

**AN UNDERGRADUATE THESIS**

**THE USE OF PROBLEM BASED LEARNING METHOD TO  
IMPROVE STUDENTS RECOUNT TEXT OF WRITING  
SKILL OF THE TENTH GRADE OF SMK MA'ARIF 2  
PENAWAJA PUGUNG RAHARJO OF EAST LAMPUNG**

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**TARBIYAH AND TEACHERS TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1440 H/ 2019 M**

THE USE OF PROBLEM BASED LEARNING METHOD TO IMPROVE  
STUDENTS RECOUNT TEXT WRITING SKILL OF THE TENTH  
GRADE OF SMK MA'ARIF 2 PENAWAJA PUGUNG RAHARJO  
OF EAST LAMPUNG

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in English Education Department

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*Assalamualaikum Wr.Wb.*

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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To: The Honorable the  
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*Assalamu'alaikum, Wr. Wb*

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OF EAST LAMPUNG

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

*Wassalmu'alaikum Wr. Wb*

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**RATIFICATION PAGE**

No. B- 1976/n-28-1/D/PP-00-9/06/2019

An Undergraduate thesis entitled: THE USE OF PROBLEM BASED LEARNING METHOD TO IMPROVE STUDENTS RECOUNT TEXT OF WRITING SKILL OF THE TENTH GRADE OF SMK MA'ARIF 2 PENAWAJA PUGUNG RAHARJO OF EAST LAMPUNG, written by ANGGIT ANGGRAENI, student number 14120967, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, 29<sup>th</sup> 2019 at 09.00 – 11.00 p.m.

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**THE USE OF PROBLEM BASED LEARNING TO IMPROVE  
STUDENTS RECOUNT TEXT WRITING SKILL OF THE  
TENTH GRADE OF SMK MA'ARIF 2 PENAWAJA  
PUGUNG RAHARJO OF EAST LAMPUNG**

**ABSTRACT  
BY  
ANGGIT ANGGRAENI**

Writing has been one of the four skills that is very important to master. Writing as a process to get the product is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation. In writing English subject is the students have the ability to develop and produce written simple function text in descriptive text, narrative text, recount text, and report text. Recount text is one of the texts that should be mastered by the students of SMK MA'ARIF 2 PENAWAJA PUGUNG RAHARJO. However, there are many students who ignore to master this skill. This situation results in the students' writing score are still low. Based on the situation, to improve The students' recount text, the researcher used Problem Based Learning in the learning process. Problem Based Learning is one of the methods that is easy and effective to be applied in teaching and learning process in the class. This aim of this research to know whether the use of Problem Based Learning can improve The Students' in writing skill in English learning.

The kind of this research was a classroom action research (CAR). The research was conducted in two cycles, and each cycle consisted of planning, acting, observing, and reflecting. The object of this research was the students' recount writing skill. In collecting the data, the researcher used observation, test, and documentation. This research was conducted with one of the English Teachers of SMK MA'ARIF 2 PENAWAJA PUGUNG RAHARJO.

The result of this research shows that Problem Based Learning had a positive role in improving the recount writing skill among The tenth grade of SMK MA'ARIF 2 PENAWAJA PUGUNG RAHARJO. It can be proved by the students' average score from pretest to post-test. The average score in pre-test was 60,5, and in the post, a test was 70,63 became 76,55. It can be inferred that using Problem Based Learning can improve recount text writing skill of the tenth grade of SMK MA'ARIF 2 PENAWAJA PUGUNG RAHARJO.

*Keywords: (Problem Based Learning Writing Skill, Classroom Action Research)*

**PENGUNAAN PEMBELAJARAN BERBASIS  
MASALAH DALAM MEMPERBAIKI KETERAMPILAN  
MENULIS MENCERITAKAN KEMBALI TEKS SISWA  
KELAS SEPULUH SMK MA'ARIF 2 PENAWAJA PUGUNG  
RAHARJO**

**ABSTRAK**

**Oleh :  
ANGGIT ANGGRAENI**

Menulis adalah salah satu dari empat keterampilan yang sangat penting untuk dipelajari. Menulis sebagai proses untuk mendapatkan produk dipengaruhi oleh beberapa elemen seperti kosakata, tata bahasa, organisasi, ejaan, dan tanda baca. Dalam menulis siswa harus memiliki kemampuan untuk mengembangkan dan menghasilkan teks fungsi sederhana yang ditulis dalam teks descriptive, teks naratif, dan teks recount, teks laporan, dll. Teks recount adalah salah satu teks yang harus dikuasai oleh siswa SMK MA'ARIF 2 PENAWAJA PUGUNG RAHARJO. Namun, ada banyak siswa yang mengabaikan untuk menguasai keterampilan ini. Situasi ini menyebabkan skor tulisan siswa masih rendah. Berdasarkan situasinya, untuk meningkatkan kemampuan menulis recount siswa, peneliti menggunakan Problem Based Learning dalam proses pembelajaran. Metode Problem Based Learning adalah salah satu yang mudah dan efektif untuk diterapkan dalam proses belajar mengajar di kelas. Penelitian ini bertujuan untuk mengetahui apakah penggunaan Problem Based Learning dapat meningkatkan kemampuan siswa dalam menulis recount dalam pembelajaran Bahasa Inggris.

Jenis penelitian ini adalah penelitian tindakan kelas (PTK). Penelitian ini dilakukan dalam dua siklus, dan setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Objek penelitian ini adalah kemampuan menulis deskriptif siswa. Dalam mengumpulkan data, peneliti menggunakan observasi, tes, dan dokumentasi. Penelitian ini dilakukan dengan sebagai salah satu Guru Bahasa Inggris SMK MA'ARIF 2 PENAWAJA PUGUNG RAHARJO.

Hasil penelitian menunjukkan bahwa Problem Based Learning memiliki peran positif dalam meningkatkan kemampuan menulis recount di antara delapan siswa SMK MA'ARIF 2 PENAWAJA PUGUNG RAHARJO. Hal ini dapat dibuktikan dengan nilai rata-rata siswa dari pre test hingga post test. Skor rata-rata dalam pre test adalah 60,5 dan dalam post test adalah 70,63 menjadi 76,55. Ini dapat disimpulkan bahwa menggunakan Problem Based Learning dapat meningkatkan kemampuan menulis recount siswa.

Kata Kunci : *(Problem Based Learning, Keterampilan Menulis, Penelitian Tindakan Kelas)*

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Metro, May 2019  
The Writer,



**ANGGIT ANGGRAENI**  
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Yang Menyatakan,



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## MOTTO

فَإِذَا فَرَغْتَ فَانصَبْ

“So if you have finished (from something), still work hard (for other matters)”  
(Q.S. Al-Insyirah: 7)

*“It’s Not Whether You Get Knocked Down, It’s Whether You Get Up.”*

(Vince Lombardi)



## **DEDICATION PAGE**

This piece of work is dedicated to:

1. My beloved family, especially my parent (Mr. Akhmad Mualim and Mrs. Eliyana), my sister (Dwi Gusma Ratih and Naila Durrotun Navis) who always pray and support in their endless love.
2. My sponsor and Co-sponsor, thanks for guiding.
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In this opportunities, the researcher would like to express her deepest gratitude especially to:

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2. Dr. Akla, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Ahmad Subhan Roza, M.Pd, as the chief of English Education Department of IAIN Metro Lampung and the second advisor in thesis who has supported and guided in writing this thesis.
4. Drs.Kuryani, M.Pd, as the first advisor and Mrs.Trisna Dinillah Harya, M.Pd as the second advisor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.
5. All lecturers of the English Education Departmen of IAIN Metro Lampung who have given their thought and shared their experience to the reseacher.

6. Headmaster, Teacher, Staff of the SMK Ma'arif 2 Penawaja Pugung Raharjo, who gives permission to the writer conduct the research in this school.
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8. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

Hopefully, this undergraduate thesis can be a meaningful benefit for the writer especially and for our campus and readers generally.

Metro, Mei 2019  
Penulis,



**ANGGIT ANGGRAENI**  
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11. Curriculum Vitae

## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Nowadays, English has become a means of international communication and one of the most popular languages in the world. Therefore, the knowledge and skills of English are highly valued. As a result, some educational institutions in Indonesia have introduced English since the pre-elementary level, although it is officially taught at the junior high school level as a compulsory subject. Moreover, it is one of subjects tested in the national examination. In Through language we can communicate to one another for along time ago, like expressing our ideas, feelings and thoughts.

The national education has decided that English as a foreign language taught in Indonesian schools. It learned started from primary schools up to university. As an English teacher, to explore effective techniques, methods, and approaches. However, English has become the most widely studied foreign language today.<sup>1</sup> Writing is not simply writing down a speech. Especially for a formal or an academic purpose, it needs detailed strict mastery of grammar and mechanics, such as agreement, pluralization, articles, tenses, punctuation, capitalization and so on.

Writing is an important form of communication in day-to-day life. Writing is also one of the most difficult skill to master in botha first language

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<sup>1</sup>Jack C. Richards and Theodore S. Rodgers, *Approach and methods in Language Teaching*, (New York: Cambridge University Press, 1986), p. 1.

and a second language. Students can find ideas to include in their writing, and each culture has its own style for organizing academic writing. In general, writing is a form of language use in writing, which of course requires a different treatment when compared with the activity of language use in oral form. In writing text, we can explore of express our ideas, feelings, and thoughts. Thus, writing is basically the processing ideas and thoughts by using knowledge of structure.

To overcome this problems, Problem-based Learning is related to using intelligence from their inner main in a community, or an environment to solve meaningful, relevant, and contextual problems. Problem based learning is an instructional method that encourages the students to apply critical thinking, problem solving skill and content knowledge to real world problems and issue.<sup>2</sup>

The table below is the result of the pre survey on April 10, 2018 at SMK MA'arif 2 Penawaja Pugung Raharjo of East Lampung.

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<sup>2</sup> Barbara B. Levin, *Energizing Teacher Education and Professional Development with Problem Based Learning*, (USA: ASCD, 2001), p. 1.

**Table 1**  
**Pre survey Data of Student's English Writing Skill Score**

NO	Name	English Learning Achievement	
		Score	Category
1	AN	55	Incomplete
2	DS	60	Incomplete
3	DB	63	Incomplete
4	DT	55	Incomplete
5	DN	60	Incomplete
6	DA	60	Incomplete
7	ES	65	Incomplete
8	EA	57	Incomplete
9	HJ	63	Incomplete
10	IM	60	Incomplete
11	ID	62	Incomplete
12	JR	58	Incomplete
13	LT	65	Incomplete
14	HS	60	Incomplete
15	LN	70	Complete
16	LA	60	Incomplete
17	LD	57	Incomplete
18	LW	40	Incomplete
19	LA	68	Incomplete
20	MP	59	Incomplete
21	MN	64	Incomplete
22	MS	59	Incomplete
23	MJ	64	Incomplete
24	PN	75	Incomplete
25	PD	64	Incomplete
26	RR	68	Incomplete
27	RA	53	Incomplete
28	RI	58	Incomplete
29	RA	53	Incomplete
30	RA	68	Incomplete
31	SY	60	Incomplete
32	SA	55	Incomplete
33	UM	55	Incomplete
34	YY	55	Incomplete
35	DA	68	Incomplete
36	MW	68	Incomplete
<b>Total Average</b>		<b>2178 = 60,5</b>	<b>Poor</b>

Source : The result of Pre-Test on April 10<sup>th</sup> 2018

**Table 2**  
**The Score of the Result on the Daily Writing test**

<b>NO</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentace (%)</b>	<b>Category</b>
<b>1</b>	<b>&gt;70</b>	<b>2</b>	<b>11%</b>	<b>Complete</b>
<b>2</b>	<b>&lt;70</b>	<b>34</b>	<b>89%</b>	<b>Incomplete</b>
<b>Total</b>		<b>36</b>		

Source: The Large of the English Teacher of SMK MA'ARIF 2 Penawaja  
 Pugungraharjo, taken on April, 10 2018.

Based on the table above, the result of writing test, teaching learning process happened at the tenth grade Accounting of Vocational High School 2 Penawaja Pugung Raharjo, the researcher who is also the English teacher of the class, the students not express their ideas in written form although they might know what would be written. They are still not understand a writing english although the teacher had explained it.

The teaching approach applied should be interesting and meaningful materials such as creating enjoyable materials. It is assumed that by using problem based learning in writing teaching, teaching learning process would be more effective to improve students ability.

Based on problem above the writer assumes that writing is the most important skill. Concept problem based learning is on of technique that can be used to improve writing skill. Finally, the writer would like to conduct a research entitled "THE USE OF PROBLEM BASED LEARNING TO IMPROVE STUDENTS RECOUNT TEXT WRITING SKILL OF THE TENTH GRADE OF SMK MA'ARIF 2 PENAWAJA OF EAST LAMPUNG".



## **B. Problem Identification**

Based on the explanation above, the writer would like to identify problem identification as follow:

1. The students have low ability in write english.
2. The students are passive learning proces.
3. The students have problems in sentences with appropriate vocabulary and grammar.
4. The methods used in the learning writing skill are less interesting.

## **C. Problem Limitation**

Based on the problem identified above, the writer limits the problem only to the last problem, method that used in learning writing skill are less interesting. So, the writer chooses to a research at the tenth graders students of the SMK MA'ARIF 2 PENAWAJA PUGUNG RAHARJO.

## **D. Problem Formulation**

The problem formulated as follows “can the use of problem based learning to improve the student’s English writing skill in SMK MA'ARIF 2 PENAWAJA PUGUNG RAHARJO?”

## **E. Objectives of the Study**

The objective and the benefits of this study are as follow:

1. The objective of the study

To improve the students writing skill and their learning activity at the tenth grade of the SMK MA'ARIF 2 PENAWAJA?

## 2. Benefits of the Study

### a. For the students

As the use of problem based learning, the students will be more improve writing skill and there learning activities.

### b. For the teacher

As the teacher can improve their creativity in teaching learning process so the goal of learning can be achieved.

### c. For the Headmaster

As a support for the students for the school in English Learning process by preparing teaching instrument and give motivation to make further research about the use of method.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Concept of Recount Text Writing Skill**

##### **1. The Concept of Writing**

###### **a. The Definition of Writing**

Writing is a significant language skill that is widely influential when it comes to English as a Foreign Language (EFL) learners at universities who study English for academic purposes (EAP), since the majority of the tests they take in their department are for both grammar and literature lessons which require writing. In this research the writer focused on writing skill. Because in English writing skill.

In addition, Writing is regarded mainly as a technical and instrumental skill or set of skills in which individual students may be more or less deficient. Teaching aims to fix the students' 'problems', often through advice about structuring the essay into stages (introduction, main body, conclusion), for example, and attention to grammar, spelling and other 'surface' features of writing.<sup>3</sup> There are many significant aspects of writing, but the ones relevant to targeted learners at university are reinforcing other language skills and systems, passing exams and future careers. For example, it can be integrated with reading and listening skills activities.

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<sup>3</sup>Chambers, Ellie, *Teaching and Learning English Literature*, (Thousand oaks: California, 2006). p. 95.

Beside that Harmer said “Speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and are therefore often referred to as receptive skills”.<sup>4</sup> In this words, writing is a practice tool to help the student’s practice and work with language they have been studying. Therefore, more the student’s write; they get more experience and practice about language they learn. The skill needed activities of this type is that students should become better at writing. In writing for learning process, the main focus attention, construction, style, and text focus of writing.

It can be concluded that, writing is a learning process write idea and feeling in the text. The students can improve knowledge in writing skill. Writing is an important skill that has many benefits for the targeted learners in terms of developing better language ability, offering a better opportunity for passing exams, and finally supporting the student’s future career. So far, writing skill can be considered by the teachers used by students in the instructions of the all aspects, including vocabulary, listening, and reading. Therefore, the quality of language skill of students clearly.

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<sup>4</sup>Jeremy Harmer, *The practice of English language teaching New Edition*, (New York: Longman, 1991), p. 16.

## **b. Writing Performance**

The categories of students writing performance into the following five major categories<sup>5</sup>:

### **1) Imitative**

The writing performance focus on help the learners the conventions of the orthographic codes. The activity is only copying letters, words or sentences.

### **2) Intensive, or Controlled**

Intensive writing needs not creativity from the students because it still appears in the form of controlled writing. Sometimes to test the knowledge of structure.

### **3) Self-writing**

Self writing performance is give the students with more creativity as they are writing skills. They are start writing with their own understanding. They write as think and then they themselves will be readers of writing. The examples of the activity note-taking and summarizing.

### **4) Display Writing**

Display writing needs a ability of writing in terms of the content, linguistic structure and layout.

