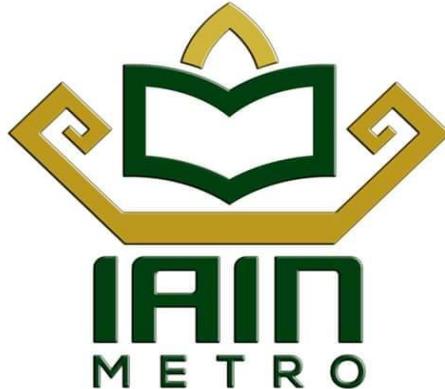


AN UNDERGRADUATE THESIS
AN ERROR ANALYSIS
ON USING WORD ORDER IN RECOUNT TEXT
MADE BY THE STUDENTS OF THE EIGHTH GRADER
AT THE MTs N 1 LAMPUNG TIMUR

By :
YULIA ASTUTI
STUDENT ID : 14122387



TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2018 M

**AN ERROR ANALYSIS
ON USING WORD ORDER IN RECOUNT TEXT
MADE BY THE STUDENTS OF THE EIGHTH GRADER
AT THE MTs N 1 LAMPUNG TIMUR**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

**By:
YULIA ASTUTI
Student Number 14122387**

**Tarbiyah and Teacher Training Faculty
English Education Department**

**Sponsor : Dr. Umi Yawisah, M.Hum
Co-sponsor : Syahreni Siregar, M.Hum**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2018 M**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

APPROVAL PAGE

Title : AN ERROR ANALYSIS OF USING WORD ORDER IN RECOUNT TEXT MADE BY THE STUDENTS AMONG THE EIGHTH GRADERS AT MTS N 1 LAMPUNG TIMUR

Name : Yulia Astuti
St. Number : 14122387
Department : English Education
Faculty : Tarbiyah and Teaching Training Faculty

APPROVED BY:

To be examined in munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

Metro, Desember 2018

Sponsor

Co-Sponsor

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

Head of English Education Department

Ahmad Subhan Roza, M. Pd
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Pengajuan Munaqosyah**

Kepada yth,
Dekan Fakultas Tarbiyah dan
Ilmu Keguruan
Institut Agama Islam Negeri
(IAIN) Metro

Assalamu'alaikum Wr. Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name : Yulia Astuti
Npm : 14122387
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : TBI
Judul : AN ERROR ANALYSIS OF USING WORD ORDER IN RECOUNT TEXT MADE BY THE STUDENTS AMONG THE EIGHTH GRADERS AT MTS N 1 LAMPUNG TIMUR

Sudah kami setujui dan dapat di munaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Metro, Desember 2018

Sponsor

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Co-Sponsor

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

NOTIFICATION LETTER

Number :
Appendix : -
Matter : In order to hold the munaqosyah
of Yulia Astuti

To:
The Honorable of the Dean of
Tarbiyah and Teacher Training
Faculty State Islamic Institute of
Metro

Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to research thesis script which is written by:

Name : Yulia Astuti
St. Number : 14122387
Faculty : Tarbiyah and Teaching Training Faculty
Department : English Education

Title : AN ERROR ANALYSIS OF USING WORD ORDER IN RECOUNT TEXT MADE BY THE STUDENTS AMONG THE EIGHTH GRADERS AT MTS N 1 LAMPUNG TIMUR

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb.

Metro, Desember 2018

Sponsor



Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Co-Sponsor



Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

RATIFICATION PAGE

No. B-0102 /In-28.1/D/PP-00.9/01/2018

An Undergraduate thesis entitled: AN ERROR ANALYSIS ON USING WORD ORDER IN RECOUNT TEXT MADE BY THE STUDENTS OF THE EIGHT GRADER AT THE MTS N 1 LAMPUNG TIMUR written by YULIA ASTUTI student number 14122387, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, December 20th, 2018 at 10.00-12.00 a.m.

BOARD OF EXAMINERS:

Chairperson : Dr. Umi Yawisah, M.Hum

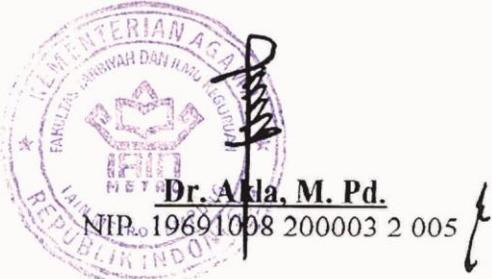
Examiner I : Dr. Mahrus As'ad, M.Ag

Examiner II : Syahreni Siregar, M.Hum

Secretary : Yeasy Agustina, M.Pd



The Dean of Tarbiyah and Teaching Training Faculty,



**ON USING WORD ORDER IN RECOUNT TEXT
MADE BY THE STUDENTS OF THE EIGHTH GRADER
AT THE MTs N 1 LAMPUNG TIMUR**

ABSTRACT

By:

YULIA ASTUTI

The purpose of this study is to analyze the types of errors students make in sorting words in recount text. In addition, it is also to find out the reasons why students make mistakes about the order of words in their writing.

This research is a qualitative research. The types of research included in the case study. Meanwhile, the qualitative design used in this study is descriptive study. the subject of this study were students in the Eighth grader of MTs N 1 East Lampung consisting of 34 students. But in this study researchers only took samples of 10 students. Data was taken from students in the eighth class of MTs N 1 East Lampung using cluster purposive sampling technique.

Finally, the results of data analysis show that most students still have difficulty mastering the word order. The error can be seen that the number of errors made by students in the word order is 58 errors. The most commonly found error in the use of verbs is 26 errors (44.8%), error in objects 18 (31.0%), error of the subject 14 (24.13%). Furthermore, based on students' responses when answering Questionnaire, the researchers concluded that the cause of the mistakes made by students was the preparation of inaccurate words and lack of understanding the concept of English.

Key word: *Word Order, Recount Text ,Qualitative Research*

**ANALISIS KESALAHAN
PENGGUNAAN SUSUNAN KATA DALAM TEKS RECOUNT
PADA SISWA KELAS VIII DI MTS N 1 LAMPUNG TIMUR**

ABSTRAK

**Oleh:
YULIA ASTUTI**

Tujuan dari penelitian ini adalah untuk menganalisis jenis kesalahan yang dilakukan siswa dalam mengurutkan kata pada teks recount. Selain itu juga untuk menemukan alasan mengapa siswa membuat kesalahan tentang urutan kata dalam tulisan mereka.

Penelitian ini merupakan penelitian kualitatif. Jenis-jenis penelitian ini termasuk dalam studi kasus. Sementara itu, desain kualitatif yang digunakan dalam penelitian ini adalah studi deskriptif. subjek penelitian ini adalah siswa pada kelas dua MTs N 1 Lampung Timur yang terdiri dari 34 siswa. Namun pada penelitian ini peneliti hanya mengambil sample dari 10 siswa . Data diambil dari Siswa pada kelas dua MTs N 1 lampung dengan menggunakan teknik cluster purposive teknik sampling.

Akhirnya, hasil analisis data menunjukkan bahwa sebagian besar siswa masih mendapat kesulitan dalam menguasai tentang urutan kata. Kesalahan itu bisa dilihat bahwa jumlah kesalahan yang dibuat oleh siswa kesalahan urutan kata ada 58 kesalahan. Kesalahan yang paling sering ditemukan dalam penggunaan kata kerja adalah 26 kesalahan (44,8%), pengabaian dalam objek 18 (31,0%), Pengabaian subjek 14 (24,13%). Selanjutnya, berdasarkan tanggapan siswa ketika menjawab quisioner, peneliti menyimpulkan bahwa penyebab kesalahan yang dibuat oleh siswa adalah penyusunan kata yang kurang tepat dan kurang memahami konsep bahasa inggris.

Kata kunci: *Urutan kata, teks tulisan, Penelitian Kualitatif*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Yulia Astuti
NPM : 14122387
Study Program : English Education Department
Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, Desember 2018
The writer



Yulia Astuti
St. 14122387

ORISINILITAS PENELITIAN

Bertanda tangan di bawah ini:

Nama : Yulia Astuti
NPM : 14122387
Program studi : Jurusan Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Pelatihan Guru

Menyatakan bahwa skripsi sarjana ini pada mulanya adalah hasil penelitian penulis, kecuali bagian-bagian tertentu yang dikutip dari bibliografi yang disebutkan.

Metro, Desember 2018
Penulis



Yulia Astuti

St. 14122387

MOTTO

“The great essentials to happiness in this life are

something to do, something to love and

something to hope for.” (Joseph Addison)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to :

My beloved parents, Mr. Ibrahim and Mrs. Rusna Heryani who always support
and do everything for me

My lovely sisters Riska Melia Sari and Septa Tri Hapsari who always support me

Dewi, Nadya, Adetia, Arini, Rizki, Gesty, Dwi Ayu, Chania, Aulia, Efi and Ter-
pance Class of TBI 2014

My beloved almamater State Institute For Islamic Study Of Metro

ACKNOWLEDGMENT

Glory is to Allah SWT, the most gracious and the most merciful who always gives all what we need and has taught human being of what they dont know before. Allah has given HIS gift to the researcher that I could accomplish this research proposal . May peace will not stop to be upon our idol the one perfect human, Prophet Muhammad SAW, his family and his companions.

This research proposal entitles “ An Error Analysis Of Using Word Order In Recount Text made by The students among The Eighth Graders at MTs N 1 East Lampung”

This research proposal is arranged as a fulfillment of requirements for the degree of Sarjana Pendidikan (S. Pd) in English education department of IAIN Metro.

The researcher cannot stand alone, there are many persons who have contributed their meaningful hands in accomplishing this undergraduate thesis that the researcher could not mention one by one. The researcher also would like to say thankful to the principle of IAIN Metro; Prof. Dr. Hj. Enizar, M. Ag. The principle of Tarbiyah; Dr. Hj. Akla, M.Pd. the principle of English department; Ahmad Subhan Roza, M. Pd. The sponsor Dr.Umi Yawisah, M.Hum and co-sponsor Syahreni Siregar, M.Hum who have given evaluable guidance in directing and motivating.

As human being, the researcher completely realizes that this research proposal still richly needs many correction. The researcher do apologies for all mistakes that were made in writing and presentation items. All constructive

comments and suggestion are extremely received to lighten up quality of this undergraduate thesis. Hopefully, this research proposal can be a meaningful for the researcher especially and all readers generally

Metro, November 2018

The Researcher,

Yulia Astuti

TABLE OF CONTENTS

COVER	i
TITLE	ii
APPROVAL PAGE	iii
NOTA DINAS	iv
NOTIFICATION LETTER	v
RATIFICATION LETTER.....	vi
ABSTRACT	vii
STATEMENT OF RESEARCH ORIGINALITY	ix
ORISINALITAS PENELITIAN.....	x
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGMENTS	xiii
TABLE OF CONTENTS	xv
LIST OF TABLES	xvii
LIST OF FIGURES	xviii
LIST OF APPENDICES	xix

CHAPTER I INTRODUCTION.....	1
A. Background Of The Study	1
B. Research Questions	5
C. Objective And Benefit Of The Study.....	5
D. Focus of Study	6
E. Prior Research	8
CHAPTER II THEORETICAL REVIEW.....	9
A. The concept of writing	9
1. The definition of writing	9
B. Recount Text	10
1. The Definition Recount Text	10
2. Generic Structure Recount Text	11
C. The Concept Of Error Analysis	13
1. Definition Of Error Analysis	13
2. Sources Of Error.....	14
3. Classification Of Error.....	15
4. The differences between mistakes and error	16
D. The Concept Of Word Order	17
1. The Definition Word Order	17
2. Classification Of Word Order	22
3. The Function Of Word Order In Sentences	23

CHAPTER III RESEARCH METHOD	24
A. Types And Characteristics Of Research.....	24
B. Data Resources.....	25
C. Data Collection Technique.....	27
D. Data Analysis Technique	28
E. Approach	30
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS	31
A. Result of the research	31
1. The description of research location.....	32
B. General Description of Research Data	38
1. Description of data analysis.....	39
a. The Factors That Caused Word Order Error	43
C. Discussion	48
CHAPTER V CONCLUTION AND SUGGESTION	50
A. Conclusion	50
B. Suggestion	51

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table	Page
1. Brief Descripsion of Students' errors in Pre-survey Data	3
2. The number of teacher and office at MTS N 1 East Lampung	32
3. The students in MTS N 1 East Lampung.....	35
4. The facilities in MTS N 1 East Lampung	37
5. Total of error about word order in recount text	39
6. Brief description students' error in recount text	41

LIST OF FIGURES

Figure	Page
1. The analysis components of Creswelll	30
2. The organization structure of MTS N 1 East Lampung.....	36
3. The schema of MTS N 1 East Lampung.....	37
4. The recapitualion of students' type errors	40

LIST OF APPENDICES

1. Syllabus
2. Lesson plan
3. Questionnaire sheet
4. Documentation
5. Surat pra – survey
6. Surat balasan pra – survei
7. SK bimbingan skripsi
8. Surat keterangan bebas pustaka
9. Surat keterangan bebas jurusan
10. Surat izin research
11. Surat balasan research
12. Surat tugas

CHAPTER I

INTRODUCTION

A. Background of Study

Writing is one of the skills in English mastery. It is very important for student because writing is the basic skill, just as important as listening, speaking, and reading. Moreover, writing is not only for communicating to each other but also for expressing an idea. In addition, it can be used for remembering something and for thinking critically as well. Based on explanation above , it can be concluded that writing is one of the important aspects for the students to learn English since it is one of the productive skills that is frequently used to convey the idea to communicate with the others besides speaking. Writing consists of various genres such as: description, exposition, argumentation and narration. Every genre has different forms, tenses, and purposes.

Word Order is an arrangement or sequence of words in stringing a sentence. In the Indonesian language rules we know Svok, then it is a Word Order in English. As we know, in composing a good and correct English sentence, the following sequence is needed: Subject, predicate (verb) and then the object is added with an adverb of place and time if there is.

In addition, one of basic error that often committed by English foreign language learners is in syntax, especially in word order. Customarily,

certain word order characteristics of first language influence learner to construct the phrase, clause, and sentence in English. So it will cause error in learning and understanding English. Besides that, learners usually use native language to comprehend English and they have lack ability to think in English so it makes students incompetent to use English perfectly. This problem is also faced by students in learning English.

The students usually have problems to create good sentence in writing process. It is caused by interference of first language that different with English especially in word order, so it causes errors committed by learners. These errors were cleared when the learner makes a written text. One kind of written text that engenders an error is recount text. Writing recount text is one of the productive skills that should be mastered by students especially in junior high school. It requires some aspects such as wide perception, involving thinking process and need good understanding on word order. In this case, the strong foundation in word order becomes an aspect that should be comprehended in order to make meaningful sentences in writing recount text.

Although junior high school students had been studying English since elementary school, but there are some students who still make error word order in writing, especially in recount text. The problem also faced by students in Eighth Grader at MTs N 1 East Lampung. This error caused by the way of students who still use English form to construct English sentence. Besides that, the learning process that focused in student work

sheet (WS) make student cannot analyze the component of sentence deeply.

The students have assumed that writing is complicated. They face many problems especially process of putting ideas down on paper to transform into words and coherent organization. They add unnecessary word because they want to increase the length of their writing performance.

The researcher conducted pre - survey on April 19th, 2018 of the Eighth Grader at MTs N 1 East Lampung. There were the problems that the researcher found, such as: most student lack of vocabulary, students were difficult to understand the structure of the recount text, and they were still confuse in constructing effective words and have low grammar understanding in writing.

Table 1
The score of pra – survey

No	name	Error sentences	Correct sentences	Types of error
1	AAP	There many tourist	There are many tourist	Omission of verb.
2	NYS	I the evening i watched	I the evening i watched tv	Ommision of object
3	RM	-	-	-
4	PN	When i there	When i was there	Omission of verb.

5	FH	Had no time to take rest.	I/you had no time to take a rest	Omission of subject
---	----	---------------------------	----------------------------------	---------------------

From data pre-survey above , data obtained from an English teacher, researcher found some mistakes made by students. First, most students do not use the subject in writing a sentence. Second, the researcher also found the absence of a verb in one sentence. Third, students do not use objects on verbs that require them. Based on the errors, many students write sentences without following the correct sentences. Pre-survey results are as follows:

Regarding the justifications above the writer attempts to conduct a study which consists of a common error in the use of word order in the recount text performed by the students in Eighth Grader. Common errors to be found are the error phrases, the use of verbs, pronouns, and sentence composition.

