drawing series and to identify the benefits obtained by students from writing recount texts through drawing series. Data obtained from observation and interviews. The results of the researcher confirmed that teaching writing by using picture series can improve students' ability to write recount texts, in addition they showed some improvements in the writing process and vocabulary.

The second researcher was conducted by Dhiny Kurnia Kasih (2016) entitled *An Analysis on Student's Wiring Ability in Composing Recount Text of the Eighth Grade at Mts N Kalijambe Sragen in The Academic Year of 2014/2015*. This study aims to describe two things. they are the way the teacher investigates student difficulties from the vocabulary and ideas to be made, and how to introduce grammar to students. this study uses qualitative descriptive research. The data in this study were collected from documents and interviews with English teachers in the tenth grade in Surakarta Islamic Education. data sources in teaching can write document and information recounts.

The three research was done by Firstani Nuriska Hartono (2015) entitled "*Writing Competence Mapping of the Students' Writing Skill in Recount Text*". The purpose of this study is to describe students' mistakes in writing, there are three aspects, namely organization of paragraphs, content and grammar. To describe events, researcher use taxonomy and rubric assessment strategies. The

types of researcher are qualitative researchers and combinations with quantitative techniques.

The four research was done by Nur Fitriyani (2012), a thesis entitled "*The Implementation of Teaching Writing Narrative Text*". The objectives of the research are to describe the implementation of teaching narrative text by using task based instruction , to find out the students' difficulties in writing narrative text and to describe the impacts of teaching writing narrative text by using task based instruction for the students. The type of this research is qualitative research. In collecting data, the researcher uses observation, questionnaire, interview, and document analysis.

From the previous research, the researcher has some differences from the four previous researches, namely researcher wanted to know the ability of students to write using a series of images, it could improve students' ability to write recount texts and develop their ideas in the form of recount text. The subject of this study was confined to the eleventh class at the MA AL-Islam Jamsaren Surakarta

CHAPTER III

RESEARCH METHODOLOGY

In the chapter three, the researcher discusses research methodology covering type of research, setting of research, subject of research, method of collecting data, data source, technique for analyzing data, and trustworthiness of the data.

A. The Research Design

In this research, the research used a descriptive qualitative research which employs descriptive method. Bodgan and Taylor in Moleong (2007:4) state that qualitative methodology refers to the research procedure which brings about descriptive data in the form of written or spoken words and behavior available to be examined.

According to Denzin and Lincoln at Moleong (2007:5), the qualitative methodology is a study using a natural setting, with the intention of interpreting the phenomenon that occurs and is done by involving various methods. thus, qualitative research is a research that seeks to build on the view of people examined in detail and shaped with words, holistic (comprehensive and deep) and complicated images.

Hadi (1993:14) explains that a many procedures in using descriptive qualitative methods. Researcher collect data, then classify and last draw conclusions data.

In this study, researcher used the same procedures, they are collecting data, classifying it and finally drawing conclusions. But in the qualitative method, the researcher only explain the object and draw conclusions for the group analyzed. In addition, this research is intended to observe the analysis of teaching and learning process for recount texts in the eleventh grade of the MA AL-Islam Jamsaren Surakarta. In this case, this type of research used is descriptive qualitative. The aim is to describe facts and accurate phenomena.

B. Setting of the Research

1. Place of the Research

This research took place at MA AL-Islam Jamsaren Surakarta. MA AL-Islam Jamsaren Surakarta is located at JL.Veteran No. 263, Serengan, Surakarta.

2. Time of the Research

Researcher conducts the research starting from January 2018 to January 2019

No	Time of the research	Activity
1	17 January 2018	Pre-research
2	10 juncy 2018	Designing Research Proposal
3	8 Augst 2018	Proprosal Seminar
4	3 January 2019	Collecting Data
5	21 January 2019	Writing Research Report

C. The Subject of the Subject

In this study, the subjects were English the teacher and the students of XI MIA and XI IS 1 MA AL-Islam Jamsaren Surakarta. There is only one teacher in eleventh grade, namely Mr. Khoirul Masyhur E. S. Pd. The researcher only observed one teacher who taught in three different classes. The researcher took two classes in class XI. the total number of students in class XI MIA and class XI IS 1 is 53 students. In class XI MIA consists of 28 students, 9 male students and 19 female students. In class XI IS 1 consists of 25 students, 13 male students and 12 female students. The researcher took two classes because the researcher wanted to compare the terms of media, methods and evaluations in both classes whether it is same or different. Students in class XI MIA, XI IS 1, and teacher are the subject of research. The researcher emphasized that this study explained the methods, media, and evaluation used by the teacher from two different or equal classes.

D. The Technique of Collecting Data

The researcher use an observation and interview to collect the data. Burns (1999:80) says that observation is taking regular conscious notice of classroom and occurrences, which are particularly relevant to the issues or topics are being investigated.

Glesne (1999:31) states that “three are three data gathering techniques dominating in qualitative inquiry; the observation, interviewing and document collecting”. The interview is a way to collect information material carried by a question and answer verbally unilaterally face, and with the direction and goals set. AnasSudjiono (1996:82) there are several advantages of collecting data through interviews, of which the interviewer can make direct contact with participants to be assessed, the data obtained in depth, which could reveal the contents of his heart interviewed pre broadly, the question which obviously can not be repeated and directed more meaningful.

In this study, the researcher choose observation and interview as the source of the data:

1. Observation

Observation is an activity of viewing the research subject in detail. Arikunto stated the observation is an effort of doing research in order to gain the information to another people in order to get the people are able to give the information (Suharsini,1998:138). While Narbuko and Achmad stated that observation is a technique of data collection carried out by observing and recording phenomena that appear systematically (Narbuko and Achmad, 1999: 30). The researcher made observations in class XI MIA and X IIS 1 for only one observation. The researcher observed the teaching and learning process writting recount text in two classes specifically the method, media and evaluation used by the teacher whether it is the same or different.

2. Interview

Interview is asking the informant orally to gain detailed information. Sutopo (2002:59) stated that interview in descriptive qualitative research is

generally done by giving the open-ended question which purposed to gain the deep information and it is done by using unstructured formally things in order to get the views of the subject observed about many things that bring advantages for gaining the detailed information. The interview is done by the informant, the informant in this research is Mr.Khoirul Masyur E. S. Pd as the teacher of XI MA AL-Islam Jamsaren Surakarta. The purpose of the interview was to get specific information about the teaching and learning process of writing in the eleventh class of MA AL-Islam Jamsaren Surakarta.

E. The Data Resource

Moleong (2007: 157) states that the main data sources in qualitative research are words and actions, the rest are additional data such as documents and others. The data are taken from observation and interviewing the teacher in MA AL-Islam Jamsaren Surakarta. The data of research are field note and interview script. The research of data in this study were collected in the from information about the teaching learning writing of recount text in the eleventh grade students of MA AL-Islam Jamsaren Surakarta. There are two types of data: first is the primary data that were taken from the observation. The second is the data that were taken from document

The sources of the data in this research as follow:

1. Events

The event is in the from of teaching learning writing of recount text in the classroom. It was conducted for the eleventh grade students of MA AL-Islam Jamsaren Surakarta, especially in XI IPA and XI IPS 1.

2. Informant

The main informant of this study was English teacher in class XI IPA and XI IS 1 at MA AL-Islam Jamsaren Surakarta. There are 43 students in class XI IPA and XI IS. Based on this data, the research considered all information as informants. The English teacher is Mr.Khoirul Masyur E. S. Pd. The researcher conducted interviews with English teacher. The source of

research data is the teaching process by the teacher. The resources are lesson plans and syllabus.

F. The Technique of Analysis Data

The data in this research is analyzed by using descriptive qualitative methods. The researcher used an interactive model of analysis involving data reduction, data display and conclusion drawing or verification (Sugiyono, 2010:337).

The researcher collected the data, reduced and presented it. In reducing the data, the researcher rejected meaning data, and then the researcher got the important points of finding. It is followed by presenting the data, it means that the researcher presented about the data systematically and logical, so the meaning of every event is clear. In the end of collecting the data, the researcher tried to verify the data based on reduction and data presentation:

1. Reducing the data

Reducing is process of selecting, focusing, simplifying and abstracting the data. According to Sugiyono (2010:338) "not all of the obtained data of the researcher were important. It means that the important information must be taken and unimportant must be ignored". In the process of the data reduction, the researcher selected, the researcher reduce the information during the research activities if the data unimportant or do not support the data that researcher needed. When the researcher observed the teaching activity in the class, she selected and focused on method, media and evaluation in teaching learning recount text writing.

2. Presenting the data

Presenting the data means describing the data in the form of description or narration. As the second components in analyzing the data, this description, or narration to draw the conclusion. Here, the researcher presents the data using short narration.

3. Drawing conclusion

The third is drawing conclusion. In this study, conclusions are drawn continuously throughout the course of the study. The researcher tends to accumulate and formulate her interpretations. The researcher wants to write up not only what she saw each day but also her interpretation of those observations. The conclusion that would be drawn by the researcher was about method, media, and evaluation in teaching learning recount text writing.

G. The Trustworthiness of the Data

Qualitative research concerns on the trustworthiness to check the credibility of the data. The trustworthiness used is triangulation. According to Moleong (2006:330), triangulation technique is the technique to check the data by using something beyond the data. He also says that triangulation is mixing of data or method so that the diverse viewpoints or standpoints cast light upon a topic. Phenomena under study can be well understood in order to obtain high-level truth though is viewed from different angles. Viewing angles varying obtained will allow a reliable level of truth. Therefore triangulation is the attempt to check the correctness of data or information from a variety of different viewpoints by reducing as much as possible the differences that occur at the time of data collection and analysis.