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<sup>5</sup>H. Dauglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*, Second Edition., p. 355-358.

### 5) Real Writing

Almost all text-composing activities in the class tend to be display writing. However, sometimes a teacher facilitates the students to impart their ideas to the audience as a genuine communication such as writing an application letter, filling in a form or sending a post card.

Referring the theories above, the writer conclude that. Learning writing for beginners tends to begin with imitative, intensive and so on. However, not all learners must start their learning from imitative writing performance.

### c. Sub-Skills of Writing

In dealing with the writing skills, there are things which need to be highlighted. They include: 1) micro and macro skills of writing 2) aspects of writing skill.

Students writing competence is represented through some skills, namely micro skills and macroskills of writing. According to Brown there are several micro and macro skills to consider in writing. Those skills can be used as a measurement to students writing competence.<sup>6</sup> The following are the micro and macro skills of writing:

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<sup>6</sup> H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*, Second Edition., p 342-343.

#### Micro skills of writing:

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g. tense, agreement, and pluralisation), patterns and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

#### Macro skills of writing:

- 1) Use the rhetorical forms and conventions of written discourse.
- 2) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalisation, and exemplification.
- 4) Distinguish between literal and implied meanings when writing.
- 5) Correctly convey culturally specific references in the context of the written text.
- 6) Develop and use a battery of writing strategies, such as accurately assessing the audience interpretation, using paraphrases and



synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

The micro skills of writing focus more on the writing mechanic and the word level, such as cohesive devices, tenses, etc. The macro skills of writing deal with a wider area of writing, for example the form and the communicative purpose of a written text.

Based on the explanation above, many experts purpose their ideas regarding with the aspects of writing. It can be conclude that there are several points to pay attention while writing, such as the micro and macro skills of writing and the aspects of writing which involve content, organization, discourse, syntax, vocabulary, mechanics, and accuracy.

#### **d. Teaching Writing**

Teaching is a process of interaction between educators and learners with learning resources in the learning environment. Beside that, teacher as one who is responsible (“accountable” is the current jargon) for what students should learn, how, when, and if they have learned.<sup>7</sup> Teachers are supposed to transmit prescribed content, control the way students receive and use it, and then test if they have received it. In this case an educator provides assistance to students to obtain knowledge, skills and mastery, and the forming attitudes and beliefs on learners.

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<sup>7</sup>Malcom, S Knowles, *The adult Learner Sixth edition*, (San diego : California, 2005), p.25

According to Brown stated “Your teaching derived from, and gives feed back to a set of principle that from the selection of an overall approach language learning and teaching”.<sup>8</sup> It mean that teaching is helping students to discovering their talent possibilities and develop their potency by guiding and delivering them material. Teaching happens when competent teachers with personalities have approaches to language teaching and learning, and cherish their students.

Writing is an activity expressing idea something from meaningful sentences and text. The purpose not only media giving information and conclusion to reader. Besides that, Harmer Jeremy stated writing is one of the four skills in English, speaking, listening, and reading has always formed part of syllabus in teaching of English.<sup>9</sup> It mean that writing is a process of use language in written a sentences or clause or phrase to express thoughts and understood by the reader.

In addition to teach writing, the teachers do not simply come into the class, explain about material then involve the students into writing practices. They must understand about writing, approaches to the teaching, the writing process, the students' writing performances and their roles during the teaching-learning process. Briefly, they must understand how to teach and what to teach in teaching writing.

Moreover, the teacher explain how to do writing process, and the

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<sup>8</sup>H. Douglas Brown, *Teaching By Principle An Interactive Approach to Language Pedagogy* Second Edition., p. 128.

<sup>9</sup>Jeremy Harmer, *The practice of English language teaching New Edition* .., p. 31.

students have to know how to write well. Finally the discuss more about writing problems and writing process.

a. Writing Problems

Writing is a activity for people both in their mother tongue and their foreign language. This may be communication with external reader generally and communicating with organization.<sup>10</sup> It means that not only english language writing is difficult skill for people or students. According to Byrne classified of the problem for students writing into three kinds:

1) Pscyhological Problem

Writing is difficult skill to consideres than speaking since in writing, there is little possibility to get conclusion from someone whom the writer interacts.

2) Cognitive Problem

Writing is learning to process instruction: We have to master the written form of learn structure and language which are less used in speech, or perharps not used in speech, or perharps not used at all, but which are important for communication. We also have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who does not know to us.

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<sup>10</sup>Talbot.Fiona, *Executive Writing Skills*, (United States: London and Philadelphia, 2009), p. 4.

### 3) Linguistic Problem

In addition to Linguistic Problems, dealing with the choice of sentence structure and by the way the sentences are linked together and sequenced.

In conclusion, the three problems above can be practicing more writing, guiding the students, and motivating the students to writing.

#### b. Writing Process

According to Dyson said Writing process instruction is just that process oriented and encourages young writers to discover for themselves the mechanics of composition. And while still infrequent in textbooks, point out that over the past two decades,<sup>11</sup> there has been a significant shift from a focus only on the products of writing to studying the processes associated with how writers write.

Deciding the approach of writing process to includes the stages that the students through to compose their texts. According to Olson Judith said Writing is nothing more than thought on paper-considered, organized thought. Many great ideas and observations are never born because their creators won't express them. Express your ideas in clear, grammatically correct ways. After you learn how to insert commas and semicolons correctly, use

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<sup>11</sup>Sundem Garth, *Improving Students Writing Skills*, (USA: Shell Education, 2006), p. 41.

verbs to create strong images in your writing, and the other basic skills taught. In fact, you'll be able to move forward and master more complex writing concerns after you get the basics down.<sup>12</sup>

In addition, Writing as mentioned above is a complicated activity, not only needs language skill but also creativity to arrange a set of words, sentence becomes a readable and understandable text. Writing basically of making a point and provide the evidence to support or develop that point to make clearer.

#### 1) Planning

Before starting to write down a paper, a writer needs to decide what to write. That is why the plan must be set up first. What we are going to say, what message we want to deliver, what information we want to tell others. The plan can be made by writing down every single thought which is still in pieces on a note. But some may prefer to do all the planning on their head

It is the topic all ideas which a knowledge, experience and belief, and the writer idea going to impart the reader. Further, starts sorting the ideas into a structural organization of a particular genre.

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<sup>12</sup>Judith, F. Olson, *Writing success in 20 minutes day*, (United States by Learning Express, LLC: New York, 2009), p.8

## 2) Drafting

In this stage, the writer starts composing a draft by carrying his ideas through words, sentences, letters, paragraphs and punctuation to construct a paragraph and text.

## 3) Editing

There are several steps in the editing process.

- a) The first, *students should check the meaning*. Student should read paragraph silently. Does it communicate what they want it to? Is the meaning of all the sentences clear? If not, students should make changes.
- b) Next, *check the mechanics*. Students should read the paragraph silently again, this time look for mistakes in punctuation, grammar and spelling. If they find any mistakes, they should fix them.
- c) The Third, *the other students should check the meaning*.
- d) Finally, student should ask their friends to *check the mechanics*.

## 4) Final version

The last step in the writing process is to write a clean revision of the paragraph with all the editing carried out. This draft is the one that the students will turn in, so they have to be sure to use good writing format.

According to Harmer after the first diagram of writing process he made was found unsatisfactory as it is depicted a linear process.<sup>13</sup> The second one is found to be the most appropriate as it is allowed an ongoing process of writing in a recursive manner called “*Process Wheel*”.



Picture 1: “Process Wheel” Diagram Proposed by Harmer. How to Teach Writing.

Based on the stages, the process of writing four steps there are planning, drafting, editing, final version. By following these steps in composing their texts, the students can build confidence in writing process and follow the steps that most writing well.

#### e. The teacher’s roles in teaching writing

According to Ferris states that there is a facilitative role of a teacher in teaching writing which appears in the form of the teacher’s responses towards the students writing. The consequently give

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<sup>13</sup>Jeremy Harmer, *How to Teach Writing* ., p. 6.

questions or comments to help them to stimulate ideas, guidance to help them to compose text, feedback on their writing content, and summary on their grammar mistakes. The facilitative role of the writing teacher has inspired research on the role of the teacher as a responder to students writing. As facilitator, the teacher offers guidance in helping students to engage in the thinking process of composing<sup>14</sup> but, in a spirit of respect for students opinion, must not impose his or her own thoughts on students writing.

Moreover, Robert Mager's approach to writing behavioral objectives has been widely accepted among educators. His message to educators is that for objectives to be meaningful, they must precisely, clearly, and very specifically communicate the teacher's instructional intent. The format for writing concise and useful behavioral objectives includes the following three important characteristics<sup>15</sup> there are performance, condition, and criterion.

To the teacher Writing is an important form of communication in day-to-day life, but it is especially important in secondary school and university. Students can find it challenging to find ideas to include in their writing, and each culture has its or style organising academic writing.<sup>16</sup> The activities in each unit help students with a particular aspect of paragraph writing, such as brainstorming, writing topic

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<sup>14</sup>H. Daughlas Brown, *Teaching by Principle An Interactive Approach to Language Pedadogy* ,*Second Edition.*, p. 352.

<sup>15</sup>Susan, B. Bastable, *Nurse as Educators: Principle of Teaching and Learning for Nursing Practice*, *Second Edition*, (State University: New York, 2003), p. 334-335.

<sup>16</sup>Zemach, E. Darothy, *Writing in Paragraph*, (Mac Millan Publisher : Oxford, 2006), p. 4.



sentences, and developing paragraphs with supporting sentences. A unit's activities might also teach correct punctuation for academic writing and useful grammatical functions for writing, such as conjunctions and transition expressions. The units also show students how to review their own and their classmates' writing in order to make revisions.

The students to generate ideas to write, encourages them to write and makes them aware of the benefits of writing that they are doing. Secondly, he is a source provider who provides them with information and language that they need and gives advice or suggestions when they are working with their writing. The third role is as a feedback provider who responds positively, encourages them to be aware of writing mistakes and offers corrections towards their writing.

From explanation above, it can be stated that the teacher like everyone else, have a variety of abilities and skills and need to make the best possible use of whatever talents they have. The student's writing for test purposes, teacher can indicate where they wrote well and where student make mistakes and teacher may aware grades. The teacher, should understand well his students, recognized his entire by name, know their background and interest, know about their previous language learning experience and their attitude to English. These will enable the teacher to help them more happily and effectively.

## **2. The Concept of Recount Text**

### **a. Definition of Recount Text**

Writing has several types or genres. One of text types learn is recount text. Anderson assumed, Recount is a piece of writing that retells past events usually in order in which they happened and the purpose of a recount is to give audience a description of what occurred and when it occurred.<sup>17</sup> It means that recount is writing about past events or a piece of text that retells past events, usually in the order which they happened.

### **b. Generic Structure of Recount Text**

#### **1. Orientation**

The orientation tells the background information about the story. It introduces the reader with who involved in the story, what, when, and where the events take place.

#### **2. Events**

The orientation followed by the events. The function of the events is telling the sequence events happened.

#### **3. Re-orientation or Conclusion**

Re-orientation is a closure of the events. It is optional because some recounts are only consisting of orientation and the sequence of events.

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<sup>17</sup>Mark Anderson & Kathy Anderson, *Text Types in English 3*, (Australia: Macmillan Education Australia, 1998), p. 28.

### c. Language Features of Recount Text

Anderson divided the language features of recount text into four, they are: (1) proper nouns to identify those involve in the text, (2) descriptive words to give details about who, what, when, where and how, (3) the use of past tense to retell the events, (4) words that show the order of the events.

#### Text Organization

**Orientation** Last Wednesday, I came late to my school because, I played playstation until 2.00 am in the night. Because that I woke up late.

**Event** I woke up about 6.30 am and the class would be began at 7.00 am. I ran to bathroom to take a bath. I usually had a breakfast after took a bat, but in that day, I forgot where I put the key. So, I went to the school by public transportation. It made me took a longer time. I arrived at school at 7.15 am, I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late.

**Reorientation** It was my bad experience and I hoped I would not do that again.

### 3. Recount Text Writing Skill

#### a. The Definition of Recount Text Writing Skill

Skill is giving children the ability to choose for themselves what type of thinking they need involves both ‘teaching’ and ‘learning’. A teacher needs to know what strategies are needed to develop the skills and the pupil should be provided with a range of skills to help in the learning process.<sup>18</sup> According to Brainy Good writing skills allow to communicate message with clarity than through face-to-face or telephone conversation.<sup>19</sup>

Writing skill is the creation of original text using the individual and linguistic resources, rather than copying someone else’s text, using prepared list of words to create sentences or stories.

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. Its goal is to entertaining or informing the reader.

So the writer conclude that Recount text writing skill is a written product event or experiences in the past which is completed after the process of thinking, planning, drafting, and revising and also demands efforts and specialized skills of generating ideas, organizing them coherently, making use of the discourse markers and the rhetorical conventions, putting all of them into one, revising the content fo a

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<sup>18</sup> Thompson, Gill and Evan Huw, *Thinking it Through Linking Language Skills thinking skills and drama*, (Chiswick High Roa: London, 2005), p.17.

<sup>19</sup> Brainy, Quote, *Oxford Learner’s Pocket Dictionary*, (New York: Oxford University Press, 2003). p. 20.

clearer meaning, and editing for accurate grammar into a final product.<sup>20</sup>It means that, writing is easily recognized by the readers. Accuracy in writing refers to the correctness of spelling, letter shapes, punctuation, word choices, grammatical rules, formation of words, sentences, and paragraphs, and layouts. However, accuracy is not the ultimate goal of writing, rather, its ultimate goal is to successfully express the ideas through writing and then to appropriately communicate it to other people.

**b. The measurement of Recount Text Writing Skill**

According to Cohen, the student's score of writing recount text was classified into five types which were the content, organization, vocabulary, grammar and mechanics. Then criteria can be shown in the table below:

**Table 3**  
**The Measurement of Recount Text Writing**

<b>Students Score</b>	<b>Topic Comments</b>	<b>Criteria</b>	<b>Level</b>
Content	Main ideas stated clearly and accurately, change of opinion very clear.	Excellent	27-30
	Main ideas stated fairly clearly and accurately, change of opinion relatively clear.	Good	22-26
	Main idea somewhat unclear and inaccurate, change of opinion somewhat weak.	Fair	21- 17

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<sup>20</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* Second Edition, ( New York: Pearson Education, 2001). p. 335.

	Main ideas not clear or accurate, change of opinion weak.	Poor	13 – 16
	Main ideas not all clear or accurate, change of opinion very weak.	Fail	10 -15
Organization	Well organized and perfectly content.	Excellent	18 – 20
	Fairly well organized and generally coherent.	Good	14 – 17
	Loosely organized, but main ideas clear, logical but incomplete sequencing.	Fair	10- 13
	Ideas disconnected, lacks logical sequencing	Poor	7 – 9
	No organization, incoherent	Fail	3 - 5
Vocabulary	Very effective choice of words and use of idioms and word forms.	Excellent	18 – 20
	Effective choice of words and use of idioms and word forms.	Good	14 – 17
	Adequate choice of words but, some misuse of vocabulary, idioms and word forms.	Fair	10 – 13
	Limited range, confused use of words, idioms and word forms.	Poor	7 – 9
	Very limited range, very poor knowledge of words, idioms and words forms.	Fail	3 – 5

Language Use	No errors, full control of complex structure.	Excellent	22 – 25
	Almost no error good control of structure.	Good	18 – 21
	Some errors, fair control of structure.	Fair	11 – 17
	Many errors, poor control of structure.	Poor	5 – 10
	Dominated by errors, no control of structure.	Fail	2 – 4
Mechanics	Mastery of spelling and punctuation	Excellent	5
	Few errors in spelling and punctuation	Good	4
	Fair number of spelling and punctuation errors	Fair	3
	Frequent errors in spelling and punctuation	Poor	2
	No control over spelling and punctuation	Fail	1

## B. Problem Based Learning Method

### 1. Definition of Problem Based Learning

Problem-based learning (PBL) is an instructional design approach for promoting student learning in context-rich settings. The students that referes to give oppurtunities to the students. The learning process of working towards the understanding of a resolution of a problem. It is kind of approach that challenges students to learn through engagement in a real

problem. Problem Based Learning is students-centered that refers to give relevant opportunities to the students. It will make a fundamental shift from a focus on teaching to a focus on learning. The process in Problem Based Learning is aimed at using the power of authentic problem solving to engage students and enhance their learning and motivation.

