

**THE APPLICATION OF JOURNAL WRITING IN ENHANCING
STUDENTS' WRITING SKILL AT THE ELEVENTH
GRADE OF SMA N 1 KARANG BARU**

SKRIPSI

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STATEMENT OF APPROVAL

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STATEMENT OF CERTIFICATION

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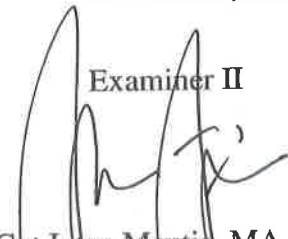
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dengan ini saya menyatakan bahwa skripsi saya yang berjudul **“THE APPLICATION OF JOURNAL WRITING IN ENHANCING STUDENTS’ WRITING SKILL AT THE ELEVENTH GRADE OF SMA N 1 KARANG BARU”** adalah benar hasil karya saya sendiri dan bersifat orisinil. Apabila di kemudian hari ternyata terbukti hasil plagiasi karya orang lain atau dibuatkan oleh orang lain, maka saya siap menerima sanksi akademik sesuai dengan ketentuan yang berlaku.

Langsa, 29 Agustus 2019
Yang membuat pernyataan

 
Rindu Pradwi

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Langsa, 8 Februari 2020

Rindu Pradwi

TABLE OF CONTENTS

ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	vi
ABSTRACT	vii
 CHAPTER I : INTRODUCTION	 1
A. The Background of the Study	1
B. The Research Question	6
C. The Purpose of the Study	6
D. The Significance of the Study	6
 CHAPTER II : LITERATURE REVIEW	 8
A. The Definition of Writing	8
B. Genre of the Text	14
C. Defini of Daily Journal	17
 CHAPTER III : RESEARCH METHOD	 23
A. Time and Research Setting.....	23
B. The Research Design	23
C. The Source of the Data	26
D. Subject of The Research.....	26
E. The Technique of Collecting Data	27
F. The Technique of Data Analysis	31
G. Minimum Passing Score	33
 CHAPTER IV : FINDING AND DISCUSSION	 36
A. Finding	34
B. Discussion	41
 CHAPTER V : CONCLUSION AND SUGGESTION	 45
A. Conclusion	45
B. Suggestion	45
 BIBLIOGRAPHY	 47

ABSTRACT

Pradwi, Rindu. 2019. The Application of Journal Writing in Enhancing Students' Writing Skill at the Eleventh Grade of SMAN 1 Karang Baru”.

Supervisor (1) Zulfitri, **(2)** Shafrida Wati

This study investigated about the application of journal writing in enhancing students' writing skill. The study was a Classroom Action Research. The subject of the study was of students XI MIA 4 of SMA N 1 Karang Baru academic year of 2018/2019 that consisted of 30 students. The writer applied test and observation as the instrument for collecting the data. The test was essay write to recount text. Observation was conducted to monitor students' activities during teaching and learning process. After the researcher conducted the study, the researcher conducted a classroom action research as the methodology of this research. Result revealed that students' score was 65.76 in cycle I. While in cycle II 74.83. It showed that, the score of the students improved and achieved the KKM which was 75.

Key words: *Writing Skill, Daily journal and Journal writing.*

CHAPTER I

INTRODUCTION

A. Background of the Study

In English language, there are four skills to be mastered. They are listening, speaking, reading and writing. Writing is how to produce a written product. It is a process of transforming ideas coherently and cohesively into written text. In writing skill, there are some kinds of text that will be learned by the students, descriptive text, narrative text, report text, procedure text, explanation text, recount text, hortatory exposition text, review text, spoof text, anecdote text, item news text, and analytical exposition text. There are many factors that can influence of students' ability in writing, include internal and external factor. Internal factor consists of motivation, interest, personality, element language, etc. External factor consists of teacher's ability, learning media include learning strategy.

Learning strategy can be defined as the general patterns of activities teachers and students in the embodiment of teaching and learning activities to achieve the objectives that have been outlined¹. Writing, in particular, is important to learn due to several reasons. First writing is a communicative activity in which students can communicate their ideas, opinions, experiences, and feelings. Second, writing skill is one of the skills measured in English curriculum in Indonesia. Third, contributes to students academic growth and success in the long run.

¹Trianto Ibnu Badar Al-Tabany, *Mendesain Model Pembelajaran Inovatif, Progresif dan Kontekstual* (Jakarta : Prenada Media Group, 2014), 169.

Writing texts is practiced in the classroom and the texts are scored by the teacher. It is obvious, therefore, that students need to be able to write well to achieve their full potential and achievement. Moreover, writing can also sharpen thinking skills. It will affect students' thinking skills such as the abilities to question, analyze, evaluate, and make decisions². Writing or producing a text in a foreign language such as English, however, is not an easy task students also got difficulties in expressing their ideas and organize them logically³. Writing is taught not only in high school, but also in junior high schools and tertiary institutions. Most students encounter problems in writing teacher needs to make some changes to help students overcome their problems and improve their writing skill. One change can be by using alternative writing strategies and techniques and variety of writing formats. Writing strategies such as brainstorming, writing with pictures, clustering, and diaries can also be employed at the class. Considering the importance of writing, students' problems in writing, and the way teacher teach writing, some changes can be made in order to help students overcome their problems and improve their writing skill. One change can be by using alternative writing strategies and techniques and variety of writing formats. Writing strategies such as brainstorming, writing with pictures, clustering, and more and diaries can also be employed at the class.

Students clearly had some problems in crafting their written work. In writing. Most students have problems in finding ideas quickly. Here, students

²Betty Mattix Dietsch, *Reasoning and Writing well*, (New York: McGraw-Hill, 2006), 5.

³Supriyanto as cited in Adi Suyanto, The Effectiveness of Mind mapping in Improving Students' Writing Skill Viewed from their IQ, *IJEE (Indonesian Journal of English Education)*, 2015), 103.

will typically begin to write after five or ten minutes after they are being assigned. They will say that they do not know what to write about while ideas are the most important thing in writing as F. L. Lucas says, —Writing from an empty head is futile anguish⁴. Those expressions show that students sometimes could not find and organize ideas easily. This is also in line with a study conducted by Supriyanto showing that students got difficulties in —finding their own ideas. The study further says that the students also got difficulties in expressing their ideas and organize them logically⁵.

Based on preliminary observation at SMA N 1 Karang Baru, the students cannot write even a single sentence after ten or fifteen minutes. Here, they simply do not know where to start or what to write. This problem is caused by students' inability to generate ideas and teachers' inability to provide writing themes that will stimulate them.

Furthermore, the students also have problems in using the correct tense or grammar structure in a text. They still confused particularly with the use of irregular verbs and simple past tense. Some mistakes such as “*buyed*” instead of “*bought*” can be found in their texts. Having a good understanding of grammar is important in writing to ensure the writer's intended meaning and to avoid misunderstanding. In reality, writing in a foreign language like English can be difficult because of its grammar that is different from students' grammar in their native language.

⁴Martha Heasley Cox, *Writing Form Process Purpose*, (Bandung: Chandler Publishing Company, 1962), p. 3.

⁵Supriyanto as cited in Adi Suyanto, The Effectiveness of Mind mapping in Improving Students' Writing Skill Viewed from their IQ, *IJEE (Indonesian Journal of English Education)*, Volume 2, Number 2, 2015, p. 103.

This particular problem may be caused by teachers' unclear explanation about grammar, students' little concentration and attention in studying grammar, and lack of grammar exercises. Besides from finding writing ideas and using correct grammar, students also have a problem in writing a full developed piece due to lack of vocabulary and writing practice. Unlike Bahasa Indonesia where the vocabulary is already common to students, English vocabulary is something that students are still not familiar with. Knowing and using good vocabulary will make our writing clear and understandable. Good vocabulary mastery supports mastery of each of the language skills including writing.

Vocabulary, moreover, contributes to our writing compositions success up to 20% of the achievement level. This lack of vocabulary, as a result, limits students to write a full developed piece because they do not know many English words to use in their writing. Besides the lack of vocabulary, the inability to write a full developed piece is also caused by the lack of writing practice. Students cannot write a good piece because they are not accustomed to writing it. Additionally, writing is a skill and it requires many and frequent practices to be good at it.

Despite the importance of practice, students still have very few opportunities to practice their writing as they only write in their English classes for few hours in a week. In addition to the importance of writing and the problems that students have related to it, it is also important to highlight the way teachers teach writing at a class. In teaching texts, particularly, many teachers usually use product-based approach. Besides that, teacher usually uses same techniques in

teaching writing for all genres, whereas each genre has different structure and characteristic. English Lectures relative use some technique in teaching writing can be difficult for students to achieve learning target, especially in writing genre. It also make the students feel bored.

Teachers will typically explain the rules of writing first such as the tense and the grammar features used and then have students write a text. Considering the way teacher teach, then it is pivotal to provide and offer the necessary assistance and feedback to teachers, so they can improve their instruction techniques. This is important because teachers play an important role in forming the primary source of student learning in the classroom.

To dealwith that problem, the teacher can implement daily journal writing to SMA N 1 KARANG BARU. Daily journal it self can be defined as, —a daily log that records the events that happen during the day. It is updated on a daily basis, private and written for an audience of one⁶. By writing a daily journal, moreover, students can hopefully find their writing ideas more quickly as they can write about their daily experiences and feelings and help them practice their writing inside and outside the class. Daily journal is actually an individual work that is given to students to make them motivate to practice writing continually based on their daily activities. The frequency of practice reporting in writing something in their daily life will improve their ability in writing skill.

The use of daily journal writing in teaching writing is still infrequent. It is because of the fact that many teachers consider that teaching is enough only

⁶Taqi *et al.* The Effect of Diary Writing on EFL Students' Writing and Language Abilities, *British Journal of Education*, Volume 3, Number 2, February 2015, p.76

through the use of textbook. Daily journal writing might help students to express their ideas in written form, because it can make them to be more motivated and ease them to express their feeling by writing daily journal.

The students can write about their feeling,experienced and wish. The researcherthinks that by writing diary can make students freely write their ideas in the written form. Writing English diary is one of the alternative techniques in teaching,the important thing is to write rather than just not doing. Writing daily journal which is usually done everyday becomes a habit for students. By writing daily journal, they will become more fluent in writing something and reduce in making some errors in writing.

From the description, the researcher is motivated to conduct a research entitled“*The application of journal writing in enhancing students’writing skill at the Eleventh Grade of SMAN 1 Karang Baru*”.

B. Problem of the Study

Based on the description of the background above, the researcher states a question that will be analysed in this study, namely ‘How daily journal improve students’ writing skillat theeleventh grade of SMA N 1 Karang Baru ?

C. Purpose of the Study

The study is aimed to know results how daily journal improve students’ writing skillat the eleventh grade of SMA N 1 Karang Baru.

D. Significance of the Study

The results of this study are expected to be theoretically and practically significant.

1. Theoretically

- a. Researcher hopes the results of this study can contribute in learning writing through writing daily journal.

2. Practically :

- a. To teacher : Adding the insight to select the technique of teaching writing skill.
 - b. To students' : To improve students writing skill.
 - c. To other researcher : This research is expected to provide benefits for researcher who will be a teacher , and can be reference to do a simillar resesach.

CHAPTER IV

FINDING AND DISCUSSION

A. Data Analysis

The research analyzed two kinds of data. They were qualitative and quantitative data. The quantitative data were taken from the test score. The qualitative data involved observation sheet and interview. The data were taken only one class. The class XII MIA 4 which 30 students. This research was done in two cycles. Every cycle consisted of four steps of classroom action research, namely : Planning, action, observation, and reflection.

1. The Quantitative Data

The quantitative data were taken the test results during conducted research which carried out in two cycles. Form of the test is writing. Writing test was taken from cycle 1 and cycle 2. The result of the student's score could be seen in the following table.

No.	Inisial	Student's score	
		Cycle 1	Cycle 2
1.	AH	68	77
2.	AQ	75	86

3.	AF	70	76
4.	AH	65	76
5.	AN	75	76
6.	AL	59	60
7.	BM	60	68
8.	CA	65	75
9.	EAM	72	80
10.	FR	65	75
11.	HZA	55	65
12.	HR	75	77
13.	HA	49	55
14.	MN	76	80
15.	MA	66	75
16.	MAL	69	75
17.	NR	60	75
18.	NRS	55	65
19.	RA	75	85
20.	RQ	60	77
21.	RV	69	75
22.	SKH	65	75
23.	S	60	77
24.	SY	75	85

25.	SM	64	75
26.	TN	70	80
27.	YHA	75	85
28.	Y	62	75
29.	ZK	49	60
30.	Z	70	80
TOTAL		$\Sigma = 1973$	$\Sigma = 2245$
		$= 65.7$	$= 74.8$

1.1. Cycle 1

Cycle 1 meeting was conducted at the beginning of the research. The purpose of this meeting was to find out the students' ability in writing. In cycle 1 consist of four steps: planning, action, observation, and reflection.

a. Planning

Researcher prepared about recount text, and test. Test was used to get information about students' ability in writing recount text. This test is important for teacher in increasing a teaching language program. The teaching language that has done run well or not.

b. Action

In acting cycle, researcher started the teaching and learning process by greeting, asked students condition, and checked the attendance. Then researcher

gave explanation about recount and gave example of recount text. Then researcher informed the topic of this cycle is A spot they have visited. The students wrote the text recount and the activity took 90 minutes.

c. Observation

From the observation in this activity, the researcher found some facts that happen in the classroom during in English lesson. In teaching learning process, the students did not being active by asking to the teacher related to the material. They just kept silent and did the exercise from the teacher without understand the point of the material. There were only half of the students were active and enthusiastic. A half of students need more attention from the teacher in teaching and learning process.

d. Reflection

After finishing the writing, the teacher asked them to collect their writing. Most of them said that writing is very difficult, because they had to remember their a spot have visited and wrote it into paragraph. Besides that, they got difficulties in translating the Indonesian into English. After implementing the test, the researcher examined the answer sheet and finds the result.

From the result, researcher calculated the mean of the score of students' writing result, therefore the mean of cycle:

$$\bar{X} = \frac{1973}{30}$$

$$= 65.7$$

The number of students who pass the test was calculated as follows:

$$P = \frac{6}{30} \times 100\%$$

$$= 20\%$$

Criteria	Total students	Percentage
Sucessfull	6	20%
Unsucessfull	24	80%

1.2. Cycle 2

a. Planning

The second cycle was done based on the result of reflection from the first cycle. The result from the first cycle is satisfied. Therefore, another action in make some improvement. In preparation stage, researcher prepared for the research instrument such as lesson plan, present list, some materials, and evaluation test.

b. Action

In acting stage, the procedure of teaching and learning process in this treatment was the same as the previous meeting.

c. Observation

The observation was still done during the teaching and learning process. The activities of the students were observed and it showed the most of the students did not have significant problems about writing. The majority of the students joined actively response with the teacher explanation, it can be seen

while the teacher was presenting the lesson they were paying attention enthusiast then before meeting.

d. Reflection

In this cycle, the researcher motivated the students before writing the paragraph. The students' activity in learning process was enough maximum they were more interesting and enthusiastic in the learning process. After whole activity had finished, the researcher assessed students' writing result as in second cycle.

From the result, researcher calculated the mean of the score of students' writing result, therefore the mean of cycle:

$$\bar{X} = \frac{2199}{30}$$

$$= 73.3$$

The number of students who pass the test was calculated as follows:

$$P = \frac{26}{30} \times 100\%$$

$$= 87\%$$

Criteria	Total students	Percentage
Sucessfull	26	87%
Unsucessfull	4	13%

2. The Qualitative Data

The Qualitative data were taken from the result of the observation. Both teacher and student's behaviour during the teaching learning process in the classroom were evaluated in qualitative data.

2.1. Observation sheet

In the observation sheet, there were some items that are supposed represents the situation during the accomplishment of each cycle of this research. Aspects in observation activity follows: students participate toward teacher explanation, students activity in make a note from teacher explanation, students asks question to the teacher clarify understanding, the students are enthusiastic in responding teacher's question, and the students are enthusiastic doing and complete the written test. Researcher observed the learning process by asking the collaborator to help him in monitoring the class situation and students enthusiastic using observation checklist. In cycle I there were only half of the students were active and enthusiastic. A half of students need more attention from the teacher in teaching and learning process. In cycle II the activities of the students were observed and it showed the most of the students did not have significant problems about writing. The majority of the students joined actively response with the teacher explanation.

In the observation sheet researcher, Aspects in observation activity follows: preparation of learning tools, communicating learning objectives, linking with past lessons, Connecting material with the daily environment, motivating students, mastering subject matter well , The suitability of the material

discussed with the indicator, Acting as a facilitator Asking questions to students, Give waiting time for students to answer question, Give students the opportunity to ask questions, Mastering tools and teaching aids, Provide guidance on process activities learning, Clarity of concept presentation Give a concrete example in the event that is in life as demonstrated Provide motivation and reinforcement. The researcher asked his friend to help him observe.

B. Finding

Based on the analysis of the whole meeting, it can be seen that there were some significant improvements from cycle I to cycle II. The students' score in those two test were varied. In the first lowest score was 49 and the highest one was 75. In the second test the lowest score was 55 and the highest one was 85.

The result of students ability was indicated that there was an improvement on the students' ability in writing through writing daily journal. The mean of the cycle I 65.76, it was low. Then the mean of cycle II was 74.83.

The percentage of students who got score >75 also grew up. In the cycle I the students who got score >75 were 6 students (20%). The cycle II, students who got score >75 were 26 students (87%). And improvement was about 67%. It means that the mean of the score in every meeting increased. In another word the students ability in writing were become better in the first meeting to next meeting.

c. Discussion

From the statistic data, the students' ability in writing recount text by writing diary activities in cycle II shows the highest score was 85 and the mean was 74.83, and if without strategy the highest score 75 and the mean 65.76. It mean that the students' score was increased. The fact said that the students more interested in learning writing through writing diary activities. They were fun and still serious to study about recount text. Based on the research in SMA N 1 Karang Baru, the researcher found that writing daily journal was good strategy to increase the students ability in writing, because this strategy made students enjoy, fun, easy, and freely to write recount text as a material in class. The students also more braveness and had self confidence and know what they will write.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research, the writer has some conclusions. They are as follows:

1. Based on the result of the research that had been done in two cycle (cycle I and cycle II). The teaching of writing text daily journal is effective. It was supported by the significance result of students score in cycle I 65.76, and cycle II 74.83.
2. The students still have problems in writing text. They still did not to find an idea, they are still confused to translate in english. They need to they must be given continuous practice to write one of them by giving the task of writing a daily journal at home. Therefore become accustomed to writing. By writing daily journal, teacher can stimulate the students to write their experience in paper. Students more enjoy to write their experience, students also remember their

experiences and arrange it in the simple paragraph. Writing daily journal is interest and motivate students to learn English writing easily.

B. Suggestion

The writer has some suggestions as follows:

1. The students should study hard and should try to write about writing daily journal and how to write it. The students should read more books or dictionary, in order to write daily journal. The students should keep studying English because English is important for the future.
2. The teacher should ask the students if they have difficulties in writing text and how to write it. The teacher should give a clear explanation about writing.
3. The teacher should give a test to the students in their home regularly, so that they can improve their ability in writing skill.

Make an article about spot that you have visited in the recount text.

OBSERVATION SHEET

(CYCLE I)

No.	Indicators	Very Good	Good	Enough	Bad	Very Bad
1	Being enthusiastic in listening to teachers' explanation				✓	
2	Students activity in make a note from teachers' explanation		✓	✓		
3	Students asks question to the teacher to clarify understanding		✓			
4	Students are enthusiastic in responding teachers' question	✓				
5	Students' are enthusiastic doing and complete the test					

OBSERVATION SHEET

(CYCLE II)

No.	Indicators	Very Good	Good	Enough	Bad	Very Bad
1	Being enthusiastic in listening to teachers' explanation			✓		
2	Students activity in make a note from teachers' explanation		✓			
3	Students asks question to the teacher to clarify understanding		✓			
4	Students are enthusiastic in responding teachers' question		✓			
5	Students' are enthusiastic doing and complete the test	✓				

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA N 1 KARANG BARU
 Matapelajaran : BAHASA INGGRIS
 Kelas/Semester : XI
 Materi Pokok : **Recount Text**
 Alokasi Waktu : 2x 40menit (1kali pertemuan)

A. Kompetensi Inti (KI)

- KI 1 : Menanggapi dan mengamalkan ajaran agama yang di anutnya.
 KI 2 : Menghargai perilaku(jujur, disiplin, tanggungjawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat,dan ramah lingkungan)dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
 KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata.
 KI 4 : Mencoba, mengolah, dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD)

- 3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan be, adjective)
 4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang ,binatang, dan benda , dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks

C. Indikator

- Mengidentifikasi fungsi sosial yang melibatkan tindakan meminta dan memberi informasi terkait sifat orang , hewan , dan benda.
- Mengidentifikasi struktur teks yang melibatkan tindakan meminta dan memberi informasi terkait sifat orang , hewan , dan benda
- Mengidentifikasi unsur kebahasaan yang melibatkan tindakan meminta dan memberi informasi terkait sifat orang hewan dan benda.

D. Tujuan Pembelajaran

Setelah mempelajari materi ini siswa dapat :

- ❖ Siswa dapat mengidentifikasi pengertian Descriptive
- ❖ Siswa dapat mengidentifikasi generic structure of Descriptive
- ❖ Siswa dapat menulis teks descriptive sederhana

E. Materi Pembelajaran

Fungsi sosial

Mengidentifikasi dan menyebutkan berbagai benda , hewan , dan bangunan umum dilingkungan sekitar

Struktur teks

- a. Memulai
- b. Menanggapi

Unsur kebahasaan

- (1) Kosa kata dan tata bahasa baku.
- (2) Ucapan, tekanan kata, intonasi.
- (3) Ejaan dan tanda baca
- (4) Tulisan tangan

Topik

Recount text

Sub Topik

Write about recount text

A Descriptive is a text which describes a particular person, place or thing. Descriptions usually use simple present tense.

Here is the structure of a description

1. **Identification** identifies the thing to described..
2. **Description** describes parts, qualities , characteristics of the person or something that is described.

H .Langkah-langkah Kegiatan Pembelajaran

a. Pendahuluan/ KegiatanAwal (10 menit)

 Guru memberisalam (greetings) dengan mengucapkan “ good morning students, how are you ?dan siswa meresponnya

 Guru memeriksakebersihankelas;

 Guru memeriksakehadiransiswa;dengan menanyakan who is absent today?

 Guru menanyakan kepada siswa tentang pelajaran kemarin : Do you remember about lesson yesterday ?

 Guru menanyakan yang terkait materi

” Do you know about text recount ?

“Do you know about generic structure text recount ?

 Guru menuliskan materi yang akan di pelajari di papan tulis.

B. KegiatanInti(60menit)

1. Mengamati

 Pesertadidiksecara berkelompok mengamati gambarmengenai teks recount

2. Menanya

👤 Peserta didik diarahkan untuk menyanyikan tentang recount text.

3. Mencoba/Mengumpulkan Data atau Informasi

👤 Peserta didik saling berdiskusi tentang recount text.

4. Mengkomunikasikan

👤 Peserta didik mempresentasikan hasil kerja mengenai recount text.

C. Penutup (10 menit)

- 👤 Guru dan peserta didik secara bersama-sama membuat ringkasan materi yang sudah dipelajari pada pertemuan ini. Misalnya :
What we have learnt today?
- 👤 Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan
- 👤 Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. Guru mengatakan okay students , when we start our lesson we can say good morning but now we look at our watch so we should say good day.
- 👤 Guru menjelaskan rencana kegiatan pembelajaran yang akan datang. In the next meeting we will discuss about leave take and apologize and don't forget to study at home.
- 👤 Guru menutup pembelajaran dengan mengucapkan Now, let's say hamdalah together Alhamdulillah .See you next time.

Kompetensi keterampilan

Writing

No	Nama	Aspek yang dinilai			Skor 1-3
		Diction	accuracy	Kesesuaian isi	

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Kriteria

Diction	3, jika pilihan kata tepat 2, jika pilihan kata ada kurang tepat 1, jika pilhan kata banyak yang kurang tepat
Accuracy	3, jika grammar akurat 2, jika grammar ada yang tidak akurat 1, jika sebagian besar grammar tidak akurat.

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Langsa, 08 Februari 2020
Penulis

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