Based on the background that had been presented above the researcher identifies the problem as follows :

1. There were some errors using word order, the use of verb the using of subjects and objects in recount text.
2. The dominant errors make sentences based on the word order to make recount text.
3. In this research the researcher focused on what errors are commonly found on the students assignment in using word order SVO.

The researcher realizes that it was impossible to investigate the entire problem in writing error. Therefore, the researcher limits the problems only to the analysis word order used in recount text by the students of the Eighth Grader at MTs N 1 East Lampung.

B. Research Questions

In reference to the background of the problem above, the researcher states the problem as follows:

1. What kinds of errors in using word order in recount text among the Eighth Grader at MTs N 1 east lampung?
2. What is the dominant factor that causes word order errors in recount text committed by the students among the Eighth Grader at MTs N 1 East Lampung?

C. Objectives and Benefits of the Study

1. Objectives of the study

Based on the problem above, the aims of this research are:

- a. To know the kinds errors made by the students in using word order in recount text among Eighth Grader at MTs N 1 East Lampung.
- b. To know the dominant factor that caused word order errors in recount text committed by the students among the Eighth Grader at MTs N 1 East Lampung.

2. Benefits of the study

This study is expected to give some benefits especially for teachers, students, , and other researchers.

a. For Students

The result of this study can show the progress in learning word order and it is hoped that for the students it can be a motivation in learning English, particularly writing.

b. For Teachers

The result of this study can show the progress in learning word order and it is hoped that the students can be as motivation in learning English, particularly writing.

c. For the other researchers

As a prior knowledge to conduct the other reseachers.

D. Focus of Study

This study is concerned on analyzing of error word order that is used in recount text made by students at the Eighth Grader of MTs N 1 East Lampung. in this study, researcher only focus on the preparation of word order SPO(subject ,verb, and object) of noun phrase in recount text. the writer focused in the order of recount text sentences specifically for arrangement of subject, predicate and the object of sentence in recount text.

E. Prior research

the first study is “An Error Analysis of Word Order Used in Recount Tex Made by Students at The Tenth Grader of MAN 1 Kota Magelang Academic Year of 2013/2014” by Anisa fitriyani(2013) In creating sentence, word order held an important role to make the sentence can be understood.. In constructing sentence, word order errors are visible in the omission of subject, predicate or object and the wrong composition of sentence constituent. Whereas in word order distribution, the error occurred in the arrangement of modifier + head noun. Besides that, according to the questionnaire, the dominant factor that caused the error is carelessness in which the students still confuse and do not have motivation to learn English..¹

The second study is “an analysis of students error in writing Recount Text (*A Case Study In The Eighth Grader Students Of Smp Trimulia Jakarta Selatan 2013/2014*) by Cholipah 2014

This study was carried out to find empirical evidence of the most common errors and the source of errors in recount text writing made by the Eighth Grader students of SMP Trimulia Jakarta. The result of the study showed that there are the highest-three and the lowest-three errors made by the students. The highest-three common errors are capitalization with the number is 200 or 23.90% errors, word choice with the number is 110 or 13.14% errors and verb tense with the number is 105 or 12.54% errors.

¹Anisa fitriyani,*an error analysis of word order in recount text made by students at tenth grade of Man 1 Magelang academic year of 2013/2014*

The lowest-three errors are 3 or 0.36% incomplete sentence errors, 13 or 1.55% meaning not clear errors and 21 or 2.51% singular-plural errors.

Based on the total result types of errors, the writer found that the number of total source of errors are communication strategy has 428 or 51.14% source of errors, interlingual transfer has 295 or 35.24% source of errors, intralingual transfer has 94 or 11.23% source of errors, and context of learning has 20 or 2.39% source of errors.).²

Even though, this study also takes the grammatical aspect in the students writing, it differs from the two above researches. This study will be focused on investigating the students' error in using word order when making recount text of SVO.

²Cholipah, *an analysis of student's error in writing recount text at the Eighth Grader of Smp Trimulya Jakarta selatan Academic years 2013/2014.*(Uin Syarif Hidayatullah Jakarta)

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing

Harmer argued that writing is a process that we write is often heavily influenced by the limitations of genres, and then the elements have to be present in learning activities.³ It means that writing is a part of learning activities that give effect in language style to our life.

In other hand, Thomas stated at other time something about us, experience, and feeling was expressed by writing.⁴ It means that writing is the activity for transferring the information to the others. Moreover, by writing people can express the ideas, experiences, thoughts, and feeling into written form , It means that writing as one of the four language skills is not an activity in its own right but one which serves the other skills.

Writing is central to children's intellectual, social and emotional development and plays a critical role in learning. It is therefore essential that the early teaching of writing should draw on research which describes the types of texts that students have to write at different stages.⁵

³Jeremy Harmer, *How to Teach Writing*, (England: Longman,1988),p.86
⁴Thomas S Kane, *The Oxford Essential Guide to Writing*, (New York: Berkley Books,2000),p.19

⁵ Ken hyland, *teaching and researching writing*, second edition,(britain:longman,2009),p.85

B. The Concept Of Recount Text

1. The Definition Of Recount Text

The definition of text that is learned by junior High School students is recount text. Recount text is one of text that retell past event.

A recount is the most common type of non-fiction writing and includes regular ‘news’ or diary writing; accounts of outings and holiday activities ;true stories of events in story.⁶ On the other word, recount text is a text that tells the reader about the writers’ story, action or activity.

A recount reconstructs past events in the time order in which they occurred. It involves telling what happened and interpreting or evaluating the experience in some way.⁷ It means that, a recount text reconstructs past events in the time order in which the writer occurred.

It involves telling what happened and interpreting or evaluating the experience in the past.

Its goal is to entertain or inform the reader. In this text, the writer can give more information to the reader about the experiences and event. Besides, it can entertain the readers. In order word, recount text is one type of texts that retells some event in the past in order to inform and entertain the reader. Recount text includes eyewitness account, newspaper report, letter, conversation, television interview and

⁶ Sue palmer , *how to teach writing across the curriculum* ,second edition2, (london:: Routledge, 2011), p. 42

⁷ Blake Education, *Targeting Text; Recount, Procedure, Exposition,* (Singapore: Green Giara Press, 1998), p. 4.

speeches. So, in this text the writer can describe the experience or chronological order to the readers.

Recount Text is a text which retells events or experiences in the past chronologically. This text describes about the writer's personal experience which truly happens in his or her life. It means that recount text is a text used to tell the writers' experiences or events in the past to the readers.

From the definition above, the writer concludes that recount text is a text that retells events or experiences in the past. The text is used to inform or to entertain the reader.

2. Generic Structure of Recount Text

A recount focuses on a sequence of events relating to a particular activity. The recount follows three steps. Those are orientation, series of events, re-orientation.⁸

a. Orientation

The orientation forms the first paragraph of the written recount. It establishes the time, setting and who or what is participating. It is important to include the *when, who, what, and where*, and sometimes *why*, to help the audience know what we want to retell.⁹

⁸ Blake Education, *Targeting Text; Recount, Procedure, Exposition*, (Singapore: Green Giara Press, 1998), p. 4.

⁹ *Ibid.*, p. 5.

b. Series of events

Series of event, in this part the students focus on supplying details about who, what, where and when.¹⁰ It means that, students explain about the story. The events usually started with time signals, such as; first, second, then, finally, etc. In the last is reorientation. It is the closure of the events.

c. Reorientation

Reorientation is optional, some text may not include this. If there is, usually in the last paragraph.

¹⁰ *Ibid.*,

C. The Concept of Error Analysis

1. Definition of Error Analysis

Richards says that error analysis is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) identify strategies which learner use in language learning, (b) try to identify the causes of learners error, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.¹¹ Its mean that error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language.

Human learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgment, miscalculation, and erroneous assumptions from an important.¹² In distinguishing between error and mistake, that errors reflect gaps in the student's knowledge, it occurred because the students does not know what is the correct, whereas mistake reflect occasional lapses in performance, they occur because, in particular instance, the students untenable to perform what he or she knows.

¹¹ Richards. Jack. C and Richard Schmidt, *Dictionary of Language Teaching and Applied Linguistic, Fourth Edition*, (Longman: Great Britain, 2010)p. 201

¹² Brown, H. Douglas, *Principle Of language learning and teaching*, (San Fransisko State University: Longman, 2006), 5th Edition, P.257

2. Sources Of Error

The sources of error due of transferring rules from the mother tongue to the target language sometimes called “interlingual errors”.

As we have already seen, interlingual error is a significant source of error. While it is not always clear that an error is the result of transfer from the mother tongue to the target language, learners also make many errors, which show they are processing the second language in its own terms.

Error of this second type often called “intralingual errors”. This type is often similar to those produced by the child in the mother tongue and suggest that the second interference is employing similar strategies, notably generalization or simplification. Another source of error is developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

a. Carelessness

Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interests; perhaps the materials and/or style of presentation do not suit them.

b. First language

Norrish states that language learning is matter of habit formation.

When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called the first language interference.

c. Translation

Translation is one of the causes of errors. It happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This probably the most common cause of error.

3. Classification Of Error

Burt and kiparsky found that there are two major classes of error

a. Global Error

Global error are defined as those violate rules involved in the overall structure of a sentences the relation between part of clauses or in a simple sentence.

b. Local Error

Local error, on other hand cause trouble in a part of particular, or in a clause of a complex sentence. Regarding to explanation above, the writer concludes that global error is higher on the hierarces than the local one. Thus the sentences with both global and local one or even group of local one. In error analysis we have to identify the sources of error. The researchers and the

teachers of foreign language came to realize that the errors a person made in the process of constructing a new system of language is needed to be analyzed carefully. It is significant because it shows a student's progress, show how a language is acquired, what strategies the learner uses, and the student can learn from these errors.

4. The Differences Between Mistakes and Errors

In order to interference in a proper perspective, it is crucial to make a distinction between mistakes and errors, technically two very different phenomena.¹³ Native speakers normally are able to identify and correct the mistakes. An error shows the competence of the learner. An error can not be self-corrected, and a mistake can be self-corrected.

Actually mistake and error are different but both of them can be analyzed if we know the problem.

D. The Concept of Word Order

1. Definition Of Word Order

Word order is a grammatical signal in all languages, though some languages, like English, depend more heavily on it than others do. "The man finished the job" and "The job finished the man" are

¹³H. Douglas Brown, *Principle Of Language Learning And Teaching*, (San Francisco: Prentice Hall, 1993), P.257

sharply different in meaning, as are “He died happily” and “Happily he died.”¹⁴

Word Order is an arrangement or sequence of words in stringing a sentence. In the Indonesian language rules we know SPOK, then it is a Word Order in English. As we know, in composing an English sentence that is good and right, the following sequence is needed: Subject, Predicate (verb) and the new object is added with an adverb of place and time. English Word Order Form:

S: Subject

P: Verb or predicate

O: Object

K: Adverb

Errors in writing such as tenses, prepositions and low vocabulary are the most common and often type errors that are done by learners. The learners usually face difficulties in learning the grammatical aspects of the target language, such as in subject-verb agreement, the use of preposition, articles and the use of correct tense. according to dictionary of language teaching and applied linguistics.

A distinction is sometimes made between an error, which results from incomplete knowledge, and a mistake made by a learner when

¹⁴ John Algeo. *The Origins And Development Of The English Language*, sixth edition(wadsworth cengage learning,USA,2010)p.4

writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of performance.¹⁵

a. Word Order in Noun Phrase

1) The definition of noun phrase

Sara thorne said that noun phrase are phrases where the key word is a noun, we call this the head word.¹⁶ and then noun phrase is a group of words that acts like a noun in a sentence.¹⁷ Whereas, noun phrase is defined as a phrase that consists of a pronoun or noun with any number of associated modifiers, including adjectives (*small, red, lovely*), adjectives phrases, adjectives clause, possessive adjectives (*my, his, her, their*) adverbs (*very, extremely, usually*), articles (*the, a, an*), preposition phrases and other nouns in the possessive case. Noun phrase never stand alone as sentences.

2) The formula of noun phrase

There are three parts of noun phrase function formula that consist of the head, pre modifier and post modifier.

1. The head

One of the most important components of a noun phrase is the head noun. In English, the head noun becomes the center of attraction of the noun phrase. This part cannot be omitted from the phrase, whereas the pre modifier or post modifier can be omitted.

¹⁵ Richards. Jack. C and Richard Schmidt, *Dictionary of Language Teaching and Applied Linguistic, Fourth Edition*, (Longman: Great Britain, 2010)p. 201

¹⁶ Thorne Sara. *Mastering Practical Grammar*. (New York: Palgrave Macmillan, 2012), p.76

2. Pre-Modifier

Pre-Modifier Occur before the head word of a complex noun phrase and can be ordinal or cardinal number, for exemple *the fifteenth voter*. And be adjective phrase, for example *some chilly night*. Then can be nouns and –ing and –ed participles.¹⁸

3. Post modifier

Noun phrases are the most complex types of phrases. Not only do they have two possible constituents before the head noun (determiners and premodifier), they also have great many types of post-modifiers. As the following examples show, post modifiers may be realized as phrases, finite clauses, or nonfinite clauses.¹⁹

Sentences	Function
The boy ahead	Post-mod
The boy in the room	Post-mod
The boy who walked in the room	Post-mod
The guy living next door	Post-mod

¹⁸Thorne Sara, *Mastering Practical.*, p 76

¹⁹ Marjolijn Verspoor & Kim Sauter, *English Sentences Analysis*. (Amsterdam / Philadelphia : John Benjamin Publishing Company, 2000), P 125-126

Post – modifiers occur after the head word and are usually made up of a phrase or clause. The qualifier can be omitted without affecting the meaning of a sentence but the use of post – modifiers allows writers and speakers to add additional information or descriptive detail.

3) Simple Noun Phrases

In a single word noun phrases, only the head word is used and the phrase is described as a simple noun phrase.

1. Tree
2. Bookcase
3. Politican
4. Jack

If a determiner precedes the head word, the phrase is still described grammatically as a simple noun phrase. It is important to remember that pronouns can also be the head of a simple noun phrase because they act as a substitute for a noun. They are described as the acting head of a noun phrase.

4) Complex noun phrase

When noun phrases are expanded by the addition of extra words, we describe them as complex noun phrases. These can contain words before the head word (pre - modification), after the head word (post modification), or both before and after (pre- and post- modification)

1. The leafy tree
2. The **bookcase** with warped shelves

3. The local **politician** who fight to human right

In these example, the head word of each noun phrase is in bold and the additional information is underline. Different kinds of words and phrases can be used to expand a noun phrases and it is important to be able to recognise and identify these.

b. **Determiners and quantifiers**

The first type of functional category which we shall deal with is the category of determiner (abbreviated to D, or sometimes DET). Items such as those bold-printed in (16) below (as used there) are traditionally said to be (referential) determiners (because they determine the referential properties of the italicized noun expression which follows them :

- (16) (a) The village store is closed
- (b) This appalling behaviour has got to stop
- (c) That dog of yours is crazy

Referential determiners are used to introduce referring expressions: an expression like the car in a sentence such as Shall we take the car? is a referring expression in the sense that it is typically used to refer to a specific car which is assumed to be familiar to the hearer/addressee. A related class of words are those which belong to the category quantifier (abbreviated to Q), and this is traditionally said to include items like those bold-printed below:

- (17)(a) Most good comedians tell some bad jokes

- (b) Many students have no money
- (c) Every true Scotsman hates all Englishmen
- (d) Each exercise contains several examples

Such items are termed quantifiers because they serve to quantify the italicised noun expression which follows them.²⁰

2. Classification Of Word Order

Word order are specific to each language and may show considerable variation. Nevertheless, research has identified certain universal word order patterns. Typological studies of hundreds of languages show that each one may be classified into one of three basic word order types according to how the three main syntactic constituents—subject (S), verb (V), and object (O)—are ordered within a basic declarative sentence. The SVO order of languages such as English, French, and Spanish is nearly as common, occurring in 35–43%. The VSO order found in languages such as Irish, Maori, and Berber is the rarest, with estimates varying from 9% to 20%.²¹

Languages differ in the degree to which they allow or exploit variations from the basic SVO or VSO word order. Variations are typically used to convey a certain style or focus, emphasize a particular word or phrase, or signal that a sentence has a special discourse function, such as a question or command. It is not

²⁰ Andrew radford. *English Syntax : an introduction.* (Cambridge: Cambridge University Press, 2001) P . 24

²¹ Dearborn Fizhroy, *Encyclopedia of linguistics*, (Philip Strazany, New York, 2005), p1187

uncommon to find that one word order is standard in finite (tensed) main clauses and that another is the norm in infinitive (untensed) clauses. Adverbs (such as *luckily*), which are optional elements, are particularly flexible in their possible placements. In terms of language processing, the very first and last positions in each sentence are significantly prominent positions. Often a phrase will be ordered first or last to emphasize and focus attention on it. Very long phrases, such as *the three young men who washed the car for me last Saturday*, are often positioned last or at least moved rightward, possibly because this makes them easier to process. The first and last positions are also the most common ones for special question-marking particles in those languages that use such particles. although there are two types of word orders above, but in this study, researcher only focused on the type of word order that SVO of noun phrase.