In Problem Based Learning, the teacher present to students as a problem solver to work and decide their goal. This does not means that the teacher give the authority for making judgments regarding what might be important for students to learn but it will practice students responsibility and motivate them in learning. The teacher acts as a facilitator and mentor rather than a source of solution. It means that Problem-based Learning has been defined as a teaching that simultaneously develops problem-solving strategies, disciplinary knowledge, and skills by placing students in the active role as problem-solvers with a structured problem which real-world problems.

Problem Based Learning, All learning of new knowledge is done within the context of the problems. PBL differs from problem solving in that in PBL the problems are encountered before all the relevant knowledge has been acquired and solving problems results in the acquisition of knowledge and problem-solving skills. The problems that these future professionals will be expected to solve will cross disciplinary boundaries, and will demand innovative approaches and complex



problem-solving skills.<sup>21</sup> Those of us who teach undergraduates in higher educational institutions are obligated to rethink how we teach and what our students need to learn in order to prepare them for this challenging time.

According to Christine Alavi said Problem Based Learning is an approach which places the student at the centre of the learning process and is aimed at integrating learning with practice.<sup>22</sup> It is claimed that a PBL approach produces more motivated students, develops a deeper understanding of the subject, encourages independent and collaborative learning, develops higher order cognitive skills and develops a range of skills which include problem solving, group working, critical analysis and communication.

Problem-based learning refocuses our practice to what some call a learning paradigm. PBL confronts students with a messy, ill-structured situation in which they assume the role of the stakeholder or “owner” of this situation. They identify the real problem and learn whatever is necessary to arrive at a viable solution through investigation. Teachers use real-world problems as they coach learning through probing, questioning, and challenging student thinking.

According to Linda Torp said Problem-based learning is focused, experiential learning organized around the investigation and resolution of

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<sup>21</sup> J. Duch, Barbara, *The Power of Problem based Learning*, (United States of Stylus Publishing : LLC , 2001). p. 4.

<sup>22</sup>Alavi, Christine, *Problem-based Learning in a Health Sciences Curriculum*, (USA: Canada, 2002), p. 3.

messy, real-world problems.<sup>23</sup> The implementation of the Problem Based Learning, the teacher needs to choose the topics or the materials of the subject which they have a problem and it can be solve. The problem can be taken from the text book or from the other aspect, such as the incident around the environment, the incident in a family or in the social life.

## **2. The Procedure of Problem Based Learning**

The process of teaching and learning started with explaining the learning objectives and activities that will be carried out. In the usage of problem based learning, this stage is very important stages in which the teacher must explain in detail what must be done by learners and also by the teacher as well as explained how the teacher will evaluate the learning process. It is very important to provide the motivation so that learners can understand the learning that will be done. Problem Based Learning which incorporates two complementary processes, curriculum organization, and instructional strategy includes three main characteristics:

- 1) Engages students as stakeholders in a problem situation.
- 2) Organizes curriculum around a given holistic problem, enabling student learning in relevant and connected ways.
- 3) Creates a learning environment in which teachers coach student thinking and guide student inquiry, facilitating deeper levels of understanding.

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<sup>23</sup>Torp, Linda. Sage Sara, *Problem as Possibilities Problem-based Learning for K-16 Education 2nd Editi*, (Alexandria :Virginia USA, 2002). p. 23-24.

In the learning process the problem can stimulate the curiosity of the learners. The learners can be interested to observe and involved of something. It means that the learners will have actively participate in the learning process to find out a solution.<sup>24</sup>

To find the problem that the teacher might use the following consideration:

- 1) Innappropriate performance.
- 2) Situation that requires attention or improvement.
- 3) Looking for better way or something new.
- 4) Phenomena that have not find the solution.
- 5) There is a gap in information and source.
- 6) Problem about taking conclusion.<sup>25</sup>

Problem Based Learning is likely to include discussion, reflection, research, project, and presentation. Problem based learning starts with an issue, case, or ill structured problem that can be researched, studied, or even solved (give solution). Ateachers role in problem based learning is pose problem, ask question, and facilitate investigation.<sup>26</sup>

Based on the definition above, the researcher concludes that Problem Based Learning is a students-centered pedagogy in which students learn about a subject through the experience of solving an open-

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<sup>24</sup>M. Taufiq Amir, *Inovasi Pendidikan Melalui Problem Based Learning*, (Kencana Prenada Media Group: Jakarta, 2009), p. 18.

<sup>25</sup>M. Taufiq Amir, *Inovasi Pendidikan.*, p. 19.

<sup>26</sup>Richard I Arends, *Learning to Teach, ninth edition*, (New York: McGraw Hill, 2012), p. 396.

ended problem found in material. The Problem Based Learning process does not focus on problem solving with a defined solution, but it allows for the development of other desirable skills and attributes. This includes knowledge acquisition, enhanced group collaboration and communication.

### **3. The Teachers Roles in Problem Based Learning Method**

According to Oon Seng Tan said In a knowledge-based economy, we need new responses in the way we deal with knowledge and learners' participation. Teachers and students alike are confronted with the need to reexamine their views of:<sup>27</sup>

- 1) Knowledge
- 2) teacher–student interactions
- 3) peer interactions
- 4) interactions with the information milieu

The teacher's role in Problem based learning is very different from that in a didactic classroom. In Problem based learning, the teacher thinks in terms of the following:

- 1) How can I design and use real-world problems (rather than what content to disseminate) as anchors around which students could achieve the learning outcomes?
- 2) How do I coach students in problem-solving processes, selfdirection and peer learning (instead of how best to teach and give information)?

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<sup>27</sup>Tan, Oon-Seng, *Problem-based Learning Innovation*, (Cengage Learning: Australia, 2003), p. 43-44.

- 3) How will students see themselves as active problem solvers (rather than passive listeners)?

Likewise, in PBL the teacher focuses on:

- 1) facilitating the PBL processes of learning (e.g. changing mindsets, developing inquiry skills, engaging in collaborative learning)
- 2) coaching students in the heuristics (strategies) of problem solving (e.g. deep reasoning, metacognition, critical thinking, systems thinking)

#### **4. The Implementation of Problem Based Learning**

Planning for instruction requires an appreciation of the teaching and learning events of PBL, along with an understanding of the teacher's role as cognitive coach. Through hundreds of classroom observations, we have found several events that are essential for successful PBL experiences. As teachers construct a teaching and learning template, they have for each event clear goals that support student thinking at different levels. As teachers coach students toward these goals, they anticipate embedding essential instruction and assessment at critical points during problem investigation.

The teaching and learning events in problem-based learning are designed to promote active student learning and provide a scaffolding of the teaching and learning process for educators. The events generate important learning issues around a carefully crafted problem situation so that students can work through the issues in authentic and rigorous ways. These events are not necessarily rigid, fixed, or strictly sequenced.

Learners may revisit parts of the PBL process, particularly defining the problem statement and gathering and sharing information as they delve deeper into the problem.

The roles for teacher and students in Problem based learning teachers with whom we have worked speak eloquently about the challenges inherent in rethinking their entire concept of teaching and learning (Sage & Torp, 1997). Students, too particularly those who have been successful in a more traditional teaching setting often struggle with their new role as active thinkers and learners and the higher degree of ambiguity they encounter in ill-structured problems. Students, over time, take an increased responsibility for learning as they develop a set of skills and habits of mind for becoming more self-directed. Teachers, over time, need to provide different kinds of supports for student learning, but teachers never become unnecessary; coaching is a highly active role.<sup>28</sup>

## **5. The Advantages of Problem Based Learning Method**

Although PBL plays out differently as settings vary from primary to graduate classrooms, particular benefits surface at all levels. At the Illinois Mathematics and Science Academy (IMSA), a core group of teachers has designed and implemented problem-based learning units and courses since the early 1990s. Their experiences and reflections coupled with findings from the research literature present a profile of PBL's benefits (see Gallagher, Rosenthal, & Stepien, 1992; Stepien & Gallagher, 1993; Barell,

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<sup>28</sup> Torp, Linda. Sage Sara, *Problem as Possibilities Problem-based Learning for K-16 Education 2nd Edition*, ( Alexandria:Virginia USA), p. 69.

1998). We highlight the benefits here and provide teacher comments that describe their experiences with PBL.

1) Problem Based Learning increase motivation.<sup>29</sup>

Support learners in developing an awareness of what they know and need to know, and what ideas they have about the problem. The teaching and learning using problem based learning will be a meaningful learning. Learners/students who study to solve a problem will apply its own knowledge or trying to figure out the necessary knowledge. Learning can be more meaningful and can be expanded when learners or students dealing with a situation in which the concept is applied;

2) Problem Based Learning Makes Learning Relevant to the Real World.

PBL offers students an obvious answer to the questions, “Why do we need to learn this information?” and “What does what I am doing in school have to do with anything in the real world?” Teacher comments show how learning relevant material in schools affects students.

3) Problem Based Learning Requires Authenticity

PBL engages student learning in ways that are similar to real-world situations and assesses learning in ways that demonstrate understanding and not mere replication. Teachers report on the results of providing authentic situations and Assessment. Problem based learning enhances critical thinking ability, cultivate learner sinitiative

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<sup>29</sup> Torp, Linda. Sage Sara, *Problem as Possibilities Problem-based Learning for K-16 Education 2nd Edition*, ( Alexandria:Virginia USA), p. 69.

educates motivation to work, to learn, and to develop interpersonal relationships in working groups.

This method has a match with the concept of innovation, environmentalfield education, especially in terms of the following:

- 1) Learners acquire basic knowledge (basic sciences) that are useful for solving problems, environmental field whom they met,
- 2) Learners learn actively and independently with an integrated material and relevant to the actual reality, which is often called a student-centered,
- 3) Learners are capable in critical thinking, and develop the initiative.

### **C. Action Hypothesis**

The action hypothesis in this research by using Problem Based Learning the students recount text writing skill and their learning activities at the tenth grade of SMK Ma'arif 2 Penawaja Pugung Raharjo can be improved.



### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

##### **A. The Variable and Operational Definition of Variable**

The object in this research include 2 variables, they are independent variable an dependent variable Independent is a variable beleived to affect the dependent variable. This is the variable which selected, manipulate and measured by the researcher. Independent variables are variables that probably cause, influence, or affect outcomes.<sup>30</sup>

###### **a. Independent Variable (X)**

Independent variable is the major variable which is hoped to investigate. It is the variable which selected, manipulates, and measured by the writer. Independent variable of this research is using Problem Based Learning Method as a method which can be defined as a tool to help students easier to write the writing recount text.

In addition, this research, variable indicator is the students of SMK Ma'arif 2 Penawaja Pugung Raharjo can perform writing skill. In this case how to measure this variable using the observation sheet and the score is 0-100 stars to asses and measure students performance by giving students a text recount, marked word and draw a blank line instead. The indicator of this variable is that students can write well correctly in terms of word selection and grammar to improve their writing skill recount text.

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<sup>30</sup> Creswell, J.W, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative. Fourth Edition*, (USA: Pearson Education,Inc, 2012). p. 15.

b. Dependent Variable (Y)

Dependent variable of this research is the variable which is observed and measured to determine the effect of independent variable. Writing Recount text as the dependent variable defined as built from the Writing skill of someone that has to develop or practice in a classroom.

The Indicators of writing recount text are:

	Random	Orientation & Event
<b>C O N T E N T</b>	27 - 30	Excellent: Main ideas started clearly and accurately, change of opinion very clear.
	22 - 26	Good : Main ideas started fairly clearly and accurately, change of opinion relatively clear.
	21 – 17	Fair : Main idea somewhat unclear and inaccurate, change of opinion somewhat weak.
	13 – 16	Poor : Main ideas not clear or accurate, change of opinion very weak.
	10 –15	Fail : Main ideas not all clear or accurate, change of opinion very weak

<b>O R G A N I Z A T I O N</b>	18 -20	Excellent : Well organized and perfectly content.
	14 -17	Good : Fairly well organized and generally coherent.
	10 -13	Fair : Loosely organized, but main ideas clear, logical but incomplete sequencing.
	7 - 9	Poor : Ideas disconnected, lacks logical sequencing.
	3 - 5	Fail : No organization, incoherent.

<b>V O C A B U L A R Y</b>	18 – 20	Excellent : Very effective choice of words and use of idioms and word forms.
	14 - 17	Good : Effective choice of words and use of idioms and word forms.
	10 - 13	Fair : Adequate choice of words but, some misuse of vocabulary, idioms and word forms.
	7 - 9	Poor : Limited range, confused use of words, idioms and word forms.
	3 – 5	Fail : Very limited range, very poor knowledge of words, idioms and words forms.
<b>L A N G U A G E M</b>	22 - 25	Excellent : No errors, full control of complex structure.
	18 - 21	Good : Almost no error good control of structure.
	11 - 17	Fair : Some errors, fair control structure.
	5 - 10	Poor: Many errors, poor control of structure.
	2 - 4	Fail : Dominated by errors, no control of structure.
	5	Excellent : Mastery of spelling and punctuation

<b>E C H A N I C S</b>	4	Good: Few errors in spelling and punctuation.
	3	Fair : Fair number of spelling and punctuation errors.
	2	Poor: Frequent errors in spelling and punctuation.
	1	Fail: No control over spelling and punctuation.

## **B. The Research Setting**

In this research, the writer was used Classroom Action Research (CAR), because classroom action research was one the effort to improve the teaching program quality in all educational level intend of the tenth grade at SMK Ma'arif 2 Penawaja Pugung Raharjo Academic Year 2018/2019. The English class is every Monday and Thursday. Therefore, the actions of the research were conducted two times a week. This preliminary study conducted on 10 April 2018.

## **C. The Subject of Research**

This research is the Classroom Action Research (CAR) type and subjects of this research are the students of the tenth grade of SMK Ma'arif 2 Penawaja Pugung Raharjo. This class consists of 36 students.

The subject of this research are the students of Vocational High School Ma'arif 2 Penawaja Pugung Raharjo. There are thirty six students of class X Accounting of Vocational High School Ma'arif 2 Penawaja Pugung Raharjo. The writer choose this class because most of the students have low score in English lesson especially in Writing Recount Text. Bellow the data of class X Accounting of Vocational High School Ma'arif 2 Penawaja Pugung Raharjo.

**Table 4**  
**The Whole Data of Class X Accounting of SMK Ma'arif 2**  
**Penawaja Pugung Raharjo**

Class	Sex	
	Male	Female
<b>X Accounting</b>	<b>5</b>	<b>31</b>
<b>Total</b>	<b>36</b>	

#### **D. Research Procedure**

##### **1. Classroom Action Research**

This research is The use of Problem Based Learning to Improve Recount Text Writing Skill, so the writer using classroom action research. According to David Hopkins classroom action research is a kind of research which the teacher looked critically at their own classroom primary for the purpose of improving their teaching.<sup>31</sup>

The components of classroom action research have fun components. It consists of planning, action, observation, and reflection. It means that, the activities in the classroom action research are based on planning, action, and observation, then, the research can make a reflection

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<sup>31</sup> David R Tomal, *Action Research For Educator*, (United States of America Scarecrow Press, Inc, 2003), p.5.

to determine the next cycle. According to Suharsimin Arikunto said collaboration research is a research which be done together by helping a friend.<sup>32</sup>

There were two cycles in this study, the researcher would like to hold the research in two cycles. There is a relationship between one and the other. There are:

- a. Planning ( Planning to use problem based learning strategy).
- b. Acting (Implementing problem based learning strategy in teaching recount text writing skill)
- c. Observing (Observing the even during the treatment)
- d. Reflecting (Evaluating the weakness in each cycle).

Here is the Classroom Action Research (CAR) design proposed by Mc Karen Model:<sup>33</sup>

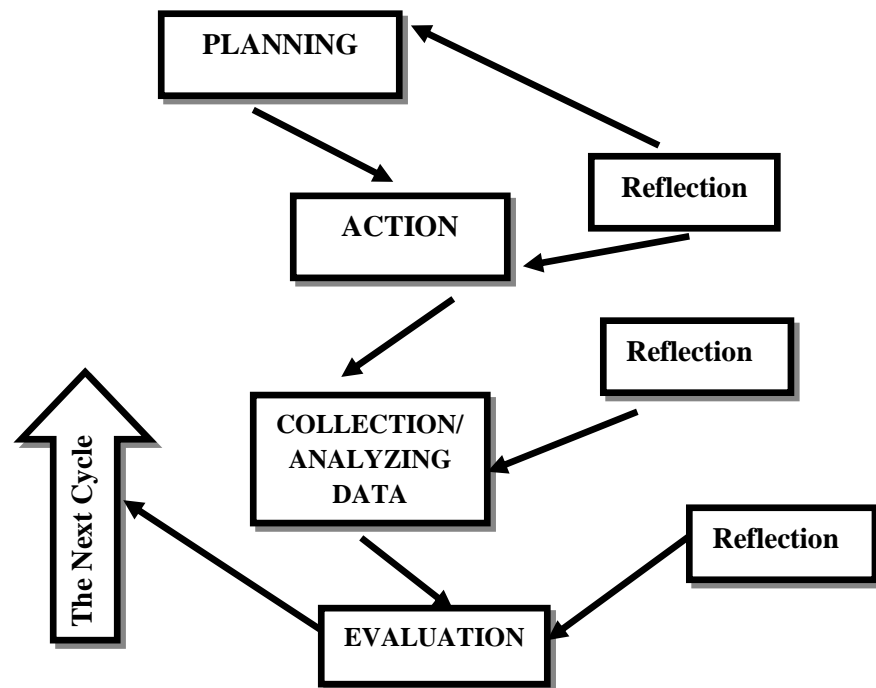
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<sup>32</sup>Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: BumiAksara, 2007), p. 3.