According to Norman K. Denkin defines triangulation as a combination or combinations of the various methods used to study phenomena that are different perspectives. The Denkin's concept is used by qualitative researchers in various fields. According to Denkin, triangulation included four kinds, method triangulation, inter-researcher triangulation, data sources triangulation and theory triangulation.

The following description of the four types of triangulation:

1. Triangulation by using methods means that the researcher will check the credibility of the data of the research and the data resources by using several data collecting techniques and analyze them by the same method.

2. Triangulation by using investigator is that the researcher will recheck the credibility of his data by his own research or other researcher.
3. Triangulation by using resources means that the researcher will compare and check the credibility of information found in the observation with the data of interview and compare it with the related documents.
4. Triangulation by using by theory. It is a technique of examining data by finding standard of comparison from an analysis explanation as a supporting data to get a valid evidence of the research result.

In this study, researcher used triangulation method. It is done by comparing the data taken from observations that are held during the teaching and learning process and the data from the interview. Whether it has the same method in validating the data or not it is not only. Process the observing of the research from the teaching and learning process, but also observing the problems. The researcher cross-checked by comparing them with interview data.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presented the research findings and discussion. The research finding and discussion are used to answer the question in the problem statements in chapter I. In the previous chapter, the researcher stated that the data are taken from the English teacher and students of MA AL-Islam Jamsaren Surakarta. The cases that will be discussed in this section were: the implementation of teaching learning writing of recount text.

A. Research Finding

The research finding consists of the description of the data. It is included the description of the history MA AL-Islam Jamsaren Surakarta and Components of Teaching Learning Writing on Recount text in the Eleventh Grade Students of MA AL-Islam Jamsaren Surakarta

1. The History of MA AL-Islam Jamsaren Surakarta

MA Al-Islam Jamsaren Surakarta is a high school characterized by Islam, a madrasa that combines the general education curriculum (SMA) and the Islamic religious education curriculum (MA). MA Al-Islam Jamsaren Surakarta was established in 1942 which was later declared to be MA AIN (now MAN) in 1967 and at the same time the Al-Islamic College Foundation continued to continue its MA-Al-Islam High School education. In 1989 the institutions under the two aegis (KEMENAG and KEMENDIKNAS) were separated into two:

- a. MA Al-Islam Jamsaren Surakarta under the auspices of the Ministry of Religion while still integrating the SMA and MA curricula at the location of the Jamsaren Islamic Boarding School in Surakarta Jl. Veteran No. 263 Solo Serengan.
- b. Al-Islam High School under the auspices of the Ministry of Education and Culture is on Jl. Honggowongso Surakarta

First MA Al-Islam was led by KH. M. Ma'muri continued KH. A. Musthofa, then HA. Ruslan, BA; KH. M. Umar Irsyadi, BA; Drs. Kasori Mujahid; H. Mufti Addin, S. Pd. At this time the MA Al-Islam Jamsaren Surakarta was headed by Muchammad Syafii, S. Pd.

The location of MA AL-Islam Jamsaren Surakarta is on Jalan Veteran No.263, village office Serengan Surakarta. Telp. (0271) 647715. Postal code 57155.

2. Components of Teaching Learning Writing on Recount text at the Eleventh Grade Students of MA AL-Islam Jamsaren Surakarta

a. Student

According to Giono (1997: 20), students are seekers, recipients and saviors of the lessons needed to achieve goals. Researcher examined students in two eleven classes namely class XI IPA and XI IS 1.

b. Teacher

According to Giono (1997: 20), teacher are managers of teaching and learning activities and regulators of teaching. The teacher in eleventh grade is Mr. Khoirul Masyhur E. S. Pd.

c. Curriculum

According to (Arifin, 2013: 4) the curriculum is the total amount of school effort to influence learning, better in the classroom, in the playground, or outside the classroom. MA AL-Islam Jamsaren Surakarta is one of the private madrasas appointed to implement the 2013 curriculum in accordance with competency standards. Innovatively engineered learning is based on the vision and mission and target institutions which include: Middle school curriculum program structure, Structure of Islamic education, and Life Skills/Vocational Education programs. There are extra educations that leads to life skills such as: automotive skills, computers, crafts and textile design. The aim of the 2013 curriculum is to prepare humans to have the ability to live as

individuals and citizens who are loyal, productive, creative, innovative, and affective and able to contribute to the life of the world, nation, country and world civilization. The curriculum is an educational instrument to be able to bring Indonesian people to have competence in attitudes, knowledge and skills so that they can become productive, creative, innovative and affective individuals and citizens.

d. Material

According to Aproze (2015: 15), the material is the number of informants about facts, principles, and concepts, which are needed in achieving the teaching-learning process. The teacher used the material for teaching English from the internet. He chose the material which were suitable for the teaching learning process. Because the internet provided many materials, so the teacher took the source of the material from the internet.

e. Method

According to Richards (2007: 15) the definition of a method is the overall plan for the presentation of language material on a regular basis, there are no contradictory parts and all are based on the chosen research. The method used by the teacher in writing text recount is using Spelling Puzzle. According to Hadfield in Rahmani (2008: 30), Spelling Puzzle is a puzzle consisting of random letters to be arranged into the correct vocabulary. This research focuses on what methods are used in both eleven classes, whether or not they are the same.

As the focused on data description and displays the researcher made categories below:

Class : XI IPA
 Day,date : Saturday, January 3,2019
 Hours : 6.45 – 7.45 am
 English Teacher : Mr.Khoirul Masyhur E.S.Pd

No	Step's Teacher	Method Used	Explanantion
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1	<p>Opening:</p> <p>a. When the teacher enters the class, the teacher says "Assalamualaikum.Wr.Wb".</p> <p>b. The teacher checks student attendance.</p> <p>c. The teacher counts students.</p>		<p>a.This is done to greet students so that they have concentrated on the lesson.</p> <p>b.This is to find out who is not in class</p>
2	<p>Main Activity</p> <p>a. The teacher forms a group, one group consists of 5 students.</p> <p>b. After a group is formed, the teacher explains the purpose of the group formation. This is because the students will play Puzzles, called "Spelling Puzzle". Spelling Puzzle is a puzzle consisting of random letters to match into the correct vocabulary. One group was given 2 random vocabulary words.</p> <p>c. Then the teacher prepares a paragraph recount text which is displayed on the slide. The recount text is filled with blanks. So the puzzle in the form of vocabulary is arranged into the</p>	Spelling Puzzle	<p>b.It has appeared in the main activity section, after the teacher divided the group. The group uses spelling puzzle method, a puzzle consisting of random letters and then arranged into the correct vocabulary.</p> <p>c.While preparing the recount text, the teacher explains that the random vocabulary is paired into the paragraph recount that contains the empty part.</p>

	<p>recount text.</p> <p>d. If there is a group that has finished compiling the puzzle, one of the group members calls the teacher and the teacher writes the vocabulary on the writing board</p> <p>e. Then the teacher tells the group to match the vocabulary into the recount paragraph that fills in the blanks.</p> <p>f. If all groups have finished. Now is the time to discuss their answers together and their answers are all right.</p>		<p>d. This is the purpose of the teacher writing on the writing board so that it can be seen by all students</p> <p>e. Students in class XI IPA are better to understand the meaning of the sentence and to match and arrange puzzles quickly. This is because students of XI IPA often read dictionaries. So the knowledge of vocabulary is out of the head.</p>
3	<p>Closing</p> <p>a. After the teacher has finished discussing, the teacher closes the last meeting with greetings "Assalamualaikum. Wr.Wb"</p>		<p>a. This is a sign that the teacher has finished delivering the material and ends with greetings.</p>

Based on the steps above, there are three implementation processes in class, namely opening classes, main activities and closing class.

In the opening class, the teacher enters the class by saying "assalamualaikum wr.wb". then the teacher checks student attendance and calculates students.

In main activities, teacher form groups, one group consists of five students. After the group is formed, the teacher explains the purpose of group formation. This is because he will play puzzles, called "spelling puzzles". It is a puzzles consisting of random letters and arranged into correct vocabulary. One group is given two random words.

While waiting for the results of the students, the teacher prepares a paragraph from the recount text displayed on the slide. The paragraphs that fill in the blanks. so the vocabulary is entered in the paragraph that contains the blank. if a group has finished compiling a puzzle, one group member calls the teacher and the teacher writes the vocabulary on the board. Then the teacher gives the group the opportunity to match the vocabulary with the paragraph that contains the blank section. If all groups are finished. It is time to discuss their answers together so that their answers are all right.

The last one is closing the class, after the teacher discusses their answers. the teacher closed the meeting today with greetings "assalaumaikum wr.wb".