3. The Function of Word Order in Sentences

The function Word order in sentence is very important in English because there is very little "case marking" a subject and an object have the same form (except for pronouns). For example, the sentence "Mary likes Dave." does not have the same meaning as "Dave likes Mary." The Subject (the person who "likes") comes before the verb. The Object (the person who receives the action of the verb) comes after the verb ²²

²² <https://www.speak-read-write.com/grammar1.html>

CHAPTER III

RESEARCH METHOD

A. Types and Characteristics the Research

This study implements a qualitative research. The type of this research is a case study. According to Creswell a case study is, in which the researcher explores in depth a program, event, and activity, a process one or more individuals²³. Its mean that, the writer will research all the activity or event the person, time and activity limited. The researcher collects information in variety data collection procedures until the sustained period time.

Traditionally, the case study has been associated with qualitative methods of analysis. Indeed, the notion of a case study is sometimes employed as a broad rubric covering a host of non-quantitative participant-observation, process-tracing, historical, textual, field research, and so forth²⁴.

First ,qualitative research uses multiple methods that are interactive and humanistic. The multiple methods can be applied appropriately the participant. Second, qualitative research is fundamentally interpretative. It can be assumed that the researcher can interpret the data. The researcher describes the participant, interpreting the data and then drawing the conclusion about the data intended. Third, the qualitative research is

²³ Creswell, *research Qualitative Quantitative and Mixed Method Aproach*, (New York : Sage publikation, 2002), p. 17

²⁴ Jhon Gerring, *Case Study Research: Principles and Practices*, (New York: Cambridge University Press, 2007), p. 10

descriptive. The data collected is in the form of words or picture rather than number. Fourth, the data qualitative research in research is analyzed inductively. Fifth, the qualitative research adopts and uses one or more strategies of inquiry as guide for the procedure in the qualitative study. Then the last, the qualitative research are concerned with process rather than simply with outcomes or products.

The research would conduct to explore the phenomenon about students' error and considers the importance of quality of students' writing to be explored. Therefore, the writer decides using qualitative approach to investigate and to analyze the common errors on students' writing. The research will be conducted in MTs N 1 East Lampung.

B. Data Resources

Data resource of the research is gotten by document and Questionnaire. It means that the writer gets the data from purposive sample as the participants. In this research, in conducting the data resources, the researcher would divide them into primary and secondary.

The primary source is the data resource which would be directly acquired by data. It means that the first hand data of students' about use word order in recount text will be obtained by researcher as an object of this research. The object of this research is in class Eighth graders the pupils in this class there are 34 students.

Secondary sources are helpful as begin review, to explore and determine the range of materials on a topic. Examples of secondary sources are handbooks, e-books, and select journals that relate to error analysis using word order.

In this research, the researcher use qualitative method, sampling technique used in qualitative research is purposive sampling. In this qualitative study, the findings could be subject to other interpretations. This statement implies that the way that researchers sample must be tied to their objectives. A second implication follows from the first: There is no one best sampling strategy because which is best will depend on the context in which researchers are working and the nature of their research objective(s).²⁵ in this study, the researcher chose to study in a school MTs N 1 East Lampung as a place of research.. in this study is taken only one class for the particular, especially in class Eighth graders the pupils in this class there are 34 students and for this research the researcher only takes 10 pupils as participants. among the 10 participants is still so many lack and error in writing recount text especially in word order.

²⁵ Lisa M given.*Qualitative Research Methods*,(USA,The Sage Encyclopedia ,2008)
,p 697

C. Data Collection Technique

Creswell said that “in many qualitative studies, inquires collect multiple forms of data and send a considerable time in the natural setting gathering information”.²⁶ Therefore, the data will be gained through several techniques in triangulation as follows:

1. Documentation

In conducting this research process, the researcher will be collect some appropriate documents. It means that the researcher conducts the research using document such as task of making recount text from teacher .In this research, the writer requires subject in first semester at the Eighth graders , because these students have got material and experience. Then, writer will analyze the result of recount text based on their knowledge of word order.

2. Questionnaire

Questionnaire is a list of written questions that are proposed to respondent and it must be answered in writing. The question type of questionnaire that appropriate in qualitative study is open-ended questions. In this question, respondent can supplies their own answer without being constrained by a fixed set of possible responses, so the result of data can be used to analyze in qualitative study. Questionnaire is used to know the factors that caused word order errors made by students among the Eighth graders at MTs n 1 east lampung.

²⁶Jhon W.Creswell, *Research design.*, p.213.

3. Observation

The purpose of observation was to describe about situations, events, individual, and the relationship between situations, events, and individual. In this term, the researcher observed the students' behavior, activities, conditional and environment around the participants taking field notes in order to know directly how the process in the class is. In addition, the students' data of the use word order in recount text among the Eighth graders of MTs 1 east Lampung had been acquired by the writer.

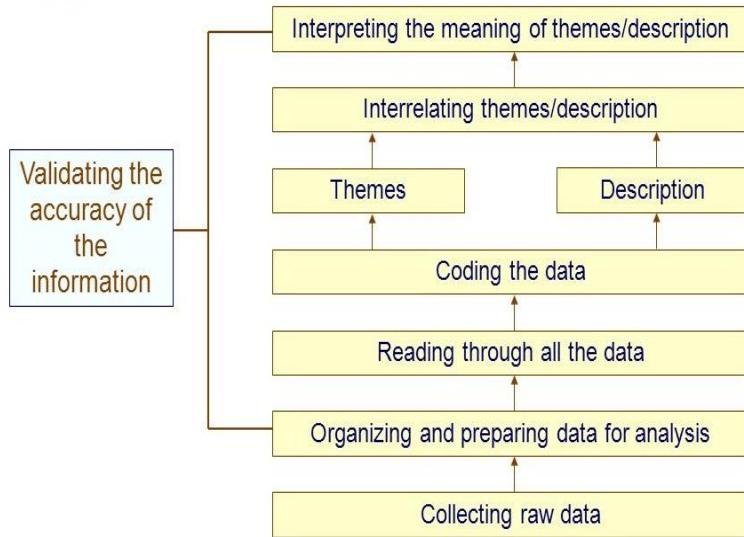
D. Data Analysis Technique

Discussion of the plan for analyzing the data must have several components. As Creswell stated the process of data analysis involves preparing the data for analysis, reading through all the data, applying the coding process, description, representation and interpretation.²⁷ Because of that, the researcher will be apply the six steps to analyze and gain the data. The steps can be explained as follows:

1. Firstly, the researcher prepare the data of analysis. For this step, the researcher would conduct among the Eighth graders of MTs 1 East Lampung as a subject. Then, the researcher would take and collect their writing as a main research document.

²⁷John W Creswell, *Research Design*, p.191

2. The second step, reading all the data. The researcher read all collected data. The researcher tries to understand the information convey. Also, the researcher looked some errors on the use of Word order of each students recount text writings. So the researcher can know the types of errors on using word order on the students writings.
3. The third steps is coding process. After reading all data, the researcher makes the some categories of the finding result. The categories involved inappropriate use word order .
4. The next step is descripting the data. This description is the result of the coding process. Then, the made of the writing result on the students writing served on the table.
5. The fifth step, the researcher conveys and generates the descriptive information of finding other analysis about the writing result. In this situation, the researcher analyzes the students writing and calculates the proportions (frequency and percentage) some errors in writing recount text made by the students.
6. The last step is the interpretation the data. After represting the descriptive information, the researcher takes some lessons interpreting it. the researcher verifies his research by making conclusion of data findings. The researcher will code and then label the data about students report recount text by using word order.



E. Research Approach

Research approach is the problem solving technique of the research which conducted to organize the fact field and précis field for understanding, explaining, predicting, and managing the condition of the analysis. In this research, the researcher apply case study as the method of qualitative research. A case study is a holistic method that uses multiple sources of evidence to analyze or evaluate a specific phenomenon or instance.²⁸ It means that case study is research method that describes a phenomenon deeply and clearly. Therefore, the researcher will choose this method because the researcher wants to know the phenomenon of errors using word order made by students in writing Recount text and explore deeper problems faced in students writing. This research conducted on among the Eighth grader at MTs N 1 East Lampung.

²⁸Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research*, (USA: Falmer Press,2005),p.161

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. The Description of Research Location

a. The History of MTS N 1 East Lampung

MTS N 1 East Lampung is located on Lembayung street Banjar rejo East Lampung. In MTs N 1 East Lampung was established on April 19, 1983.

Since MTSN 1 East Lampung was established, this school has been led by the following principals:

- | | |
|----------------------------------|-----------|
| 1) Syaiful Parjono | 1978-1980 |
| 2) Maijab, BA | 1980-1988 |
| 3) Mulyadi | 1988-1998 |
| 4) Drs. Kamaludin | 1998-2004 |
| 5) Yahya Sulaiman | 2004-2005 |
| 6) Drs. Mufasir | 2005-2010 |
| 7) M. Nurdin, S.Ag | 2010-2015 |
| 8) Hj. Lenny Darnisah, S.Pd, M.M | 2015-2018 |
| 9) Irwin ,S.Pd, M.Pd | 2018 |

b. Number of Teachers and Official Employees

Table 1

Number of Teachers and Official Employees at MTs N 1 East Lampung

No	Name	Sex	Occupation
1	Irwin, S.Pd, M.Pd	Male	Principal
2	M. Ali S, A.Md	Male	Islamic Teacher
3	Dra. Hj.Sri Budi Utami	Famale	Arabic Teacher
4	Abdurrohim, Ba	Male	Arabic Teacher
5	Laili Masithoh, S.Pd.I	Female	Islamic Teacher
6	Dra. Chandrawati	Female	Mathematics Teacher
7	Dra. Rulia	Female	Counselor
8	SejoWinarno, Ba	Male	Indonesian Teacher
9	Abdul Rohman Ps, S.Ag	Male	Vice principal
10	Drs. Akhmad Zazuli	Male	Islamic Teacher
11	Dra. Wiwik Darwati	Female	Indonesian Teacher
12	Dra. Hj.Siti Tsaniyah	Female	Counselor
13	Fatmah, S.Ag	Female	Drum band Coach
14	Dra. Sri Hermawati	Female	Mathematics Teacher
15	Desi Handayani, S.Pd	Female	English Teacher

16	Eni Yunanti Utami, S.Pd	Female	Science Laboran
17	Mardliyati, S.Ps.I	Female	Art Teacher
18	Hj. Samsiah, S.Pd.I	Female	Islamic Teacher
19	Rosita, S.Ag	Female	Indonesian Teacher
20	Dra. Marliza	Female	Civic Teacher
21	Dra. Eka Marlita	Female	Civic Teacher
22	Ma'sum, S.Ag, M.Pd.I	Male	Vice Principal
23	Sukesih, S.Pd.I	Female	Science Teacher
24	Asih Subagyo, Ba	Male	Indonesian Laboran
25	Hj. Nasyiatun Budiarti, S.Ag	Female	Islamic Teacher
26	Taufik Hidayat, S.Pd., M.M	Male	Sport Teacher
27	Yuli Setyono, S.Pd	Male	Vice principal
28	Eko Susilo Hadi	Male	Sport Teacher
29	Masriyah, S.Ag	Female	Computer Laboran
30	Drs. Abdul Sukur	Male	Vice Principal
31	Muhammad Nurdin, S.Pd	Male	Science Principal
32	Magdalena, S.Pd	Female	English Teacher
33	Novi Diana Mandawasa, S.Ag	Female	English Teacher
34	Zaki Mubarok, S.ag., M.Pd.I	Male	Arabic Teacher
35	Lathifah Yan, S.Ag	Female	Science Teacher
36	Aswandi, S.Ag	Male	Social Teacher
37	Musyri'ah, S.Ag., M.Pd.I	Female	Islamic Teacher

38	Bara Sabarati, S.Psi., M.Pd.I	Female	Counselor
39	Siti Nurhayati, S.Pd. M.Pd.I	Female	Mathematics Teacher
40	Atik Setyawati, S.Si	Female	Computer Teacher
41	Drs. A. Fauzi	Male	Social Teacher
42	Baktiono, S.Sn	Male	Computer Teacher
43	Octi Humairoh	Female	Counselor
44	Prini Mardiyanti, S.Pd	Female	English Teacher
45	Endang Puji Lestari, S.Pd	Female	Social Teacher
46	Yusti Apriani, S.Pd	Female	English Teacher
47	Farida, S.Pd.I	Female	Mathematics Teacher
48	Budi Jamaluddin Fa'ri, St	Male	Computer Teacher
49	Putri Dwi Pravitasari,S.Pd.I	Female	Lampungnese Teacher
50	Tajuddin Muslih, S.E	Male	Lampungnese Teacher
51	M . ikhsan Nawawi,S.Ag	Male	Administration Staff
52	Uzu Nuhir	Female	Administration Staff
53	Ema Dewi Arif	Female	Administration Staff
54	Rosada Niliyani, S.Ag	Female	Administration Staff
55	Abdul Hanan	Male	Security

56	Ponidi	Male	Administration Staff
57	M. Insan Jaya, S.Pd.I	Male	Administration Staff
58	Andika Irawan	Male	Administration Staff
59	Sarno	Male	Security

Source: Documentation at MTs N East Lampung

c. The Number of Students at MTs N 1 East Lampung

Table 2

The number of students' MTs N 1 East Lampung

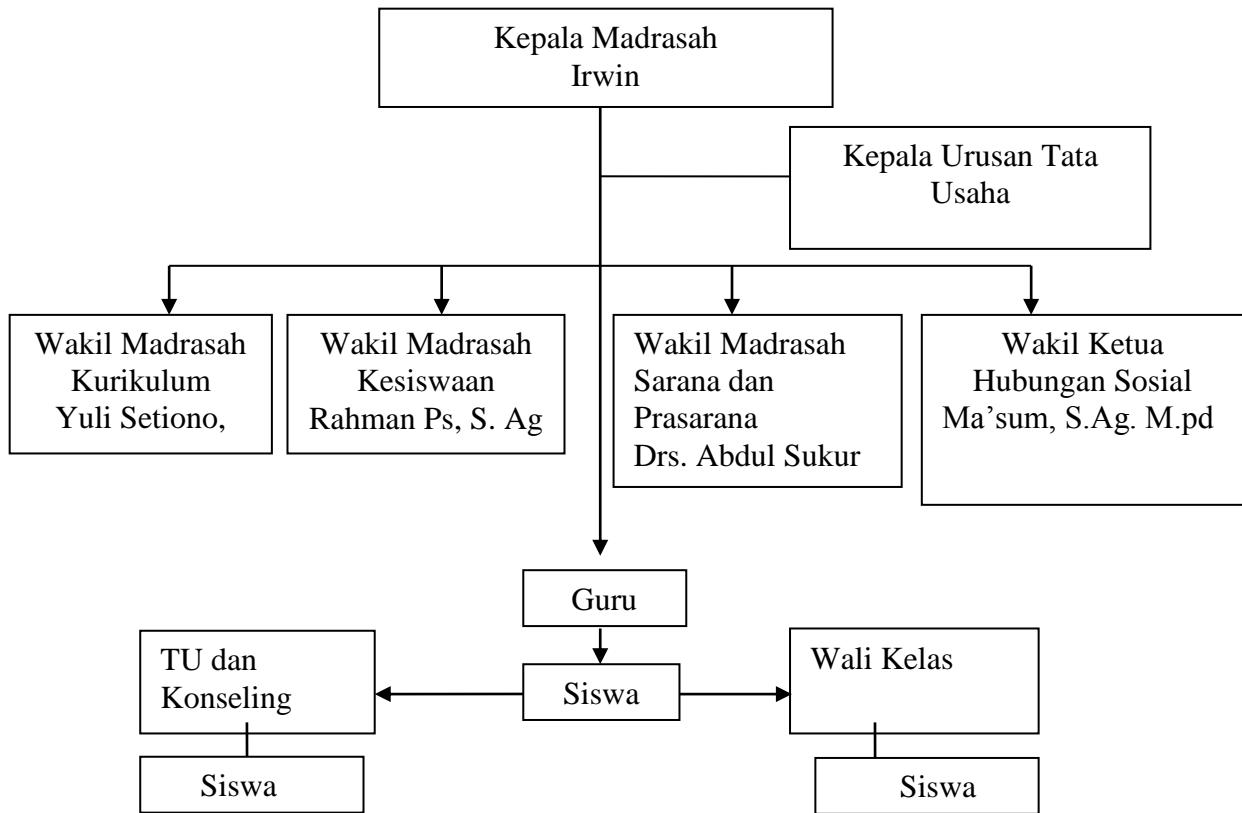
Class	Sex		Amount
	Male	Female	
VII	105	118	223
VIII	91	104	195
IX	103	147	250
Total	299	369	668

Source: Documentation at MTs N 1 East Lampung

d. Organization Structure MTs N 1 East Lampung

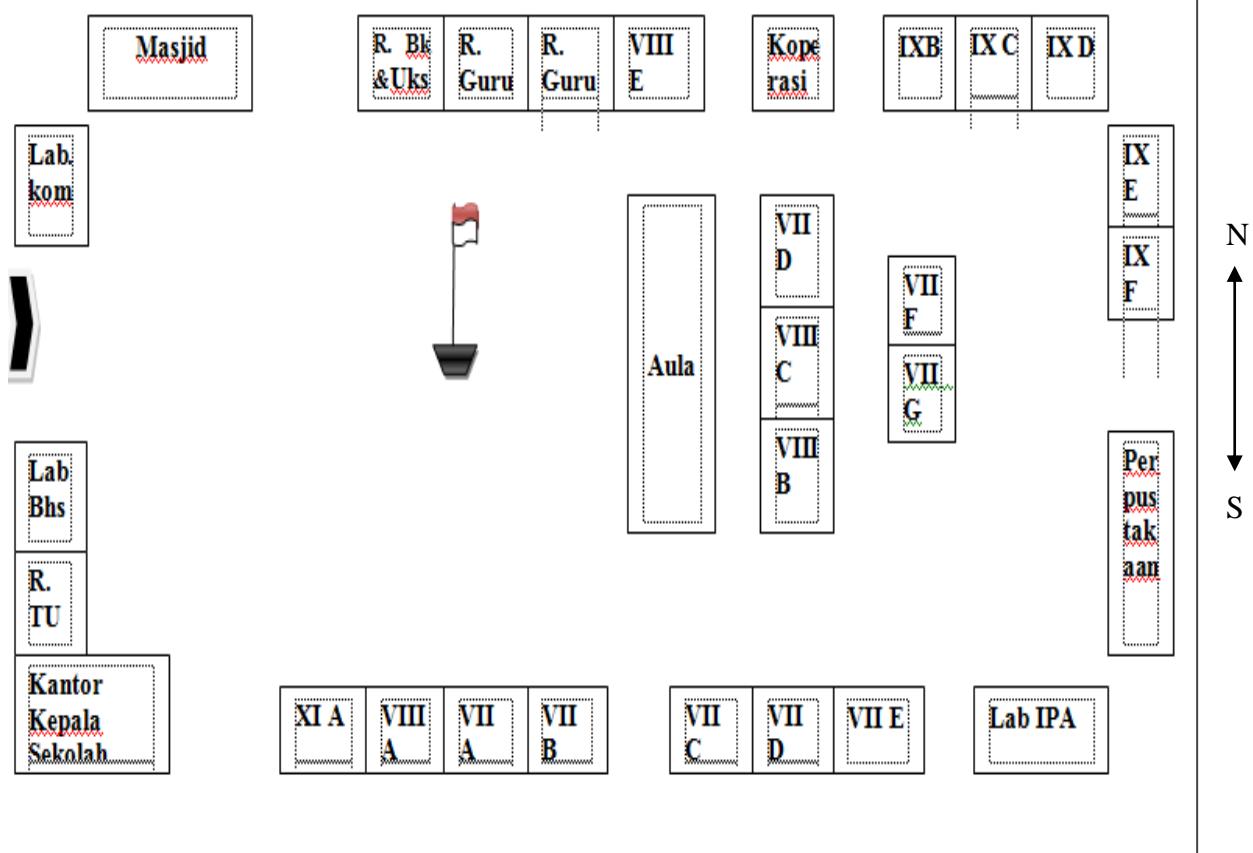
Figur 1

Organization Structure of MTs N 1 East Lampung



e. The Map of MTs N 1 East Lampung

Figure 2. The Map of MTs N 1 East Lampung



f. Learning Facilities

The condition of Learning Facilities in MTs N 1 East Lampung

was under renovation. The data confirms that MTs N 1 has 30 rooms which consists of 18 Classrooms, 1 Principal's room, 1 Living room, 2 Teacher's room, 1 School health service room, 1 Library, 1 Ceremony yard, 1 mosque, 1 computer room, 2 physical laboratorial, 1 Cooperation, 1 administration room. And there are several Extracurricular activities: Troopflag raisersheritage (Paskib), KIR, Spiritual (Rohis), Scout

(Pramuka). School Activities Sports nuance: Basketball, Football, Badminton, Volleyball, Futsal.

B. General Description of Research Data

Essentially, word order is the arrangement of words in a sentence.

In many languages, including English, word order plays an important part in determining meaning expressed by user. According to experts, a sentence must contain no unnecessary words.

A paragraph must contain unnecessary sentences. Unnecessary words, phrases, or clauses in sentences. A sentence is supposed to be simple and straight to the point. There was absolutely no room for unnecessary words, phrases, or clauses. Just avoid write the same thing twice or more.

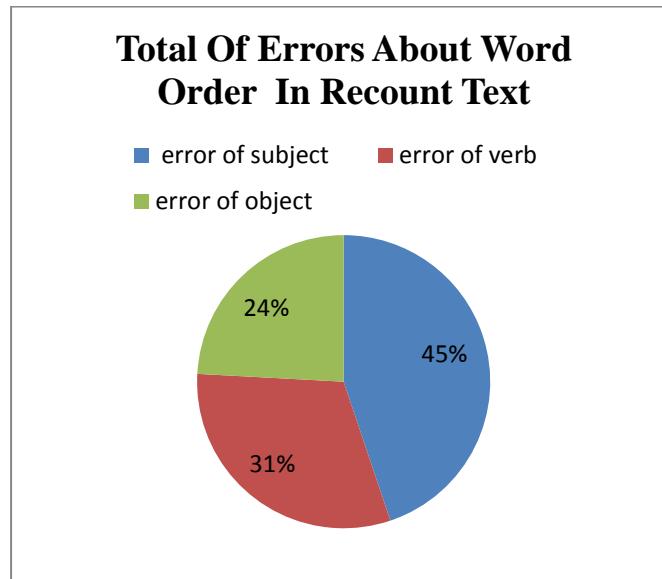
In this chapter, the researcher especifically analyzed types of errors about word order in recount text the Eighth Grader of MTs N 1 East Lampung and find out the reason why the students made errors. The Researcher collected the primary data from the student student's writing and interview result. The data were taken from the among Student at the Eighth Grader af MTs N1 East Lampung by using cluster purposive technique sampling.

The following table illustrated the errors made by the students found in students' writing result:

Table 3
Total Of Errors About Word Order Error In Recount Text

No	Name	The Error in Using Word Order			Total Error
		Error of subject	Error of predication/verb	Error of object	
1	AF	-	4	-	4
2	AR	-	5	3	8
3	AI	3	1	3	7
4	EF	-	2	2	4
5	FS	1	1	3	5
6	IL	1	2	3	6
7	LA	2	2	2	6
8	MJ	6	1	2	9
9	RN	-	6	-	6
10	RA	1	2	-	3
Total		14	26	18	58

From the table data analysis above, the researcher got the frequency of the errors of word order found in students recount text. In addition, the researcher described the result of the research in a chart as followed:



Based on diagram above, it could be seen that the number of errors made by the students about word order were 58 errors. The most commonly errors found in the use verb were 26 errors (44,8%), Error in use object 18 (31,0%), and error of use subject 14 (24,13%) the most common error is in using the verb.

And then the researcher gave a brie description of students' errors in recount text. This table is the analysis error word order in recount text. The result as follow :

Table 7
brief description of students' errors in recount text

No	Name	Error sentences	Correct sentences	Type of errors
1	FSN	It sure my bad holliday.	It <u>was</u> sure my bad holliday	Omission of verb.
2	AF	Yesterday went to the zoo.	Yesterday <u>i</u> went to the zoo	Omission of subject
3	AFI	I to under the big tree.	I <u>went</u> to under the big tree.	Omission of verb
4	RA	When was at six grade.	When <u>i</u> was at six grade.	Omission of subject
5	EF	I went to. To buy some.	I went to <u>market/schol.</u> To buy some <u>fruits/things.</u>	Omission of object.
6	LA	Last week went to the theatre. I took my ticket on my.	Last week <u>i</u> went to the theatre. I took my ticket on my <u>wallet/pocket</u>	Omission of object .
7	AR	I buy for my friend. It my happy holliday.	I buy <u>gift</u> for my friends. It <u>was</u> my happy holliday.	Omission of object and verb.

8	RNA	It Sunday in the last december 2017. Actually there nothing special from parang tritis.	It <u>was</u> Sunday in the last december 2017 . actually there <u>was</u> nothing special from parang tritis.	Omission of verb.
9	AI	I to the pacitan with some. Stop for several minutes to enjoy the.	I <u>went</u> to pacitan,with some <u>friends/family</u> .stop for several minutes to enjoy the <u>landscape/view</u> .	Omission of verb and object.
10	MJ	Did a small project . building a small fish pond at. I so happy to do that.	I did small project. Building small fish pond at <u>home</u> . I <u>was</u> so happy to do that.	Omission of subject ,object and verb.

Based on data above The most commonly errors found in the use

verb errors. most of students dont know how to use verb in write recount text.

a. The Factors That Caused Word Order Errors In Recount Text at Eighth Grader of MTs n 1 East Lampung

To know the factor that caused word order error in recount text, the writer used questionnaire method to collect the data. This method is chosen to make the study effectively because of restrictiveness of the time that provided by school. The questionnaire were distributed to the 10 students in VIII C class. The test list consisted of 10 questions, The student response is presented below:

1. Do you know what recount text is?

AF : Yes, I know
 RA : Yes, I know
 AFI : Yes, I know
 EF : Yes, I know
 LA : Yes, I know
 AR : Yes, I know
 RNA : Yes, I know
 AI : Yes, I know
 MJ : Yes, I know
 FSN : yes , i know

In this case, most of students answered that they know what the recount text is.

2. Do you like writing a recount text ?

AF : No, I dont like
 RA : Yes, I like it
 AFI : No
 EF : Yes, I like it
 LA : No
 AR : Yes, I like it

RNA : I dont like
 AI : Yes, I like it
 MJ : Yes, I like it
 FSN : I dont like

In this case, most of students did not like writing a recount text.

Just five students like write a recount text.

3. Have you ever write a recount text ?

AF : Never
 RA : Yes i ever
 AFI : Never
 EF : Ever
 LA : Never
 AR : Yes, i ever
 RNA : Yes, I ever
 AI : Yes, i ever
 MJ : Yes i ever
 FSN : Yes, i ever

In this case, most of students have ever write a recount text. It is because recount text was a material in English subject at school. Just 3 students said they have never written a recount text.

4. When do you write a recount text?

AF : forget
 RA : Yesterday
 AFI : In the class
 EF : When I study English
 LA : When I am in the class
 AR : In the class
 RNA : Today
 AI : In the class

MJ : In the class

FSN : In the class

In this case, most of the students write a recount text in the class when English lesson.

5. Do you know the generic structure of recount text?

AF : Yes I know

RA : Yes I know

AFI : Yes I know

EF : I dont know

LA : Yes I know

AR : Yes I know

RNA : Yes I know

AI : Yes I know

MJ : Yes I know

FSN : Yes know

In this case, most of students know the generic structure of recount text. It is because generic structure is the important thing to make good recount text.

6. Do you use a dictionary when write a recount text?

AF : Yes

RA : Yes

AFI : Yes

EF : Yes

LA : Yes

AR : Yes

RNA : Yes

AI : Yes

MJ : Yes

FSN : Yes

In this case, all of students use a dictionary because they have low vocabulary mastery in English.

7. What do you feel when write a recount text in the class?

AF : I feel nothing

RA : I dont know

AFI : It is so hard

EF : I feel happy

LA : I feel hard

AR : I feel sad

RNA : I feel hard

AI : I feel good

MJ : I dont know

FSN : So good

In this case, most of students feel unhappy in the class when write a recount text. Whereas if all of them do it happily they can writing well.

8. What Is your opinion about your English teacher in the school?

AF : Smart

RA : Know everything

AFI : Smart

EF : Smart

LA : Smart

AR : I dont know

RNA : Smart

AI : Smart

MJ : Smart

FSN : Smart

In this case most of students said that their teacher is so smart. It means that the teacher is not the only one caused error in recount text.

9. Is writing a recount text difficult to you?

AF : Yes

RA : Yes

AFI : Yes

EF : Yes

LA : Yes

AR : Yes

RNA : Yes

AI : Yes

MJ : Yes

FSN : Yes

In this case almost student said that writing a recount text is difficult.

10. In your opinion, what factor that makes you difficult to write a recount text?

AF : I'm still confused because my lack understanding in applying the rule of English grammar

RA : Because I'm still hesitant to arrange the sentence, so I compare the pattern of a sentence to other sentence that I remember.

AFI : I do not understand the concept of English sentence well, so I only use the concept that I know.

EF : I have not understood yet when the teacher explained the lesson because the material do not structured well.

LA : I don't make the sentences carefully, so there are English concepts that forgotten.

AR : The lack of comprehension and material that I remember made me confused and did not interest in making the sentence.

RNA : My English structure mastering is low, so that it influences me to treat one pattern of sentence same with another sentence that almost equal.

AI : I have not understood yet when the teacher explained the lesson, so I am still disoriented to arrange English sentence.

MJ : I just know a little convention of English so I am still confused and do not enthusiasm to learn.

FSN : When I arrange the sentences, I often refer to the arrangement of Indonesian pattern.

Based on the data analysis above, it can be found various factors that caused the respondents committed with error. The dominant factor that caused word order error in recount text made by students at Eighth Grader of MTs N 1 East Lampung is carelessness of the English concept. This result indicates that internal factor like ability, interest or motivation become important factor that influence teaching learning process to get best result. Beside internal factor, external factor also becomes important element to make learning process to be successful.

C. Discussion

In teaching writing in junior high school especially students of Eighth Grader of MTs N 1 East Lampung, based on pra survey there are some problems, the students still have several errors. The students were still confused use word order in recount text. Whereas, the students must know how to use correct forms of using word in the sentences because it was one of important thing to support their ability in writing skill.

It is revealed that there were some errors which were founded in the students recount text. Those errors were divided into three kinds, namely: ommision of subjects, ommision of verb/predicate, ommision of objek in sentences. it could be seen that the of errors made by the students about word order were 58 errors. The most commonly errors found in the

use verb were 26 errors (44,8%), errors in object 18 (31,0%), errors of subject 14 (24,13%)..

In questionnaire section, some students said that the most difficult in making recount text is English concept. The lack of knowledge made the students less of an idea and difficult to arrange word in a sentence moreover the grammatical. Careless of writing without checking was happened in most of students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the researcher can summarize the conclusion of this research as the following :

1. Based on the data analysis, the researcher was eagerly going to deduce this research that some kinds of errors were still found some error types of using word order in recount text among student at the Eighth Graders of MTs N 1 East Lampung . by this research, the students know what is their word order error in recount text. And students will be study hard again and more active in learning English.
2. Based on the data analysis, it can be found various factors that caused the respondents committed with error. The dominant factor that caused word order error in recount text made by students at Eighth Graders of MTs N 1 East Lampung is carelessness of the English concept . the types of mistakes that are often made by students are errors in the use of subjects, predicates, and objects.
3. the dominant factor that caused word order error in recount text is innacurate word carelesnesss and dont know about structure recount text.. This result indicates that internal factor like ability, interest or motivation become important factor that influence teaching learning process to get best result. Beside internal factor, external factor also becomes important element to make learning process to be successful.

4. Based on students' responses on questionnaire, the researcher summarized that cause of errors' that students made In questionnaire section, some students said that the most difficult in making recoun text is English concept. The lack of knowledge made the students less of an idea and difficult to arrange word in a sentence moreover the grammatical. Carelees of English concept without checking was happened in most of students.

B. Suggestion

After the researcher had done the research at the Eighth Graders of MTs N 1 East Lampung, the researcher would like to give some suggestion as follow :

1. For the headmaster

The headmaster is expected to support the English learning process by preparing some facilities of teaching and learning.

2. For the teacher

The teacher is suggested apply the effective technique to teach the material, not only focuses on student's work sheet (LKS) but also on student's interest. The material should be presented creatively, so the students can understand easily and remember the lesson. When explain about the material of sentence construction, teacher should give exercise and discuss the students' work directly so they can know their fault and they understand more.

3. For the students

The students is suggested improve their understanding on English word order, so they can arrange meaningful sentence. And the students should pay more attention when the teacher explains the material to improve their understanding of English. The last is be more active in the class, ask everything about learing English.

BIBLIOGRAPHY

- Blake Education.1998. *Targeting Text; Recount, Procedure. Exposition.* Singapore: Green Giara Press.
- Cholipah.2014. *an analysis of students error in writing recount text at the second grade of Smp Trimulya Jakarta selatan Academic years 2013/2014.* Uin Syarif Hidayatullah Jakarta.
- Creswell.2002. *research Qualitative Quantitave and Mixed Method Aproach.*..New York: Sage publikation.
- Dearborn Fizhroy.2005. *Encyclopedia of linguistics.* New york: Philip Strazany.
- H .Doughlas Brown. 2007. *Principle Of Language Learningand Teaching .Fifth Edition.*(New York.Copyright.
- Hope C Dawson. Michael Phelan .2016. *Language Files; Materials for an Introduction to Language and Linguistics.* Department of Linguistics The Ohio State University.
- <https://www.speak-read-write.com/grammar1.html>
- Jhon Gerring.2007. *Case Study Research: Principles and Practices.* New York: Cambridge University Press.
- John Algeo.2010. *The Origins And Development Of The English Language, sixth edition.*USA: wadsworth cengage learning.
- Ken hyland.2009 *teaching and researching writing.* second edition. Longman: Great Britain.
- Lee icy.2017. *Classroom Writing Assessment and Feedback in L2 School Contexts.*Singapore:Springer Nature.
- Lisa M given.2008.*Qualitative Research Methods,*Los Angles, The Sage Encyclopedia.
- Matthew B. Miles and A. Michael Huberman.1994. *Qualitative Data Analysis, Second Edition.*London: SAGE Publications.
- Richards. Jack. C and Richard Schmidt.2010. *Dictionary of Language Teaching and Applied Linguistic, Fourth Edition.*Longman:great Britain.
- Rodney Huddleston and Geoffrey K. Pullum.2010. *A Student's Introduction to English Grammar.*New York: Cambridge University Press.

Tri agustina .2016. *Error Analysis in writing Recount Text Written by the Eight Grade of smp muhamadiyah 4 surakarta academic year 2015/2026*.Muhammadiyah Surakarta..

APPENDICES

SILABUS

Sekolah : MTS N 1 Lampung Timur
 Kelas : VIII (Delapan)
 Mata Pelajaran : BAHASA INGGRIS
 Semester : 1 (Satu)

Standar Kompetensi : **Mendengarkan**
 1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.1 Merespon makna yang terdapat dalam percakapan singkatan memuat ungkapan – ungkapan: A : <i>Let me help you.</i> B : <i>Thank you so much.</i> A: <i>Can I have a bit?</i> B: <i>Sure. Here you are.</i> A: <i>Did you break the glass?</i> B: <i>Yes I did / No, it</i>	Percakapan singkatan memuat ungkapan – ungkapan: A : <i>Let me help you.</i> B : <i>Thank you so much.</i> A: <i>Can I have a bit?</i> B: <i>Sure. Here you are.</i> A: <i>Did you break the glass?</i> B: <i>Yes I did / No, it</i>	1. <i>Brainstorming</i> bertanya dan menjawab tentang berbagai hal terkait tema topik yang akan dibicarakan. 2. Membahas kosakata (<i>noun phrase, verb phrase, adverb phrase</i>) tata bahasa (kalimat sederhana tentang tawaran jasa, meminta	<ul style="list-style-type: none"> • Merespon ungkapan meminta, memberi, menolak jasa • Merespon ungkapan meminta, memberi, menolak barang • Mengakui, mengingkari fakta • Merespon 	Tes lisan Tes lisan Tes lisan Tes lisan	Merespon secara lisan Pertanyaan lisan Pilihan ganda	<i>Respond the following statement</i> <i>Q: Let me help you</i> <i>A:.....</i> <i>Q: Can I have a bit?</i> <i>A:</i> <i>Choose the right response</i> <i>Q: Did you break the glass?</i> <i>a. Yes, I did</i> <i>b. I don't know</i>	8x 40 menit	1. Script percakap - an 2. Rekaman Percakapan: - Cassette - Tape Recorder - CD - CD Player - TV 3. Gambar-gambar/benda terkait

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.2 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak turut:	memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat	<p><i>wasn't me.</i> <i>A: What do you think of this?</i> <i>B: Not bad.</i></p> <p>Percakapan singkatan memuat ungkapan – ungkapan: <i>A: Would you come to my party?</i> <i>B: I'd love to / I want to, but</i></p>	<p>sesuatu, informasi faktual, pendapat terkait materi percakapan .</p> <p>3. Mendengarkan percakapan yang memuat ungkapan-ungkapan dalam materi.</p> <p>4. Menjawab pertanyaan tentang isi percakapan.</p> <p>5. Memberi respon lisan dan tulis terhadap ungkapan yang didengar.</p> <p>1. Memberi respons lisan Curah pendapat tentang hal-hal terkait topik/ungkapan</p>	<p>ungkapan meminta dan memberi pendapat</p> <ul style="list-style-type: none"> • Memberi respon lisan Curah pendapat tentang hal-hal terkait topik/ungkapan • Merespon ungkapan mengundang,m enerima, dan menolak ajakan 	<p>Tes lisan</p> <p>Tes lisan</p> <p>Isian</p>	<p><i>c. I'm not sure</i> <i>d. All right</i></p> <p><i>Q: What do you think of my new dress</i> <i>A:.....</i></p> <p><i>Write your response to the following statements:</i></p> <p><i>1. Would you go with me to the movie?</i> <i>2. I do agree with you to join the speech contest</i> <i>3. You have beautiful hair.</i> <i>4. You passed your exams.</i> <i>Congratulations.</i></p>	8 x 40 menit	<p>1 Script percakapan 2 Rekaman percakapan 3 Tape recorder 4 Gambar yang relevan Buku teks yang relevan</p>

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui/memuji, dan memberi selamat	<p>A; I do agree B; Thanks for the support.</p> <p>A; No way B: It's O.K. No problem</p> <p>A: You have beautiful hair. B: Thank you.</p> <p>A: Happy birthday. B: Thank you.</p>	<p>yang akan dibahas</p> <p>2. Membahas kosakata dan tata bahasa terkait topik / ungkapan yang dibahas</p> <p>3. Mendengarkan percakapan memuat ungkapan terkait marteri</p> <p>4. Tanya jawab tentang isi percakapan</p> <p>5. Tanya jawab tentang fungsi dan makna ungkapan dalam percakapan</p>	<p>menyetujui / tidak menyetujui</p> <ul style="list-style-type: none"> • Merespon ungkapan memuji • Merespon ungkapan memberi selamat 					

Standar Kompetensi : Mendengarkan

2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.3 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.	<ul style="list-style-type: none"> • Teks fungsional pendek berupa : Undangan Contoh: <i>Dear Rio,</i> <i>I want you to come to my house for lunch on Sunday at 12 a.m.</i> <i>Thanks.</i> • Ciri kebahasaan teks fungsional pendek • Langkah retorika teks: <ul style="list-style-type: none"> - descriptive (<i>identification – descriptions</i>) - recount (<i>orientation events</i>) - reorientation 	<p>Mona</p> <ol style="list-style-type: none"> 1. Tanya jawab tentang berbagai hal terkait topik/tema yang akan dibahas 2. Membahas kosakata yang terkait tema/topik/undangan (noun phrase, verb phrase) 3. membahas ungkapan-ungkapan yang sering muncul dalam undangan: <ul style="list-style-type: none"> - <i>I want you to come to.....</i> - <i>Please come to</i> - <i>Don't forget to come to.....</i> 4. Mendengarkan teks fungsional pendek (undangan) 5. menjawab pertanyaan tentang berbagai informasi yang terdapat dalam teks fungsional, undangan. 6. Mendengarkan contoh-contoh 	<ul style="list-style-type: none"> • Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berupa undangan. • Mengidentifikasi ciri kebahasaan dalam teks fungsional pendek berupa Undangan. 	Tes tertulis	Melengkapi rumpang	<i>Complete the following sentences based on the text you hear</i>	8 x 40 menit	<ol style="list-style-type: none"> 1. Script teks undangan 2. Rekaman undangan <ul style="list-style-type: none"> - cassette - tape recorder - CD - CD Player - TV 3. Gambar/ realia terkait tema/topik/ jenis teks

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.4 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	<p>Teks lisan berbentuk</p> <ul style="list-style-type: none"> • <i>descriptive</i> • <i>recount</i> <p>Langkah retorika teks :</p> <ul style="list-style-type: none"> • <i>descriptive</i> (<i>identification – descriptions</i>) • <i>recount</i> (<i>orientation events – reorientation</i>) 	<p>7. undangan lainnya dari teman.</p> <p>Mengidentifikasi ciri kebahasaan teks fungsional pendek : undangan</p> <ul style="list-style-type: none"> - <i>invitee</i> - <i>occasion</i> - <i>time</i> - <i>place</i> - <i>Invitor</i> <p>1 <i>Eliciting</i> kosakata terkait tema/topik/ jenis teks</p> <p>2 Membahas tata bahasa terkait jenis teks yang akan dibahas</p> <p>3 Mendengarkan teks monolog <i>descriptive / recount</i> dengan topik tertentu</p> <p>4 Menjawab pertanyaan tentang berbagai informasi terkait teks yang didengar</p> <p>5 Menjawab pertanyaan tentang tujuan komunikatif teks yang didengar</p>	<p>• Mengidentifikasi Informasi/makna yang terdapat dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p> <p>Mengidentifikasi fungsional dan langkah retorika teks deskriptif dan <i>recount</i>.</p>	<p>Tes lisan</p> <p>Tes tulis</p>	<p>Pertanyaan lisan</p> <p>PG</p>	<p><i>Answer the questions orally based on the text you listen to</i></p> <p><i>Choose the best option based on the text you have listened to</i></p>	8 x 40 menit	<p>1 Buku teks yang relevan</p> <p>2 Gambar terkait tema / topik</p> <p>Script teks: <i>descriptive / recount</i></p> <p>4 Rekaman teks</p> <p>5 Tape recorder</p> <p>6 OHP</p> <p>7 Lingkungan sekitar</p>

Standar Kompetensi : Berbicara

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat	Percakapan singkatan memuat ungkapan – ungkapan. A; <i>Let me help you.</i> B: <i>Thank you so much.</i> A: <i>Can I have a bit.</i> B: <i>Sure. Here you are.</i> A: <i>Did you break the glass?</i> B: <i>Yes, I did / No, it wasn't me.</i> A: <i>What do you think of this?</i> B: <i>Not bad.</i>	1. Review kosakata dan ungkapan-ungkapan terkait materi dan tema 2. Tanya jawab menggunakan ungkapan-ungkapan tersebut 3. Bermain peran melakukan percakapan yang disediakan guru 4. Bermain peran melakukan percakapan berdasarkan situasi/gambar yang disediakan 5. Menggunakan ungkapan yang telah dipelajari dalam <i>real life situation</i>	• Bertanya dan menjawab tentang meminta, memberi, menolak jasa • Bertanya dan menjawab tentang meminta, memberi, menolak barang • Bertanya dan menjawab tentang mengakui, mengingkari fakta • Bertanya dan memberi pendapat	Tes lisan	Bermain peran	<i>Create a dialogue based on the role cards and perform it in front of the class.</i>	8 x 40 menit	1. Buku teks yang relevan 2. Gambar-gambar terkait tema 3. Realia Benda sekitar
3.2 Memahami dan merespon percakapan transaksional (<i>to get</i>	A: <i>Would you come to party?</i> B: <i>I'd love to / I wan't to, but</i>	1. Review kosakata terkait tema, topik sebelumnya 2. Memperkenalkan kosakata baru /	• Bertanya dan menjawab tentang mengundang, menerima, menolak ajakan	Tes lisan	Bermain peran	<i>Create a dialogue based on the role cards and perform it in front of the class.</i>	8 x 40 menit	

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<i>things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat</i>	<i>A: I do agree. B: Thanks for the Support. A: No, way, ... B: It's O.K. I understand. A: You have beautiful hair. B: Thank you. A: Happy birthday. B: Thank you.</i>	3. ungkapan-ungkapan yang akan dibahas Tanya jawab menggunakan ungkapan-ungkapan terkait materi 4. Menirukan percakapan yang diucapkan guru Melakukan percakapan yang diberikan 5. Melakukan tanya jawab menggunakan ungkapan	<ul style="list-style-type: none"> • Bertanya dan menjawab tentang menyetujui/tidak menyetujui • Bertanya dan menjawab tentang memuji • Bertanya dan menjawab tentang memberi selamat 					

Standar Kompetensi : Berbicara

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1 .Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks fungsional pendek berupa : <i>Undangan</i>	<p>1. Mendengarkan teks fungsional pendek: undangan</p> <p>2. Tanya jawab tentang isi teks "undangan"</p> <p>3. Tanya jawab tentang struktur teks</p> <p>4. Membuat kalimat sederhana terkait jenis teks bentuk undangan - <i>I want to come to....</i> - <i>Please come to</i></p> <p>5. Berlatih mengundang seseorang secara lisan menggunakan gantit-gambit tertentu Contoh: <i>A: Hi Guys, I want you all to come to my birthday party.</i> <i>B: We'd love to!</i> <i>When?</i> <i>A: Tomorrow, at 4.00</i></p> <p>6. Secara berpasangan atau dalam kelompok mengungkapkan undangan berdasarkan konteks/situasi yang</p>	<ul style="list-style-type: none"> Mengungkapkan secara lisan teks fungsional pendek berbentuk undangan. Contoh: <i>Dear Rio,</i> <i>I want you to come to my house for lunch on Sunday at 12 a.m.</i> <i>Thanks.</i> <i>Mona</i> Bertanya dan menjawab secara lisan berbagai informasi tentangteks fungsional pendek berbentuk undangan 	<p>Tes lisan</p>	<p><i>Performance</i></p>	<p><i>Invite your friend to come to your bithday party orally!</i></p>	<p>8 x 40 menit</p>	<p>1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar</p>

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa nista secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	1. Teks pendek berbentuk <i>recount</i> 2. – informasi faktual - informasi rinci - gagasan utama - gagasan pendukung dalam teks pendek berbentuk <i>recount</i> 3. Ciri kebahasaan teks <i>recount</i>	7. diberikan Secara mandiri mengungkapkan undangan lisan	1. Tanya jawab berbagai hal terkait topik tertentu (peristiwa, kejadian, pengalaman) 2. Mengembangkan kosakata, tata bahasa terkait topik / jenis teks <i>recount</i> 3. Mengidentifikasi kejadian, peristiwa, pengalaman yang pernah dialami melalui tanya jawab 4. Melakukan monolog pendek dalam bentuk <i>recount</i>	Bertanya dan menjawab berbagai infmasi secara lisan dalam teks pendek berbentuk : - <i>Recount</i> Melakukan monolog pendek dalam bentuk <i>recount</i>	Tes lisan	Performance	<i>Think of an activity or event that happened to you yesterday and tell us about it.</i>	9 x 40 menit 1. Buku teks yang relevan 2. Koran/majalah 3. Gambar peristiwa

Standar Kompetensi : Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
5.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	Teks fungsional pendek berupa: Undangan	1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan" 2. Mendengarkan undangan yang dibacakan oleh guru/teman 3. membaca nyaring teks fungsional pendek tentang undangan menjawab pertanyaan tentang isi teks fungsional pendek "undangan" 4. Menyebutkan tujuan komunikatif teks fungsional pendek "undangan" 5. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek "undangan"	• Membaca dengan nyaring dan bermakna teks fungsional pendek berbentuk undangan • Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk undangan • Mengidentifikasi fungsi sosial teks fungsional pendek berbentuk undangan • Mengidentifikasi ciri kebahasaan teks fungsional pendek berbentuk undangan	Tes lisan Tes tertulis Tes tertulis Tes tertulis	Membaca nyaring Uraian PG PG	<i>Read the the text aloud and clearly.</i> <i>Answer the following questions based on the text</i> <i>Choose the best option based on the text.</i> <i>Read the text aloud.</i>	8 x 40 menit 8 x 40 menit 8 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar
5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar		6. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek "undangan"	• Makna gagasan • Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i>	Tes tulis				
5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan	• Langkah retorika teks <i>descriptive</i> dan <i>recount</i> • Tujuan komunikatif teks	1. Tanya jawab berbagai hal terkait tema/topik bacaan 2. Review kosakata dan tatabahasa terkait	• Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i> Langkah retorika teks <i>descriptive</i> dan <i>recount</i>	Tes lisan	Membaca nyaring			1. Buku teks yang relevan 2. Koran/majalah 3. Gambar peristiwa/tempat 4. Lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	descriptive dan recount • Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i>	3. jenis teks descriptive/recount 4. Membaca teks descriptive/recount Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks <i>descriptive/recount</i> Menyebutkan ciri-ciri kebahasaan teks yang dibaca 6. Membaca nyaring dan bermakna teks <i>descriptive/recount</i>	• Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i> • Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i>					

Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks fungsional pendek berupa : - Undangan - Pengumuman - Pesan Singkat	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks fungsional pendek berdasarkan konteks	• Melengkapi rumpang teks fungsional pendek • Meyusun kata menjadi teks fungsional yang bermakna • Menulis teks fungsional pendek	Tes tulis	Essay	1. Write simple sentences based on the situation given. 2. Write an invitation/ an announcement / message based on the situation given.	8 x 40 menit	1. Buku teks yang relevan 2. Contoh undangan, pengumuman, SMS 2. Gambar yang relevan
6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	Teks rumpang berbentuk - <i>descriptive</i> - <i>recount</i> Kalimat acak	1. Review ungkapan-ungkapan yang mendeskripsikan benda, orang atau tempat. 2. Menulis kalimat yang mendeskripsikan benda, tempat, orang atau binatang berdasarkan gambar/realia. 3. Melengkapi rumpang dalam teks deskriptif dengan kata yang	• Melengkapi rumpang teks essai pendek berbentuk <i>descriptive</i> • Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i> • Menulis teks essai dalam bentuk	Tes tulis	Completion	• Complete the paragraph using the suitable words. • Rearrange the following sentences correctly. • Write an essay describing something or a certain place.	8 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<i>recount</i>		<p>4. tepat. Menyusun kalimat acak menjadi teks deskriptif yang terpadu.</p> <p>5. Membuat draft teks deskriptive secara mandiri.</p> <p>6. Mengekspresikan teks descriptive yang ditulis di kelas.</p>	<i>descriptive .</i>					

Lampung timur, 5 Pebruari 2018

Mengetahui:

Kepala

Guru Mata Pelajaran,

NIP

NIP

SILABUS

Sekolah : SMP. N 3 MOJOLABAN.....

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Mendengarkan

7. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
7.1 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan	Percakapan yang memuat ungkapan-ungkapan berikut: <i>A: Do you mind lending me some money?</i> <i>B: No Problem / I want to, but ...</i> <i>A: Can I have a bit</i> <i>B: Sure, here you are</i> <i>A: Here's some money for you</i> <i>B: I can't take this, sorry</i> <i>A: Do you like it?</i> <i>B: Yes I do</i> <i>A: Have you done it?</i> <i>B: Sorry, I haven't</i>	1. <i>Eliciting</i> kosakata terkait topik yang akan dibahas (noun, verb, adjective, adverb) 2. Menentukan makna kata dan menggunakan dalam kalimat 3. Mendengarkan guru dan menirukan ungkapan-ungkapan terkait materi 4. Mendengarkan percakapan tentang materi terkait 5. Menjawab berbagai informasi	<ul style="list-style-type: none"> • Merespon ungkapan meminta,memberi , menolak jasa • Merespon ungkapan meminta,memberi , menolak barang • Merespon ungkapan meminta, memberi, mengingkari informasi • Merespon ungkapan meminta,memberi 	Tes tertulis Tes lisan	Isian singkat Jawaban singkat	<i>Listen to the expression and write your response to it.</i> <i>Listen to the expression and give your response to it.</i>	6 x 40 menit	1. Script perku tu teks yang relevan 2. Rekaman percakapan 3. Tape recorder 4. CD 5. CD player 6. gambar 7. Benda sekitar 8. model benda

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
menolak pendapat, dan menawarkan / menerima / menolak sesuat	A: Do you think it's good? B: I think so / Sorry, I can't say anything A: Would you like some... B: Yes, please / No, thanks	yang terdapat dalam percakapan Merespon ungkapan-ungkapan yang terkait materi	, menolak pendapat • Merespon ungkapan meminta,menerima, menolak tawaran					
7.2 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, dan mengawali, memperpanjang, dan	Percakapan yang memuat ungkapan-ungkapan berikut: A: What if I do it again. B: Fine, with me. A: I have to go now. B: Do you have to? A: B: Right / I see / Hm....m. • Hello, excuse me • Did you? / Were you ? • Thanks/ Bye.../ See you.	1. Tanya jawab berbagai hal terkait tema/topik yang akan dibahas 2. Mendaftar kosakata yang digunakan dalam percakapan 3. Menentukan makna kosakata dalam daftar 4. Menggunakan kosakata dalam kalimat 5. Tanya jawab menggunakan ungkapan – ungkapan terkait 6. Menirukan ungkapan yang diucapkan guru 7. Mendengarkan	• Merespon ungkapan meminta,memberi persetujuan • Merespon ungkapan pernyataan • Merespon ungkapan memberi perhatian terhadap pembicara • Mengawali, memperpanjang an menutup percakapan • Merespon	Tes lisan Tes tulis	Merespon ungkapan Melengkapi percakapan	Listen to the expressions and give your response to them. Listen to the dialogue and complete the text	6 x 40 menit	1 Buku teks yang relevan 2 Script percakapan 3 Rekaman percakapan 4 Tape recorder 5 Gambar yang relevan

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
menutup percakapan telepon	<ul style="list-style-type: none"> • <i>Could I speak to please?</i> • <i>Well, I'm calling to....</i> • <i>Nice talking to you</i> 	8. percakapan Menjawab pertanyaan tentang percakapan	ungkapan mengawali, memperpanjang dan menutup percakapan telepon					

Standar Kompetensi : Mendengarkan

8. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar	Percakapan yang memuat ungkapan-ungkapan berikut: <i>A: Do you mind lending me some money? B: No Problem / I want to, but ... A: Can I have a bit B: Sure, here you are A: Here's some money for you B: I can't take this, sorry A: Do you like it? B: Yes I do A: Have you done it? B: Sorry, I haven't</i>	7. <i>Eliciting kosakata terkait topik yang akan dibahas (noun, verb, adjective, adverb)</i> 8. Menentukan makna kata dan menggunakan dalam kalimat 9. Mendengarkan guru dan menirukan ungkapan-ungkapan terkait materi 10. Mendengarkan percakapan tentang materi terkait 11. Menjawab berbagai informasi yang terdapat dalam percakapan 12. Merespon ungkapan-ungkapan yang terkait materi	<ul style="list-style-type: none"> Mengidentifikasi berbagai informasi dalam teks fungsional pendek undangan,pengumuman,pesan singkat Mengidentifikasi tujuan komunikatif teks fungsional pendek Mengidentifikasi berbagai informasi dalam teks monolog narrative Mengidentifikasi tujuan komunikatif teks naratif 	Tes tulis Tes tulis	Melengkapi rumpang Pilihan ganda	<i>Listen to the dialogue and complete the following text.</i> <i>Listen to the text and choose the right answer</i>	6 x 40 menit 6 x 40 menit	1. Buku teks yang relevan 2. Script teks fungsional pendek 3. Rekaman teks 4. Tape recorder 5. Contoh teks fungsional 6. Gambar yang relevan 1. Buku teks yang relevan 2. Script cerita naratif 3. Rekaman cerita 4. Tape recorder
8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i>	<i>A: Do you think it's good? B: I think so / Sorry, I can't say anything A: Would you like some...</i>							

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
dan recount	<p><i>B: Yes, please / No, thanks</i></p> <p>Percakapan yang memuat ungkapan-ungkapan berikut:</p> <p><i>A: What if it I do it again.</i></p> <p><i>B: Fine, with me.</i></p> <p><i>A: I have to go now.</i></p> <p><i>B: Do you have to?</i></p> <p><i>A:</i></p> <p><i>B: Right / I see / Hm....m.</i></p> <ul style="list-style-type: none"> • <i>Hello, excuse me</i> • <i>Did you? / Were you ?</i> • <i>Thanks/ Bye.../ See you.</i> • <i>Could I speak to please?</i> • <i>Well, I'm calling to....</i> • <i>Nice talking to you</i> 		9. Tanya jawab berbagai hal terkait tema/topik yang akan dibahas 10. Mendaftar kosakata yang digunakan dalam percakapan 11. Menentukan makna kosakata dalam daftar 12. Menggunakan kosakata dalam kalimat 13. Tanya jawab menggunakan ungkapan – ungkapan terkait 14. Menirukan ungkapan yang diucapkan guru 15. Mendengarkan percakapan 16. Menjawab pertanyaan tentang percakapan					

Standar Kompetensi : Berbicara

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
9.1. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu	Percakapan singkat memuat ungkapan – ungkapan : A: <i>Do you mind lending me some money?</i> B: <i>No, problems</i> A: <i>Can I have a bit?</i> B: <i>Sure, here you are.</i> A: <i>Here is some money for you.</i> B: <i>Sorry, I can't take this.</i> A: <i>Do you like it ?</i> B: <i>Yes, I do.</i> A: <i>Have you done it?</i> B: <i>No, I haven't.</i> A: <i>Do you think it's good?</i> B: <i>I think it is / Sorry I can't say any thing</i> A: <i>Would you like some?</i> B: <i>Yes, please / No, Thanks</i>	1. Mengembangkan kosakata terkait dengan jenis ungkapan dan tema/topik yang terkait 2. Tanya jawab tentang berbagai hal menggunakan ungkapan terkait materi/topik.tema yang di pilih 3. Menirukan ungkapan-ungkapan terkait materi yang diucapkan guru 4. Latihan bertanya dan menjawab menggunakan ungkapan yang telah dipelajari secara berpasangan 5. Bermain peran melakukan percakapan berdasarkan situasi	<ul style="list-style-type: none"> • Bertanya dan menjawab tentang meminta,memberi,m enolak jasa • Bertanya dan menjawab tentang meminta,memberi,m enolak barang • Bertanya dan menjawab tentang meminta,memberi dan mengingkari informasi • Bertanya dan menjawab tentang meminta,memberi dan menolak pendapat • Bertanya dan menjawab tentang menawarkan,meneri ma,menolak sesuatu 	Tes lisan	Bermain peran	<i>Create a dialogue based on the role cards and perform it in front of the class</i>	6 x 40 menit	1. Buku teks yang relevan 2. Gambar yang relevan 3. Benda sekitar 1. Buku teks yang relevan

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
9.2. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon	<p>Teks percakapan memuat ungkapan berikut:</p> <p>A: <i>what if I do it again?</i> B: <i>Fine with me.</i></p> <p>A: <i>I Must go now</i> B: <i>Do you have to?</i></p> <ul style="list-style-type: none"> • <i>Right.</i> • <i>I see.</i> • <i>Hm...m yeah</i> • <i>Hello, excuse me</i> • <i>Did you? / Were you?</i> • <i>Thanks/ Bye / see you</i> • <i>Could I speak to ..?</i> • <i>Well,I'm calling to ...?</i> • <i>Nice talking to you.</i> 	<p>yang diberikan</p> <ol style="list-style-type: none"> 1. Tanya jawab menggunakan berbagai kosakata dan ungkapan yang telah dipelajari 2. Mendengarkan yang memuat ungkapan-ungkapan yang telah dipelajari 3. Menjawab pertanyaan tentang isi percakapan 4. Menjawab pertanyaan tentang makna dan fungsi ungkapan terkait 5. Menggunakan ungkapan – ungkapan terkait berdasarkan konteks 6. Bermain peran menggunakan ungkapan yang telah dipelajari 	<ul style="list-style-type: none"> • Bertanya dan menjawab tentang meminta,memberi persetujuan • Bertanya dan menjawab tentang merespon pernyataan • Bertanya dan menjawab tentang memberi perhatian terhadap lawan bicara • Mengawali,memperpanjang menutup percakapan • Mengawali,memperpanjang menutup percakapan telepon 	<p>Tes lisan</p>	<p>Bermain peran</p>	<p>Create a dialogue based on the role cards and perform it in front of the class.</p>	6 x 40 menit	<p>2. Gambar yang relevan</p> <p>3. Benda sekitar</p> <p>4. Kartu peran</p>

Standar Kompetensi : Berbicara

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	<ul style="list-style-type: none"> • Teks fungsional pendek : <ul style="list-style-type: none"> - Undangan - Pengumuman - Pesan singkat 	<ol style="list-style-type: none"> 1. Review kosakata dan ungkapan yang digunakan dalam teks fungsional pendek terkait materi 2. Membuat kalimat sederhana untuk: <ul style="list-style-type: none"> - mengundang - mengumumkan - memberi pesan 3. Membahas gambit-gambit yang sering muncul dalam teks fungsional terkait 4. Membuat secara lisan: <ul style="list-style-type: none"> - undangan - pengumuman - pesan singkat 	<ul style="list-style-type: none"> • Mengungkapkan secara lisan teks fungsional : <ul style="list-style-type: none"> - Pengumuman - Undangan - Pesan singkat • Bertanya dan menjawab secara lisan berbagai info dalam teks pengumuman, undangan, pesan singkat 	Tes lisan	Performance	<ol style="list-style-type: none"> 1. <i>Invite your friend orally to join a discussion on the danger of drugs.</i> 2. <i>Give announcement orally about the plan of the trip to Borobudur Temple.</i> 3. <i>Tell your friend to wait for you after school.</i> <ol style="list-style-type: none"> 1. <i>Retell a story that you know very well.</i> 2. <i>Tell a story based on the series of a pictures given.</i> 	7 x 40 menit	<ol style="list-style-type: none"> 1. Buku teks yang relevan 2. Gambar terkait materi dan topik 3. Benda sekitar 4. Teks bentuk khusus: <ul style="list-style-type: none"> - undangan - pengumuman - pesan singkat <ol style="list-style-type: none"> 1.Buku teks yang relevan 2.Gambar yang relevan 3.Benda sekitar 4. Buku cerita dalam bahasa Inggris
10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan	<ul style="list-style-type: none"> • Teks monolog berbentuk <i>narrative</i> 	<ol style="list-style-type: none"> 1. Review kosakata dan tata bahasa terkait jenis teks narrative dan tema yang dipilih 2. Membuat kalimat sederhana secara lisan terkait ciri-ciri kebahasaan teks 	<ul style="list-style-type: none"> • Melakukan monolog pendek sederhana dalam bentuk <i>narrative</i> dan <i>recount</i> 	Tes lisan	Performance	<ol style="list-style-type: none"> 1. <i>Retell a story that you know very well.</i> 2. <i>Tell a story based on the series of a pictures given.</i> 	7 x 40 menit	