<sup>33</sup>Karen Goodnough, *Taking Action in Science Classroom Trough Collaborative Action*, (Canada: Sense Publishers, 2011), p. 4.

**Figure 1**

Design of Classroom Action Research Model



Karen Model

**2. Action Plan**

Based on model design from Mc Kernan above, there are four steps in a acting process, they are planning, acting, reflection and the last evaluation. Which is all activity has relationship with the other.

**b. Cycle I**

In this cycle, the teacher used problem based learning strategy to improve students understanding in writing recount text. The reseach used classroom action research to overcome the problems which were faced by the students and teachers in the process of teaching learning



English writing. The material was formula of recount text. The procedure as follows :

1) Planning

Planning is the first step of the conducted cycle which concerns with teaching preparation designed by the researcher. The researcher identified problems which occurred in the classroom. She observed the teaching-learning process by observing how the English teachers teaching, the students attitudes, and their interactions during it.

The material must suitable with the syllabus, and the instrument of evaluation.<sup>34</sup>The preparation of the researcher conducted the implementation of problem based learning technique. Then the researcher and the collaborator (teacher) prepare some plans to conduct the classroom.

They are following:

- a) Identify the problem and find the problem-solving.
- b) Prepare the teaching learning resources such as the media related to the material, check list observation, and the test material.
- c) Prepare the source of learning.
- d) Prepare the observation sheet.

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<sup>34</sup>Ernest T. Stringer, *Integrating Teaching, Learning, and Action Research*, (United States: SAGE Publications.Inch, 2010), p. 4.

- e) Prepare the evaluation form to evaluate the students activities after the teaching learning process.

## 2) Acting

The second of the conducted by cycle is implementing the plan which deals with strategy for teaching writing in the plan to their students in the class. In the step researcher also describe at glance that all of the activities done in this steps are based on the strategy that has been prepared before.

The researcher try to implement some techniques or procedural acts that have formula at planning. The process follow the sequence of activities contain in the learning. Using a sheet of observation, it use to make some notes the activities in the process of learning Recount text by using problem based learning strategy. Here is the step in action that the researcher can make in action:

- a) The researcher applies the lesson plan.
- b) The researcher teaches by using Problem Based Learning.
- c) The researcher guides the students to solve the problems in writing recount text on the lesson plan.

## 3) Observing

Observing is either an activity of a living being, consisting of receiving knowledge of the outside world through the sense, or the recording of data using scientific instruments. The term may also

refer to any data collected during this activity.<sup>35</sup> This observing phase was actually done at the same time as implementing. The objectives of this phase were to know the result of the research and to find out the weakness or the improvement of research implementation.

In this step researcher discussed about data, instrument of collecting data, and technique of data collection. And the aim of this step is knows the effect of the applied strategy toward the predetermined criteria of success. So, what is observed in this stage is whether the applied strategy is successful in solving the practical problems.

#### 4) Reflecting

After observation process is done, the researcher and the teacher make a reflection to evaluate teaching learning process and the improvement of students' writing Recount text.

Reflection is an activity to analyze, understand, and make conclusions based on observations and field notes. Reflection is done by analyzing the results of tests and observation, and is used as the basis for improvements in the next cycle.

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<sup>35</sup>Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London: Routledge Falmer, Inc, 2002), p. 35.

### c. Cycle II

#### 1) Re-Planning

The implementation in cycle 1 had not given a significant change to the writing skill of the students at SMK Ma'arif 2 Penawaja Pugung Raharjo. The result of test in cycle 1 not satisfying yet. So, some revisions on the planning were made. The planning of the implementing in cycle 2 similar with cycle 1. The differences were the researcher formulated the problem with give some random pictures to each groups.

In the first step, before conducting the action in the next step, the researcher will be repair the problem found in cycle one. It will be repair the problem found in cycle one. It will be explain as follow:

- a) The researcher prepare the material and technique of teaching.
- b) The researcher determine standart competence, basic competence, indicator, aim of teaching and learning process and assessment.
- c) The researcher explain about definition of recount text, the generic structure of recount text and the recount text about student's personal experience.
- d) The researcher use media to attract students attention.

## 2) Acting

The second step in the action research is acting. It is the implementation of the planning. In this step, the researcher acts as follows:

- a) The researcher applies lesson plan.
- b) The researcher ask student to remember the definition and the generic structure of recount text. The researcher stimulated the students by given a recount text about personal experience and asked student to identify the generic structure of that text.
- c) The researcher divide students into some group and formulated the problem by given some random picture series for each groups.
- d) The researcher ask each groups to write a recount text based on that picture series.
- e) The researcher help students to plan and present their report about their opinion of the topic that given by researcher and given chance to other groups to ask related to the topic.
- f) The researcher help students to evaluate their result of their identification.
- g) The researcher applies problem based learning for students make a recount text individually, it was done to know the student's writing skill.

### 3) Observing

In this steps researcher discussed about data, instrument of collecting data, and technique of data collection. And the aim of this step is knows the effect of the applied strategy toward the predetermined criteria of success. So, what is observed in this stage is whether the applied strategy is successful in solving the practical problems.

### 4) Reflecting

In this step, the researcher will compare the score of pre-test and post-test. The researcher reviews and reflects on students activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

## **E. Data Collection Technique**

The data collection method describe who collection the information when and where it was collected, and how was obtained. To collect data, the writer use the data collection by using instrument as bellow:

### **1. Test**

Test is giving questions or drills that used to measure the knowledge, intelligence, and the ability from individual or group work. The best way to test students writing ability is to get them to write directly. Therefore, indirect testing of writing ability cannot be possibly constructed as accurately as possible even by professional testing institutions. The test

consists of pre-test and post-test. The test is divided into two parts, as follow:

a. Pre-Test

The pre-test is given in the first meeting before doing treatments in order to know ability of the students before doing the action research Post-Test. In this research, the researcher uses direct writing test to measure the student's ability of English writing. Test was given in pretest.

b. Post -Test

The post-test is given in the last meeting after doing treatments to find out whether the treatments give any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test. This step will be done after the treatment to know the influence of the Problem based learning strategy are able to Improve the Students' Writing Recount Text.

## **2. Observation**

Observation is monitoring with systematic phenomenon, which is investigated. In this research, participant observation will be used since the researcher participates in teaching and learning process and cooperate as the collaboration, this observation is intended to know the students' participation. Mean that observation is a process of watching or listening to professional action either while it is happening, or from a tap sequence.

The effective way in using observation is completing the observation format as an instrument. The format that was arranged contain items about the occurrence or behaviour that will be happened. Observation is used in every cycle to make a conclusion of teaching and learning process.

### **3. Documentation**

Documentation is the act or an instance of finishing or collect some information authenticating with documents that could be used in action research are: attendant list, syllabus, etc. In this study the writer uses documentation method to find the data of students names.

The researcher use documentation to obtain the data about state of students, the history of SMK Ma'arif 2 Penawaja Pugung Raharjo , state of the environment, the state of teachers, staff and organizational structure, and geographical condition school.

### **4. Field Note**

Field note is the observer reflection about the observation being conducted. The notes are intended to be read as evidence that gives meaning and aids in the understanding of the phenomenon. Fieldnotes allow the researcher to access the subject and record what they observe in unobtrusive manner.



## F. Research Instrument

According to David Colton and Robert stated instrument is a mechanism for measuring, it was used to gather and record information for assessment, decision making, and ultimately understanding.<sup>36</sup> The research there are 3 kinds of instrument they are observation sheet, documentation guidance, and test guidance. Further more, three kinds of the instrument can be explained as a following:

1. Observation
  - a) The students learning activity
  - b) The teacher performance in the classroom.
2. Documentation Guidance.
  - a) The history of the school.
  - b) The condition of teachers and official employee.
  - c) The condition of students.
  - d) Learning facilities.
  - e) Organization structure and
  - f) Location sketch at SMK Ma'arif 2 Penawaja Pugung Raharjo.
3. The Test Guidance

This test is a written test that has the following indicators: Indicators of the Problem Based Learning Method that students can be easily and can remember their writing assignment and they can used them in their writing skill. Finally, the students performance indicators is that students can

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<sup>36</sup> David Colton & Robert W. Covert, *Designing and Constructing Instrument for Social Research and Evaluation*, (San Fransisco: Jossey Bass, 2007), p.5.

improve their performance based on their content, organization vocabulary, grammar, and mechanics.

Therefore, the researcher was used content validity based on the syllabus and materials at the tenth grade of SMK Ma'arif 2 Penawaja Pugung Raharjo.

### G. Data Analysis Technique

Data analysis is the collecting data and organizing of data so that a researcher can come to a conclusion. To know the simulation technique can improve Students' Writing Recount Text, the researcher administer the pre-test before using reporter simulation technique and post-test after using reporter simulation technique.

To analyze the data, the researcher compute data of the average rates of pre-test (X-pre) and post-test (X-post) by using formula as follows:<sup>37</sup>

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$  : Mean of average score

$\sum X$  : Number of students score

$N$  : Total number of student

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<sup>37</sup>Donald Ary, *Introduction ton Research in Educatin Eight Edition*, (USA: Wadsworth Cengage Learning, 2010), p. 108.

The researcher will compare between pre-test and post-test. The result will be match by the minimum standard in this school at least 70. If in cycle I there are some students not successful, so the writer would like to conduct in cycle II.<sup>38</sup> The minimum cycle in Classroom Action Research is two cycles, if from cycle II all of the students are successful from MSC (Minimum Standard Criteria), the cycle able to be stop until cycle II.

The formula to know the percentage of the students who pass the Minimum Standard Criteria in each cycle as follow:<sup>39</sup>

$$P = \frac{F}{N} \times 100\%$$

**P** : Class Percentage

**F** : Frequency

**N** : Number of Students

## H. Indicator of Success

The research reput to be success if 80 % of students got minimum score at least 70 and there is improvement students learning activity 80 % in teaching learning process after the use of Problem based learning strategy in teaching learning process. If the indicator succes achieved, it is assumed stop continue the next step.

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<sup>38</sup>Daniel R. Tomal, *Action research for Educator Second edition*, (United Kingdom: Rowman& Little field Publishers Inch, 2010), p. 109.

<sup>39</sup>Timothy C. Urdan, *Statistics in Plain English* , (London: Lawrence Erlbaum Associate Publishers, 2015), p. 10.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

#### **A. Result of The Research**

##### **1. The Description of Research Location**

###### **a. Brief History about the Establishment of SMK MA'ARIF 2 Penawaja Pugung Raharjo**

SMK MA'ARIF 2 PENAWAJA Pugung Raharjo is established since 2000. This school was established on 2000 by a society figure of East Lampung on the 2, 475m<sup>2</sup> area at Sekampung Udik Pugung Raharjo East Lampung. The establishment of this school based on the NSS/NIS/NPSN 402120405010/ 400190/ 10806093. Then the Establishment Decree 735 / I.12.B1 / U / 2000 with the date of the Decree of Establishment June 21, 2000 ownership status is a foundation.

Smk Ma'arif 2 Penawaja Pugung Raharjo joined with MTS Ma'arif 10 Penawaja Pugung Raharjo. With Branch Manager of the Educational Institution Ma'arif Nahdlatul Ulama of East Lampung, Chairperson Drs. H. AD. SUDIGDO, M.Sc and has B accreditation from the School Accreditation Agency by Drs.ADEHAM. Since 2000 the chairman of the Smk Ma'arif 2 Penawaja foundation was H. Armin Alwi, A.Ma then the head of the school was led by Abdul Ghani S.Pd until 2006 after being replaced by Suprpto, S.Pd.MM to date . The Education Institute Ma'arif Nahdlatul Ulama is one of the departments

within the Nahdlatul Ulama organization aimed at realizing the ideals of the Nahdlatul Ulama.

**b. The Condition of Teachers and Staff in SMK MA'ARIF 2**

**Penawaja Pugung Raharjo East Lampung**

**Table 5**  
**Condition of Teacher and Staff in SMK Ma'arif 2**  
**Penawaja Pugung Raharjo**

No	Name	Subject
1.	Suprpto, S.Pd.MM	Headmaster
2.	A.Nurudin, S.Pd.I	Religion Education Teacher
3.	Ahmad Anshori, S.Kom	Productive computer network technique Teacher
4.	Amin Susilo, S.Pd	Physical, Sport, and Health Education Teacher
5.	Ary Purnomo, S.Pd	Accounting Teacher
6.	Astri Wijayanti, S.Pd	Physical, Sport, and Health Education Teacher
7.	Dhony Syam P, S.Pd	Digital Simulation Teacher
8.	Ella Agelia, S.Pd	Pancasila and Civic Education Teacher
9.	Hafid Lukman, S.Pd	English Teacher
10.	Hayati, S.Pd.I	Art Teacher
11.	M.Toyeb, S.Pd.I	Religion Education Teacher
12.	Maya Dewi, S.Akun	Accounting Teacher
13.	Misbahul Munir, S.Pd.I	Aswaja Teacher
14.	Mukhlisin, S.Kom	Spreadsheet Teacher
15.	Muhamad Ali	Productive light vehicle technique Teacher
16.	Ngabdani	Religion Education Teacher
17.	Nuh Macan, S.Pd.I	Accounting Teacher
18.	Nur Asih, S.Pd	Indonesian Teacher
19.	Nurana Wijaya, S.Pd	Entrepreneurship Teacher

20.	Nur Hidayah, S.Pd	Mathematics Teacher
21.	Riyono Siran, S.Pd	History Teacher
22.	Sigit Susilo , S.Pd	Mathematics Teacher
23.	Sumartono, S.Pd	Productive light vehicle technique Teacher
24.	Suprayitno, S.Kom	Information and Communication Technologies Teacher
25.	Susilowati, S.Pd	Productive computer network technique Teacher
26.	Sutikno, S.Pd	Mathematics Teacher
27.	Yuniani Fitria,S.Pd	English Teacher
28.	Sarmidi	Security

*Source:*Data of SMK Ma'arif 2 Penawaja Pugung Raharjo in the academic year of 2018/2019

**c. Total of Students at Vocational High School Ma'arif 2 Penawaja Pugung Raharjo East lampung**

Total of the students divided some classes that can be identified as follows:

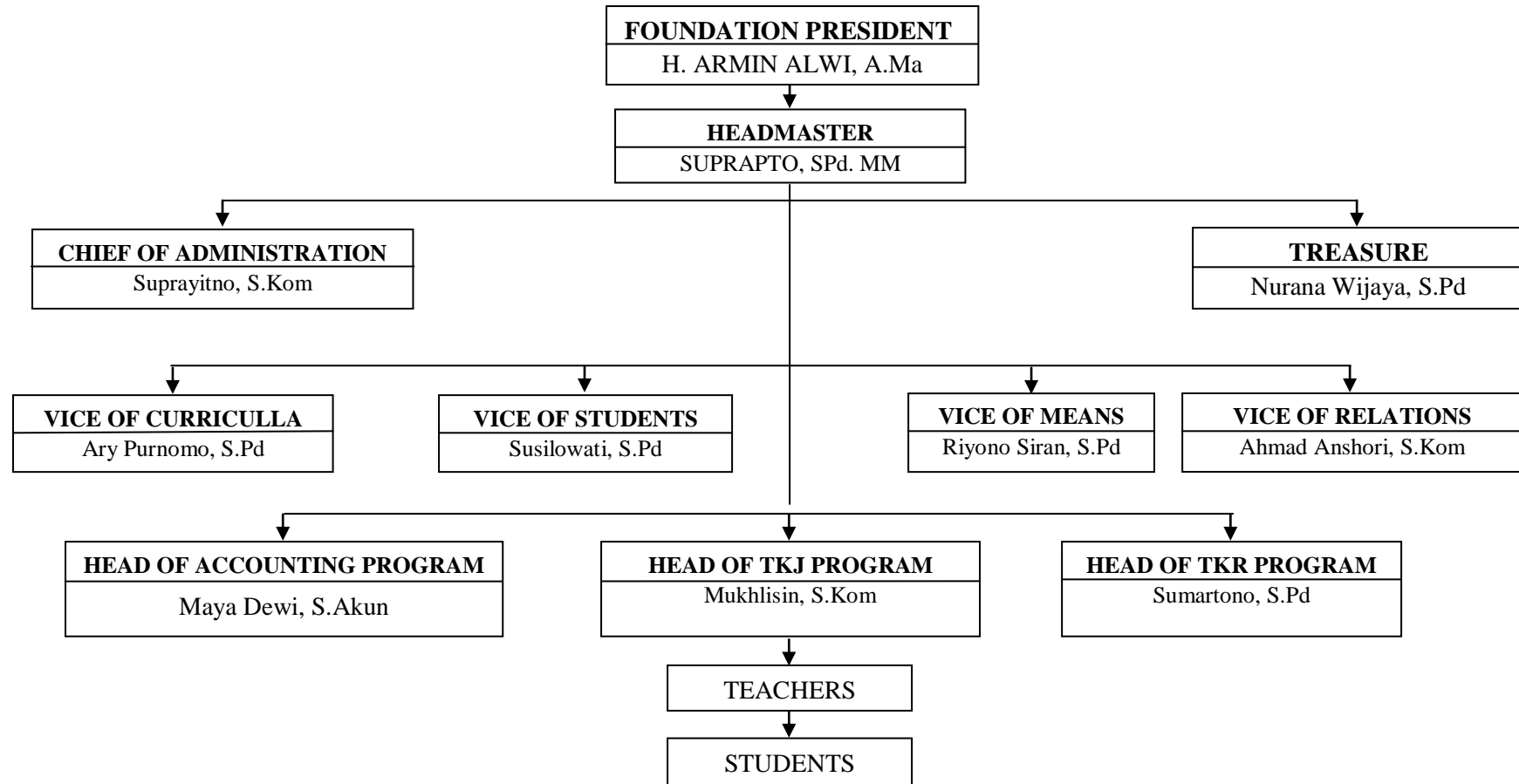
**Table 6**  
**The number of students at Vocational High School Ma'arif 2 Penawaja Pugung Raharjo in academic year 2018/2019**

No.	Class	Sex		Amount
		Male	Female	
1.	X Accounting	5	31	36
2.	X Computer Network Technique	14	22	36
3.	X Computer Network Technique	16	0	16
4.	XI Accounting	8	34	42
5.	XI Computer Network Technique	14	17	31
6.	XI Light Vehicle Technique	29	0	29
7	XII Accounting	8	31	39
8	XII Computer Network Technique	11	28	39
9	XII Light Vehicle Technique	41	0	41
<b>Amount</b>				<b>309</b>

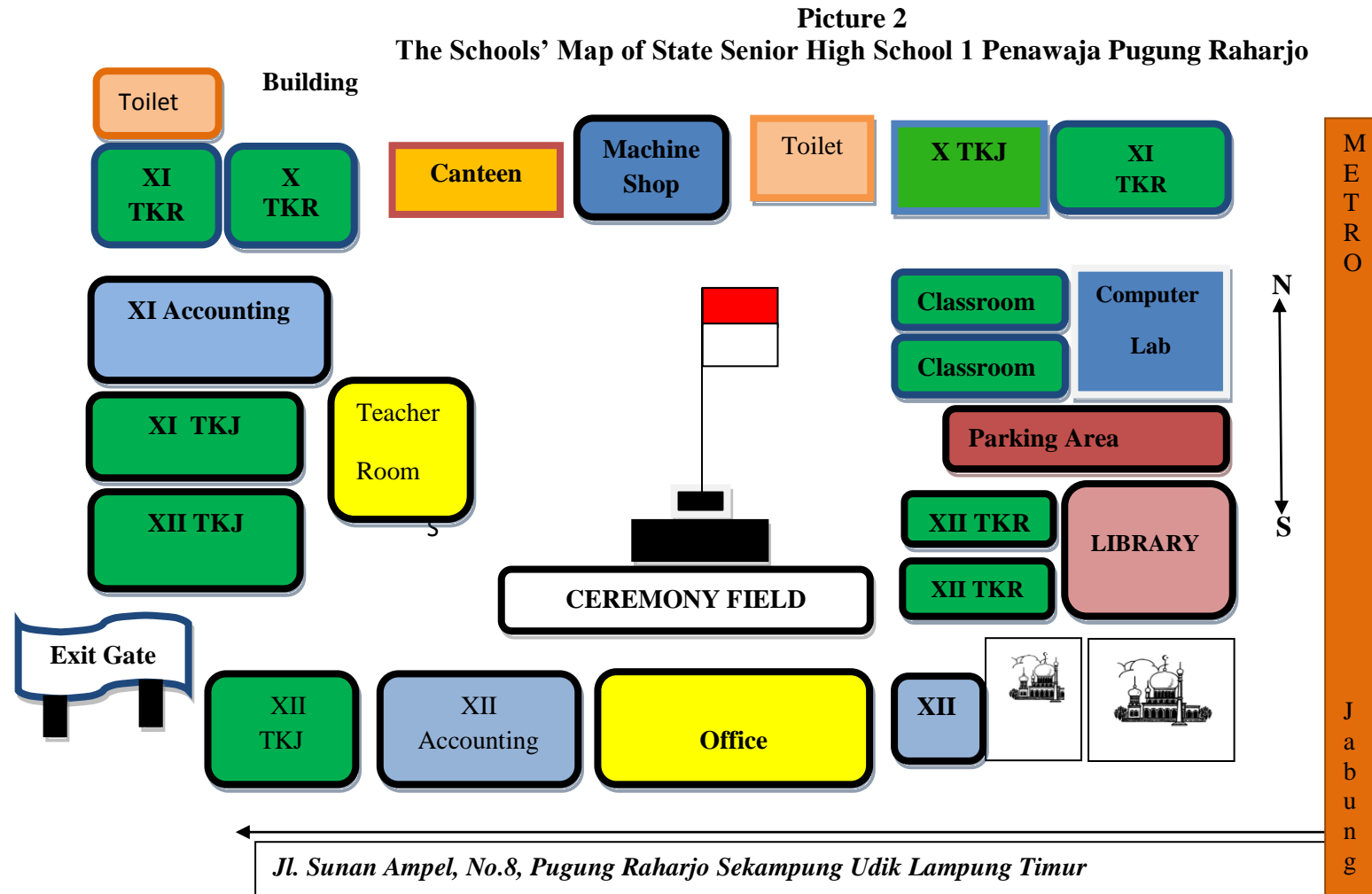
*Source:* Documentation of SMK Ma'arif 2 Penawaja Pugung Raharjo in the academic year 2018/2019.

**b. The Organization structure of SMK MA'ARIF 2 PENAWAJA Pugung raharjo**

**Figure 2. The Organization structure of Vocational Ma'arif 2 Penawaja Pugung Raharjo**



c. Location Sketch of SMK MA'ARIF 2 Penawaja Pugung Raharjo





**d. Facilities and Infrastructure of SMK Ma'arif 2 Penawaja Pugung Raharjo**

**Table 7**  
**Facilities and Infrastructure of SMK Ma'arif 2**  
**Penawaja Pugung Raharjo**

<b>No .</b>	<b>Name of Room</b>	<b>Number of Unit</b>
1.	Classroom	14
2.	Headmaster's Room	1
3	Administration's Room	1
4.	Teacher's Room	1
5.	CounselingRoom	1
6.	Library	1
7.	Computer Laboratory	1
8	Space Workshop	1
9.	Mosque	2
10.	Student Health Units	1
11.	Toilet	5
12.	Parking Area	3
13.	Canteen	2

*Source: Documentation of SMK Ma'arif 2 Penawaja Pugung Raharjo in the academic year 2018/2019 on February 4<sup>th</sup> 2019.*

**B. The Description of Research Data**

**1. Action and Learning at Pre-Test**

This research used classroom action research who had purpose to improve the students' activity and the result of the study in SMK MA'ARIF 2 PENAWAJA Pugung Raharjo. It was conducted in two cycles. The researcher used Problem Based Learning to improve the students writing skill.

In this research before the process of cycle one, the research conducted the pre test on Tuesday, April 10<sup>th</sup>2018. The researcher gave a pre-test for the students to see how far the students' writing recount text

before the treatment was given. In pre-test activity, the researcher gave an test. The researcher gave the theme to the students events ,Then the result of pre-test could be seen on the table below:

**Table 8**  
**The Students' Pre-test Result of Writing Recount Text**

NO	Name	English Learning Achievement	
		Score	Category
1	AN	55	Incomplete
2	DS	60	Incomplete
3	DB	63	Incomplete
4	DT	55	Incomplete
5	DN	60	Incomplete
6	DA	60	Incomplete
7	ES	65	Incomplete
8	EA	57	Incomplete
9	HJ	63	Incomplete
10	IM	60	Incomplete
11	ID	62	Incomplete
12	JR	58	Incomplete
13	LT	65	Incomplete
14	HS	60	Incomplete
15	LN	70	Complete
16	LA	60	Incomplete
17	LD	57	Incomplete
18	LW	40	Incomplete
19	LA	68	Incomplete
20	MP	59	Incomplete
21	MN	64	Incomplete
22	MS	75	Complete
23	MJ	64	Incomplete
24	PN	75	Incomplete
25	PD	64	Incomplete
26	RR	68	Incomplete
27	RA	53	Incomplete
28	RI	58	Incomplete

29	RA	53	Incomplete
30	RA	68	Incomplete
31	SY	60	Incomplete
32	SA	55	Incomplete
33	UM	55	Incomplete
34	YY	55	Incomplete
35	DA	68	InComplete
36	MW	68	Incomplete
Total		2178	
Average		60,5	
High Score		75	
Low Score		40	

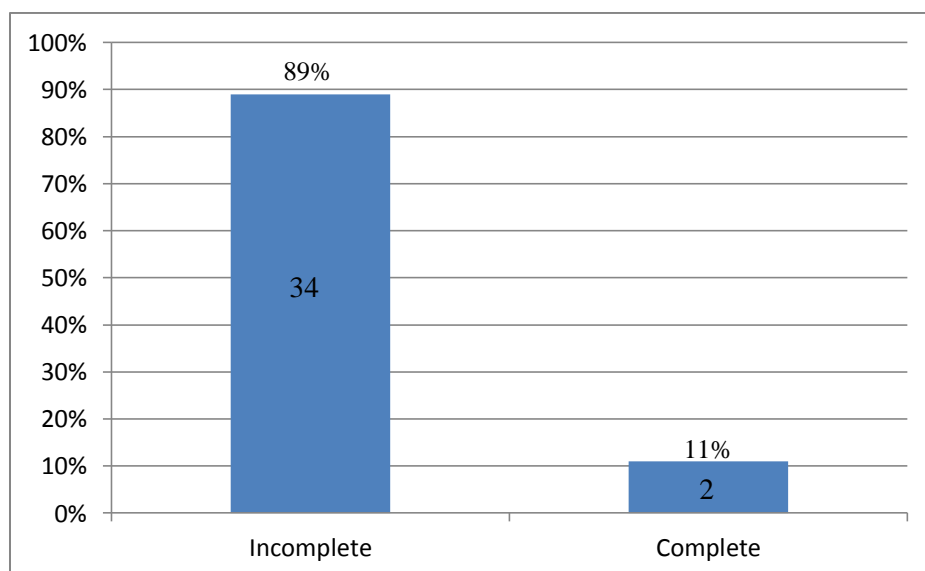
Source : The result of Pre-Test on April 10<sup>th</sup> 2018

**Table 9**  
**Percentage Students' Score of Pre-test of Writing Recount Text**

No	Score	Frequency	Percentages	Category
1	>70	2	11%	Complete
2	<70	34	89%	Incomplete
Total		36	100%	

Source: The result of Pre-test on April 10<sup>th</sup> 2018

**Graphic 1**  
**The Comparision of Students' Activity in Pre Test**



Source: The result of Pre Test

Based on table above, it can be seen just only 2 students were complete and 34 students were incomplete. While standard minimum for English lesson in SMK MA'ARIF 2 PENAWAJA Pugung Raharjo is least 70. It was the reason why the researcher implemented the Problem Based Learning to improve their writing recount text.

## **2. Action and Learning Activity in Cycle 1**

### **a. The first meeting**

The first meeting was conducted on Monday, Februari 4<sup>th</sup> 2018, for 2x45 minutes. The steps of learning activity at the first meeting as follows:

#### **1) Planning**

In this step, the researcher prepared the lesson plan, material and method that would be used in teaching learning process. The material was Recount text. The material included event story and the example of recount text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

#### **2) Acting**

Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

**Table 10**  
**The Schedule of Action in Cycle 1**

Meeting	Day/Date	Time
1 <sup>st</sup>	Friday, February 8 <sup>th</sup> 2019	08.10 – 09.35a.m
2 <sup>nd</sup>	Saturday, February 9 <sup>th</sup> 2019	10.20– 11.45a.m

The first meeting was conducted on Friday, February 8<sup>th</sup> 2019, for 2x45 minutes. The meeting was started by praying, At the beginning of teaching learning process, the researcher greeted students by saying “Assalamualaikum wr.wb and good morning” and all of students answered by saying “Waalaikumsalam wr. Wb and good morning miss” . Then, the researcher asked about their condition first before checked attendance list. The condition of the class was less effective because the collaborator handed the class to make sure the students’ effectiveness before the researcher was doing research in the class. It showed that some students gave their full nice attention to the researcher during the learning process. The researcher started the lesson by asking question about the students’ daily activity. After that, the researcher explained material about recount text and problem based learning. Problem Based Learning is a teaching method in which complex real-world problems are used as the vehicle to promote students learning of concepts and principles as opposed to direct presentation of facts

and concepts. After they discover what their new problem is about the best solution to the problem.

After finishing the explanation, the researcher gave the students a chance to ask question. She asked them “do you understand about recount text? Is there any question?” there was no comment of question from the students. Yes miss, the students answered. Then, the researcher asked students to read a text about Come Late, after it the researcher asked the student about the text. “do you understand about the text?” There were some students understand about it. The researcher said “Let’s read the text of Come Late I can ask you think aloud about the text while you read the story. Right here on the first alinia it says “Last Wednesday, I came late to my school because, I played playstation until 2.00 am in the night. Because that I woke up late.”. The researcher tell about one story. You can retells events or experience about Come Late”. The researcher gave the provide a paper that contains a fill in the blank in the form as the used method, to inspired the students to write the recount text. After finished working on fill in the blank, the researcher instructs the students to write the recount text about other, and then after finished the researcher asked the student about the text that consist on three skill, such as: Orientation, Events, Re-orientation.

In this session, the students were more active to follow the teaching learning process, because they enjoyed following the learning process. But, there were still some problem faced by students. Such as many students just silent when the teacher gave a question, there were some students who were passive when learning process and some student difficult to comprehend the text.

After 2 x 45 minutes the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

### 3) Observing

The observing was done by researcher during learning process; there was observation that had been done such as, observation on the student's activities.

## **b. The Second meeting**

The second meeting was conducted on Saturday, February 9<sup>th</sup> 2019, for 2x45 minutes. The steps of learning activity at the first meeting as follows:

### 1) Planning

- a) Preparing the material of recount text.
- b) Preparing the lesson plan.
- c) Making instruments of data collection that are the observation sheet of the teacher's activities and the students' activities

## 2) Acting

The second meeting was done on Saturday, February 9<sup>th</sup> 2019. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about recount text. The text was about Come Late. The researcher asked the students to read the text. After it the researcher asked student “do you understand about the text. Most of students did not understand. The researcher said “Let’s read the text, “I have example about Online Shop. The first alinea is Yesterday I bought clothes and pants on social media. I got it as the event “Then after a week the items I ordered came, then I opened it turned out to be not in accordance with the order I requested.”. After gave the event the researcher asked students to problem. Then, at the end of this meeting the researcher gave post-test cycle 1 with the similar task on pre-test before. The students had to tell 40 minutes. The students did it seriously. It seemed that the students’ score will be improved. The score of post-test cycle 1 can be seen on the table below:



**Table 11**  
**The Students' Post-test 1 Result of Writing Recount Text in Cycle 1**

No	Name	Score	Note
1	AN	68	Incomplete
2	DS	75	Complete
3	DB	75	Complete
4	DS	68	Incomplete
5	DN	65	Incomplete
6	DA	70	Complete
7	ES	70	Complete
8	EA	75	Complete
9	HJ	68	Incomplete
10	IM	70	Complete
11	ID	68	Complete
12	JR	68	Incomplete
13	LT	77	Complete
14	HS	70	Complete
15	LN	73	Complete
16	LA	75	Complete
17	LD	67	Incomplete
18	LW	68	Incomplete
19	LA	75	Complete
20	MP	65	Incomplete
21	MN	75	Complete
22	MS	65	Incomplete
23	MJ	76	Complete
24	PN	80	Complete
25	PD	68	Incomplete
26	RR	75	Complete
27	RA	58	Incomplete
28	RI	70	Complete
29	RA	73	Complete
30	RA	80	Complete
31	SY	65	Incomplete
32	SA	60	Incomplete
33	UM	75	Complete
34	YY	68	Complete
35	DA	70	Complete
36	MW	75	Complete
Total		2543	
Average		70,63	
High Score		80	
Low Score		58	

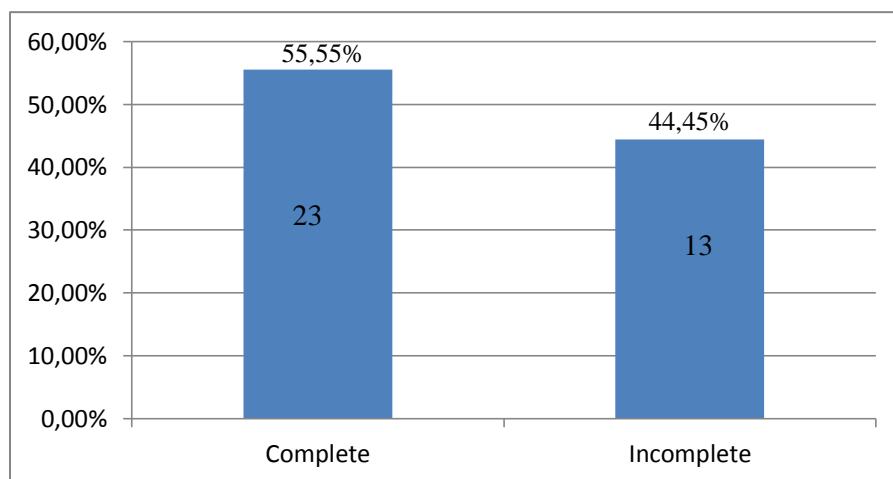
Source: The result of Post-test on February 9<sup>th</sup> 2019

**Table 12**  
**Frequency of Students' Score of Post test I of Writing Recount Text**

No	Score	Frequency	Percentages	Category
1	>75	23	55,55%	Complete
2	<75	13	44,45%	Incomplete
Total		36	100%	

Source: The result of Post-test1 on February 9<sup>th</sup>2019

**Graphic 2**  
**The Comparision of Students' complete in Post Test I**



Source: The result of Post Test I

Based on the data above, it can be seen that 23 students' got high score and 13 students' got average score. It was higher than the result of pre-test. The criterion of students' who got minimum score 70. Learning process is said success, when 70% got score above 70. The fact showed that the result was unsatisfactory.

### 3) Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English

teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

**Table 13**  
**The Result of Students Activity in Cycle 1**

No	Aspect Of The Research	Frequency	Percentage
1	Pay attention of the teacher's explanation	30	74,07%
2	Ask/answer the question from the teacher	6	25,93%
3	Active in teaching learning	13	48,15%
4	The students able do the task	36	100%
<b>Total</b>			248,15%
<b>Average</b>			62,04%

From table above, it was revealed that there were 30 students (74,07%) who paid attention to the teacher explanation, 6 students (25,93%) ask/answer question from the teacher, 13 students (48,15%) were active in group, and 36 students doing the task, the average from the cycle 1 was 62,04%.

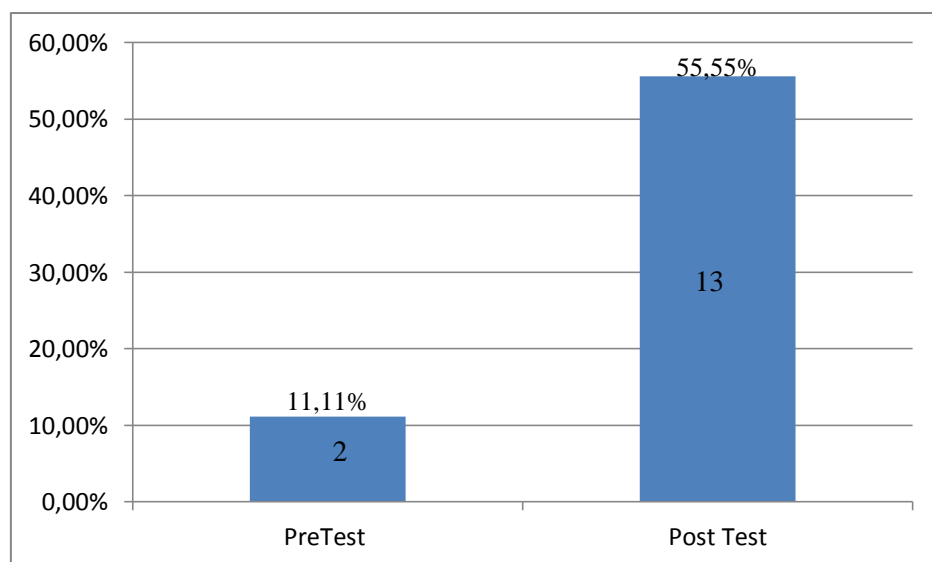
According to the result of observation above, it can be concluded that the learning process was sufficient. The weaknesses in the implementation of the learning process in cycle I were the some student made noisy and still confuse with the material was given.

#### 4) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' average have not achieved the standard minimum criteria yet.

After the researchers held a pre test and post test 1 researchers get students who have not met the indicator, therefore researchers will continue to cycle 2.

**Graphic 3**  
**The Comparision of Students' complete in Pre test and Post Test 1**



Source : The result Complete of Pre test and Post Test 1

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

### **3. Action and Learning Activity in cycle 2**

The actions in the cycle 2 consist of 2 meetings, one meeting for the action, and one meeting for the test 2 as follows

#### **a. The First Meeting**

##### **1) Planning**

In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and methode that would be used in teaching learning process. The material was recount text. The material included orientation, event and re-orientation and the example of recount text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

##### **2) Acting**

In this session, they were looked more enthusiasm and more active in following the learning process. They more asked the question or answered it. They also could deliver their result discussion well. The first meeting was done on Friday, February 15<sup>th</sup> 2019. At the beginning of the class, the researcher

greeted the students friendly. The students answered it friendly also.

The learning process in the cycle 2 was focused on the weakness of cycle 1. The researcher found the students' problems were is low vocabulary and confused to event problem. The researcher asked about the previous material before she explained more about it. After that, the researcher explained again what is recount text and how to understand it. Then, the researcher gave an example of recount text.

Finally, the bell rang after 2 x 45 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about recount text.

## **b. The Second Meeting**

### **1) Planning**

Based on the problem, faced in the first cycle, the researcher made a lesson plan that focused on it, she also prepared observation sheet of the student.

### **2) Acting**

The second meeting was done on Saturday, February 16<sup>th</sup> 2019. The researcher began the class by greeted the students. After that, the researcher asked about their condition and checked the attendance list. The researcher reviewed explanations the material of recount text. The researcher gave the recount text. The

researcher said “Let’s reread the text of class Smoking. Right here on the first line it says “The students got a problem yesterday at school. They were called to the office to explain their actions. Students look very scared”. Researcher describe about smoking. Then, student create problem in their story. The researcher gave the problem until the last line. The researcher asked to the students whether they have any question about the material. Then, the researcher gave feedback to the students about their question.

After that, the researcher gave post-test cycle 2 with the similar task on post-test cycle 1 before. He gave 40 minutes to the students to finish their task. The score of post-test cycle 2 can be seen on the table below:

**Table 14**  
**Table of the result Score of Students’ Writing**  
**Recount Text Cycle II**

No	Name	Score	Note
1	AN	75	Complete
2	DS	80	Complete
3	DB	79	Complete
4	DS	75	Complete
5	DN	70	Complete
6	DA	75	Complete
7	ES	80	Complete
8	EA	78	Complete
9	HJ	75	Complete
10	IM	76	Complete
11	ID	75	Complete
12	JR	85	Complete
13	LT	80	Complete
14	HS	75	Complete
15	LN	75	Complete
16	LA	80	Complete

17	LD	70	Complete
18	LW	75	Complete
19	LA	80	Complete
20	MP	69	Incomplete
21	MN	78	Complete
22	MS	80	Complete
23	MJ	81	Complete
24	PN	84	Complete
25	PD	75	Complete
26	RR	78	Complete
27	RA	68	Incomplete
28	RI	75	Complete
29	RA	75	Complete
30	RA	84	Complete
31	SY	75	Complete
32	SA	68	Incomplete
33	UM	80	Complete
34	YY	70	Complete
35	DA	80	Complete
36	MW	78	Complete
Total		2756	
Average		76,55	
High Score		85	
Low Score		68	

Source: The result of Post test on February 16<sup>th</sup> 2019

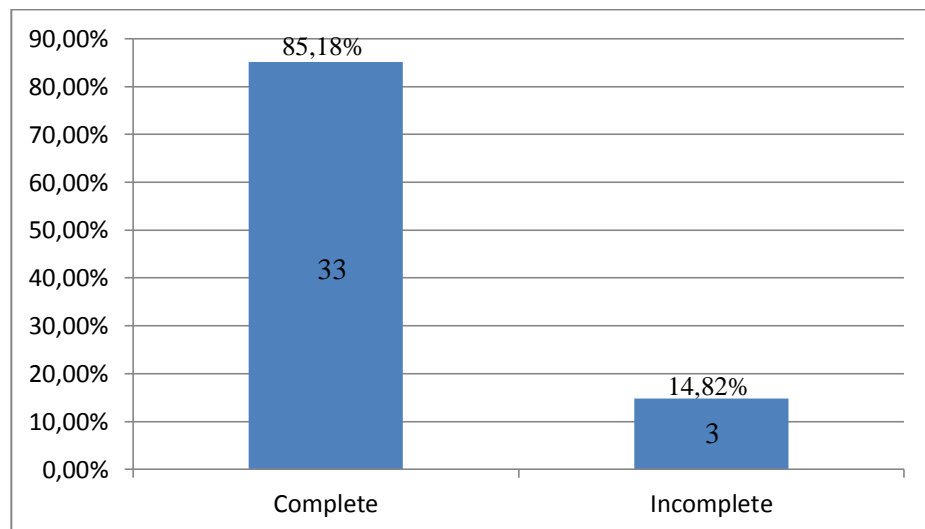
**Table 15**  
**Percentage Students' Score of Pos-test in Cycle II**

No	Score	Frequency	Percentages	Category
1	>70	33	85,18%	Complete
2	<70	3	14,82%	Incomplete
Total			100%	

Source: The result of Post-test on February 16<sup>th</sup> 2019



**Graphic 4**  
**The Comparision of Students' complete in Post Test II**



Source: The result of Post Test II

The table above is the result of students' score at post test 2. It can be seen that there was an improving from the score of post test 1 and post test 2. There were 14,82% got average score and 85,18% got high score. The lowest score was 68 and the highest score was 85 and the average score was 76,55. The average on post-test 1 was 70,63. It means that there was an improving from post-test 1 and post-test 2.

### 3) Observing

In this stage, the observation was done by the researcher. There were some observations that had been done such as; observation on the students activities, and observation on the result of the evaluation.

The observing was done by the researcher that is presented in meeting II in cycle 2. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

**Table 16**  
**The Result of Students Activity in Cycle II**

No	Aspect Of The Research	Frequency	Percentage
1	Pay attention of the teacher's explanation	29	85.18%
2	Ask/answer the question from the teacher	10	37,04%
3	Active in teaching learning	30	74,04%
4	The students able do the task	36	100%
<b>Total</b>			296,26%
<b>Average</b>			74,06%

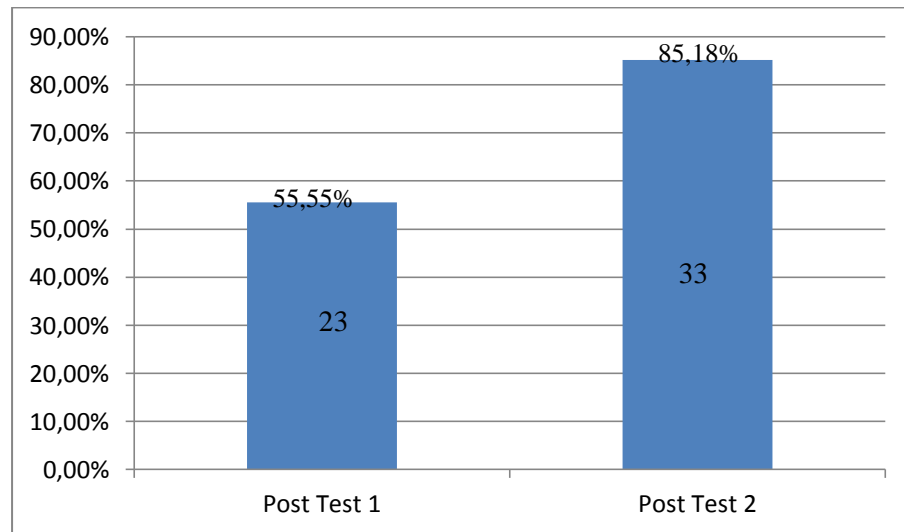
From table above, it was revealed that there were 29 students (85,18%) who paid attention to the teacher explanation, 10 students (37,04%) ask/answer question from the teacher, 30 students (74,04%) were active in group, and 36 students doing the task, the average from the cycle II was 296,26%doing the task. Based on table above, it can be seen that the activity of the students is better than before and there was increase from the cycle 1 and cycle 2. It is from the average of the cycle 1 about 70,63% to be 76,55%,it could be concluded that the learning process was succesfull. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

#### 4) Reflecting

The result of cycle II is better than cycle I, it can be seen that the most of the students have not difficulty to tell thema of the text. It happened because the student was easy to think aloud in their event and give solution the problem. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I. In the cycle II, the students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using Problem Based Learning. The teacher help student to comprehend the text by problem in their main, so they was easy to understand about the text. And their writing recount text were improving.

**Graphic 5**  
**The Comparision of Students' complete in Cycle I and Cycle II**



Source: The result of Cycle I and Cycle II

Because the students already meet the indicators of cycle I and cycle II then the researcher. So researcher did not proceed to Cycle III.

### C. Interpretation

#### 1. The Result of Pre Test

To see the students' writing recount text before implementing the treatment, the researcher conducted the pre-test. It carried out on Monday, April 10<sup>th</sup>, 2018.

Based on the result of the students' pre-test, just 2 (11,11%) students passed The Standard Minimum Criteria that was 70. In pre-test, the researcher found the students' problem such as they still confused to write down the idea. The problem could be seen by the students' score in pre-test. There were 34 students who got score less than 70. It showed

that the result of students' writing recount text was still low. So, it needs improvement by using Problem Based Learning.

## 2. Action and Learning Result at Cycle I

English learning process at cycle I was successful enough, although the students' average score is low. Nevertheless, there was an improvement score of the students post test 1 than pre-test score. This is the illustration score in cycle I.

**Table 17**  
**The Result Score of Students' Pre-test and Post-test 1**

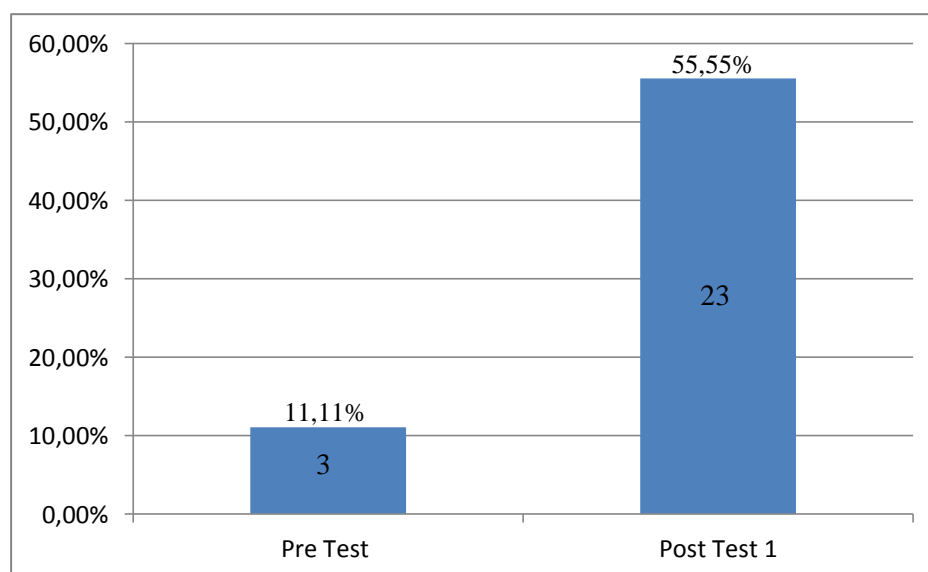
NO	Student's Code	Students Result			Category
		Pre test	Post test 1	Improve	
1	AN	55	68	13	Improve
2	DS	60	75	15	Improve
3	DB	63	75	12	Improve
4	DS	55	68	13	Improve
5	DN	60	65	5	Improve
6	DA	60	70	10	Improve
7	ES	65	70	5	Improve
8	EA	57	75	18	Improve
9	HJ	63	68	5	Improve
10	IM	60	70	10	Improve
11	ID	62	68	6	Improve
12	JR	58	68	10	Improve
13	LT	65	77	12	Improve
14	HS	60	70	10	Improve
15	LN	70	73	3	Improve
16	LA	60	75	15	Improve
17	LD	57	67	10	Improve
18	LW	40	68	28	Improve
19	LA	68	75	7	Improve
20	MP	59	65	6	Improve
21	MN	58	75	17	Improve
22	MS	59	65	6	Improve
23	MJ	64	76	12	Improve

24	PN	75	80	5	Improve
25	PD	64	68	4	Improve
26	RR	68	75	7	Improve
27	RA	53	58	5	Improve
28	RI	58	70	12	Improve
29	RA	53	73	20	Improve
30	RA	68	80	12	Improve
31	SY	60	65	5	Improve
32	SA	55	60	5	Improve
33	UM	55	75	20	Improve
34	YY	55	68	13	Improve
35	DA	68	70	2	Improve
36	MW	68	75	7	Improve
<b>Total</b>		2178	2543		
<b>Average</b>		60,5	70,63		

**Table 18**  
**Comparison of Pre-Test and Post-Test**

Score	Pre-Test	Post Test 1	Implementation
>75	2	23	Complete
<75	34	13	Incomplete

**Graphic 6**  
**The Comparison of Students' complete in Pre test and Post Test I**



Source: the result of students complete in pre test and post test 1

In this research, the researcher gave pre-test and post-test. It aimed to know the students' skill before and after treatment. From the average score of pre-test and post-test 1 above, it can be seen that there was an improving of students' Writing Recount Text. The average score in pre-test is 60,5 improved to 70,63 in post test 1, so there is an improving 80,05 points.

### 3. Action and Learning Result at Cycle II

Teaching and learning process at cycle II was on climax situation. The students score was improve significantly and the condition in the class conducive.

**Table 19**  
**The Result Score of Students' Post test 1 and Post-test II**

NO	Student's Code	Students Result			Category
		Post test 1	Post test 2	Improve	
1	AN	68	75	7	Improve
2	DS	75	80	5	Improve
3	DB	75	79	4	Improve
4	DS	68	75	7	Improve
5	DN	65	70	5	Improve
6	DA	70	75	5	Improve
7	ES	70	80	10	Improve
8	EA	75	78	3	Improve
9	HJ	68	75	7	Improve
10	IM	70	76	6	Improve
11	ID	68	75	7	Improve
12	JR	68	85	17	Improve
13	LT	77	80	3	Improve
14	HS	70	75	5	Improve
15	LN	73	75	2	Improve
16	LA	75	80	5	Improve
17	LD	67	70	3	Improve
18	LW	68	75	7	Improve
19	LA	75	80	5	Improve
20	MP	65	69	4	Improve
21	MN	75	78	3	Improve

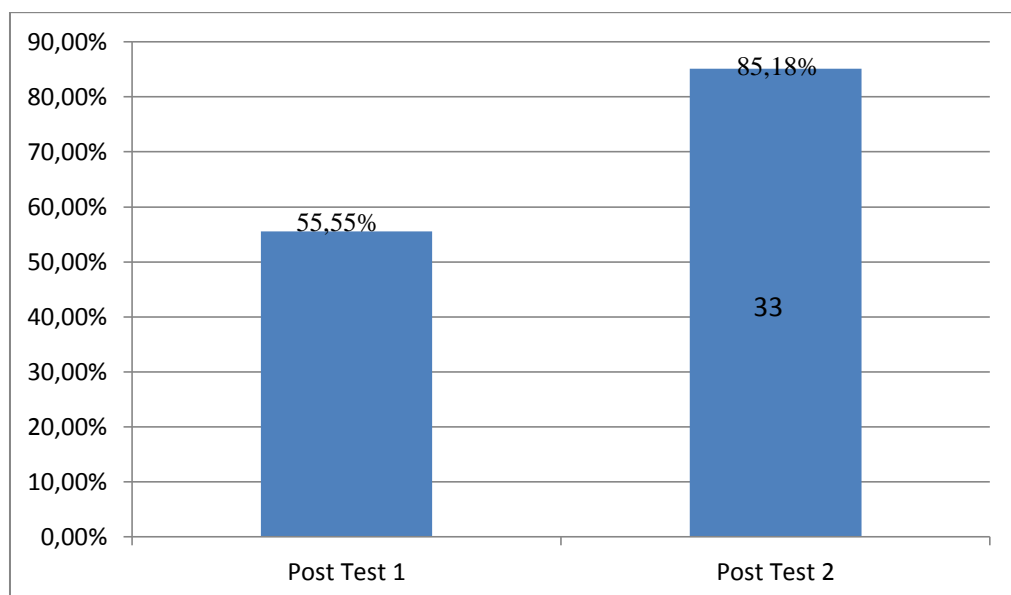
22	MS	65	80	15	Improve
23	MJ	76	81	5	Improve
24	PN	80	84	4	Improve
25	PD	68	75	7	Improve
26	RR	75	78	3	Improve
27	RA	58	68	10	Improve
28	RI	70	75	5	Improve
29	RA	73	75	2	Improve
30	RA	80	84	4	Improve
31	SY	65	75	10	Improve
32	SA	60	68	8	Improve
33	UM	75	80	5	Improve
34	YY	68	70	2	Improve
35	DA	70	80	10	Improve
36	MW	75	78	3	Improve
<b>Total</b>		2543	2756		
<b>Average</b>		70,63	76,55		

Source: The result of post test 1 and post test 2

**Table 20**  
**Comparison of post-test 1 and post-test 2**

Score	Post Test 1	Post Test 2	Implementation
>75	21	33	Complete
<75	15	3	Incomplete

**Graphic 7**  
**The Quantity of Students' Complete on Post-test I and Post-test II**



Source: The result of post test I and post test I



#### 4. The Result of Students' Score Pre-test, Pos test I and Post test II

Never Thales, there is an improve score of the students' post test I than pre-test. At the cycle II, the improve of post test II better than post test I. This is the illusion score of them.

**Table 21**  
**The Result Score of Students' Pre-test, Post test I and Post test II**

No	Name	Students' Result			Category
		Pre test	Post test I	Post test II	
1	AN	55	68	75	Improve
2	DS	60	75	80	Improve
3	DB	63	75	79	Improve
4	DSI	55	68	75	Improve
5	DN	60	65	70	Improve
6	DA	60	70	75	Improve
7	ES	65	70	80	Improve
8	EA	57	75	78	Improve
9	HJ	63	68	75	Improve
10	IM	60	70	76	Improve
11	ID	62	68	75	Improve
12	JR	58	68	85	Improve
13	LT	65	77	80	Improve
14	HS	60	70	75	Improve
15	LN	70	73	75	Improve
16	LA	60	75	80	Improve
17	LD	57	67	70	Improve
18	LW	40	68	75	Improve
19	LA	68	75	80	Improve
20	MP	59	65	69	Improve
21	MN	58	75	78	Improve
22	MS	59	65	80	Improve
23	MJ	64	76	81	Improve
24	PN	75	80	84	Improve
25	PD	64	68	75	Improve
26	RR	68	75	78	Improve
27	RA	53	58	68	Improve
28	RI	58	70	75	Improve
29	RA	53	73	75	Improve
30	RA	68	80	84	Improve
31	SY	60	65	75	Improve
32	SA	55	60	68	Improve
33	UM	55	75	80	Improve

34	YY	55	68	70	Improve
35	DA	68	70	80	Improve
36	MW	68	75	78	Improve
Total		2178	2543	2756	
Average		60,5	70,63	76.55	

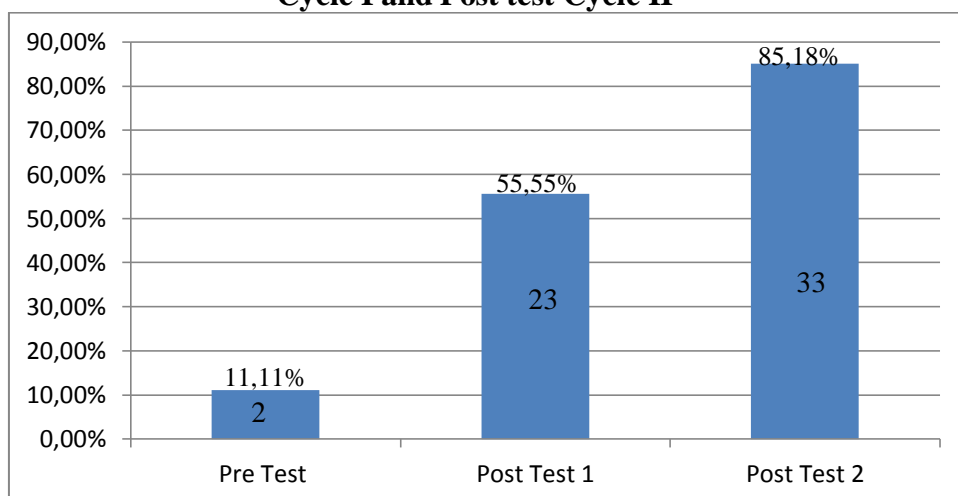
Source: the Result of pre test, post test I and post test II

**Table 22**  
**Comparison of Pre-Test and Post-Test 1 and Post-Test 2**

Score	Pre-Test	Post Test 1	Post Test 2	Implementation
>75	3	23	33	Complete
<75	24	13	3	Incomplete

**Graphic 8**

**The Quantity of the Complete of The Students' Score at Pre test Post test Cycle I and Post test Cycle II**



Source: the result of pretest, post test 1 and post test II

## **5. The Result of the Students' Activity**

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow.

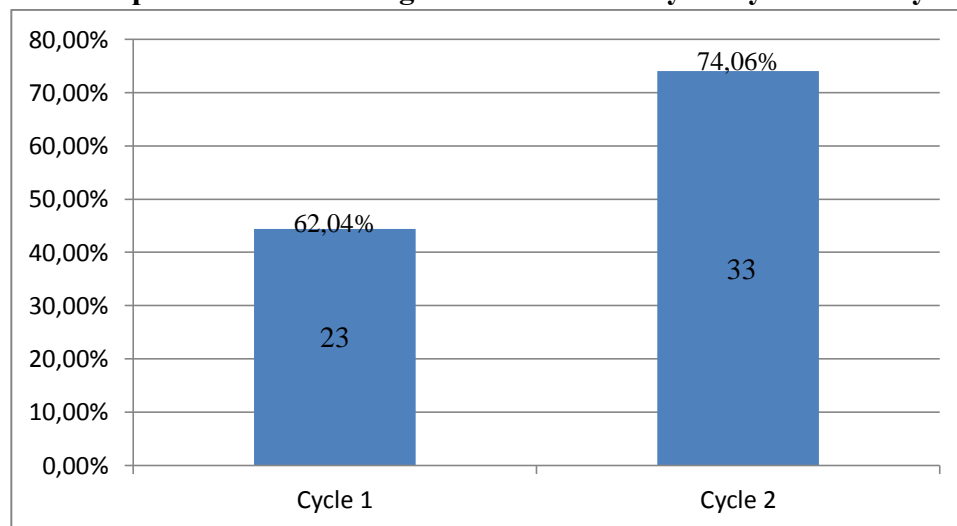
**Table 23**  
**The Result of The Students' Activity in Cycle I&II**

No	Name	Cycle 1	Cycle II
1	AN	1	3
2	DS	2	4
3	DB	2	4
4	DS	2	3
5	DN	1	3
6	DA	2	4
7	ES	3	4
8	EA	3	4
9	HJ	2	4
10	IM	3	3
11	ID	2	4
12	JR	2	4
13	LT	3	3
14	HS	3	4
15	LN	3	4
16	LA	3	4
17	LD	1	2
18	LW	1	4
19	LA	2	2
20	MP	1	4
21	MN	3	4
22	MS	1	3
23	MJ	3	4
24	PN	3	4
25	PD	1	4
26	RR	3	2
27	RA	1	3
28	RI	3	4
29	RA	3	4
30	RA	3	4
31	SY	1	2
32	SA	1	3
33	UM	3	4
34	YY	1	3
35	DA	3	4
36	MW	3	4
Total		81	123
Average		2,25	3,41

**Table 24**  
**Percentage students' Activity in cycle I & II**

Score	Cycle 1	Cycle 2	Implementation
4	23	33	Complete
<4	13	3	Incomplete

**Graphic 9**  
**The Comparison of Percentage Students' Activity in Cycle I and Cycle II**



Source: the result of the Students' Activity in Cycle I&II

Based on the table and graphic above, it could be concluded that there was an improving of students' activities during the learning process of cycle I and cycle II through using the method. It means that Problem Based Learning had positive effect to improve the teaching learning process.

Related this research until cycle II, the result score and the result activities of the students was achieved the target that was decided on indicator of success 80% from students got minimum score 70. Based on the result of this research was known that more than 70% from the

students got minimum score 70. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

#### **D. Discussion**

There wer some problems based on pre survey in teaching writing at the eight grade of SMK MA'ARIF 2 PENAWAJA Pugung Raharjo, such as some students' difficulties to put the ideas down. The researcher chose Problem Based Learning to improve the students' writing recount text.

Based on the explanation of cycle I and cycle II, it could be inferred that the use Problem Based Learning could improve the students' writing recount text. There was a progress in average score from pre-test was 60,5 post-test I was 70,63 and become 76,55 in post-test II. It could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

The researcher chose this method because yhe old method are not quite effective. Using this method made students felt that studying is more interesting and the result is that their score increased. The students were able to understand more about recount text, and they could conclude the ideas better than before.

Based on the discussion above, it can be concluded that by using problem based learning, the student felt more attracted to study and to understand about recount text. It is shown in their learning result which are improve well while using problem based learning in the learning process from cycle 1 up to cycle 2.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of classroomaction research, the researcher would like to conclude the research as follows:

State Vocational High School 2 Penawaja Pugung Raharjo East Lampung which located on jl. Sunan Ampel, No. 8 , Pugung Raharjo Kec. Sekampung Udik, Kab. Lampung Timur has a building with good conditions and comfortable school atmosphere. It was a school that wants to continue to improve its quality from academic field to the facilities and infrastructure that support the teaching and learning process. Problem Based Learning as the method especially in English subject was very effective to improve the student recount text writing skill of tenth grader of SMK MA'ARIF 2 PENAWAJA PUGUNG RAHARJO EAST LAMPUNG. Even though in cycle 1 the students' recount text writing skill got enough score but the cycle 2 most of student could achieve the target of succes in this research.

Based on the explanation of cycle 1 and cycle 2, it could be concluded that the use of Problem Based Learning could improve students' wriring recount text. There was a progressbased on their average score in the pre test which was 60,5 improve to 70,63 in post test 1 and finally became 76,55 in post test 2. It could be seen that there was an effective progress from pre tset, post test 1, and post test 2.

In improving the students' writing recount text, the researcher problem based learning as method to train the students' writing recount text and made the students more understand recount text in writing also interested in learning english writing. Because problem based learning made students more attracted to study and understand about recount text. Problem based learning made students easier to write a recount text. As result, the students' score is improve because they have been trained with problem based learning.

Furthermore, it can be inferred from the discussion above that by problem based learning, the students had an improvement in writing recount text. The students felt easier better than before, and they were also able to write a good recount text. It is proven in their learning result, which was showed a significant improvement from pre test until cycle 2.

## **B. Suggestion**

Based on the results of research conducted and conclusions obtained, the researcher would like to suggest as follow:

1. The students are suggested to be active in learning process in order to they can understand the material and improve their result especially in recount text.
2. The English Teacher are suggested to use problem based learning because this method is effective to imprsove the students recount text in learning process.
3. The principle is supposed to give more motivation to the students in order to the students can be more excite in English.

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# **APPENDICES 1**

## 1. Profile of SMK Ma'arif 2 Penawaja Pugung Raharjo

SMK MA'ARIF 2 PENAWAJA Pugung Raharjo is established since 2000. This school was established on 2000 by a society figure of East Lampung on the 2, 475m<sup>2</sup> area at Sekampung Udik Pugung Raharjo East Lampung. The establishment of this school based on the NSS/NIS/NPSN 402120405010/ 400190/ 10806093. Then the Establishment Decree 735 / I.12.B1 / U / 2000 with the date of the Decree of Establishment June 21, 2000 ownership status is a foundation.

## 2. Total Student in The Academic Year 2018/2019

SMK Ma'arif 2 Penawaja Pugung Raharjo has 309 students. It is divided into some classes that could be identified as follow :

**Total of Students at SMK Ma'arif 2 Penawaja Pugung Raharjo in the academic year 2018/2019**

No.	Class	Sex		Amount
		Male	Female	
1.	X Accounting	5	31	36
2.	X Computer Network Technique	14	22	36
3.	X Computer Network Technique	16	0	16
4.	XI Accounting	8	34	42
5.	XI Computer Network Technique	14	17	31
6.	XI Light Vehicle Technique	29	0	29
7	XII Accounting	8	31	39
8	XII Computer Network Technique	11	28	39
9	XII Light Vehicle Technique	41	0	41
Amount				309

*Source: Documentation of SMK Ma'arif 2 Penawaja Pugung Raharjo in the academic year 2018/2019*

**3. The Condition of Teachers and Staff in SMK MA'ARIF 2 Penawaja  
Pugung Raharjo East Lampung**

**The Teachers and Staff in SMK Ma'arif Penawaja  
Pugung Raharjo**

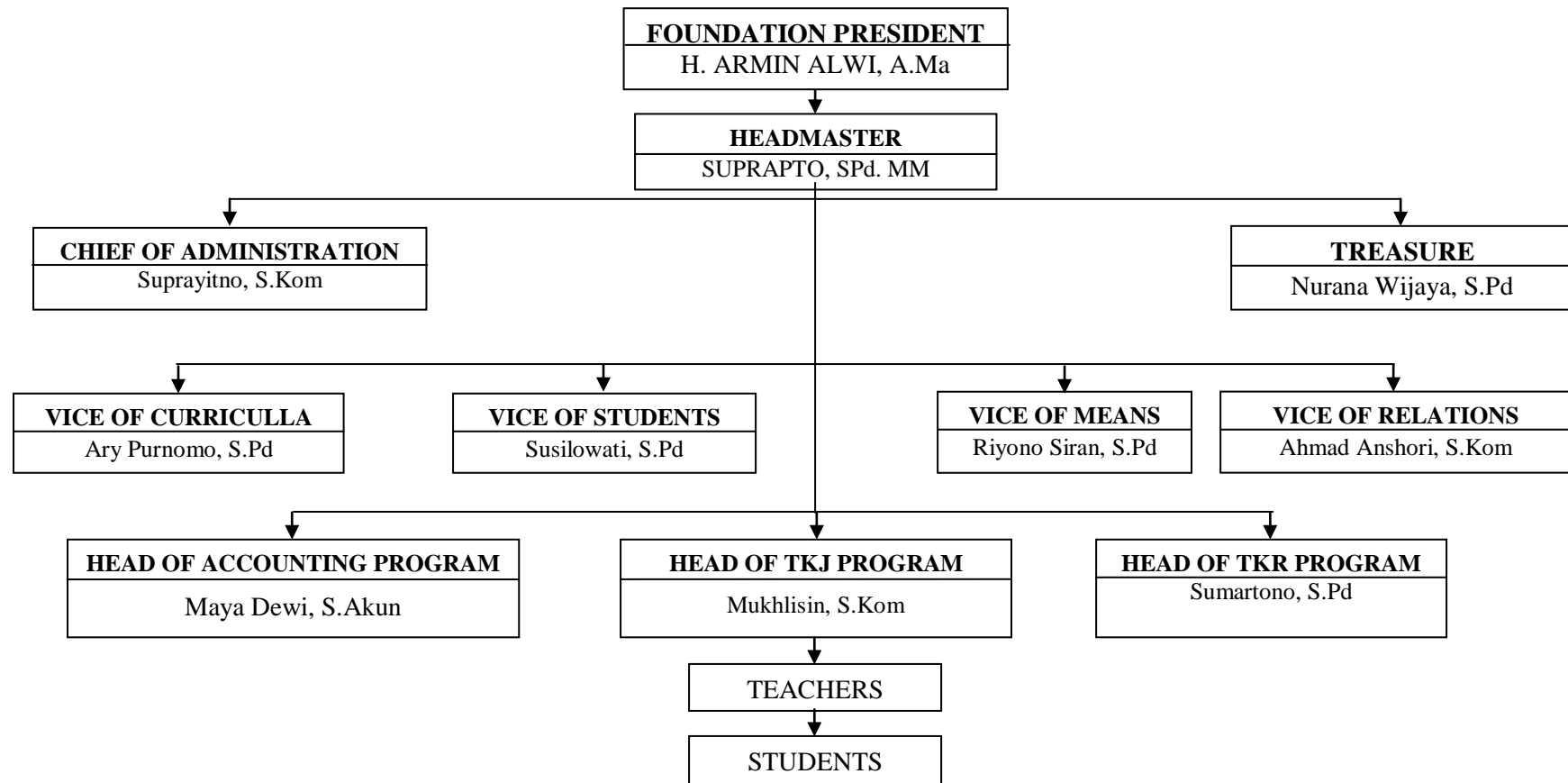
<b>No</b>	<b>Name</b>	<b>Subject</b>
1.	Suprpto, S.Pd.MM	Headmaster
2.	A.Nurudin, S.Pd.I	Religion Education Teacher
3.	Ahmad Anshori, S.Kom	Productive computer network technique Teacher
4.	Amin Susilo, S.Pd	Physical, Sport, and Health Education Teacher
5.	Ary Purnomo, S.Pd	Accounting Teacher
6.	Astri Wijayanti, S.Pd	Physical, Sport, and Health Education Teacher
7.	Dhony Syam P, S.Pd	Digital Simulation Teacher
8.	Ella Agelia, S.Pd	Pancasila and Civic Education Teacher
9.	Hafid Lukman, S.Pd	English Teacher
10.	Hayati, S.Pd.I	Art Teacher
11.	M.Toyeb, S.Pd.I	Religion Education Teacher
12.	Maya Dewi, S.Akun	Accounting Teacher
13.	Misbahul Munir, S.Pd.I	Aswaja Teacher
14.	Mukhlisin, S.Kom	Spreadsheet Teacher
15.	Muhamad Ali	Productive light vehicle technique Teacher
16.	Ngabdani	Religion Education Teacher
17.	Nuh Macan, S.Pd.I	Accounting Teacher

18.	Nur Asih, S.Pd	Indonesian Teacher
19.	Nurana Wijaya, S.Pd	Entrepreneurship Teacher
20.	Nur Hidayah, S.Pd	Mathematics Teacher
21.	Riyono Siran, S.Pd	History Teacher
22.	Sigit Susilo , S.Pd	Mathematics Teacher
23.	Sumartono, S.Pd	Productive light vehicle technique Teacher
24.	Suprayitno, S.Kom	Information and Communication Technologies Teacher
25.	Susilowati, S.Pd	Productive computer network technique Teacher
26.	Sutikno, S.Pd	Mathematics Teacher
27.	Yuniani Fitria,S.Pd	English Teacher
28.	Sarmidi	Security

*Source:* Data of SMK Ma'arif 2 Penawaja Pugung Raharjo in the academic year of 2018/2019

#### 4. The Organization structure e of SMK MA'ARIF 2 PENAWAJA Pugung raharjo

Figure 2. The Organization structure of Vocational Ma'arif 2 Penawaja Pugung Raharjo



## 5. Condition of Facilities

The condition of facilities in SMK Ma'arif 2 Penawaja Pugung Raharjo is stated below :

### Facilities and Infrastructure SMK Ma'arif 2 Penawaja Pugung Raharjo



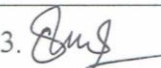
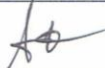



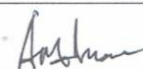


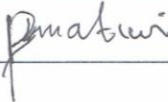
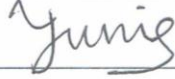


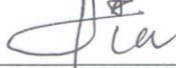



No.	Name of Room	Number of Unit	Condition
1.	Classroom	14	Good
2.	Headmaster's Room	1	Good
3	Administration's Room	1	Good
4.	Teacher's Room	1	Good
5.	CounselingRoom	1	Good
6.	Library	1	Good
7.	Computer Laboratory	1	Good
8	Space Workshop	1	Good
9.	Mosque	2	Good
10.	Student Health Units	1	Good
11.	Toilet	5	Good
12.	Parking Area	3	Enough
13.	Canteen	2	Good

*Source: Documentation of SMK Ma'arif 2 Penawaja Pugung Raharjo in the academic year 2018/2019 on February 4<sup>th</sup> 2019.*

### ATTENDANCE LIST OF PRE TEST

CLASS : X. AKUMTANSI

DATE : 10 APRIL 2018



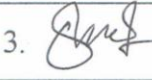




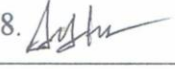


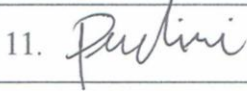

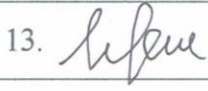

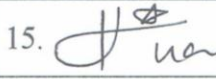


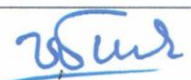
NO	NAME	SIGNATURE	
1.	AFIFAH NUR HIDAYAH	1. 	
2.	DEDI SAPUTRA		2. 
3.	DEWI BUDIYANTI	3. 	
4.	DEWI SETIYOWATI	4. 	4.
5.	DIAN NURMALA SARI	5. 	
6.	DWI ANGGRAINI		6. 
7.	EKA SETIAWATI	7. 	
8.	EVA AGUSTINA		8. 
9.	HASBIYA JESICCA A	9. 	
10.	IKA MASRIFAH		10. 
11.	IRMA DWI PRATIWI	11. 	
12.	JUNI RAMADHANI SARI		12. 
13.	LAILA TUNAFIAH	13. 	
14.	HENGKI SAPUTRA		14. 
15.	LIA NOVIANA	15. 	
16.	LILIK ANGGUN LESTARI		15. 
17.	LILIS DIAN PURWATI	17. 	
18.	LINDA WIDIATI		18. 



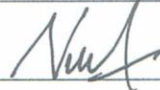






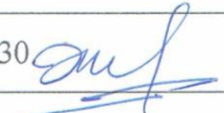

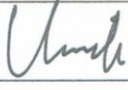





19.	LUTFI AMURTI KAFIANI	19. 	
20.	MARLISA PURNAMA SARI		20. 
21.	MAS NUNING	21. 	
22.	MAYANG SASKIA ANGGRAINI		22. 
23.	MEGA JULIANYATI	23. 	
24.	PURWANINGSIH		24. 
25.	PUTRI WULANDARI	25. 	
26.	RAFI		26. 
27.	RANI AGEСТИ	27. 	
28.	RIANI ISNAINI		28. 
29.	RIHANATUL AMBARIYAH	29. 	
30.	RIYAN ARDIYANSYAH		30. 
31.	SANTI YUNITA	31. 	
32.	SARMILA AYU SAPUTRA		32. 
33.	UCIK MAIDASARI	33. 	
34.	YENI YULIANTI		34. 
35.	DEWI ASTUTI	35. 	
36.	M. WAVIQ A		36. 

### ATTENDANCE LIST OF POST TEST 1

CLASS : X Accounting  
 DATE : Friday, February, 8<sup>th</sup> 2019


















NO	NAME	SIGNATURE	
1.	AFIFAH NUR HIDAYAH	1. 	
2.	DEDI SAPUTRA		2. 
3.	DEWI BUDIYANTI	3. 	
4.	DEWI SETIYOWATI		4.
5.	DIAN NURMALA SARI	5. 	
6.	DWI ANGGRAINI		6. 
7.	EKA SETIAWATI	7. 	
8.	EVA AGUSTINA		8. 
9.	HASBIYA JESICCA A	9. 	
10.	IKA MASRIFAH		10. 
11.	IRMA DWI PRATIWI	11. 	
12.	JUNI RAMADHANI SARI		12. 
13.	LAILA TUNAFIAH	13. 	
14.	HENGKI SAPUTRA		14. 
15.	LIA NOVIANA	15. 	
16.	LILIK ANGGUN LESTARI		15. 
17.	LILIS DIAN PURWATI	17. 	
18.	LINDA WIDIATI		18. 

19.	LUTFI AMURTI KAFIANI	19.			
20.	MARLISA PURNAMA SARI			20.	
21.	MAS NUNING	21.			
22.	MAYANG SASKIA ANGGRAINI			22.	
23.	MEGA JULIANYATI	23.			
24.	PURWANINGSIH			24.	
25.	PUTRI WULANDARI	25.			
26.	RAFI			26.	
27.	RANI AGESTI	27.			
28.	RIANI ISNAINI			28.	
29.	RIHANATUL AMBARIYAH	29.			
30.	RIYAN ARDIYANSYAH			30.	
31.	SANTI YUNITA	31.			
32.	SARMILA AYU SAPUTRA			32.	
33.	UCIK MAIDASARI	33.			
34.	YENI YULIANTI			34.	
35.	DEWI ASTUTI	35.			
36.	M. WAVIQ A			36.	





### ATTENDANCE LIST OF POST TEST 2

CLASS : X Accounting

DATE : Friday, february 15th 2019

NO	NAME	SIGNATURE	
1.	AFIFAH NUR HIDAYAH	1. 	
2.	DEDI SAPUTRA		2. 
3.	DEWI BUDIYANTI	3. 	
4.	DEWI SETIYOWATI		4. 
5.	DIAN NURMALA SARI	5. 	
6.	DWI ANGGRAINI		6. 
7.	EKA SETIAWATI	7. 	
8.	EVA AGUSTINA		8. 
9.	HASBIYA JESICCA A	9. 	
10.	IKA MASRIFAH		10. 
11.	IRMA DWI PRATIWI	11. 	
12.	JUNI RAMADHANI SARI		12. 
13.	LAILA TUNAFIAH	13. 	
14.	HENGKI SAPUTRA		14. 
15.	LIA NOVIANA	15. 	
16.	LILIK ANGGUN LESTARI		16. 
17.	LILIS DIAN PURWATI	17. 	
18.	LINDA WIDIATI		18. 



19.	LUTFI AMURTI KAFIANI	19. 	
20.	MARLISA PURNAMA SARI		20. 
21.	MAS NUNING	21. 	
22.	MAYANG SASKIA ANGGRAINI		22. 
23.	MEGA JULIANYATI	23. 	
24.	PURWANINGSIH		24. 
25.	PUTRI WULANDARI	25. 	
26.	RAFI		26. 
27.	RANI AGESTI	27. 	
28.	RIANI ISNAINI		28. 
29.	RIHANATUL AMBARIYAH	29. 	
30.	RIYAN ARDIYANSYAH		30. 
31.	SANTI YUNITA	31. 	
32.	SARMILA AYU SAPUTRA		32. 
33.	UCIK MAIDASARI	33. 	
34.	YENI YULianti		34. 
35.	DEWI ASTUTI	35. 	
36.	M. WAVIQ A		36. 

## OBSERVATION SHEET OF TEACHER ACTIVITIES

Meeting : 2 (Dua)

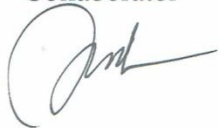
Day/Date : Friday , february 15<sup>th</sup> 2019

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material	✓		
c. Class opening ability	✓		
2. While-teaching			
a. Informing the objective of learning	✓		
b. Explaining the material uses			
Problem Based Learning a technique			
• The teacher prepare the material and technique of teaching.	✓		
• The teacher ask students to remember about problem based learning.	✓		
• The teacher explain about Problem Based Learning technique .	✓		
• The teacher divide students into some groups and formulated the problem by given random picture.	✓		
• Give students to plan present their report about opinion of the topic.	✓		
• The teacher help students to evaluate their result of their identification.	✓		
• