

The Use of Genre Based Approach on Students' Writing Recount Text Achievement

A PAPER

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By

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**THE USE OF GENRE BASED APPROACH ON STUDENTS' WRITING RECOUNT
TEXT ACHIEVEMENT**

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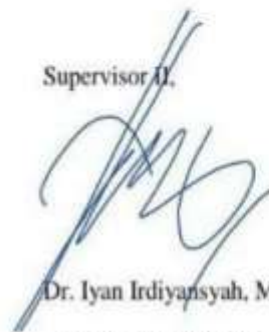
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DECLARATION

I hereby declare that the paper entitled “**The Use of Genre Based Approach on Students’ Writing Recount Text Achievement**” is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there be any claim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, March 2021

Mufida Fatmawati Asa Fauziah

PREFACE

Alhamdulillah, praise be to Allah SWT the almighty for the blessings, so that the writer can complete the paper entitled “The Use of Genre Based Approach on Students’ Writing Recount Achievement” that was conducted in SMPN 1 Cibungbulang. This paper is completed to fulfill one of the requirements for the *Sarjana Pendidikan* Examination of English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

In this occasion, the writer would like to express her gratitude to all who have helped the writer in the preparation and the process of completing this paper. My thanks are extended to Dr. Deddy Sofyan , M.Pd as the first supervisor and Dr. Iyan Irdiyansyah, M.Pd as the second supervisor. Furthermore, the writer would like to thank Ira Yuliani, S.Pd as the teacher who has helped the writer to obtain the data.

The writer realizes that this paper is still far from being perfect, therefore criticism and suggestion from the readers are expected for the perfection of this paper.

Bogor, 18 March 2021

The Writer

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The writer intends to express her gratitude to many people who have given contribution, motivation, and advice for the writer to finish this paper. The writer expresses her greatest gratitude to her for parents Siti Fatimah and Ismiradi for always supporting the researcher in all condition. Deep gratitude is also given who has helped and supported her, Herdiansyah, S.Pd. I also thank my friends, Salma Nabila, Rif’ah Afrilia, Amd.Kep, Haerunnisa, Shella Nirmala Dhevi, S.AP, and Sribungatul Hikmah.

ABSTRACT

Writing is one of language skills that students learn in the class, and based on the pre-research observation, students still have difficulty in determining the correct grammar to write. An appropriate approach can be applied in the class to help students to overcome their difficulty in determining the grammar. This research was conducted to prove the effect of Genre Based Approach on students' writing recount text. This research uses pre-experimental method and one group pretest-posttest design. The sample was chosen by random sampling technique. The sample in this research is the second grade students of *SMP Negeri 1 Cibungbulang*. In the class there are 36 students. To collect the data, the researcher uses pre-test and post-test of their writing recount product. After collecting the scores of pretest and posttest, then they were analyzed by using t-test. The result of the analysis shows that the t-test at 0.05 significant is 21.25 whereas the t-table is 2.042. It can be concluded that the value of t-test is higher than the t-table. It shows that the null hypothesis is rejected (H_0) whereas alternative hypothesis is accepted (H_a). It means that Genre Based Approach can help students to improve their writing ability.

Keyword: writing skill, recount text, genre based approach, text

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CHAPTER 1

INTRODUCTION

A. Background of Study

Teachers have to think first how to conduct the effective teaching to achieve better result of teaching process. There are internal and external factor of effective teaching. The internal factor is students' motivation, the high motivation impacts student to participate more during the learning process. Students' participation in teaching and learning process indicates the quality of teaching and learning activity. The external factors are class environment and teacher. Teachers have to think how to make good atmosphere in the class. Therefore, to achieve the goal of teaching, teachers have to know which approach will be used based on students' need. There will be created the expectation of teaching learning process when teachers and students synergies each other.

Students' contribution is based on how the teachers encourage the students to participate. In this point, the teachers' duty is catching students' attention by using appropriate teaching approach. To build students' confidence the teachers should create warm and well-situated atmosphere. By changing negative interaction patterns into positive interaction, the climate of the classroom can dramatically improve. In conclusion, positive atmosphere in the class affects students' confidence to try their communication competence. One of those approaches is Genre Based Approach.

B. Reason for Choosing the Topic

Teacher as the teaching designer should master the teaching approach and method to conduct the class and reach the goal of the lesson also controls different characteristics of students. One of the approaches is Genre Based Approach. This approach was designed to help students who have difficulty in the lexical and grammatical features and being a tool to bridge the communicative purpose. The use of GBA is to help students understand the use of language for communicative purpose with the context of culture that can be divided into several types of text. The use of GBA is not only overcome the missing of grammatical use, but can also see the difference of culture in social life.

C. Statement of The Problem

The statement of the problem for this research is: Does the Genre Based Approach improve students' writing recount achievement?

D. The Aim of The Research

Here is the aim to be achieved, the aim of conducting this research is to investigate the use of Genre Based Approach on students' writing recount text achievement.

E. Limitation of The Problem

The focus of the research is the implementation of Genre Based Approach teaching recount text. The decision was taken by considering the importance of Genre

Based Approach to develop students' writing ability. The writer assumes this approach can help students to increase the quality of their writing product.

F. Operational Definition

GBA is one of teaching approaches that uses various kinds of text that using social culture as the context. The texts can be used is recount text. By using this approach the students are expected can use the social culture with the goal is communicative purpose. Therefore the students can feel the use of language and practice it in the real life.

Different kinds of text use different kind of tenses too, so that text guides student to reach the understanding of the tenses. When this method is applied the students practice the text or feel the context in their real life, it will be easier for the students to remember the understanding of tenses. In conclusion, teaching by using this approach the students learn about the tenses and social culture context at the same time.

G. Research Significant

This approach is expected to help students fix their language difficulty. The researcher also expects that students can improve their tenses understanding and apply the social context of text in the real life.

CHAPTER II

THEORITICAL FOUNDATION

A. Language Teaching

Teaching of any language has purpose to understand others and the culture. It becomes crucial thing in educational rationales because people live in different culture and background. It is teacher's duty to build students' communication skill so that students can understand others from different cultures. In addition, culture develops following the globalization and it affects how people communicate and the language used in many ways. According to Richard (2015:115) nowadays language teaching becomes pedagogical problem and organizational one. It means that language teaching is crucial and profound thing in educational purpose. As cited from Liddicoat (2013:1) one of challenges to recognizing intercultural focus in language education to the practice. It means that the content used in the teaching should bridge the intercultural focus to educational purpose. The expectation is the students can practice what they have learned in the class.

Teaching language is influenced by the nature of language. According to Evans (2016:2) the function of language is a means of communication, so they are able to share information or ideas with others. Therefore, communication competence should be developed to be applied in their social life.

There are four language skills, they are reading, writing, listening, and speaking. The skills are separated into two categories, receptive and productive. Listening and reading are categorized into receptive skill, meanwhile writing and speaking are productive skill. Every skill should be taught in the class.

B. Nature of Approach and Method

The teacher needs to select which approach and method to be applied in the class to make the learning process effective. The approach and method chosen based on the students' need. Teacher can select which appropriate approach and method for their students.

1. Approach in Teaching

Approach is broader than methods, and it can have many methods. The approach relates with belief of the nature of language. It is form of teaching learning procedure or the way teacher teaches. According to Shastri (2010:35) approach is about how language teaching and learning. It can be defined that approach is a foundation of principle of learning process to reach the goal of the teaching. Therefore, it can be concluded that approach is a teaching guidance or the steps of the teaching based on the belief system.

2. Method in Teaching

Teaching method deals with the plan for the presentation of material based on approach. As cited from Richards (2015:331) method is the instruction or the role of teacher and students in the classroom activity. Different with approach, method is narrower than approach. Method can be chosen based on the skill that will be taught.

C. Teaching Writing in Middle School

When teacher plans to conduct writing skill for middle school student, there are various things to be considered. Their characteristic considers the content and the way teacher teaches them. As cited from Roseboro (2013:11) emotional and social issues are distraction in teaching middle school. Those factors affect the content that will be used, project, and teacher's attitude in the class.

Before conducting the class, make sure that the method is appropriate for middle school. Knowing what young adolescent enjoy, because they enjoy talking so cooperative learning is recommended for middle school students. According to Roseboro (2013:8) cooperative learning enhance relationship among different social background. By applying an appropriate method they can enjoy the class, discuss together and also build their networking skill.

Content is also important thing to be considered. Young adolescents are sensitive, and it is the challenge for the teacher because inappropriate content affects their emotion and class atmosphere. Teacher's attitude should be able to control the atmosphere in the class. Avoid content that can disturb their concentration. Giving visual by showing a fiction pattern is recommended, so when they remember the visual it can connect them to the features.

D. Concept of Writing

Before producing a writing product, it is better to comprehend the concept of writing first. As Yagelski discovered (2015:9) writing is a way to participate about ideas, events, and issues that matters in our lives. It means that the topic or source of writing exists in our surrounding in our life. Writing the events purposes to record what happened that may be reread sometime as the information. Issue is also important to write, the product of writing issue is news. In addition, ideas should be written to share it as the information to others. There are many things in our surrounding to make it as topic for writing product.

According to Yagelski (2015:23) there are several cores concepts to make writing effective.