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>		<p>narrative</p> <ul style="list-style-type: none"> - <i>simple past</i> - <i>past continuous</i> - <i>temporal conjunctions</i> - <i>connective words</i> - <i>adverbs</i> - <i>adjectives</i> <p>3. Melakukan percakapan terkait cerita populer di kotanya menggunakan gambit-gambit yang sesuai. Contoh: <i>Really?</i> <i>That's terrible!, How then?, First....., then...., finally...</i></p> <p>4. Menceritakan kembali teks narrative yang pernah didengar</p> <p>5. Menceritakan berdasarkan Gambar cerita populer.</p>						

Standar Kompetensi : Membaca

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar 1.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	<ul style="list-style-type: none"> • Teks Essai berbentuk <i>narrative / recount</i> • Ciri kebahasaan Teks Essai berbentuk <i>narrative / recount</i> <p>Tujuan komunikatif teks essai <i>narratif / recount</i></p> <p>Langkah retorika <i>narrative / recount</i></p>	<ol style="list-style-type: none"> 1. Tanya jawab mengembangkan kosakata berdasarkan gambar cerita popular 2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar 3. Mendengarkan teks <i>narrative / recount</i> yang dibaca guru 4. Membaca nyaring teks <i>narrative / recount</i> dengan ucapan dan intonasi yang benar 5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca 6. Menentukan tujuan komunikatif teks <i>narrative / recount</i> yang di baca 7. Menentukan langkah retorika dari teks <i>narrative / recount</i> yang di baca 8. Menentukan ciri kebahasaan teks 	<ul style="list-style-type: none"> • Membaca nyaring dan bermakna teks essai berbentuk <i>narrative / recount</i> • Mengidentifikasi berbagai makna teks <i>narrative / recount</i> • Mengidentifikasi tujuan komunikatif teks <i>narrative / recount</i> • Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative / recount</i> 	<p>Tes lisan</p> <p>Tes tulisan</p>	<p>Membaca nyaring</p> <p>Pilihan ganda</p> <p>Isian singkat</p> <p>Pertanyaan tertulis</p>	<p><i>Read the story aloud.</i></p> <p><i>Choose the right answer based on the text.</i></p> <p><i>Complete the following sentences using the information from the text.</i></p> <p><i>Answer the following questions based on the text.</i></p>	7 x 40 menit 7 x 40 menit	1.Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita 4. Rekaman cerita 5. Tape recorder 6. CD 7. VCD player

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar	<ul style="list-style-type: none"> • Teks fungsional : <ul style="list-style-type: none"> - undangan - pengumuman - pesan • Tujuan komunikatif • Ciri kebahasaan 	<p><i>narrative / recount</i> yang di baca Membaca teks <i>narrative / recount</i> lainnya</p> <ol style="list-style-type: none"> 1. Mencermati teks fungsional pendek terkait materi 2. Menyebutkan jenis teks fungsional yang dicermati 3. Membaca nyaring teks fungsional terkait materi 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menyebutkan ciri-ciri teks fungsional yang dibaca 6. Membaca teks fungsional pendek lainnya dari berbagai sumber 	<ul style="list-style-type: none"> • Mengidentifikasi berbagai informasi dalam teks fungsional • Mengidentifikasi tujuan komunikatif teks fungsional • Mengidentifikasi ciri kebahasaan teks fungsional 	<p>PG</p> <p>Tes tulis</p>	<p><i>Choose the best option, a,b,c or d</i></p>		7 x 40 menit	<ol style="list-style-type: none"> 1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar

Standar Kompetensi : Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks fungsional : - undangan - pengumuman - pesan singkat	1. Review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait materi 2. Menulis kalimat sederhana untuk mengundang, mengumumkan, pesan singkat 3. Melengkapi teks fungsional pendek 4. Menulis teks fungsional pendek	Menulis teks fungsional pendek berbentuk : - Pengumuman - Undangan - pesan singkat	Tes tulis	Essay	1. Write sentences based on the situation given. 2. Complete the text using suitable word/words. 3. Write a text of invitation on your farewell party.	7 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar
12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	• Teks Essai <i>narrative</i> / <i>recount</i> • Ciri kebahasaan teks <i>narrative</i> / <i>recount</i> • Langkah retorika teks <i>narrative</i> / <i>recount</i>	1. Review ciri kebahasaan teks <i>narrative</i> 2. Membuat kalimat sederhana terkait teks <i>narrative</i> 3. Mengembangkan langkah retorika teks <i>recount</i> dan <i>narrative</i> 4. Membuat draft teks <i>recount</i> dan <i>narrative</i> 5. Menulis teks <i>recount</i> dan <i>narrative</i> berdasarkan draft yang dibuat 6. Memajang hasil	Menulis teks pendek dan sederhana dalam bentuk <i>narrative</i> dengan langkah retorika yang benar	Tes tertulis	Uraian	Write a short narrative text based on: a. The story you have ever read. b. Series of pictures given.	7 x 40 menit	1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		tulisan di dinding						

Mengetahui:

Mojolaban, 5 Pebruari 2007

Kepala

Guru Mata Pelajaran,

NIP

NIP

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTS N 1 Lampung Timur

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Materi Pokok : Recount Text

Alokasi Waktu : 6 x 45 menit

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mencoba, mengolah, dan menyaji 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 dan Indikator

No	Kompetensi Dasar	Indikator
1.	3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<p>3.1.1 Mengidentifikasi fungsi sosial teks Struktur teks dan unsur kebahasaan dalam teks recount lisan dan tulis terkait pengalaman pribadi diwaktu lampau sesuai dengan konteks penggunaannya.</p> <p>3.1.2 Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan teks recount dengan memberi dan meminta informasi terkait teks pengalaman pribadi diwaktu lampau sesuai dengan konteks penggunaannya.</p> <p>3.1.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks recount dengan memberi dan meminta informasi terkait pengalaman pribadi diwaktu lampau sesuai dengan konteks penggunaannya</p>

2.	<p>4.12Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.12.1Menyusun teks recount lisan dan tulis sangat pendek dan sederhana, terkait pengalaman pribadi diwaktu lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.</p> <p>4.12.2Menyimpulkan informasi terkait teks recount yang telah dibuat dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan.</p> <p>4.12.3 Mempresentasikan teks recount yang sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan.</p>
----	---	---

C. Tujuan Pembelajaran

Melalui Pembelajaran Berbasis Teks, peserta didik mampu:

1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks recount.
2. Menyusun teks recount lisan dan tulis sangat pendek dan sederhana, terkait pengalaman pribadi diwaktu lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

D. Materi Pembelajaran

Teks recount pendek dan sederhana terkait pengalaman pribadi diwaktu lampau

1. Fungsi Sosial dari ungkapan:

Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.

2. Struktur Teks (gagasan utama dan informasi rinci)

- a. memberikan pendahuluan (orientasi) dengan menyebutkan orang-orang yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan.
- b. menguraikan urutan kejadian secara kronologis, urut dan runtut.
- c. menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional).

3. Unsur Kebahasaan dari ungkapan sapaan dan pamitan, yaitu:

- a. Kata kerja dengan simple past tense, past continuous tense.
- b. Kata kerja yang menunjukan tindakan atau kegiatan.

- c. Adverbial penghubung waktu: *first, then, after, that, before, at last, finally*, dsb.
- d. Adverbial dan frasa preposisional penunjuk waktu: *yesterday, last month, on Monday, an hour ago*, dsb.
- e. Penggunaan nominal singular dan plural secara tepat.
- f. Ucapan, tekanan kata, intonasi.
- g. Ejaan dan tanda baca.
- h. Tulisan tangan.

E. Metode Pembelajaran

Questioning Technique

F. Media, Alat, dan Sumber Pembelajaran

1. Alat/Bahan : Papan Tulis, Laptop dan LCD
2. Sumber Pembelajaran : Buku Siswa Bahasa Inggris kelas VIII SMP/MTS, worksheet, answer sheet.

G. Kegiatan Pembelajaran

Pertemuan Ke 1.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru masuk ke kelas langsung menyapa dan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta • Guru memotivasi siswa dan mengucapkan 	10 menit

	<p>kalimat “good morning students”, pastikan semua peserta didik menjawab kembali</p> <ul style="list-style-type: none"> Menanyakan kabar para siswa dengan menggunakan Bahasa Inggris. 	
Inti	<p><u>Mengamati</u></p> <p>Guru meminta peserta didik untuk mengamati teks yang berkaitan dengan materi yang ada di buku.</p> <p><u>Menanya</u></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p><u>Mengumpulkan informasi</u></p> <p>Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks recount terkait pengalaman pribadi diwaktu lampau, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca semua teks recount tentang terkait pengalaman pribadi diwaktu lampau yang telah terkumpul tsb. secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p>	60 menit

	<ul style="list-style-type: none"> • fungsi sosial setiap teks. • kejadian terkait pengalaman pribadi diwaktu lampau. • kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p><u>Mengasosiasi</u></p> <p>Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks recount terkait pengalaman pribadi diwaktu lampau yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <p><u>Mencoba</u></p> <ul style="list-style-type: none"> • Siswa membuat beberapa teks recount sangat pendek dan sederhana terkait pengalaman pribadi diwaktu lampau yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). • Siswa berupaya berbicara secara lancar dengan 	
--	---	--

	ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.	
	<p><u>Refleksi</u></p> <ul style="list-style-type: none"> • Peserta didik bersama guru membuat kesimpulan hasil pembelajaran. • Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi. • Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan. 	10 menit
Penutup	<p><u>Menyimpulkan</u></p> <ul style="list-style-type: none"> • Siswa bersama-sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini. • Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan. • Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya. • Bersama-sama menutup pelajaran dengan berdoa. 	10 Menit

Pertemuan Ke II

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> Guru masuk ke kelas langsung menyapa dan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta Guru memotivasi siswa dan mengucapkan kalimat “good morning students”, pastikan semua peserta didik menjawab kembali Menanyakan kabar para siswa dengan menggunakan Bahasa Inggris. 	10 menit
Inti	<p><u>Mengamati</u> Guru meminta peserta didik untuk mengamati teks yang berkaitan dengan materi yang ada di buku.</p> <p><u>Menanya</u> Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p><u>Mengumpulkan informasi</u> Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks recount terkait</p>	60 menit

	<p>pengalaman pribadi diwaktu lampau, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca semua teks recount terkait pengalaman pribadi diwaktu lampau yang telah terkumpul tsb. secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> • fungsi sosial setiap teks. • kejadian terkait pengalaman pribadi diwaktu lampau. • kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p><u>Mengasosiasi</u></p> <p>Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks recount terkait pengalaman pribadi diwaktu lampau yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <p><u>Mencoba</u></p> <ul style="list-style-type: none"> • Siswa membuat kelompok yang terdiri dari 2-3 anggota kelompok. • setiap anggota kelompok memberikan pertanyaan 	
--	--	--

	<p>secara bergiliran untuk membuat teks recount sangat pendek dan sederhana terkait pengalaman pribadi diwaktu lampau yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none"> • Setiap kelompok mempresentasikan hasil diskusi. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 	
	<p><u>Refleksi</u></p> <ul style="list-style-type: none"> • Peserta didik bersama guru membuat kesimpulan hasil pembelajaran. • Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi. • Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan. 	10 menit

Penutup	<p><u>Menyimpulkan</u></p> <ul style="list-style-type: none"> • Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini. • Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan. • Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya. • Bersama-sama menutup pelajaran dengan berdoa. 	10 Menit
----------------	---	----------

Pertemuan Ke III

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru masuk ke kelas langsung menyapa dan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta • Guru memotivasi siswa dan mengucapkan kalimat “good morning students”, pastikan semua peserta didik menjawab kembali • Menanyakan kabar para siswa dengan 	10 menit

	menggunakan Bahasa Inggris.	
Inti	<p><u>Mengamati</u></p> <p>Guru meminta peserta didik untuk mengamati teks yang berkaitan dengan materi yang ada di buku.</p> <p><u>Menanya</u></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p><u>Mengumpulkan informasi</u></p> <p>Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks recount terkait pengalaman pribadi diwaktu lampau, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca semua teks recount terkait pengalaman pribadi diwaktu lampau yang telah terkumpul tsb. secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> • fungsi sosial setiap teks. • Kejadian terkait pengalaman pribadi diwaktu lampau. 	60 menit

	<ul style="list-style-type: none"> • kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p><u>Mengasosiasi</u></p> <p>Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks recount terkait pengalaman pribadi diwaktu lampau yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <p><u>Mencoba</u></p> <ul style="list-style-type: none"> • Siswa membuat kelompok yang terdiri dari 2-3 anggota kelompok. • Setiap anggota kelompok memberikan pertanyaan secara bergiliran untuk membuat beberapa teks recount sangat pendek dan sederhana terkait pengalaman pribadi diwaktu lampau yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). 	
--	---	--

	<ul style="list-style-type: none"> • Setiap kelompok mempresentasikan hasil diskusi tentang recount text • Siswa berupaya bebicara secara lancar dengan ucapan, tekanan kaa, intonasi yang benar dan menulis dengan ejaa dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 	
	<p><u>Refleksi</u></p> <ul style="list-style-type: none"> • Peserta didik bersama guru membuat kesimpulan hasil pembelajaran. • Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi. • Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan. 	10 menit
Penutup	<p><u>Menyimpulkan</u></p> <ul style="list-style-type: none"> • Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini. • Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan. • Guru memberikan gambaran materi yang akan 	10 Menit

	<p>dipelajari pada pertemuan berikutnya.</p> <ul style="list-style-type: none"> • Bersama-sama menutup pelajaran dengan berdoa. 	
--	--	--

H. Penilaian Hasil Belajar

1. Teknik Penilaian:

- a. Penilaian Sikap : Observasi/pengamatan
- b. Penilaian Pengetahuan : Tes Tertulis
- c. Penilaian Keterampilan: Unjuk Kerja/Praktik, Proyek, Portofolio

2. Bentuk Penilaian:

- a. Observasi : Jurnal guru
- b. Tes tertulis : uraian dan lembar kerja
- c. Unjuk kerja : Praktik/Pedoman Penskoran
- d. Proyek : Produk/Pedoman Penskoran
- e. Portofolio : E-Portofolio

3. Instrumen Penilaian (terlampir)

B. Program Tindak Lanjut

1. Remedial

- **Peserta didik yang belum mencapai KKM (70) diberi tugas untuk membaca beberapa *recount text*. Guru mengevaluasi kemajuan kompetensi peserta didik dalam membuat *recount text*. Kemudian guru melaksanakan penilaian remedial.**

2. Pengayaan

- Bagi peserta didik mempunyai nilai di atas 70 diberi pengayaan berupa tugas mandiri untuk membuat teks recount.

H. Rubrik

1) Rubrik Penilaian tes tertulis

Aspect	Score Level	Criteria
	27-30	VERY GOOD TO EXCELLENT <ul style="list-style-type: none">- knowledgeable- substantive- thorough development of thesis- relevant to assigned topic
CONTENT	22-26	AVERAGE TO GOOD <ul style="list-style-type: none">- some knowledge of subject- adequate range- limited development of thesis- mostly relevant to topic, lacks detail
	21-17	POOR TO FAIR <ul style="list-style-type: none">- limited knowledge of subject- little substance- inadequate development of topic

	13-16	VERY POOR <ul style="list-style-type: none"> - does not show knowledge of subject - non-substantive - not pertinent
ORGANIZATION	18-20	VERY GOOD TO EXCELLENT <ul style="list-style-type: none"> - fluent expression - ideas clearly stated/supported - succinct - well-organized - logical sequencing - cohesive
	14-17	AVERAGE TO GOOD <ul style="list-style-type: none"> - somewhat choppy - losely organized but main ideas stand out - limited support - logical but limited sequencing
	10-13	POOR TO FAIR <ul style="list-style-type: none"> - non-fluent - ideas confused or disconnected -lacks logical sequencing.

VOCABULARY	7-9	VERY POOR <ul style="list-style-type: none"> - does not communicate - no organization
	18-20	VERY GOOD TO EXCELLENT <ul style="list-style-type: none"> - sophisticated range - effective word/idiom choice and usage - word form mastery - appropriate register
	14-17	AVERAGE TO GOOD <ul style="list-style-type: none"> - adequate range - occasional errors of word/idiom form, choice, usage but meaning not obscured
	10-13	POOR TO FAIR <ul style="list-style-type: none"> - limited range - frequent errors of word/idiom form, choice, usage - meaning confused or obscured
	7-9	VERY POOR <ul style="list-style-type: none"> - essentially translation - little knowledge of English

		vocabulary, idioms, and word form
LANGUAGE USE	22-25	<p>VERY GOOD TO EXCELLENT</p> <ul style="list-style-type: none"> - effective complex constructions -few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions
	18-21	<p>AVERAGE TO GOOD</p> <ul style="list-style-type: none"> - effective but simple construction - minor problems in complex constructions - several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	11-17	<p>POOR TO FAIR</p> <ul style="list-style-type: none"> - major problems in simple/complex constructions -frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns prepositions, and/or fragments, run-ons, deletion - meaning confused or obscured

	5-10	VERY POOR <ul style="list-style-type: none"> - virtually no mastery of sentence construction rules - dominated by errors - does not communicate
MECHANICS	5	VERY GOOD TO EXCELENT <ul style="list-style-type: none"> - demonstrates mastery of conventions - few errors of spelling, punctuation, capitalization, and paragraphing
	4	AVERAGE TO GOOD <ul style="list-style-type: none"> - occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured
	3	POOR TO FAIR <ul style="list-style-type: none"> - frequent errors of spelling, punctuation, capitalization, and paragraphing - poor handwriting - meaning confused or obscured
	2	VERY POOR <ul style="list-style-type: none"> - no mastery of conventions - dominated by errors of spelling,

		punctuation, capitalization, and paragraphing - handwriting illegible
--	--	---

Metro, Oktober 2018

Collaborator

Researcher

A. YUWONO, S.Pd.
NIP: 19680726 199702 1 002

Mengetahui:
Kepala Sekolah

Yulia Astuti
NPM: 1412387

Irwin, S.Pd
NIP: 19631204 198602 1 002

Name : Farhan Sathia Nugraha.

Class : VIII C

Answer the question based on your opinion and answer the question clearly !

1. Do you know what recount text is ?

Yes I know.

2. Do you like writing a recount text ?

I dont like

3. Have you ever writing a recount text ?

Yes ever

4. When do you write a recount text?

In the Class

5. Do you know the generic structure of recount text?

Yes I know

6. Do you use a dictionary when write a recount text?

Yes

7. What do you feel in the class when write a recount text?

So good

8. What is your opinion about your English teacher in your school?

Smart

9. Is writing a recount text difficult to you ?

Yes

10. In your opinion, what factor makes you difficult to write a recount text ?

When I arrange the Sentences, I often refer to the arrangement of Indonesia pattern.

Name : Miftahul Jannah

Class : VIII C.

Answer the question based on your opinion and answer the question clearly !

1. Do you know what recount text is ?

Yes I know

2. Do you like writing a recount text ?

Yes I like it

3. Have you ever writing a recount text ?

Yes I ever

4. When do you write a recount text?

In the class

5. Do you know the generic structure of recount text?

Yes I know

6. Do you use a dictionary when write a recount text?

Yes

7. What do you feel in the class when write a recount text?

I don't know

8. What is your opinion about your English teacher in your school?

Smart

9. Is writing a recount text difficult to you ?

Yes

10. In your opinion, what factor makes you difficult to write a recount text ?

I just know a little convention of English

so I'm still confused and don't enthusiasm to team

Name : Ahmad Rifaldi

Class : VIII C.

Answer the question based on your opinion and answer the question clearly !

1. Do you know what recount text is ?

.....
Yes, I know

2. Do you like writing a recount text ?

.....
Yes, I like it

3. Have you ever writing a recount text ?

.....
Yes ever

4. When do you write a recount text?

.....
In the class

5. Do you know the generic structure of recount text?

.....
Yes, I know

6. Do you use a dictionary when write a recount text?

.....
Yes

7. What do you feel in the class when write a recount text?

.....
I feel sad

8. What is your opinion about your English teacher in your school?

.....
I don't know

9. Is writing a recount text difficult to you ?

.....
Yes

10. In your opinion, what factor makes you difficult to write a recount text ?

.....
The lack of Comprehension and material that
I remember made me confused and did not
Interest Making the Sentence.

.....

.....

.....

.....

Name : Amelia Fitriani

Class : VIII C

Answer the question based on your opinion and answer the question clearly !

1. Do you know what recount text is ?

Yes, I know.

2. Do you like writing a recount text ?

No

3. Have you ever writing a recount text ?

Never

4. When do you write a recount text?

In the class

5. Do you know the generic structure of recount text?

Yes

6. Do you use a dictionary when write a recount text?

Yes

7. What do you feel in the class when write a recount text?

so hard

8. What is your opinion about your English teacher in your school?

smart

9. Is writing a recount text difficult to you ?

Yes

10. In your opinion, what factor makes you difficult to write a recount text ?

I dont understand the concept of english sentence well so

I only use the concept that I know.

Name : Ahmad Fauzi

Class : VIII C

Answer the question based on your opinion and answer the question clearly !

1. Do you know what recount text is ?

.....
Yes, I know.....

2. Do you like writing a recount text ?

.....
No, I don't like.....

3. Have you ever writing a recount text ?

.....
Never.....

4. When do you write a recount text?

.....
Forget.....

5. Do you know the generic structure of recount text?

.....
Yes, I know.....

6. Do you use a dictionary when write a recount text?

.....
Yes.....

7. What do you feel in the class when write a recount text?

.....
I feel nothing.....

8. What is your opinion about your English teacher in your school?

.....
Smart.....

9. Is writing a recount text difficult to you ?

.....
Yes.....

10. In your opinion, what factor makes you difficult to write a recount text ?

.....
I'm still confuse because my lack understanding in
applying the rule of english grammar.....

.....

.....

.....

Name : anisa istiqomah

Class : VIII C

Answer the question based on your opinion and answer the question clearly !

1. Do you know what recount text is ?

Yes I know

2. Do you like writing a recount text ?

Yes I like it

3. Have you ever writing a recount text ?

Yes ever

4. When do you write a recount text?

In the class

5. Do you know the generic structure of recount text?

Yes I know

6. Do you use a dictionary when write a recount text?

Yes

7. What do you feel in the class when write a recount text?

I feel good

8. What is your opinion about your English teacher in your school?

Smart

9. Is writing a recount text difficult to you ?

Yes

10. In your opinion, what factor makes you difficult to write a recount text ?

I have no understand yet when the teacher explain the lesson

so I'm still不容易 to arrange english sentence.

Name : Farhan Alf

Class : VIII C

Answer the question based on your opinion and answer the question clearly !

1. Do you know what recount text is ?

Yes, I know

2. Do you like writing a recount text ?

I don't like it

3. Have you ever writing a recount text ?

Yes, I am

4. When do you write a recount text ?

Today

5. Do you know the generic structure of recount text ?

Yes, I know

6. Do you use a dictionary when write a recount text ?

Yes

7. What do you feel in the class when write a recount text ?

I fell hard

8. What is your opinion about your English teacher in your school ?

Smart

9. Is writing a recount text difficult to you ?

Yes

10. In your opinion, what factor makes you difficult to write a recount text ?

My English Mastering is low so that It influences me to treat on pattern of sentence same with another sentence that almost equal

Name : Uta angawati

Class : VIII C

Answer the question based on your opinion and answer the question clearly !

1. Do you know what recount text is ?

Yes I know

2. Do you like writing a recount text ?

No

3. Have you ever writing a recount text ?

Never

4. When do you write a recount text?

When I'm in the class

5. Do you know the generic structure of recount text?

Yes

6. Do you use a dictionary when write a recount text?

Yes

7. What do you feel in the class when write a recount text?

I fell hard

8. What is your opinion about your English teacher in your school?

Smart

9. Is writing a recount text difficult to you ?

Yes

10. In your opinion, what factor makes you difficult to write a recount text ?

I don't make sentence correctly, so there all english concept that forget

Name : Elisa Febriana

Class : VIII C

Answer the question based on your opinion and answer the question clearly !

1. Do you know what recount text is ?

Yes I know

2. Do you like writing a recount text ?

Yes I like

3. Have you ever writing a recount text ?

Ever

4. When do you write a recount text?

When Study eng leh

5. Do you know the generic structure of recount text?

I dont know

6. Do you use a dictionary when write a recount text?

Yes

7. What do you feel in the class when write a recount text?

Feel happy

8. What is your opinion about your English teacher in your school?

Smart

9. Is writing a recount text difficult to you ?

Yes

10. In your opinion, what factor makes you difficult to write a recount text ?

I have no understand yet when the teacher explain
The lesson because the material dont suitable well

Name : Rena anyanti

Class : VIII C

Answer the question based on your opinion and answer the question clearly !

1. Do you know what recount text is ?

.....
Yes, I know

2. Do you like writing a recount text ?

.....
Yes, I like it

3. Have you ever writing a recount text ?

.....
Yes, ever

4. When do you write a recount text?

.....
Yesterday

5. Do you know the generic structure of recount text?

.....
Yes, I know

6. Do you use a dictionary when write a recount text?

.....
Yes

7. What do you feel in the class when write a recount text?

.....
I dont know

8. What is your opinion about your English teacher in your school?

.....
Know, Everything

9. Is writing a recount text difficult to you ?

.....
Yes

10. In your opinion, what factor makes you difficult to write a recount text ?

.....
Because I'M Still hesitant to arrange the sentence, So I
Compare the pattern of a sentence to other sentence that
I remember.

Work sheet

Name : farhan Satria N

Class : VIII C

Study : Bahasa Inggris.

My bad day

Yesterday I go to market with my mom. (S) who go there by ride motorcycle.
We go to market for buy some ^{what (o)}. When go to market suddenly rain come and my body wet. Instantly cold and feel annoy. but my said not anything we only briefly. It is doubly frustrating to. was

Work sheet

Name: Miftahul Sannah

Class : VII C

Study : B. Inggris

Last years Holiday ^(s) who didn't go
at home because ^(s) who had something to do + ^(s) did ^(s) who a small
Project. building a small fish pond at ?

^(s) what who need is river , Sand, Cement and some tools .
+ ^(s) chose the middle space of my yard . After that
+ ^(s) made the design .

^(s) I did it with? all day long . ^{+ (s)} I was so happy to do that .

Work sheet

Name: Ahmad Rifaldi

Class : VIII C.

Study: Bahasa Inggris

My trip to borobudur.

Last Month I ^{V₂} go to borobudur with. When I ^{V₂} there I foto ^{V₂}? My family ^{V₂} took a picture with many tourist ^{V₂} in brobodur. and I speaking with ^{V₂} next day I ^{V₂} go to store I buy ^{V₂} for friend. then I come. It ^{V₂} my happy holiday. ^{V₂} was (what you bug)

Work sheet

Name : Amelia Fitriani

Class : VIII C

Study : Bahasa Inggris

Trip to the zoo

Yesterday ^(s) who went to the zoo to see the elephant and other animal. We ^(s) go to the zoo ^(s) went to the shop to buy ^(o) what you ^{buy}. After getting some ^(o) we ^v to the nocturnal house where we ^{see} birds and reptiles. Before lunch ^(s) who went for a ride on the ^(o) what you ^{ride} it. It was a thrill to ride it. During lunch we feel some ^{x^o} in the park. Some of When we ^{return} ^{x^o} we ^v tired but happy.

Work sheet

Name: Ahmad Fauzi

Class : VIII C

Study: Bahasa Inggris

~~I~~ was fishing
Yesterday I ~~was~~ going to the lake. It ~~is~~ the nice time for fishing because I ~~have~~ ^{had} not work to do.

At that lake, I ^(V) go to for the best point to fish. I ^{go(V)} to the under the big tree. I get 10 big fish and 3 small fish.
~~I~~ ^V so happy because I get so many fish.
~~was~~

Work sheet

Name: anusa Ishqonah.

Class : VIIIc

Study : Bengali.

my holiday in paxton ^{(O) friends or family}

The last Holiday. ^{Vz} I go to the City of Paxton with some. ^{(S) will} stay some nights at the unknown beach because ^{(S) will} like to try the expence being into the wild. ^{(Y) you}
who we would have prepare everything.

^{Vz} We go there by ^(O) boat to some unknow beach along the south of Paxton. Ride slowly and sometimes stop for several minutes to enjoy the + (O) view?

Love this Holiday. I so happy holiday.

+ V was

Work sheet

Name: Rofi Nur Syif.

Class : C III. C

Study : Bahasa Inggris.

Parangtritis.

It [✓] Sunday in the last December 2017. We have finished examination.
and that the time to celebrate. We [✓] ^{had} go to Parangtritis beach.

actually there [✓] ^{was} nothing special from parangtritis, because we have already
there for many times. [✓]
^{Was were.}

Started at early in the morning to there. It [✓] ^a celebration for our successful ~~perba~~

[✓]

Work sheet

Name: han anggani

Class : VIII

Study : Bahasa Inggris.

Theatre.

(S) last week ^(S) went to the theatre. ^{V2} It ^{V2} was the only theatre at my (O)
who ^{V2} have ^{V2} free ticket to watch. I ^{V2} have no idea about the movie.
I ^{V2} take my ticket on my (O) and ^{V2} go to information section to ask
about how to use ticket. unfortunately I ^{V2} mind it. the ticket
already expired 2 days before.

I ^V home? and I ^V so disappointed about that.
me wet.

Work sheet

Name : Elisa Febriana

Class : VIII C

Study : Bahasa Inggris.

Cheat

Three days ago. I went to? to buy some. In the market I saw accident there a thief ~~beat~~ ^{beat} _{up} by a lot of people. A few minutes later, police and took him.

It was a pity event and hoped it would never happen again.

Work sheet

Name: Rena ariganty

Class : VIII C

Study: Bahasa Inggris

Mad teacher.

I have a very kind teacher at elementary school. He ~~is~~ ^{was} math teacher. He ~~was~~ never angry at class even the students lazy doing Homework. one day ⁽⁵⁾ when was at six grade. we all get bad news. our best teacher passed away. We ~~are~~ ^{were} so sad.
Thanks for him.









2018.08.29 13:04



2018.08.29 12:51



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Yulia Astuti
NPM : 14122387

Jurusan : TBI
Semester : VIII/2018

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Wednesday 02 mei 2018		✓	Revise chapter I - III	
2	Wednesday 09 / mei 2018		✓	Revise again your pre survey data	
3	Tuesday 09/06/18		✓	Show Reference	
4	Tuesday 03/07/18		✓	Acc and continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Syahre ni Siregar, M.Hum
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Yulia Astuti
NPM : 14122387

Jurusan/Fakultas : TBI/FTIK
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Friday 19 Okt '2018		✓	Acc Research Instrument	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Pd.
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Yulia Astuti
NPM : 14122387

Jurusan/Fakultas : TBI/FTIK
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 15 - II - 2018		✓	- Revise Chapter IV - V - abstract - Tabel - explain data - appendix	
2	Thursday 29 - II - 2018		✓	- Revise tenses use simple past tense - Sampling technique - Curriculum Vitae	
3	Thursday 06 / 03 / 18		✓	Acc and continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II



Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

CURRICULUM VITAE



The name of the writer is Yulia Astuti. She was born in Bukit Kemuning, Lampung Utara on August, 09 1996. She is second child of Happy couple Mr. Ibrahim and Mrs.Rusna Heryani.

She took her elementary school at Elementary School 1 Bukit Kemuning, Lampung Utara from 2002-2008. Then, she continued her study at Junior High School 4 Bukit Kemuning for three years during the period of 2008-2011. Having graduated from Junior High School, she continued her study at Senior High School 1 Bukit Kemuning and finished in 2014. In the same of year, she took her undergraduate program at IAIN Metro, majoring English Department.