Class : XI IPS 1
 Day, date : Tuesday, January 15, 2019
 Time : 13:50 to 15.10 pm
 English teacher : Mr. Khoirul Masyur E.S.P.d

No	Step's Teacher	Method Used	Explanation
1	Opening a. When the teacher enters the class, the teacher says "Assalamual aikum. Wr. Wb". b. The teacher checks student attendance.		a. This is done to greet students so that they have concentrated on the lesson. b. This is to find out who is not in class

	c. The teacher counts students.		
2	<p>Main Activity</p> <p>a. The teacher forms a group, the group consists of 3.4 or 5 students</p> <p>b. After a group is formed, the teacher explains the existence of this group first because they will play a puzzle, called "Spelling Puzzle". Spelling Puzzle is a puzzle consisting of random letters that are arranged into correct vocabulary. One group gets 3 random vocabulary words.</p> <p>c. The teacher prepares a paragraph recount text which is displayed on the slide. The recount text contains an empty section. So the vocabulary was arranged into a recount text that</p>	Spelling Puzzle	<p>a. This is because at that time there were several students who did not enter the classroom, so the number of students was not odd.</p> <p>b. This has already been seen in the core activities section, after the formation of the group. The method used is Spelling Puzzle. Spelling puzzle is a puzzle consisting of random letters and then arranged into the correct vocabulary.</p> <p>c. While preparing the paragraph recount, the teacher explains that the random vocabulary is arranged into the paragraph recount that contains the empty part.</p>

	<p>filled in the blank.</p> <p>d. When XI IPS 1 students arrange the puzzle, they experience difficulties, so they are helped by the teacher and they open their dictionary</p> <p>e. If there is a group that has finished compiling the puzzle, one of the group members calls the teacher and the teacher writes the vocabulary.</p> <p>f. The teacher also asked the students to look for the vocabulary. After the students found the meanings, they have to match the vocabulary innto recount text which contains blank space</p> <p>g. When all groups are finished, the teacher and students speak their answers. there are many wrong and correct answers, only part of them.</p>		<p>d. Because students in XI IS 1 are weak in vocabulary so they need to be helped by the teacher and dictionary.</p> <p>e. This is the purpose is it can be seen by all students</p> <p>f. This is useful for students because the students can increase their vocabulary</p> <p>g. Because mostly social students do not understand the meaning of vocabulary and the meaning of each sentence, so they answer the question carelessly. It makes most of their answers uncorrect</p>
3	Closing		

	<p>a. After the teacher has finished discussing, the material, the teacher closes the last meeting with greetings "Assalamualaikum m.Wr.Wb"</p>		<p>a. This is a sign that the end of the teacher's lesson closed with greetings</p>
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based on the conclusions above, in the class there are three implementation processes, namely opening classes, main activities and closing class.

In the opening class, the teacher enters the class by saying "assalamualaikum wr.wb". then the teacher checks student attendance.

In main activities, teacher form groups, one group consists of three, four or five students. After the group is formed, the teacher explains the purpose of group formation. This is because he used puzzles, called "spelling puzzles", which are puzzles consisting of random letters and arranged into correct vocabulary. one group was given three random words.

While waiting for the results of the students, the teacher prepares a paragraph from the recount text displayed on the slide. The paragraph was filled in the blank space. So, the vocabulary is arranged in the contents of the blank. When the students of class XI IPS 1 arranged the puzzles, they experienced difficulties, so they were helped by the teacher and they were allowed to open the dictionary. If a group has finished compiling the puzzle, one group member called the teacher and the teacher writes the vocabulary on the board. The teacher also asked to find the meaning from the vocabulary. If the group had found meaning from the vocabulary, the teacher gave the group an opportunity to match the vocabulary with the paragraph that contains the blank space. If all groups were finished. It is time to discuss their answers together and mostly, their answers are inccorect.

The last step is closing the class. After the teacher discusses their answers, the teacher closed the meeting today with greetings "assalaumaikum wr.wb".

It can be concluded from both the XI MIA class and the XI IS 1 used the same method but the technique is different. Based on the results of observations and interviews with XI MIA class teacher, it can be seen that the student's vocabulary mastery can be seen when they were arranging their puzzle without the help of teacher and their dictionaries, while for XI IS 1 children it can be seen when they were composing puzzles, they had difficulties due to lack of knowledge about vocabulary so that they were helped by teacher and they open the dictionary and searched for the meaning of the vocabulary so that their knowledge of vocabulary can be increased. Based on the interviews with the teacher, students are encouraged to read stories or anything related to English to add their knowledge.

f. The Media Used in Teaching Learning Writing on Recount Text

According to Brigas (1970:6) media is able to do message and also stimulate the students in learning activities. Based on data from the lesson plan and the observation. The media used by teacher in learning to write in recount texts for Xi IPA and XI IS 1 eleventh grade students is the same as LCD projectors and blackboards. The media used can be seen in the main activity. The function of the white board is to support the learning and development stage from and to focus students' attention. Teacher modify the material with the appropriate design and insert points of strength. Slideshow was shown on screen with an LCD projector. Sometimes in providing additional teaching material and gives students the understanding, the teacher just wrote on the chalkboard explaining orally.

g. Evaluation in Teaching Learning Process

Gronlund in Purwanto (2012: 3) states that evaluation can be defined as a systematic process to determine the extent to which learning objectives are

achieved by students. Based on the assessment documents, every semester the teacher makes an assessment for: (a) every unit of material in the textbook, (b) a medium term score, on a scale of 0-100. Based on the categories of participation, discipline, homework, examinations and their respective skills (listening, speaking, reading and writing).

The value taken by the teacher in teaching writing recount texts came from compiling the correct sentence (vocabulary and grammar). Based on the lesson plan and interviews with teachers, the assessment comes from teaching writing included four aspects, namely: grammar, spelling, diction, and paragraph development. Some test scores are in the middle of the assignment. The final semester test is obtained from the average score of the daily activity test score and the medium term test score. Therefore, the researcher found that the English score became four assessment categories, namely: listening, speaking, reading and writing with a range of scores around 0- 100.

Based on interviews and document analysis in lesson plans and student score results, the teacher evaluates at the end of every chapter that is have been discussed:

- Researcher : what about the task,sir?
 Teacher : for my assignment I give homework (individual homework)
 Researcher : then what about the assessment,sir? Maybe you give a game,or a task to take a daily score or other?
 Teacher : I took the assessment from the daily assignments of the mother,andEven then sometimes it's because of time contrains.

The interview data above shows the teacher' explanation of the assessment. Sometimes teacher take daily score but not in every meeting. There are daily tests, midterms and final tests. This is usually in the form of individual score.

h. The Procedure of Teaching Learning Activities

Based on observations and data found in lesson plans, teaching and learning procedures in English subjects in class XI IPA and XI IPS 1 in the MA AL-Islam Jamsaren Surakarta are divided into opening, main activities and closing.

The first step is opening the class. When the teacher entered the class, the teacher always gave greeting "Assalamualikum Wr.Wb". After that the teacher checks the presence of student. That is one of the religious aspects in character education. Expect all activities to be easy by purpose. After opening, the teacher checks the attendance list of students and shows the previous meeting activities. The teacher asks , "is there homework or assignment? What material did we discuss last week? ", By asking questions to students, they will remember and reuse previous lessons that have been learned because material always has links with other material.

In checking attendance, the teacher does not check one by one because it takes a long time. He just asked like "is there someone absent today? Who?". Based on the attendance document, most of the eleven class students were always present. Almost all of them are absent without any reason. Except for illness or any agenda described in the permit. During teaching and learning activities, teachers and students use Indonesian and English as languages in their communication.

Main activity was is an activity of explaining about the content of topic to the learner. The goal of the main acivity was to give the knowledge about the material which was learnt, so the students will easy to understand the material. In the main activity, the teacher showed a paragraph of recount text with the theme of the story about the past, for example: visiting the lake of water last week. Then the teacher explained the topic of the material directly. The teacher explained the understanding of the material, the purpose of the material, and the

parts of the generic structure of the paragraph. After that the teacher displayed a different recount text and then the teacher asked "what is the paragraph telling? and which parts are included in the generic structure? ".

The last activity is closing, teacher asked to the students' problem during the learning process. After that, teacher and students created a summary about the material and proving motivation to be more active student in learning. The teacher closed the lesson by saying WassalamualaikumWr.Wb.

i. Teaching Learning Process in Recount Text in Writing Skills

The data found in 2 times observation in MA AL-Islam Jamsaren Surakarta, especially on teaching learning writing of recount text at class XI IPA and XI IPS.

1) The First Observation was conducted on Saturday 5 January 2019 in class XI IPA at 6:45 to 7:45 a.m. There are 28 students. The media used was a LCD Projector and whiteboard

a) Opening

The teacher come to the classroom. The teacher opened the class by greeting with said "Assalamualaikum Wr. Wb" followed by asking the students condition and taking their attendance in English .

b) Main activity

In this main activity, after the teacher checked the attendance of the student, the teacher formed a group, one group consist of 5 people. After that the teacher prepared recount text by filling in the blank space displayed on the slide. The teacher first explained that each group was given random letters of paper arranged into the correct vocabulary. One group was given 2 random words. Then the vocabulary was arranged in recount text with empty contents. The teacher played using the "Puzzle Spelling" method, which arranged random letters into the right words. After that the teacher distributed pieces of paper. The teacher gave 10 minutes to arrange the pieces. If the group has finished compiling, one

group member called the teacher and the teacher wrote the vocabulary on the board. Then the teacher told the group to match the recount text to fit the empty part. After all groups had finished pairing, the teacher immediately gave an answer and it turned out that all the answers are correct.

c) Closing activities

At the end of the lesson, the teacher immediately closed the lesson with greetings.