1. When writing about experience, make sure that the writer really understands well about what happened.
2. When writing about someone, develop more appreciation about that person.
3. When writing about political campaign, develop deeper the ideas of others might disagree with the writer.
4. When writing about argument or problem, make sure that as the writer it is a must to find out the solution first before starting to write.
5. When writing about a lab report, the writer should gain more about the process of the experiment and the research question.
6. Approach every writing with curiosity.
7. Be patient to pass the process of writing.

8. The writer has to have sufficient time to write.

The conclusion is writer must master what the writer writes. Without mastering the topic or the content, it is hard to develop the ideas. Those are things to be concern to make writing product.

E. Recount Text

1. The Nature of Recount Text

Recount text is a text that tells the story about a past story or event. According to Napitupulu (2014:145) recount text tells about past event that occurred in the past, so it is constructed by past tense sentences. The time that the experience occurred affects the tense that used in the writing product. Error grammar makes ambiguity for the reader and it changes its meaning. As cited by Hiebert (2015:31) purpose of recount text is to tell the reader what happened, tell about past experience, or tell the story of a particular group or event. Another expert defined recount text. Another experts Corbett (2003:49) mentioned that non-fiction recount text that retell an event that have actually happened. Therefore it can be concluded that recount text is a text that tells something that actually happened in the past, so the text uses past tense sentences to construct the text.

2. Generic Structure of Recount Text

To construct a well-arranged sequence of recount text, students have to pay attention with the generic structure of the text. Here is the generic structure of recount text:

a. Orientation

This part contains the background of the event. It provides information that answer questions who, when, and what was happened.

b. Event

This part tells the chronology of the event in sequence. The sequence marked with conjunction words, for example first, second, and finally.

c. Reorientation

It shows the conclusion of the story and also the writer can give the personal opinion towards the story.

3. Language Feature of Recount Text

Here are the language features of recount text :

- a. Constructed by past tense sentences
- b. Using personal pronoun
- c. Contains of action verb
- d. Using conjunction words
- e. Using linking words

Based on the description above it can be concluded that recount text tells about past experience that uses past tense sentences in a sequence. To make a recount product, students have focus on the grammar, vocabulary and the organization.

F. Genre Based Approach

1. The Nature of Genre Based Approach

Genre based approach is one of approaches that teachers may choose. It uses kinds of various texts that have social and linguistic value so that the students not

only learn the language but also the social context that can be applied in their real life. This approach deals with context, semantics, lexico-grammar, and phonology. Genre based approach views that the language must be related with social function (Digeryasa, 2016). The expectation of genre based is students can get the social function to be applied in the real life, so it is important to make sure that students are familiar with the topic.

When language occurs in the context there are two numbers of contexts, there are context of culture and the context of the situation. As cited from Gay, Djibat, Umahuk (2018:262) “The genre based approach focuses on how the importance of exploring the social and cultural context of language uses in writing skill, especially in constructing sentences.” In conclusion, genre based approach can help student to construct a text..

In this approach Haliday believes that there are three steps in the process of language product (1976:5). The steps are meaning, wording, sounding/writing. In the meaning step in contains of semantic system. In the second step there are lexico-grammatical system and vocabulary. The last step is the product of language sounding and writing, it contains of speaking and writing system. It means that in the wording step human tries to arrange sentence grammatically.

Discussing about GBA we deal with text. A text is not only delivers the content but also contains of many sentences that must be have high grammatical value. As cited from Haliday and Hasan (1976:1-2) “A is sometimes envisaged to be some kind of super-sentence, a grammatical unit that is larger than a sentence.” When we are talking about text most of people think about handout product or something is

written on the paper. Actually it is not only about reading. All the more nowadays in modern era people can easily get information, news, study material served in video, it means that the video is still the text. Haliday and Hasan (1976:1) mentioned that the text can be spoken or written, prose or verse.” It means that the teachers can bring the video, movie, of song as the text. .

Classroom activity thus becomes authentic in that as in the rest of social life, individual language-users are caught in a social matrix of genres within which they need to struggle to maintain their own text. (Halliday,1999:140)

2. The Curriculum Cycle of Genre Based Approach

There are four sequence steps of Genre Based Approach called curriculum cycle, it is also well known as Hyland’s model. Those are building knowledge, modeling of text, joint text construction, and independent text construction.

1. Building Knowledge of Field

It is the first step which students will be introduced with the content or background that discussed in the text. Teachers have to make sure that the students are familiar with the discussion, of the teacher explain it first because the students come from different background.

2. Modeling of Text

This is the important step in this approach. In this step teacher explain about the generic structure, language feature, and something they get from the text that they can relate with their real life. Dirgeyasa (2016) mentioned that there are four practical steps in modeling step, there are:

- a. The teacher chooses a type of genre of writing to develop class activities. The genre must match with basic competence.
- b. The teacher gives several examples of the text.
- c. The teacher and the students discuss together about text's construction.
- d. The students are situated to understand the purpose or the communicative function of the text. To take an example that the function of recount text is to retell past story.
- e. Students studies about vocabularies used in the text, grammatical feature and the structural pattern of the text.

3. Joint Construction of The Text

In this step students will be given the instruction to construct text together in group. They discuss about the content, grammar, or anything they need to construct a text. The students are still guided and helped by the teacher before they make the text individually. There are three practical steps how joint construction stage is developed.

- a. The students reconstruct certain given genre writing. They may revise the vocabularies usage, grammatical feature, or the generic structure.
- b. The teacher guides the students to discuss and instruct them to remember the features so they understand about type of given genre.
- c. Before the students move to independent construction, modeling text is important to review.

4. Independent Construction of The Text

This is the last step that can measure students' ability and understanding individually after they discuss with the group. The teacher has to make sure that students understood the feature of given genre such as grammatical patterns usage, communicative purpose, structure of the text, and relevant vocabulary usage.

3. The Application of Genre Based Approach in K-2013

Although curriculum of 2013 implements scientific approach, teacher can still use Genre Based Approach. As we know that the KD (*Basic Competence*) in the syllabus, there is always the social function that must be delivered. In addition the main target of GBA is social context that can be implemented in society. It means that this approach supports the KD to reach the goal of social context.

Teachers can combine Genre Based Approach and scientific approach by substituting the curriculum cycle of GBA and steps in scientific approach. There are the similar steps in genre based approach with scientific approach.

Here are the steps of Genre Based Approach and Scientific Approach:

Table 2.1

Genre Based Approach	Scientific Approach
Building Knowledge of Field	Observation
Modeling of The Text	Hypothesis
Joint text construction	Test the hypothesis
Independent text construction	Establish a theory

From the table it appears that the first and the second step from both GBA and scientific approach are alike. In the observation step of scientific approach students have to observe or find out the question related to the given topic or dig more information, it is same with the first step of building knowledge of GBA. In the second step of scientific approach hypothesis, students are instructed to find out more explanation or more detail information, and it is the same with the second step of GBA.

Purnomo (2016) in his paper argues that the first and the second step of GBA is similar as scientific approach that *Kemendikbud (Kementrian Pendidikan dan Budaya)* has lauched. It means that GBA can be implemented in Curriculum of 2013 although this curriculum uses scientific approach. The teacher can apply this approach by substituting the steps of GBA to scientific approach from government.

4. Advantages of Genre Based Approach

Genre Based Approach has some advantages, According to Yang (2016:36),

Genre Based Approach has many advantages, such as integrating language learning and cultural knowledge, taking writing both as the process and as result, emphasizing learning interaction, and leading to a mutual promotion between reading and writing.

It shows there are complex advantages that GBA serves, not only impacts students' language skill but also their cultural knowledge. Its language learning process (curriculum cycle) and cultural knowledge support each other to enhance students' language skill that can they practice in their real life. In this approach students are pushed to participate in a group, so in the learning process students interact and cooperate together to present their result.

Gay, Djibat, and Umahuk (2018:262) state the context of GBA can push students to participate more in academic purpose, professional environment, and their wider society. It means that this approach helps students to prepare their language competency to face professional environment in their work life later. Many years later students will face various society from different background, so that they have to be prepared to face wider society.

G. Related Research

There are three researches that related to this research. The first research done by Pujiastuti, Susilohadi, and Asron (2013) entitled “The Implementation of Genre Based Approach in SMA Negeri 1 Manyaran.” This research shows that this approach is effective for teaching English. Based on their result of interviewing the respondent, this approach encourages students to practice English more. By reading and listening the English text more they are expected to be able to use language as a means of communication. Therefore, by applying this approach, the genre will bridge to the meaning and the use of language.

The second research done by Mingsakoon and Srinon (2018) entitled “Development of Secondary School Students” Generic Structure Execution in Personal Experience Recount Writing Texts through SFL Genre-based Approach”. This research covers the success of the implementation of Genre based Approach. In that research students had difficulty of distinguishing the generic structure, meaning, purpose and organization. After the students had been engaged with Genre Based Approach the students could make writing product about personal experience with correct organization,

they write the content based on the generic structure. They could write more confidently because in the step of modeling of the text they were explained the organization and meaning, in this stage they concentrated how text was meaningfully constructed. In conclusion, Genre based Approach give positive development of students writing ability.

The third related research is it done by Hidayat, Setyowati, and Mabaroh in 2018 entitled “Genre-Based Approach for Writing Recount Text at MTs Darul Ulum Karang Pandan Pasuruan”. This research shows that students’ mean score improved from 56.51 in the pre-test to 77.82 in the second cycle. That number proves that the implementation of genre based approach that conducted at second grade of MTs Darul Ulum is successful. The students joint the class activities with enthusiasm. They paid more attention during teaching learning process. This approach is proven to be able to improve students’ writing skill.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of Research

This research was conducted in SMPN 1 Cibungbulang that located at Jl. Cibungbulang-Bogor, Cimanggu 2, Kecamatan Cibungbulang Kabupaten Bogor, West Java. This research was conducted on 13 January 2021 until 27 January 2021. The writer's reason for choosing this school because the researcher wants to know the effect of their writing recount test achievement after genre based approach applied.

B. Research Method and Design

Based on the title of the research "The Use of Genre Based Approach on Students' Writing Recount Text Achievement", this research was conducted with quantitative approach and used pre-experimental design. The researcher chooses one class to do the experiment. On the first meeting, the researcher gave the pre-test to know students' ability before given the treatment. On the second meeting, the writer gave the treatment, and on the last meeting the researcher gave the post-test.

The post-test result will answer the statement of the problem:

does Genre Based Approach improve students' writing recount achievement? Here is the design :

O1 X O2

O1 = pre test

O2 = post test

X = Treatment (GBA)

C. Population and Sample

1. Research Population

Population is all subject of the research (Arikunto, 2010:172). Another argument about population of research (Sugiyono, 2015:61) argues that population is the generalization area that contains of subject that has certain quality or characteristic to be analyzed then take the conclusion. According to those experts it concludes that population is all subject and object that has different character in an area to be analyzed and taken the conclusion.

This research's population is all 8th grade students of SMPN 1 Cibungbulang Kabupaten Bogor. This research's population is all 8th grade students of SMPN 1 Cibungbulang Kabupaten Bogor. Based on the data from Assistant Principal of Academic Affairs and Curriculum total population of 8th grade students of SMPN 1 Cibungbulang is 324. The population divided into nine classes, and each class consists of 36 students.

2. Sample

Sample is a half population that will be analyzed (Arikunto, 2010:174). The sample of this research is 8th grade student that chosen by random sampling technique. The reason of choosing random sampling technique is because it is homogeny and representative.

There are nine classes population in this research, there are VIII.1, VIII.2, VIII.3, VIII.4, VIII.5, VIII.6, VIII.7, VIII.8, and VIII.9. From nine classes chosen randomly by lottery then one class chosen to do experiment, it is VIII.8 class.

D. Data Collection

The instrument used to conduct this research was task to write recount text. The tests are pre-test and post-test. Students watched the video as a text, after that they made a recount text only one paragraph. By the result of the pre-test test, the researcher measured students' achievement before the researcher gave the treatment. After the researcher gives the treatment, students' made recount text in one paragraph again. This instrument measures students' writing ability in constructing recount text. The result can be concluded after pre and post-test done.

E. Research Instrument

This research use test technique to collect the data from respondent.

1. Test

Test is all questions or exercises and other tools that used to measure skill and knowledge, intelligent knowledge, skill or aptitude that someone or a group has (Arikunto, 2010:193). In addition, the instrument that the writer uses in this research contains of pre-test and post-test. Pre-test will be conducted to know students' writing ability in constructing recount text. The experiment applied Genre Based Approach as the treatment. After applying the treatment and getting the data, the writer analyzed the result and compared it with the pre-test result. The writer needs a rubric assessment to measure students' score, the rubric is below.

Aspect	Score	Performance Description	Weighting
Content (C)	4	The topic is complete and clear and the details relating to the topic.	3x
	3	The topic is complete and clear but the details are almost relating.	
	2	The topic is complete and clear but the details are not relating.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O)	4	Generic structure is almost complete	2x
	3	Generic structure is almost complete and arranged with almost proper connectives.	
	2	Generic structure is not complete and arranged with few miss proper connectives	
	1	Generic structure is not complete and arranged with miss proper connectives	
Grammar (G)	4	Very few grammatical errors.	2x
	3	Few grammatical errors.	
	2	Numerous grammatical errors.	
	1	Frequent grammatical errors.	
Vocabulary (V)	4	Effective choice of words and word form.	1,5x
	3	Few miss of vocabularies, word form, but not change the meaning.	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M)	4	It uses correct spelling, punctuation, and capitalization.	1,5x
	3	It has occasional error of spelling, punctuation, and capitalization.	
	2	It has frequent error of spelling, punctuation, and capitalization.	

	1	It is dominated by errors and spelling, punctuation, and capitalization.	
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2. Lesson Plan

Before conducting research, the researcher has to arrange lesson plan first.

It purposes to make learning activity more systematic and well-planned. This research used only one lesson plan that applies Genre Based Approach for the treatment.

F. Data Analysis

1. Normality Test

Normality test used to find out that the data distributed normally or not.

The kind of normality test that used in this research is liliefors test. Here is the steps of liliefors test by using SPSS :

- a. Activate SPSS program and make the data on Variable View
- b. Put the data by clicking Data View
- c. Click analyze – Nonparametric test – 1 sample K-S there will be a table One Sample Kolmogorof - Smirnov Test and move it to the Test Variable List column.
- d. Click normal the Distribution test.
- e. The criteria of normality test :
 - Significant value $< 0,05$ means the data are not distributed normally.

- Significant value $\geq 0,05$ means the data are distributed normally.

2. Calculating T test

The researcher applies t-test to know the effectiveness of Genre Based Approach, and here is the steps :

1. Calculating the difference (d)

$$d = |y - x|$$

Where :

y= The post-test result

x = The pre-test result

The function of formula is to calculate the difference between pre-test and post-test, and the result will be used to calculate the mean and deviation.

2. Calculating The Mean of Gain

$$Md = \frac{\sum d}{n}$$

Where :

Md = Mean of difference

$\sum d$ = Sum of gain

n = amount of sample

3. Calculating Deviation of Gain

$$Xd = d - Md$$

Where :

Xd = deviation of gain

d = difference

Md = mean of difference

The result of deviation of difference will be used to calculate t-test.

4. Calculating t-test

$$t = \frac{Md}{\sqrt{\frac{\sum x_d^2}{n(n-1)}}}$$

Where :

t = t-test

Md = Mean difference

X_d = Defiation of difference

n = amount of students

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The experiment has been conducted on 13 January 2021 until 27 January 2021 in *SMPN 1 Cibungbulang* to eight grade students at VIII.8 class. The class consists of 36 students. The sample was taken by random sampling technique. Students were given writing recount text assignment in a paragraph about their personal experience. Result of the experiment was gotten by calculating the normality test by using liliefors formula and comparing the pre- test and post-test scores by using t-test formula.

1. The Result of Pre-test and Post-test Scores

Data in this research are the scores of students that were given a task to write a simple paragraph about their personal experience. They were asked to write a paragraph at least consists of seven sentences. The score rubric consists of several criteria; they are organization, vocabulary, and grammar. The following table shows the score of pre-test and post-test of students' achievement of writing recount text.

After obtaining the data of pre-test and post-test score there are some points that were calculated. The score of pretest is 2449 which the average is 68. The score of post-test is 2887 with the average 80.

2. Calculating Normality Test

The researcher has done normality test with liliefors formula by using SPSS application. The table below is the result of calculation.

One-Sample Kolmogorov-Smirnov Test			Postes
N			36
Normal Parameters ^{a,b}	Mean		79.00
	Std. Deviation		8.156
Most Extreme Differences	Absolute		.146
	Positive		.146
	Negative		-.087
Test Statistic			.146
Asymp. Sig. (2-tailed)			.052 ^c
Monte Carlo Sig. (2-tailed)	Sig.		.383 ^d
	99% Confidence Interval	Lower Bound	.371
		Upper Bound	.396

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Based on 10000 sampled tables with starting seed 334431365.

Based on the data above the result is the mean of 36 students is 79.00, the standard deviation is 8.156. The result of Asymptotic Significant is 0.052 or $.052 \geq 0.05$. The result shows that Asym. Sig is higher than 0.05, it means H_0 is rejected and H_a is accepted. In conclusion is the data are distributed normally

3. Calculating T-test

a. Calculating Mean od Gain (Md)

The number of mean of gain can be got by dividing the sum of the difference with the number of sample. Here is the calculation below.

$$\begin{aligned}
 Md &= \frac{\sum d}{n} \\
 &= \frac{459}{36} = 12.75
 \end{aligned}$$

After calculating the sum of difference the result is 459, and amount of sample there were 36 students. The result of the calculation is 12.75. The mean of gain will be used to calculate deviation of difference.

b. Calculating Deviation of Gain

The result of deviation of gain will be used to calculate t-test. Here is the calculation deviation of gain.

$$\begin{aligned}
 Xd &= d - Md \\
 &= 5 - 12.75 \\
 &= -7.75
 \end{aligned}$$

The calculation is an example of student's difference score minus the mean of difference. Deviation of gain counted one by one based amount of all students.

c. Calculation t-test

After calculating the mean of difference and the deviation of gain, the result has to be calculated to obtain the t-test. Here is the calculation.

$$t = \frac{Md}{\sqrt{\frac{\sum x_d^2}{n}}}$$

$$t = \frac{12.75}{\sqrt{\frac{447.54}{36(36-1)}}} = 21.25$$

The calculation above it shows that the result of the t-test is 21.25. This result will be compared with t-table.

B. Discussion

The researcher has conducted the research in three meetings in *SMP Negeri 1 Cibungbulang* with the sample VIII.8 class. The class consists of 36 students. They were given task to write a recount text about their personal experience. Before giving the treatment the researcher instructed the students to write recount text about their personal experience as the pretest data. After that, they were given the treatment which is Genre Based Approach. On the last meeting after they were given three times treatment, they were instructed to write a recount text again as the posttest data.

Before calculating the t-test to test the hypothesis, the researcher did normality test first. The formula used to do normality test is liliefors. This test did by using SPSS and the result shows that Asymp Sig is 0.052 whereas the significant is 0.05. It can be concluded that Asymp Sig is $0.052 \geq 0.05$. It means that the data are distributed normally.

The researcher obtained the data from the pretest and posttest score, then the score were calculated by using the t-test formula. After scoring the pretest and posttest, the next step is testing the hypothesis. According to the calculation the result of t-test is 21.25 and the result of t-table with level significant 0.05 is 2.042. It can be concluded that the value

of t-test is higher than t-table ($21.25 > 2.042$). It shows that the null hypothesis is rejected (H_0) whereas the alternative hypothesis is accepted (H_a). It means that Genre Based Approach can help students to improve their writing recount ability. It is proven because the score after students given the treatment is higher than before given the treatment.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research to the second grade students in *SMP Negeri 1 Cibungbulang*, it can be concluded that the use of genre based approach is proven that affects students' writing recount achievement. Based on the calculation result of t-test, it shows that t-test value is higher than t-table value. The result of t-test is 21.25 meanwhile the t-table value is 2.042. It means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It is proven that Genre Based Approach improves students' writing recount achievement. Therefore, Genre Based Approach can be offered as alternative way to improve students' writing recount achievement.

B. Suggestion

Based on the conclusion above, the researcher offers some suggestions for the next researcher and the teacher. The first suggestion is for the teacher, if the teacher wants to give text formed video it is better to choose the video that can stimulate students' imagination or their dream. An interesting and inspiring video can be absorbed easier. When choosing the video, it is better to select the video with clear subtitle. It can help students to mark the difficult vocabulary. The teacher has to make sure that the video is clear and interesting.

The next suggestion is for the next researcher. The next researcher has to provide more than two texts, more example can stimulate students more because they see more variation of the text. Another important thing is to make sure that the vocabulary that


used in the video or the written text is easy to understand, so the goal of Genre Based Approach to deliver the cultural information can be accepted by students well. Therefore the next researcher has to be more selective to choose the video or the written text.

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APPENDICES

Appendix 1 : Surat pengangkatan Bimbingan



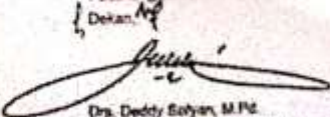
YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
 Jalan Pakuan Kota No 452, E-mail: fkip@unpak.ac.id, Telepon (021) 8375634 Bogor

SURAT KEPUTUSAN
 DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 UNIVERSITAS PAKUAN
 Nomor : 345/KO/KF/03/2019

TENTANG
 PENGANGKATAN PEMBIMBING SKRIPSI
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 UNIVERSITAS PAKUAN
 DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Merincikan	<ol style="list-style-type: none"> 1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku. 2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Guru Sekolah Dasar Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan. 3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menyelesaikan ujian Sarjana. 4. Ujian Sarjana harus terseleksi dengan baik.
Mengingat	<ol style="list-style-type: none"> 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional. 2. Peraturan Pemerintah Nomor 32 Tahun 2013 Menupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan. 3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan. 4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi. 5. Keputusan Rektor Universitas Pakuan Nomor 67/KEP/REK/VIII/2015, tentang Pemberitahuan Dekan Masa Bakti 2011-2015 dan Pengangkatan Dekan Masa Bakti 2015-2020 di Lingkungan Universitas Pakuan.
Memperhatikan	Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
MEMUTUSKAN	
Menetapkan Pertama	<p>Mengangkat Saudara</p> <ol style="list-style-type: none"> 1. Deddy Sofyan, M. Pd 2. Iyan Indriyansyah, M. Pd <p>Sebagai pembimbing dari</p> <p>Nama : MUFIDA FATMAWATI ASA F</p> <p>NPM : 031116038</p> <p>Program Studi : PENDIDIKAN BAHASA INGGRIS</p> <p>Judul Skripsi : THE EFFECT OF SONG ON STUDENTS' GRAMMAR ACHIEVEMENT OF PRESENT PERFECT TENSE</p>
Kedua	Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
Ketiga	Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
 Pada tanggal 08 November 2019
 Dekan



Dr. Deddy Sofyan, M.Pd
 NIP : 19690108 198801 1 001

Tembusan :

1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

Appendix 2 : Surat Izin Penelitian



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kotak Pos 452, E-mail: skip@unpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 2450/WADEK I/FKIP/XII/2020

17 Desember 2020

Perihal : Izin Penelitian

Yth. Kepala SMPN 1 CIBUNGBULANG
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : MUFIDA FATMAWATI ASA F
NPM : 031116038
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 4 Januari 2021 s.d. 22 Januari 2021 mengenai: THE USE OF GENRE BASED APPROACH ON STUDENTS' WRITING RECOUNT ACHIEVEMENT

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan

Wakil Dekan

Bidang Akademik,


Sandi Budiana, M.Pd.
NIK : 11006025469

Appendix 3 : Surat Telah Mengadakan Penelitian di Sekolah



**PEMERINTAH KABUPATEN BOGOR
DINAS PENDIDIKAN
SMP NEGERI 1 CIBUNGBULANG
KECAMATAN CIBUNGBULANG**

Jl. Raya Cibungbulang Km. 18 Desa Cimanggu II Kec. Cibungbulang Kode Pos : 16630
Tlp. 0251.8647206 Fax : (0251)8642061
Email : smpn1_cibungbulang@yahoo.co.id Website : www.smpn1cibungbulang.sch.go.id

SURAT KETERANGAN

Nomor : 421/ 318 - SMP. Kepssek

Dengan Hormat,

Berdasarkan surat permohonan dari Universitas Pakuan nomor : 705 / WADEK I/FKIP/II/2020 tanggal 28 Februari 2020 tentang Permohonan Izin untuk mengadakan Penelitian, atas nama:

Nama Mahasiswa : MUFIDA FATMAWATI ASA F
NIM : 031116038
Program Studi : Pendidikan Bahasa Inggris
Tempat dan tanggal lahir : Slemen, 12 Juni 1998
Alamat : Kp. Cemplang Rt. 22/06 .
Desa. Cemplang Kec. Cibungbulang Kabupaten Bogor

Telah melaksanakan penelitian untuk penulisan karya ilmiah berupa skripsi berjudul "**THE USE OF GENRE BASED APPROACH ON STUDENTS WRITING RECOUNT ACHIEVEMENT**" dari Tanggal 13 Januari s.d 27 Januari 2020

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



Bogor, 1 Februari 2021

H. KESALASARI, S.Pd, M.M
NIP. 196812241997022001

Appendix 4 : Lesson Plan

(RPP)

Satuan Pendidikan	: SMP Negeri 1 Cibungbulang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/ Genap
Alokasi Waktu	: 2 JP (2x45)
Topik	: My Experience

A. Kompetensi Inti:

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, 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, dan 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 metode sesuai kaidah keilmuan,

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menanyakan dan menyatakan tindakan/kejadian yang dilakuka/terjadi di waktu lampau, sesuai dengan konteks	<p>3.11.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan yang terdapat pada teks tentang pengalaman di masa lampau.</p> <p>3.11.2 Membedakan unsur kebahasaan yang terdapat pada teks tentang pengalaman di masa lampau.</p>

penggunaannya.	
4.13 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan terjadi di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	.4.13.1 Menyusun kalimat sesuai dengan unsur kebahasaan pada teks tentang pengalaman di masa lampau.

C. Tujuan Pembelajaran

Siswa dapat menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan yang terdapat pada teks *recount* melalui pendekatan berbasis teks dengan model *cooperative learning*.

D. Materi Pembelajaran

Ditampilkan sebuah video tentang pengalaman masa lampau.

❖ Fungsi sosial

Siswa dapat menentukan fungsi sosial yang terdapat pada video tentang pengalaman pribadi.

❖ Struktur Kebahasaan

- Membuat kalimat yang mengandung *Simple Past Tense*.

S + P (v2) + O

- Membuat kalimat yang mengandung *Present Perfect Tense*.

S + P (has/have + v3) + O

- Penggunaan nomina singular dan pluural secara tepat.
Contoh : *a, the, this, those, my, their*.
- Kata sambung *when, while, after, before*.

E. Metode Pembelajaran

Pendekatan : *Scientific Approach (Genre Based Approach)*
 Model Pembelajaran : *Cooperative Learning*
 Teknik Pembelajaran : *Ticket Token*

F. Media Alat dan Bahan Pembelajaran

Media : Video dan foto
 Alat dan bahan : Laptop
 Sumber belajar : Buku Paket Kelas 8 *When English Rings a Bell* dan Youtube

G. Langkah-langkah Pembelajaran

Pertemuan ke-1 (2x45 menit)	waktu
<p>Kegiatan Pendahuluan :</p> <ul style="list-style-type: none"> Menyiapkan siswa untuk belajar diawali dengan membaca doa, memeriksa daftar hadir, memberi motivasi dan menyiapkan lembar penilaian siswa melalui <i>group chat whatsapp</i>. Menampilkan gambar yang dikirim melalui <i>group chat whatsapp</i> dan siswa menebak materi apa yang akan dibahas. Menyampaikan tujuan pembelajaran yang akan dicapai. Menyampaikan penilaian yang akan dilakukan. 	20menit
<p>Kegiatan Inti :</p> <p><i>Building Knowledge of Fields</i></p> <ul style="list-style-type: none"> Siswa membaca <i>recount text</i> tentang pengalaman pribadi yang dibagikan ke <i>group chat whatsapp</i>. Siswa memberi pertanyaan terkait teks. Siswa diminta untuk mengidentifikasi kata-kata yang belum dipahami. <p><i>Modeling of The Text</i></p> <ul style="list-style-type: none"> Siswa mengidentifikasi fungsi sosial dan unsur kebahasaan yang terdapat pada teks. Guru dan siswa bersama-sama mengidentifikasi struktur text. Siswa mencoba membuat kalimat menggunakan unsur kebahasaan yang sudah dibahas dengan menggunakan teknik <i>ticket token</i> melalui <i>group chat whatsapp</i>. Guru dan siswa berdiskusi mengenai teks yang berhubungan dengan kenyataan yang dihadapi siswa. <p><i>Joint Construction of The Text</i></p> <ul style="list-style-type: none"> Siswa dibagi menjadi enam kelompok untuk membuat <i>recount text</i> sederhana dengan tema pengalaman pribadi dan berdiskusi melalui <i>group chat whatsapp</i> kelompoknya masing-masing. Setiap kelompok berkonsultasi diskusi. 	55 menit

Kegiatan Penutup :	
<ul style="list-style-type: none"> Menyimpulkan hasil pembelajaran bersama-sama. 	15 menit

Pertemuan ke-2 (2x45 menit)	waktu
<p>Kegiatan Pendahuluan :</p> <p>Menyiapkan siswa untuk belajar diawali dengan membaca doa, memeriksa daftar hadir, memberi motivasi dan menyiapkan lembar penilaian siswa melalui <i>group chat whatsapp</i>.</p> <ul style="list-style-type: none"> Mengingat kembali materi pertemuan sebelumnya Menyampaikan tujuan pembelajaran yang akan dicapai. Menyampaikan penilaian yang akan dilakukan. 	20menit
<p>Kegiatan Inti :</p> <p><i>Building Knowledge of Fields</i></p> <ul style="list-style-type: none"> Siswa menonton video tentang pengalaman pribadi yang dibagikan ke <i>group chat whatsapp</i>. Siswa memberi pertanyaan terkait video yang diputar. Siswa diminta untuk mengidentifikasi kata-kata yang belum dipahami <p><i>Modeling of The Text</i></p> <ul style="list-style-type: none"> Siswa mengidentifikasi fungsi sosial dan unsur kebahasaan yang terdapat pada video. Siswa mencoba membuat kalimat menggunakan unsur kebahasaan yang sudah dibahas dengan menggunakan teknik <i>ticket token</i> melalui <i>group chat whatsapp</i>. Guru dan siswa bersama-sama mengidentifikasi struktur text yang terdapat pada video. Guru dan siswa berdiskusi mengenai video yang berhubungan dengan kenyataan yang dihadapi siswa. <p><i>Joint Construction of The Text</i></p> <ul style="list-style-type: none"> Siswa dibagi menjadi enam kelompok untuk membuat <i>recount text</i> sederhana dengan tema pengalaman pribadi dan berdiskusi melalui <i>group chat whatsapp</i> kelompoknya masing-masing. Setiap kelompok berkonsultasi diskusi. 	55 menit
<p>Kegiatan Penutup :</p> <ul style="list-style-type: none"> Menyimpulkan hasil pembelajaran bersama-sama. 	15 menit

Pertemuan ke-3

<p>Kegiatan Pendahuluan :</p> <ul style="list-style-type: none"> • Menyiapkan siswa untuk belajar diawali dengan membaca doa, memeriksa daftar hadir, memberi motivasi dan menyiapkan lembar penilaian siswa melalui <i>group chat whatsapp</i>. • Mengingat kembali materi pertemuan sebelumnya • Menyampaikan tujuan pembelajaran yang akan dicapai. • Menyampaikan penilaian yang akan dilakukan. 	20menit
<p>Kegiatan Inti :</p> <p><i>Building Knowledge of Fields</i></p> <ul style="list-style-type: none"> • Siswa menonton video tentang pengalaman pribadi yang dibagikan ke <i>group chat whatsapp</i>. • Siswa memberi pertanyaan terkait video yang diputar. • Siswa diminta untuk mengidentifikasi kata-kata yang belum dipahami <p><i>Modeling of The Text</i></p> <ul style="list-style-type: none"> • Siswa mengidentifikasi fungsi sosial dan unsur kebahasaan yang terdapat pada video. • Siswa mencoba membuat kalimat menggunakan unsur kebahasaan yang sudah dibahas dengan menggunakan teknik <i>ticket token</i> melalui <i>group chat whatsapp</i>. • Guru dan siswa bersama-sama mengidentifikasi struktur text yang terdapat pada video. • Guru dan siswa berdiskusi mengenai video yang berhubungan dengan kenyataan yang dihadapi siswa. <p><i>Joint Construction of The Text</i></p> <ul style="list-style-type: none"> • Siswa dibagi menjadi enam kelompok untuk membuat <i>recount text</i> sederhana dengan tema pengalaman pribadi dan berdiskusi melalui <i>group chat whatsapp</i> kelompoknya masing-masing. • Setiap kelompok berkonsultasi diskusi. <p><i>Independent Construction of The Text</i></p> <ul style="list-style-type: none"> • Siswa membuat <i>recount text</i> sederhana tentang pengalaman pribadi dikerjakan secara individu. 	55 menit
<p>Kegiatan Penutup :</p> <ul style="list-style-type: none"> • Menyimpulkan hasil pembelajaran bersama-sama. 	15 menit

LAMPIRAN

A. Format Penilaian

Aspect	Score	Performance Description	Weighting
Content (C)	4	The topic is complete and clear and the details relating to the topic.	3x
	3	The topic is complete and clear but the details are almost relating.	
	2	The topic is complete and clear but the details are not relating.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O)	4	Generic structure is almost complete	2x
	3	Generic structure is almost complete and arranged with almost proper connectives.	
	2	Generic structure is not complete and arranged with few miss proper connectives	
	1	Generic structure is not complete and arranged with miss proper connectives	
Grammar (G)	4	Very few grammatical errors.	2x
	3	Few grammatical errors.	
	2	Numerous grammatical errors.	
	1	Frequent grammatical errors.	
Vocabulary (V)	4	Effective choice of words and word form.	1,5x
	3	Few miss of vocabularies, word form, but not change the meaning.	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M)	4	It uses correct spelling, punctuation, and capitalization.	1,5x

	3	It has occasional error of spelling, punctuation, and capitalization.	
	2	It has frequent error of spelling, punctuation, and capitalization.	
	1	It is dominated by errors and spelling, punctuation, and capitalization.	

B. Rubrik/Instrumen Penilaian Sikap/Observasi

Petunjuk:

Isikan skor pada kolom skor sesuai sikap spiritual yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut :

Skor 4 , apabila selalu melakukan sesuai aspek pengamatan

Skor 3 , apabila sering melakukan sesuai aspek pengamatan

Skor 2 , apabila kadang-kadang melakukan sesuai aspek pengamatan

Skor 1 , apabila tidak pernah melakukan sesuai aspek pengamatan

Kelas/Semeste : VIII/Genap

Materi Pokok : My Experience

Lembar Penilaian Sikap Sosial–Observasi Guru

No	Nama Peserta Didik	Aspek Perilaku yang Diamati				Skor		Nilai	Predikat
		RIT	DS	TJ	PD	Jml	Max		Baik
1									Baik
2									Baik
3									Baik
4.									Baik

Keterangan Kolom :

RIT : Rasa Ingin Tahu

DS :Disiplin

TJ :Bertanggung Jawab

PD :Percaya Diri

C. Materi Pembelajaran

Recount text

- ❖ Recount text is a text that tells about something happened in the past.
- ❖ There are three generic structure of recount text :
 1. Orientation : It provides information about who, when, and where the story happened.
 2. Event : It is chronology of the story
 3. Reorientation : It is the conclusion of the text
- ❖ Language feature recount text :
 1. Constructed by past tense sentences
 2. Use conjunction words. Example : after that, before, then, next, etc
 3. Use personal pronoun. Example : I, you, She, me, her, etc
- ❖ Example of recount text

Holiday in Singapore

Two years ago, my friends and I went vacation to Singapore. It was our first time in Singapore and we were so excited. Our first destination was universal studio, we took some pictures there to post on social media. After that, we tried some Singapore cuisines, one of them was Hokkien Prawn Mee. We were so amazed with the cleanness in every place that we visited.

Appendix 5 : Pre Test**Pre-test**

Name :

Class :

Write a recount text about your personal experience in a paragraph at least consist of seven sentences!

Appendix 6 : Post Test

Post-test

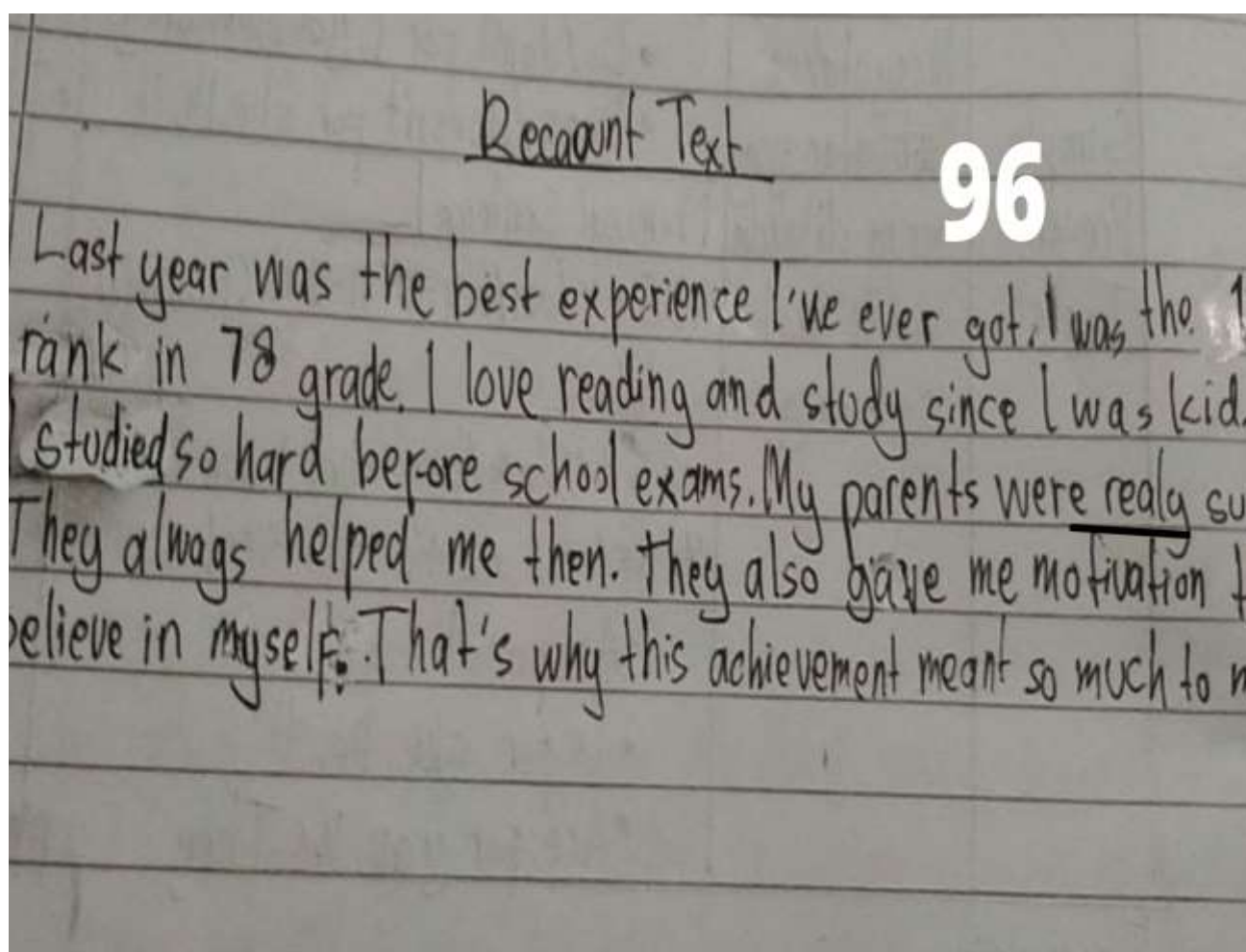
Name :

Class :

Write a recount text about your personal experience in a paragraph at least consist of seven sentences!

Appendix 7 : Students` Answer Sheet

Post Test



C : 12

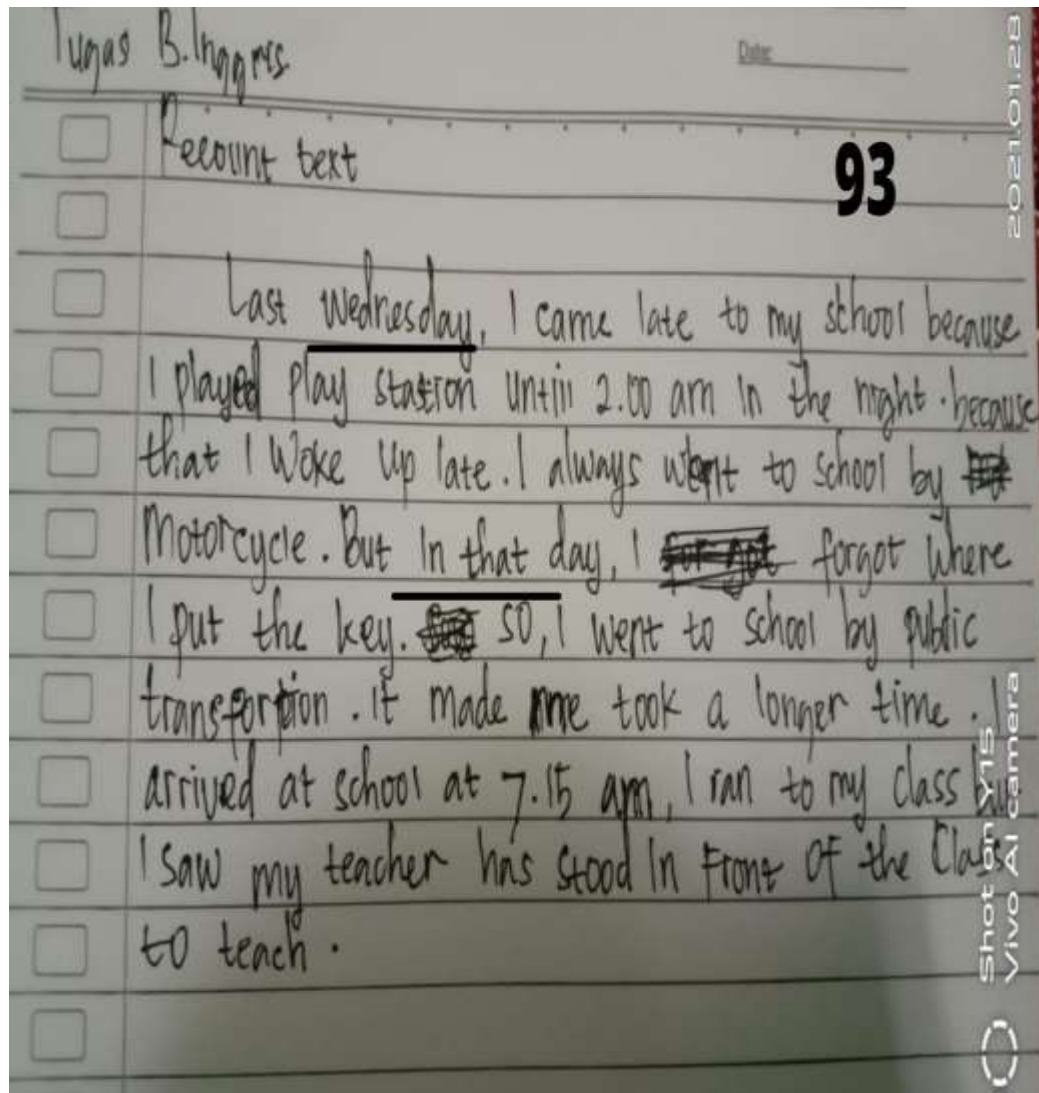
V : 6

O : 8

M : 4,5

G : 8

Post Test



C : 12

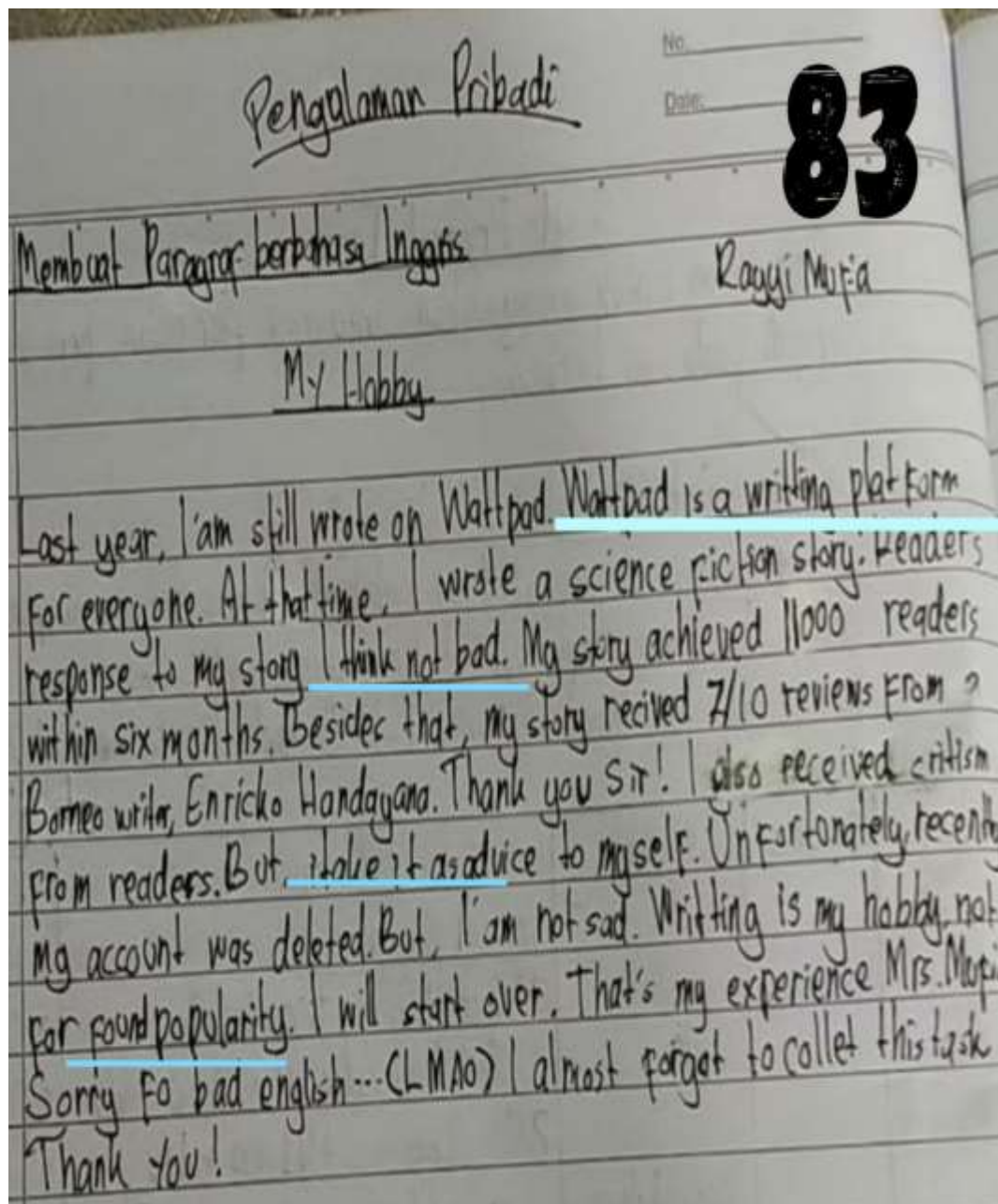
V : 4,5

O : 8

M : 4,5

G : 8

Pre Test

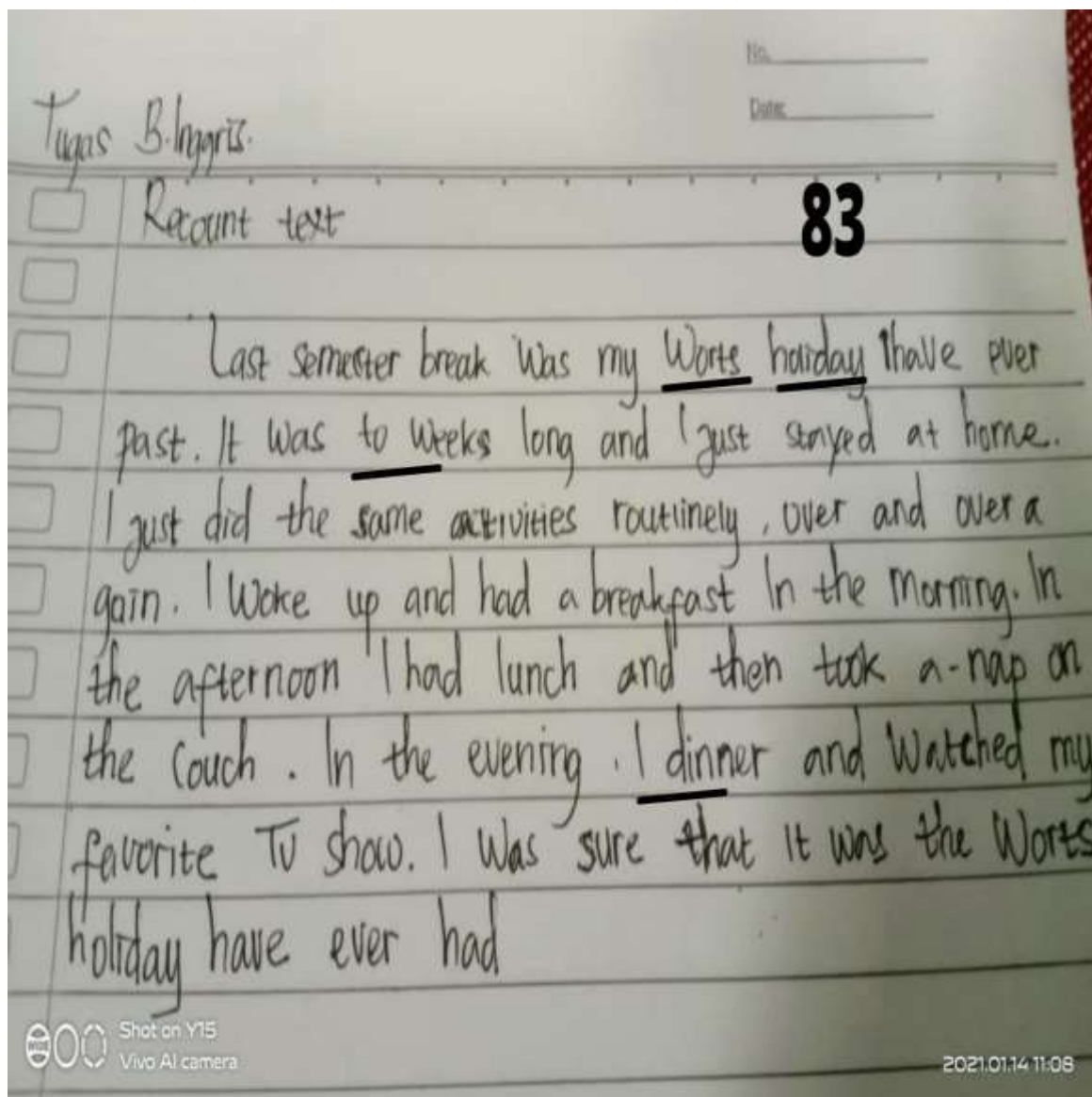


C : 9 V : 4,5

O : 6 M : 6

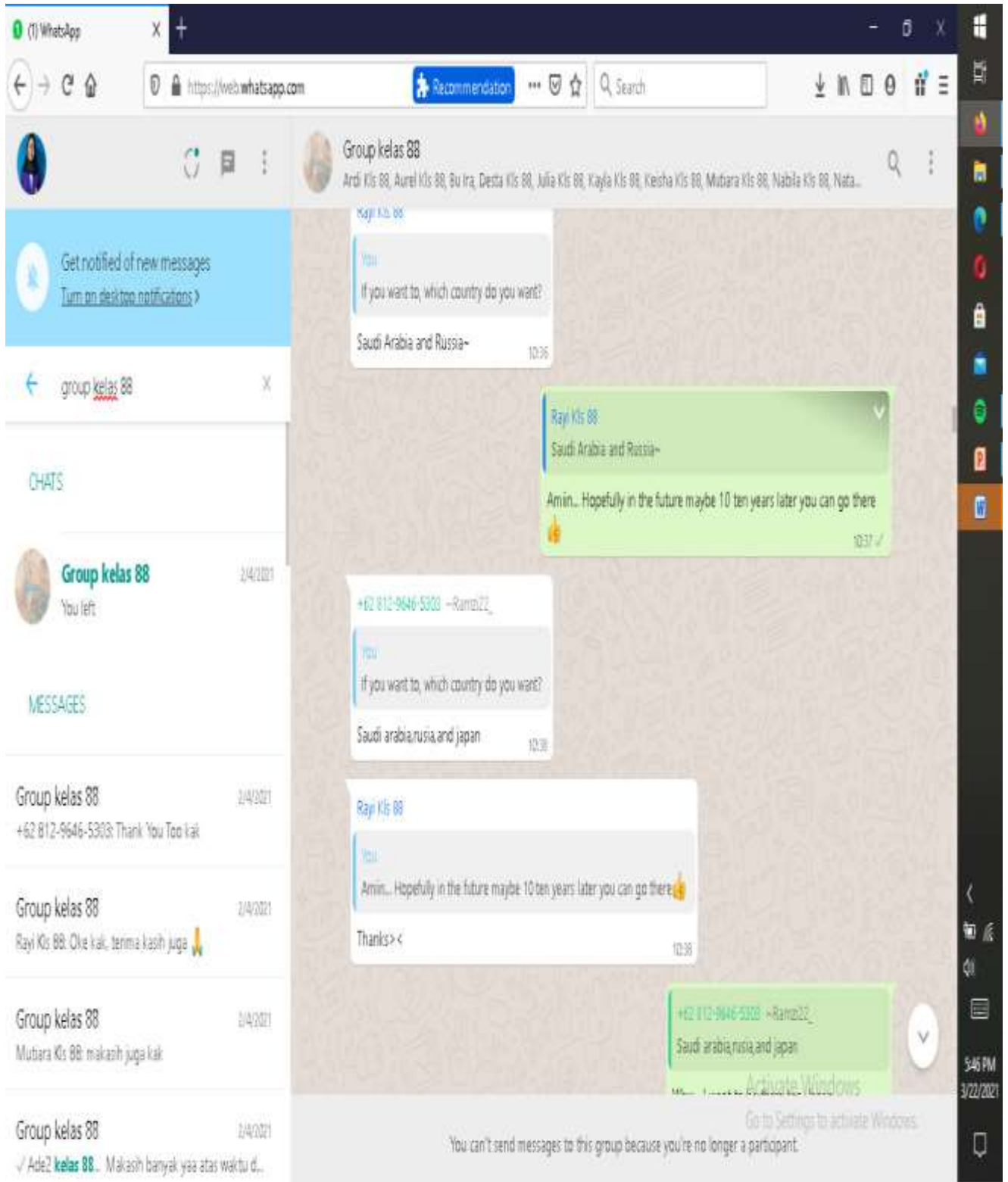
G : 8

Pre Test




C : 9	V : 4,5
O : 6	M : 6
G : 8	

Appendix 8 : Documentation



(1) WhatsApp X +

← → ↻ 🏠 🔒 https://web.whatsapp.com Recommendation 🔒 ⭐ 🔍 Search ⬇️ 📄 📧 📧 📧 📧 📧


 Group kelas 88
Ardi Kls 88, Aurel Kls 88, Bu Ira, Desta Kls 88, Julia Kls 88, Kayla Kls 88, Keisha Kls 88, Mutiara Kls 88, Nabila Kls 88, Nata...

🔍 ⋮

Get notified of new messages
[Turn on desktop notifications](#)

← group kelas 88 X

CHATS

 **Group kelas 88** 2/4/2021
You left

MESSAGES

Group kelas 88 2/4/2021
+62 812-9646-5303: Thank You Too kak

Group kelas 88 2/4/2021
Rayi Kls 88: Oke kak, terima kasih juga 🙏

Group kelas 88 2/4/2021
Mutiara Kls 88: makasih juga kak

Group kelas 88 2/4/2021
✓ Ade2 kelas 88.. Makasih banyak yaa atas waktu d...

What is her opinion about Al-Diryah in Saudi? 10:28 ✓

Where are the places that she has never been there? 10:30 ✓

anyone can answer? 🙏 10:30 ✓

+62 812-9646-5303 -RamadZ_ 10:31
⌚ This message was deleted

Rayi Kls 88
You
What is her opinion about Al-Diryah in Saudi?
Katanya beautiful bu 10:31

Natasha Kls 88
⌚ This message was deleted 10:31

oke Rayi, great 🙏 10:31 ✓

Natasha Kls 88
You
Where are the places that she has never been there?
I've never been to Bahrain 10:31
Yemen 10:32

Activate Windows
Go to Settings to activate Windows.
You can't send messages to this group because you're no longer a participant.

5:45 PM 3/22/2021

WhatsApp

https://web.whatsapp.com

Recommendation

Search

Group kelas 88

Ardi Kls 88, Aurel Kls 88, Bu Ira, Desta Kls 88, Julia Kls 88, Kayla Kls 88, Keisha Kls 88, Mutiara Kls 88, Nabila Kls 88, Nata...

Get notified of new messages
Turn on desktop notifications

group kelas 88

CHATS

Group kelas 88
You left
2/4/2021

MESSAGES

Group kelas 88
+62 812-9646-5303: Thank You Too kak
2/4/2021

Group kelas 88
Rayi Kls 88: Oke kak, terima kasih juga 🙏
2/4/2021

Group kelas 88
Mutiara Kls 88: makasih juga kak
2/4/2021

Group kelas 88
✓ Ade2 kelas 88.. Makasih banyak yaa atas waktu d...
2/4/2021

i went to Bogor with my friends last week.

Gitu (?) 10:14

Rayi Kls 88

Rayi Kls 88

i went to Bogor with my friends last week.

Gitu (?)

Rayyi Mufid Tsaraut Muzaffar

Absen 26 10:14

Natasha Kls 88

Doni ate toppoki last night 10:14

yes Rayi.. Great, that's correct 🍌 10:15 ✓

Yes Natasha.. Good that's correct 🍌 10:15 ✓

Ada lagi yang bisa memberikan contoh Present Perfect Tense? 10:16 ✓

Natasha Kls 88

Rian has done math assignment 10:17

Yes.. Good Natasha 🍌 10:17 ✓

Activate Windows
Go to Settings to activate Windows.

You can't send messages to this group because you're no longer a participant.




5:49 PM
3/22/2021


Appendix 9 : Calculation of T-test



No	Name	The Score of		Gain (d^1) (Y-X)	X_d (d-Md)	X_d^2
		Pre Test (X)	Post Test (Y)			
1	AFR	75	80	5	-7,75	60,06
2	AR	50	65	15	2,25	5,06
3	ASP	58	73	15	2,25	5,06
4	AI	75	88	13	0,25	0,06
5	AHJ	83	93	10	-2,75	7,56
6	DF	58	71	13	0,25	0,06
7	FANI	66	74	8	-4,75	22,56
8	JYN	75	80	5	-7,75	60,06
9	KMA	66	76	10	-2,75	7,56
10	KSH	66	80	14	1,25	1,56
11	MIK	67	75	10	-2,75	7,56
12	MAK	66	80	14	1,25	1,56
13	MRR	75	88	13	0,25	0,06
14	MFA	75	84	9	-3,75	14,06
15	MF	58	74	16	3,25	10,56
16	MSA	58	72	14	1,25	1,56
17	MFA	75	86	11	-1,75	3,06
18	MRP	66	79	13	0,25	0,06
19	MS	83	93	10	-2,75	7,56
20	NS	75	84	9	-3,75	14,06
21	NB	75	80	5	-7,75	60,06
22	NL	66	79	13	0,25	0,06
23	PI	66	74	8	-4,75	22,56
24	PAA	66	75	9	-3,75	14,06
25	ROW	59	68	9	-3,75	14,06
26	RMTM	83	96	13	0,25	0,06
27	RKD	75	88	13	0,25	0,06
28	SWW	66	75	9	-3,75	14,06
29	SAR	67	76	9	-3,75	14,06
30	SN	58	66	8	-4,75	22,56
31	SVR	58	68	10	-2,75	7,56
32	TAS	75	88	13	0,25	0,06
33	VFI	83	93	10	-2,75	7,56

34	VT	50	65	15	2,25	5,06
35	WH	66.	74	8	-4,75	22,56
36	YA	66.	74	8	-4,75	22,56
Total $\sum d$				459		447,54
$Md = \frac{\sum d}{n} = \frac{459}{36}$				12,75		

Appendix 10 : Berita Acara Bimbingan

Tanggal	Bab	Catatan Pembimbing	Paraf
11/12/19	I	<ul style="list-style-type: none"> - Revise cover - Background of study - Reasons - Identification of the problem 	
17/12/19	I	<ul style="list-style-type: none"> - Cover - Spine - Site Construction - Revise Statement of the problem 	
18/12/2019	I	<ul style="list-style-type: none"> - Revise Site construction - Revise Statement of the problem - Check grammar 	

Tanggal	Bab	Catatan Pembimbing	Paraf
20/10/20	1	<p>Make sure, method Approach, system or model with you use?</p> <p>- kind of power para negatif</p>	

Tanggal	Bab	Catatan Bimbingan	Paraf
19 Juli 2020	1	<ul style="list-style-type: none"> - Perbaiki penulisan pada cover. - Perbaiki kesalahan <i>grammar</i> pada bab 1 	 Dr. Deddy Sofyan, M.Pd
19 Agustus 2020	1,2,3	<ul style="list-style-type: none"> - Penandatanganan untuk seminar proposal 	
17 Maret 2021	4 & 5	<ul style="list-style-type: none"> - Tambahkan <i>Preface</i>, <i>Acknowledgement</i>, dan <i>Declaration</i>. 	
22 Maret 2021		<ul style="list-style-type: none"> - Perbaiki <i>Preface</i>, <i>acknowledgement</i>, dan <i>abstract</i> 	
30 Mei 2020	1, 2, 3	<ul style="list-style-type: none"> - <i>Cover</i> - <i>Vocabulary</i> - Penulisan kutipan - Perbaiki table 	
1 Juli 2020	1,2,3	<ul style="list-style-type: none"> - Penulisan pada table - Penulisan kutipan - Font pada RPP 	
13 Juli 2020	1,2,3	<ul style="list-style-type: none"> - Penulisan - Penulisan RPP 	
28 Juli 2020		<ul style="list-style-type: none"> - ACC Proposal 	
3 February 2021	4	<ul style="list-style-type: none"> - Pakai uji normalitas liliefors - Table distribusi frekuensi tidak diperlukan 	
5 Maret 2021	3	<ul style="list-style-type: none"> - Term Lesson plan - Hapus tabel populasi 	
10 Maret 2021	2&4	<ul style="list-style-type: none"> - Penulisan angka - Kembangkan lagi Bab 2 - Tambah referensi 	
15 Maret 2021		<ul style="list-style-type: none"> - ACC Skripsi 	
			Dr. Iyan Irdiyansyah, M.Pd