- 2) The Second Observation was conducted on Tuesday, January 15, 2019 in the XI IPS class 1 at 13.50 to 15.10. There were 25 students. The media used was a LCD Projector and whiteboard.

a) Opening

The teacher came to the classroom. The teacher opened the class by greeting with said "Assalamualaikum Wr.Wb" followed by asking the students condition and taking their attendance in English .

b) Main activity

In this main activity, after the teacher checked the attendance of the student, the teacher formed a group, one group consists of 4 or 5 people. After that the teacher prepared recount text that was different from XI IP A but has the same contains the blank space that will be displayed on the slide. First the teacher explained that each group was given random letters of paper arranged into the correct vocabulary. one group was given 3 words. Then the vocabulary was arranged in recount text with the contents of the hole. Today the teacher played using the "Puzzle Spelling" method, which was arranging random letters into the right words. After that the teacher distributed pieces of paper. The group began arranging the pieces of letters that were helped by using a dictionary, the teacher began to control all groups. It turned out that almost all groups find it difficult to arrange vocabulary, so the teacher

helped to arrange. If the group had finished compiling, one group member called the teacher and the teacher writes the vocabulary on the board. Teacher also asked to find the meaning of the vocabulary. Then the teacher told the group to match the holes in the vocabulary. After all groups had finished matching, the teacher immediately gave an answer and turned out the answer was partially correct and mostly, it was wrong/ incorrect.

c) Closing activity

At the end of the lesson, the teacher immediately closed the lesson with greetings.

j. The syllabus and lesson plan

Based on interviews, the teacher reference preparing syllabus and lesson plans is the standard of competence and basic competency, then the teacher developed syllabus and lesson plans with teacher's creativity and student's abilities. The content of the syllabus involved achieving four English language skills (listening, speaking, grammar and writing), and language components (vocabulary and grammar) and expressions. The researcher concluded that based on the 2013 curriculum it was stated that, the teacher understood and had the capacity to make the syllabus correctly. Regarding the above considerations above, in taking scores or assessments, there were midterms, daily exams, and final examinations.

k. The Student's Achievement (score)

Researcher got student scores from daily tests. When the teacher asked to make a paragraph about the recount text. It means that, there is writing assessment in composing sentences especially in recount text. The lowest student writing score of 76. The assessment of writing in the barn used by English teacher depended on many categories, namely: grammar, spelling, diction, and paragraph development.

B. Discussion

In this research, the researcher discussed the finding of the research covering of the material that used by the teacher in teaching writing of recount text, the media that used by the teacher in teaching writing of recount text, the methods that used by the teacher in teaching writing of recount text .

Based on the observation, the strategies that used the teacher in teaching writing of recount text, included of:

1. The Methods Used in Teaching Learning Recount Text on Writing in Eleventh Grade Students

Based on the research findings, the data found from the observation and analysis of the lesson plan show that the method of teaching learning process recount text on writing activities used “Spelling Puzzle”. Spelling puzzle which is one of the puzzles, spelling puzzle is a puzzle consisting of random letters to match into the correct vocabulary

In class XI IPA, teacher divided the students into groups. One groups consisted of 4 or 5 people. After formed a group the teacher gave random letters of paper arranged in the correct vocabulary. One group was given two random vocabulary. Then the teacher explained in advance that the pieces of paper were arranged and the vocabulary is arranged in a slide show, the slide had recount text with blank space. If there was a group that had finished compiling the puzzle, one of the members of the group invited the teacher and the teacher wrote the vocabulary on the board. Then the teacher told the group to match the vocabulary written on the board to be entered into the recount text that contains the blank section. After all groups had been finished, the teacher discussed the answers together and it turned out the answers from the class were all correct.

While in class XI IPS, the activity is almost the same. The teacher divided students into groups. One group consist of 3, 4 or 5 students. After it was formed, the teacher distributes random pieces of paper and arranged into the correct vocabulary. One group got three random

vocabulary words. Then the teacher explained orally that the pieces of paper were arranged first and the vocabulary was arranged in the recount text displayed on the slide, but the recount text was part of the contents of the blank section, so every group matches in the blank section. When compiling these puzzles, the XI IPS 1 class students had a hard time, so the teacher helped them and they opened the dictionary. If there was a group that had finished compiling the puzzle, one member of the group called the teacher. The teacher wrote on the table the vocabulary and did forget that the teacher told them to look for the meaning of the vocabulary. If you already know the meaning, the group matches the written vocabulary on the writing board to be inserted into the recount text that contain the blank section. After all the groups were finished, the teacher and students discussed their answers together. Mostly, was the answers were incorrect and there are only a few things right.

Based on the the explanation above. The researcher can compare that the method to teach students of class XI IPA and XI IPS 1 is very differently, the difference is that science students diligently read (for example reading dictionaries and reading anything related to English so they can add their vocabulary) and they has a better understanding the meaning of vocabulary and meaning of the sentence, while the IPS students can be seen from when they were compiling the puzzle they took very long time because of their the lack of knowledge about vocab. Solutions for IPS students is they must be diligent in reading dictionaries and reading anything related to English so that they can increase their vocabulary.

2. The Media Used by The Teacher in Teaching Writing of Recount text

Based on the reserch findings, the data found from the observation and analysis of learning plans show that the learning media recount text in writing activities using multimedia. The media that the teacher used is LCD projector and whiteboard.

The function of the Lcd projector is a media for delivering material in front of the class. The function of it is to fulfill the demands of education that must be more sophisticated over time. The first step is preparing recount text material that will appear from the slide. The teacher explains the main ideas then it will be written on the whiteboard. Its function is to make students understand what is conveyed by the teacher.

The function of the whiteboard is the place to write down the ideas of the main points of explanation of the teacher in a slide show so that it is easier for students to understand. After writing the main idea the teacher displays a recount paragraph and then test the student.

The researcher can conclude that the media used by the teacher in learning to writing in the recount text uses the LCD projector and whiteboard.

3. The Evaluation in Teaching Learning Process

In the evaluation process between two classes is almost the same. The score was taken by the teacher teaching writing recount text. It came from homework and daily practice. Based on data in lesson plan and interview with the assessment of English teacher to teach writing consist of for aspect: diction, grammar, spelling and paragraph development.

For the self-assessment process, based on the interview with the English teacher, it is based on composing sentences, especially in term of vocabulary and grammar. It evaluated students compatibility with the media and final term. Some middle test scores of assignments: are media final test skill classification. It is obtained from the average score of the chord daily activity test and homework.

From the explanation above it can be conclude that the evaluation process in the teaching learning process, for assessment the teacher from assessments and homework. While for taking scores the teacher took from homework and daily work. Implementation is relevant to the theory of

Kourilski in Hamalik (2011:18), evaluation is the act of determining the degree to which individual or group have certain attributes

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presented the conclusion of the research and suggestion for developing English Teaching Learning Process for the Eleventh Grade of MA AL-Islam Jamsaren Surakarta.

A. Conclusion

The teaching and learning process of writing recount texts for class XI IPA and XI IPS 1, AL-Islam Jamsaren Surakarta MA, includes: (1) Method, the method used by English teachers in recount text learning is "Spelling Puzzle". (2) Media, the media used by English teacher in teaching recount text learning is a blackboard. LCD and PPT Projector. (3) The curriculum in the MA AL-Islam Jamsaren Surakarta is 2013 Curriculum. (4) Evaluation, for assessments the students were given homework assignments (home work) and daily tasks, every semester the teacher made an assessment for: every unit of material in a textbook, medium term scores, on a scale of 0-100. (5) student achievement.

Teacher in the teaching and learning process used text recounts which are analyzed together. The class procedures in teaching are as follows: (a) the teacher explained the recount text, (b) the teacher gave an example of recount text, (c) the teacher asked the student what the text tells about, then what is the purpose of recounting the text, what one paragraph, what part of the paragraph, and which of the language characteristics are included.

B. Suggestion

Based on the above conclusions, researcher suggest:

1) To the English Teacher

- a. The teacher must be able to control the class, it is used to make the class conducive until the last meeting.

b. The English teacher must be more discipline in using the time allocation for teaching recount text on writing activities

2) To the Students

- a. Students must pay attention to the teaching and learning process.
- b. Students must learn more in writing based on text genres to make their writing skills
- c. Students must actively participate in class
- d. Students must realize the importance of learning about it. They are not afraid to make mistakes when writing English in class

3) To the Researcher

- a. This research can be used as a reference for other studies, researcher knows that this research can contribute in the process of teaching English.
- b. Hopefully this research can be developed by other researchers in conducting the same research.
- c. The researcher realized that this research paper was taken perfectly. There are many weaknesses due to the limited ability of the author. This research can be used as a reference for other researchers who complement research at various points

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APPENDICES

FIELD NOTE

Time : Saturday,27 october 2019
Topic : The Schedule of Observation
Participant : Mr.Khoirul Masyhur E.S.Pd.
Place : Teacher Room

On october 27,2018 it is planned to meet Mr.Khoirul Masyhur E.S.Pd. First, I arrived at school at 10.00 am at the time. Then I introduce my self first and say my goal. I explained to Mr.Khoirul Masyhur E.S.Pd that who wanted to do research at this school and I want observed in eleventh grade. I also explained that I had requested permission from Mr.Muchammad Syafii,S.Pd. finally, Mr.Khoirul Masyhur E.S.Pd gave permission to observe in his class. He said that he would help me in the study. Then I asked Mr.Khoirul Masyhur E.S.Pd about the schedulle and he gave it to me. Mr.Khoirul Masyhur E.S.Pd advised me to observe eleventh grade XI MIA and XI IS 1 because students were more active and manageable. So,he hope its research will work well. In this class, I will observe Mr.Khoirul Masyhur E.S.Pd in the teaching process of writing recount text.

INTERVIEW WITH ENGLISH TEACHER in CLASS XI

English Teacher : Mr.Kouril Masyur ESP.SP.d

Day,date : Saturday, 24th november 2018

Place : TU room

Clock : 09.00 a.m.

Reseacher : *Selamat pagi,pak. Maaf mengganggu waktunya sebentar.Saya Prita Nia Prameswara mahasiswa IAIN Surakarta. Maksud kedatangan saya kesini adalah Melakukan wawancara dengan bapak mengenai proses belajar mengajar bahasa Inggris di kelas sebelas. Maaf, jika nantinya saya akan merepotkan bapak.*

Teacher : *silahkan.*

Researcher : *Pertama yang saya ingin saya tanyakan kepada bapak, dari kedua kelas IPA dan IPS 1 dari media, metode, dan evaluasinya apakah sama atau beda pak?*

Teacher : *kalau dari media dan materi sama, Cuma metode sama Tetapi untuk kecepatan Metode yang berbeda, dikelas IPA untuk responnya sangat cepat sedangkan Anak IPS 1 lambat karena pengetahuan tentang vocabnya kurang dan jarang Membaca kamus. Kalau evaluasi sama saya kasih tugas dari ulangan harian*

Researcher : *terkait dengan RPP, ketika bapak akan mengajar materi ini, apakah bapak Menyusun RPP terlebih dahulu?*

- Teacher : *RPP kan dibuat satu tahun lalu, saya pakai yang lalu.*
- Researcher : *ketika bapak telah membuat RPP dalam pengaplikasiannya sama atau tidak?*
- Teacher : *kadang sama kadang tidak karena RPP itu kan rencana Program Pembelajaran Tergantung dari kondisi anak-anak.*
- Researcher : *bagaimana pendapat bapak tentang pembelajaran bahasa inggris terutama Kecakapan menulis?*
- Teacher : *semua tergantung dari vocabnya. Bias dilihat jika anak Seringmembaca pasti Tambah vocabnya, kalau tidak sering membaca akan kesulitan mengerjakan*
- Researcher : *menurut bapak apa saja kecakapan yang harus dikuasai Oleh siswa untuk Dapat menguasai kecakapan menulis?*
- Teacher : *kalau menurut saya pertama anak sering membaca apa saja yang terkait dengan Bahasa inggris, untuk kedua sering membuka kamus. Jika keduanya menguasai Otomatis anak tersebut dapat mengerjakan dan tau artinya*
- Researcher : *metode apa yang bapak gunakan ketika mengajar writing dikelas terutama pada Teks recount?*
- Teacher : *pakai metode spelling puzzle.*
- Researcher : *kalau dalam pembelajaran writing media apa yang Biasanya bapak gunakan atau media apa yang dirasa tepat untuk materi recout?*
- Teacher : *whiteboard, LCD projector*
- Researcher : *bagaimana cara mengevaluasi pembelajaran dari masing-masing kelas? Apakah bapak memberikan tugas atau apa ?*
- Teacher : *untuk evaluasi suruh mengerjakan lalu dinilai, atau ada anak yang kurang Paham bias bertanya kepada saya*
- Researcher : *masalah apa saja yang sering bapak temui ketika proses Belajar*

mengajar Writing dikelas XI IPA dan XI IPS 1?

Teacher : *terutama vocab sama biasanya anak-anak ramai dikelas*

Researcher : *menurut bapak upaya apa yang tepat untuk menyelesaikan masalah yang Muncul?*

Teacher : *biasanya saya kasih fotocopy vocab biar nambah pengetahuan tentang Vocab. Anak-anak saya suruh belajar grammar.*

Researcher : *terimakasih pak atas wawancaranya*

Teacher : *sama-sama, semoga penelitiannya lancar.*

FIRST OBSERVATION IN CLASS XI MIA

Day, date : Saturday, January 5, 2019

Hours : 06.45- 07.45

The teacher enters the class and greets and checks for absent students. Then the teacher divides the group, one group consists of 5 people. After that the teacher prepares recount text by filling in the blank section displayed on the slide. The teacher first explains that each group is given random letters of paper arranged into the correct vocabulary. One group is given 2 random words. Then the vocabulary is arranged in recount text with empty contents. Today the teacher plays using the “Puzzle Spelling” method, which arranges random letters into the right words. After that the teacher distributes pieces of paper. The teacher gave 10 minutes to arrange the pieces. If the group has finished compiling, one group member calls the teacher and the teacher writes the vocabulary on the board. Then the teacher tells the group to match the recount text to fit the empty part. After all groups have finished pairing, the teacher immediately gives an answer and it turns out that all the answers are correct. At the end of the lesson, the teacher immediately closes the lesson with greetings.

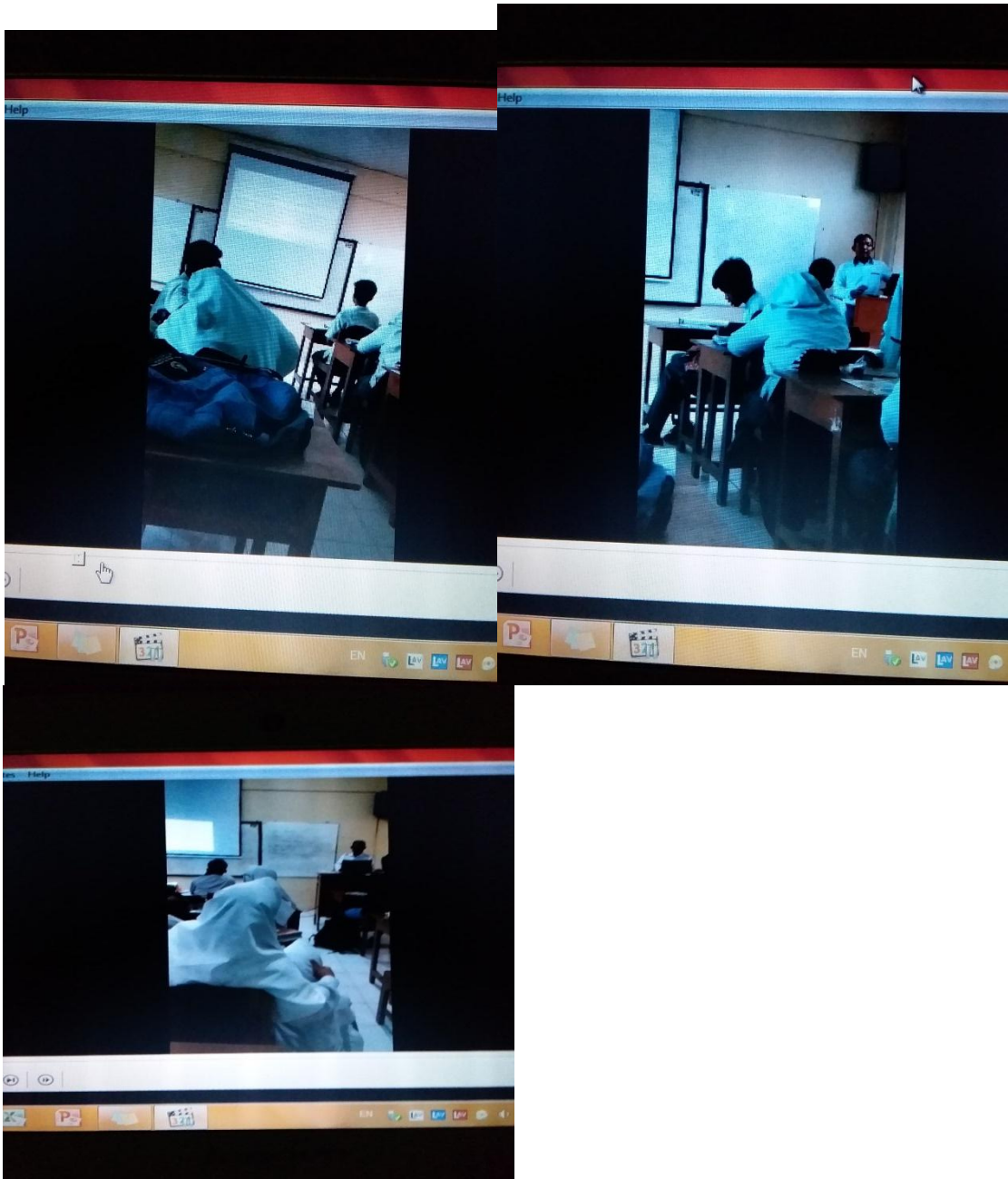
SECOND OBSERVATION IN CLASS XI IPS 1

Day, date : Tuesday, January 25, 2019

Hours : 13.50 – 14.30 and 14.30- 15.10

The teacher enters the class and greets and checks the absences of students who do not enter. Then the teacher divides the group, one group consists of 4 or 5 people. After that the teacher prepares recount text that is different from XI MIA but the same contains the blank part that will be displayed on the slide. First the teacher explains that each group is given random letters of paper arranged into the correct vocabulary. One group was given 3 words. Then the vocabulary is arranged in recount text with the contents of the hole. Today the teacher plays using the “Puzzle Spelling” method. Which is arranging random letters into the right words. After that the teacher distributes pieces of paper. The group began arranging the pieces of letters that were helped by using a dictionary, the teacher began to control all groups. It turns out that almost all groups find it difficult to arrange vocabulary, so the teacher helps arrange. If the group has finished compiling, one group member calls the teacher and the teacher writes the vocabulary on the board. Then the teacher tells the group to match the holes in the vocabulary. After all groups have finished matching, the teacher immediately gives an answer and turns out the answer is partially correct and many are wrong. At the end of the lesson, the teacher immediately closes the lesson with greeti

FOTO PROSES PEMBELAJARAN WRITING



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MA AL-ISLAM JAMSAREN SURAKARTA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/2

Alokasi Waktu : 2X45 MENIT (1X pertemuan)

Topik Pembelajaran : Recount text

A. Standar Kompetensi

Membaca

- 1.1.** Memahami makna teks fungsional pendek dan esai sederhana narrative, Spoof, recount, dan hortatory exposition dalam konteks kehidupan sehari-hari dan Untuk mengakses ilmu pengetahuan

Menulis

- 1.2.** Mengungkapkan makna dalam teks tertulis fungsional pendek dan esai Sederhana narrative, spoof, recount, dan hortatory exposition dalam konteks Kehidupan sehari-hari

B. Kompetensi Dasar

- 11.2.** merespon makna dan langkah retorika dalam esai yang menggunakan Ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks Kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam Teks berbentuk narrative, spoof, recount, dan hortatory exposition
- 12.2** mengungkapkan makna dan langkah retorika dalam esai dengan Menggunakan ragam bahasa tulis secara akurat, lancar dan berterima Dalam konteks kehidupan sehari-hari dalam teks berbentuk Narrative, spoof, recount, dan hortatory exposition.

Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya dan Karakter Bangsa
<ul style="list-style-type: none"> • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi langkah-langkah retorika dari teks 	<ul style="list-style-type: none"> • Senang membaca • Komunikatif • Teliti

C. Tujuan Pembelajaran

Pada akhir pembelajaran :

- Siswa dapat menyusun puzzle secara berkelompok dan bertanggung jawab bersama
- Siswa dapat mengisi teks yang fill in the blank

D. Materi Pokok

The Example of Recount Text :

Fishing at the River

When I was in Junior High School, my father once (1)..... me to go fishing with him at the river on (2)..... morning. The river lies across our oil palm plantation. We had breakfast first at home and then left early in the morning by (3).....

When we arrived in our (4)....., my father parked the motorcycle under the hut. He asked me to (5)..... some dry wood and dry grass or leaves. When I already collected enough wood and dry leaves, my father set a fire in the center of the (6)..... . He said that the smoke from the fire would scare some dangerous animal like bear and boar to come closer to the hut and so it would make us safer.

After (7)..... some wild grass around the hut, my father gave me a hoe and asked me to dig some soil to find worms. When I already had enough worms, I brought it to my father and we went (8)..... to the river. We put the worm on the fishing hook as a bait to catch the fish. As a beginner fisher, I cannot apply the worm on the fishing (9)..... well, and it look like it was about to fall of the hook, but my father said that it was okay. I (10)..... the fishing hook into the river and wait for the fish to eat the bait, but nothing happened after a while. When I was about to get bored I saw a big (11)..... was slowly walking in the water. I placed the fishing hook (12)..... into the face of the prawn and move it up and down so the worm seemed alive. I never expected it to happen but suddenly the prawn move its hand and (13)..... the worm on my fishing hook. I lift it very (14)..... and the prawn was still there hanging tight on the worm until I placed it on the ground and I (15)..... it right away with my hands. My father was so surprise to see it. Before we went home, we (16)..... it at the hut and enjoyed it together.

E. Metode Pembelajaran

Spelling Puzzle

F. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
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<ul style="list-style-type: none"> • Bertanya jawab tentang recount • Membaca nyaring makna recount teks secara individu 	<ul style="list-style-type: none"> • Mendiskusikan menyusun puzzle yang acak dengan berkelompok 	<ul style="list-style-type: none"> • Siswa dapat mengidentifikasi kejadian dalam teks yang dibaca • Siswa mengumpulkan setiap hasil kerja dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang di hadapi
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Langkah-langkah Kegiatan Pembelajaran

Kegiatan awal ‘ 5

1. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas
2. Mengecek kehadiran siswa

Kegiatan Inti (35’)

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi tentang recount teks
- Siswa dibagi menjadi kelompok, maksimal satu kelompok 5 orang
- Satu kelompok diberi 2 kata acak lalu disusun menjadi kosakata dan dijodohkan dengan paragraf yang isi bagian kosong
- Siswa berdiskusi bersama

Elaborasi

- Membimbing siswa jika ada kesulitan dalam menyusun 2 kata acak tersebut
- Memfasilitasi siswa dengan membuka kamus

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Saat diskusi bersama guru melihatmencek satu kelompok ke kelompok lainnya

- Jika ada kelompok yang selesai menyusun, salah satu dari anggota memanggil guru dan guru akan menulis kosakata tersebut di papan tulis
- Memberi kesempatan kelompok tersebut untuk menjodohkan kosakata tersebut ke paragraf yang fill in the blank
- Jika semua kelompok sudah selesai, kini saatnya berdiskusi bersama
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi recount text

Kegiatan Akhir (5')

- Melakukan tanya kepada siswa apakah sudah paham belum dengan materi hari ini
- Mengucapkan salam kepada siswa ketika hendak mengakhiri pertemuan

G. Sumber/alat

- Sumber : <http://najibblog2010.blogspot.com/2010/03/c0nt0h-text-recount.html>
- Alat : lcd proyektor dan papan tulis

H. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh

No	Indikator	Teknik	Bentuk	Contoh
1	Mengidentifikasi kejadian dalam teks yang dibaca	Tes lisan	Membaca teks	Read this text with good pronunciation
2	Mengidentifikasi langkah-langkah retorika dari teks	Tes tertulis	Mengidentifikasi teks	Identify this text based on the structure of text

II. Instrumen Penilaian

1. Jenis/bentuk penilaian

- Sikap (melalui rubrik pengamatan sikap selama pembelajaran)
- Pengetahuan : tentang vocab
- Keterampilan : speaking

2. Bentuk instrumen

No	Nama	Sikap Tanggung peduli Jawab	Keterangan
1		kerjasama cintai damai	
2			
3			

Instrumen penilaian sikap

Keterangan :

Skala penilaian sikap dibuat dengan rentnag antara 1 s.d 5

1 = sangat kurang

2 = kurang konsisten

3 = mulai konsisten

4 = konsisten

5 = selalu konsisten

Rubik penialain pengetahuan

No	Butir sikap	Deskripsi
1	Pengucapan	5= hampir sempurna 4= ada kesalahan tetapi tidak mengganggu makna 3= ada kesalahan dan mengganggu makna 2= banyak kesalahan dan mengganggu makna 1= terlalu banyak kesalahan sehingga sulit dipahami
2	Intonasi	5= hampir sempurna 4= ada kesalahan tetapi tidak mengganggu makna 3= ada kesalahan dan mengganggu makan 2= banyak kesalahan dan mengganggu makna 1= terlalu banyak keslaahan sehingga sulit dipahami
3	Keteliti	5= sangat teliti 4= teliti 3= cukup teliti 2= kurang teliti 1= tidak teliti
4	Pemahaman	5= sangat memahami 4= memahami 3= cukup memahami 2= kurang memahami 1= tidak memahami

Mengetahui
Kepala Sekolah

Muchammad Syafii.S.Pd

Solo,28 desember 2018

Guru Pamong

Khoirul Masyhur E. S.Pd

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS-WAJIB

Kelas : XI

Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi</p>	<p>Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya</p> <p><i>Fungsi Sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</p> <p>• Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponnya</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. Siswa belajar mengambil giliran dalam melakukan tindak komunikasi <p>Mempertanyakan</p>	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, 	2 x 2jp	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/r

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>interpersonal dengan guru dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>Ungkapan</i></p> <p>Saran dan tawaran:</p> <p><i>Why don't you...What about ...?You should ...You canDo you need?</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1)Ucapan, tekanan kata, intonasi,</p> <p>(2)Rujukan kata <i>Topik</i></p> <p>Keteladanan tentang perilaku peduli, kerjasama, dan proaktif</p>	<p>(questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: <ul style="list-style-type: none"> Fungsi sosial <p>Ungkapan yang digunakan untuk memberi saran dan tawaran</p> <ul style="list-style-type: none"> Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan dan tawaran dan meresponnya Siswa berlatih menggunakan ungkapan tersebut Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan 	<p>intonasi</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan. Kesungguhan 		<p>esource files</p> <p>- http://learnenglish.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>penggunaan.</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa bermain peran memberi saran dan tawaran serta responnya • Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur 	<p>n siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> • Kesantunan dan kepedulian dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		kebahasaan serta strategi yang benar dan sesuai dengan konteks. <ul style="list-style-type: none"> Siswa membuat 'learning journal' 			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International 2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.2. Menganalisis fungsi sosial, struktur	Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya <i>Fungsi Sosial</i> <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <i>Ungkapan</i> menyatakan pendapat/pikiran <i>I think ..I suppose...In my opinion ...</i> <i>Unsur Kebahasaan</i> Ucapan, tekanan kata, intonasi	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya Siswa mengikuti interaksi menyatakan pendapat dan pikiran Siswa menirukan model interaksi menyatakan pendapat dan pikiran Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). Mempertanyakan (questioning)	KRITERIA PENILAIAN: <ul style="list-style-type: none"> Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat dan pikiran Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/ penyampaian CARA	2 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailymail.com http://americanenglish.state.gov/files/ae/resources/files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</p>		<ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. <p>Mengeksplorasi</p> <p>Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan pikiran dan pendapat dengan 	<p>PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran. Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		bahasa Inggris, di dalam dan di luar kelas. <ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (<i>learning journal</i>). 	<ul style="list-style-type: none"> Kesantunan dan kepedulian dalam melaksanakan komunikasi Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International 2.1.Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman. 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan	Teks lisan dan tulis untuk menyatakan harapan dan doa serta responnya <i>Fungsi sosial:</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <i>Ungkapan:</i> harapan dan doa - <i>I hope ...</i> - <i>I wish you all the best.</i> <i>Thank you.</i> <i>Unsur kebahasaan:</i> Ucapan, tekanan kata,	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa Siswa mengikuti interaksi harapan dan doa Siswa menirukan model interaksi harapan dan doa Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan). Mempertanyakan (questioning) Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan	KRITERIA PENILAIAN: <ul style="list-style-type: none"> Tingkat ketercapaian fungsi social ungkapan menyatakan harapan dan doa Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format 	2 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailymail.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.b

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pada ungkapan harapan dan doa bersayap (<i>extended</i>), sesuai dengan konteks penggunaannya</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan harapan dan doa, bersayap (<i>extended</i>) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	intonasi	<p>antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam 	<p>penulisan/ penyampaian</p> <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responnya. <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap 		<p>britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		bahasa Inggris dalam jurnal belajar (<i>learning journal</i>).	tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks</p>	<p>Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana</p> <p><i>Fungsi Sosial</i> Menjagahubungan transaksional dengan orang lain</p> <p><i>Struktur</i> <i>Salutation</i> - <i>Will/ Could you come with me to the exhibition?</i> - <i>Is it possible for you to attend my birthday partyr?</i> <i>Closing</i></p> <p>Unsur kebahasaan: (1) Kata dan tata bahasa baku (2) Ejaan dan tulisan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet). Siswa berlatih menentukan gagasan utama, dan informasi rinci Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru siswa terpancing 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian: Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan <i>role-play</i> (bermain peran) mengundang secara resmi Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam 	3 x 2 JP	<ul style="list-style-type: none"> Berbagai undangan dalam bahasa Inggris CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: - www.dailylenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.council

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>undangan resmi, sesuai dengan konteks penggunaannya</p> <p>4.4 Menangkap makna teks undangan resmi.</p> <p>4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(4) Layout</p> <p>(5) Rujukan kata</p>	<p>untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi.</p> <ul style="list-style-type: none"> • Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber • Siswa <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. • Siswa menyunting undang yang diambil dari 	<p>menyampaikan undangan secara resmi</p> <p>Pengamatan (observations)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan 		<p>org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>berbagai sumber</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>. Siswa berkreasi dalam membuat kliping undangan resmi Siswa menyunting undang yang diambil dari berbagai sumber Dengan menggunakan multimedia, siswa membuat kartu undangan Siswa memperoleh penguatan dari guru dan teman sejawat 	<p>belajar berupa catatan atau rekaman monolog.</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mendukung proses penulisan teks undangan resmi berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional</p>	<p>Surat pribadi sederhana Fungsi Sosial Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet). Siswa membacakan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial dalam menyampaikan surat pribadi Tingkat kelengkapan 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>yang diwujudkan dalam semangat belajar</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya</p> <p>4.7 Menangkap makna teks surat pribadi.</p> <p>4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur</p>	<p>kepada teman secara tertulis</p> <p>Memberi informasi kepada teman</p> <p>Struktur</p> <p>Date</p> <p><i>Salutation:</i> <i>Dear</i></p> <p><i>Opening paragraph:</i> <i>Greetings dan mengabarkan keadaan sekarang dan apa yang sedang dilakukan</i></p> <p><i>Content:</i> Mengabarkan hal yang sudah/ akan terjadi</p> <p><i>Closing:</i> Menutup surat dengan harapan untuk bertemu kembali</p> <p><i>Signature</i></p> <p><i>Unsur kebahasaan:</i></p> <ul style="list-style-type: none"> • Kata dan tata bahasa baku • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, 	<p>contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.</p> <ul style="list-style-type: none"> • Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. • Siswa berlatih menentukan gagasan utama, dan informasi rinci <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan <ul style="list-style-type: none"> - Fungsi Sosial; - Struktur - Unsur kebahasaan yang digunakan dalam surat pribadi. • Siswa mempertanyakan cara menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri dan dalam kelompok mencari 	<p>dan keruntutan struktur teks surat</p> <ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian: Pengamatan (observasi)</p> <ul style="list-style-type: none"> • Upaya menggunakan Bahasa Inggris dalam menulis surat pribadi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p>		<p>r dari internet:</p> <ul style="list-style-type: none"> - www.dailymail.com - http://americanenglish.state.gov/files/essources/files - http://learnenglishbritishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
teks, dan unsur kebahasaan yang benar dan sesuai konteks	tekanan kata, intonasi, ketika mempresen tasikan secara lisan <ul style="list-style-type: none"> • Rujukan kata • simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi 	contoh surat pribadi yang lain dari berbagai sumber <ul style="list-style-type: none"> • Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu • Siswa menyusun paragraph-paragraf pendek menjadi surat pribadi. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam surat pribadi <p>Komunikasi</p> <ul style="list-style-type: none"> • Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>. 	<ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan karya siswa yang mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru Siswa memperoleh penguatan dari guru 			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks</p>	<p>teks prosedur berbentuk manual dan kiat-kiat (tips) <i>Tujuan komunikasi :</i> menyelesaikan pekerjaan, secara lengkap dan urut. <i>Struktur</i> menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan <i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> simple present tense imperative, Nomor yang menyatakan urutan kata 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa membaca/ membacakan/ mendengarkan berbagai macam manual dan tip. Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks prosedur Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations) Tujuan untuk memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam 	4 x 2 JP	<ul style="list-style-type: none"> Manual dari berbagai produk CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailylenglish.com - http://americanenglish.state.gov/files/ae/resources/files - http://learnenglishbritishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.</p> <p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>keterangan</p> <ul style="list-style-type: none"> ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi. 	<p>yang tepat</p> <ul style="list-style-type: none"> Secara individu siswa menyalin beberapa tips <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan beberapa manual dan tips Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber Siswa membuat jurnal belajar (<i>learning journal</i>) 	<p>proses pembelajaran di setiap tahapan</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks prosedur berbentuk manual dan tips Kumpulan karya siswa yang mendukung proses penyuntingan teks prosedur. Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
1.1	Tindakan/kegiatan/kejadian	MENGAMATI	Kriteria	3 x 2 JP	• CD/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan tanpa perlu</p>	<p>ian tanpa perlu menyebutkan pelakunya (Passive Voice)</p> <p><i>Fungsi Sosial</i> menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya</p> <p><i>Struktur Teks</i> Insects are considered dangerous animals. Tsunami is caused by earthquake affecting the seabed.</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> • Kata kerja be (is/ am/ are/ was/ were) dan verb 3rd form. • tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan 	<ul style="list-style-type: none"> • Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks. • Siswa mengikuti interaksi tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa</p>	<p>penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kelengkapan dan keruntutan struktur teks • Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan 		<p>Audio/VCD</p> <ul style="list-style-type: none"> • Koran/majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource/files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan kejadian/kegiatan/tindakan ilmiah yang tanpa perlu melibatkan pelakunya</p>	<p>Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>EKSPERIMEN (Explore)</p> <p>a. Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur.</p> <p>b. Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran.</p> <p>MENGASOSIASI</p> <ul style="list-style-type: none"> Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive. Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia. <p>KOMUNIKASI</p> <ul style="list-style-type: none"> Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas. Siswa berkreasi 	<p>an dan menulis teks dalam bentuk passive</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dengan tulisan ilmiah mereka dengan kalimat passive</p> <ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat passive dalam jurnal belajarnya. 			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.8</p>	<p>Pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang Conditional Sentence <i>Fungsi Sosial</i> Menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang</p> <p><i>Struktur Teks</i></p> <p>- <i>If teenagers eat too much fast food, they can easily become overweight</i></p>	<p>MENGAMATI</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks. Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resources/files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p><i>t.</i></p> <ul style="list-style-type: none"> - <i>If you exercise regularly, you will get the benefit physically and mentally</i> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> - If Clauses dalam simple present - Main Clause dengan modals can/ will <p><i>Topik:</i> Berbagai hal terkait dengan mengandaikan keadaan/kejadian/peristiwa di waktu yang akan datang</p>	<p>pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan 	<p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk <i>pengandaian / If clause</i> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
yang benar dan sesuai konteks		<p>ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan lainnya.</p> <ul style="list-style-type: none"> • Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian • Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya. 	lainnya.		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi	Teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks ilmiah faktual • Ketepatan unsur kebahasaan: 	4 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana,</p>	<p>wa alam,</p> <p><i>Fungsi sosial</i></p> <ul style="list-style-type: none"> - Mengamati alam - Menulis paparan ilmiah mengenai benda,binatang dan gejala/peristiwa alam <p><i>Struktur</i></p> <ul style="list-style-type: none"> - Klasifikasi Umum tentang binatang/ benda yang ditulis, e.g. <p style="padding-left: 40px;">Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with</p> <ul style="list-style-type: none"> - Penggambaran mengenai bagian, sifat dan tingkah lakunya <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> - Simple Present - Kata kerja yang 	<ul style="list-style-type: none"> • Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. • Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. <p>Mengeksplorasi</p> <p>Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. • Siswa mengelompokkan 	<p>tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> • Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan 		<p>r dari internet:</p> <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/americanenglish/files - http://learnenglishbritishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI 4.13 Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.	menggambar binatang/ benda/ gejala alam - Kata sifat - Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. - Rujukan kata	struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok Komunikasi • Siswa menyalin teks report yang diduplikasinya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas • Siswa menyampaikan laporan berupa catatan (<i>note taking</i>) dari hasil membaca beberapa teks ilmiah faktual. • Membuat learning journal dalam pembelajaran ini. • Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan	catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri	Teks eksposisi	Mengamati • Siswa menyimak	Kriteria penilaian:	4 x 2 JP	• CD/ Audio/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaan</p>	<p>analitis</p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab</p> <p><i>Struktur teks</i></p> <p>a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan</p> <p>b. Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung</p> <p>c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap</p>	<p>berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru</p> <ul style="list-style-type: none"> Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa secara berkelompok 	<ul style="list-style-type: none"> 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 <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis Kesungguhan siswa dalam proses 		<p>VCD</p> <ul style="list-style-type: none"> Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resources/files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
nya. 4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum	hal tersebut <i>Unsur Kebahasaan:</i> - Kalimat Simple Present - Conditional Clauses - Modals	menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut <ul style="list-style-type: none"> Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan 	pembelajaran dalam setiap tahapan <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>fungsi sosial, struktur dan unsur kebahasaannya.</p> <ul style="list-style-type: none"> • Siswa mempresentasikan nya di kelas • Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. • Siswa membuat 'learning journal' 			
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta</p>	<p>Teks biografi pendek dan sederhana tentang tokoh terkenal</p> <p><i>Fungsi Sosial</i></p> <p>Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/peristiwa/kejadian secara umum</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks biografi yang diberikan/diperdengarkan guru secara santun dan tanggung jawab. • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa mengamati keteladanan dari teks biografi yang dipelajari. • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/penyampaian <p>Pengamatan (observations):</p> <p>Sasaran penilaian</p>	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> • CD/Audio/VCD • Koran/majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resources

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal</p>	<p>b. Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> - Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan - Simple, Continuous, Perfect tense - Penyebutan kata benda - Modal auxiliary verbs 	<p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa mencari beberapa text biografi dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beberapa teks biografi sederhana • Siswa secara berkelompok menuliskan/menyalin teks biografi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut 	<p>adalah:</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri</p>		<p>e files</p> <ul style="list-style-type: none"> - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> • Siswa membacakan teksbiografit kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber. • Membuat laporan evaluasi diri secara tertulis tentang 	<p>dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>pengalaman masing-masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.</p> <ul style="list-style-type: none"> Siswa membuat 'learning journal' 			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.12 Menyebutkan fungsi sosial dan kebahasaan</p>	<p>Lagu <i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan lagu yang diperdengarkan Siswa menirukan model secara terbimbing. Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pesan yang disampaikan dari lagu Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa melengkapi 	<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan Perilaku tanggung jawab, peduli, kerjasama dan cinta damai Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian dalam pengucapan dan penyalinan 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ Majalah berbahasa Inggris Buku lagu bahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/reso/urce/files http://

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dalam lagu 4.16 Menangkap pesan dalam lagu	<i>Topik</i> Keteladanan tentang perilaku yang menginspirasi.	<p>rumpang pada lagu tersebut dengan ungkapan yang benar sesuai dengan model yang dipelajari</p> <ul style="list-style-type: none"> • Siswa membacakan teks lagu dengan pengucapan dan tekanan kata yang tepat • Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin • Siswa mengaitkan syair lagu dengan ungkapan yang sudah dipelajari <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan tekanan kata yang benar. • Siswa melaporkan kumpulan lagu 	<p>lirik lagu</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu • kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan • penilaian sejawat, berupa komentar atau cara penilaian lainnya 		learn.english.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		yang sudah dianalisis pesan di dalam lagu-lagu tersebut <ul style="list-style-type: none">• Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat.			

Contoh Soal Recount Text kelas XI MIA dan XI IS 1

A Trip to Tanjung Setia beach

Last year, at the end of the year, my wife and I(1) to spend our holiday at Tanjung Setia Beach, which(2) around 234 kilometers from bandar lampung.

When we arrived at the beach, we were surprised to see the beautiful view of the beach. After having a quick(3) in the ocean, which was really cold and windy, we realized that there were not many people there. We thought that it(4) because it was too windy there during that time but we finally(5) that it was christmas holiday so almost all of tourists who are(6) spending time there went back to their country.

After spending few times(7) in the beach, we bought some hot chips at the take away store nearby, and we rode(8) down the beach for a while, on the hard, damp part of the sand. The next day we visited Labuan jukung beach. There, we were amazed to see the high wave(9) by this beach because it was so high that no body was(10) enough to surf on it that time.

The third day there, we decided to go home when we finally(11) it back home, we were both totally(12) because of the trip but we were so(13) to travel such an amazing beach lampung province has.

Happy	dip	owned	used to
Exhausted	realized	brave	
Swimming	happened	our bikes	
Decided	located	made	

Fishing at the River

When I was in Junior High School, my father once (1)..... me to go fishing with him at the river on (2)..... morning. The river lies across our oil palm plantation. We had breakfast first at home and then left early in the morning by (3)..... .

When we arrived in our (4)....., my father parked the motorcycle under the hut. He asked me to (5)..... some dry wood and dry grass or leaves. When I

already collected enough wood and dry leaves, my father set a fire in the center of the (6)..... . He said that the smoke from the fire would scare some dangerous animal like bear and boar to come closer to the hut and so it would make us safer.

After (7)..... some wild grass around the hut, my father gave me a hoe and asked me to dig some soil to find worms. When I already had enough worms, I brought it to my father and we went (8)..... to the river. We put the worm on the fishing hook as a bait to catch the fish. As a beginner fisher, I cannot apply the worm on the fishing (9)..... well, and it look like it was about to fall of the hook, but my father said that it was okay. I (10)..... the fishing hook into the river and wait for the fish to eat the bait, but nothing happened after a while. When I was about to get bored I saw a big (11)..... was slowly walking in the water. I placed the fishing hook (12)..... into the face of the prawn and move it up and down so the worm seemed alive. I never expected it to happen but suddenly the prawn move its hand and (13)..... the worm on my fishing hook. I lift it very (14)..... and the prawn was still there hanging tight on the worm until I placed it on the ground and I (15)..... it right away with my hands. My father was so surprise to see it. Before we went home, we (16)..... it at the hut and enjoyed it together.

Grabbed
Took
Caught
Cooked
Sunday
Cleaning

Straight
Threw
Fireplace
Motorcycle
Hook
Slowly

Prawn
Slowly
Plantation
Collect

DAFTAR SISWA KELAS XI MIA DAN XI IS 1

Kelas XI IPA

WALI KELAS : MAR'ATUL ANTIYAH, S.Pd

NO	NAMA SISWA	JK	MUTASI MASUK
1	AIDA ADNA NOER KUSUMA	P	
2	AFIFAH HANI SHOLIHAH	P	
3	AMINAH NUR HIDAYATI	P	
4	ANISA NUR WIDAYATI	P	
5	ANINDITA RAHMAWATI	P	
6	AZHAAR HUSNIAH	P	
7	ESTI KUSUMANING SIWI	P	
8	FITRIA LIDINI HANIFAH	P	
9	IFATUNNISA AZZAHRA	P	
10	IKLIMA	P	
11	KHARISMA FEBRIANA ARINDA	P	
12	LAILA KHUSNA	P	
13	MARFUAH KUSUMANINGRUM	P	
14	MASAYU AZZAHRA NUR MUSLIM	P	
15	NADHIFATUL AF'IDAH	P	
16	RHADIXCHA AMALIA YACOB	P	
17	WAFUL HUSNA	P	
18	WAFI'AH DAMAYANTI	P	
19	ZAKIYYAH HANA AMALIA	P	
20	AHMAD FAWAZ RAMADHAN	L	
21	ANDIKA SALMAN ALBANI	L	
22	FARHAN AINUR RIDHO	L	
23	FIKRI FATHONI	L	
24	IBNU ALWI MUSTHAFA	L	
25	MUHAMMAD ILYAS	L	
26	MUHAMMAD NUR ROHMAN HAKIM	L	16 JULI 2018
27	RIZQY MAHENDRA ABDUL RAHMAN	L	
28	USAMAH BIN ZAID	L	

P = 19

L = 9

TOTAL = 28

KELAS XI IPS 1

WALI KELAS : M. SHIDIQ, S.Pd.I

NO	NAMA SISWA	JK	MUTASI MASUK
1	ARINDA TRI MULYANI	P	
2	CHAIRUNISA SAFITRI	P	
3	DIVA AMARA DAMAYANTI	P	
4	FANI AISYAH DARMAYANTI	P	
5	FARIHA AZMI SAKINAH	P	
6	KOIRUNISA	P	
7	KHOFIFAH KHOIRUL JANNAH	P	
8	NANDA DESTIKA	P	
9	NURUL QOLBI SALAMAH	P	
10	RIANTI DWI ROSITAMBAYON	P	
11	SAFIRA (TINGGI)	P	
12	SITI NURJANAH	P	
13	ADAM ARDIANSYAH	L	
14	ALFIAN MUCHAMMAD ZIDANE	L	
15	DANY WAHYU RAMADHAN	L	
16	FAHMI HAIKAL HARY PUTRA	L	
17	FERNANDA DANNY ADI SAPUTRA	L	
18	LINGGAR KUSUMO SETYO DEWANTORO	L	
19	MUHAMMAD ROYHAN PUTRA EFFENDY	L	
20	NAFI' AHMAD	L	
21	PRAMESTA RISKI WIJAYA	L	
22	REZALDI ZAMZAM ASSIDIQIE	L	16 JULI 2018
23	SOFWAN FAIQULLOH AD-DANY	L	
24	SYAHRUSTANI SYUHADA	L	
25	ULFI HANIF ATSARI	L	

P = 12
L = 13
TOTAL =
25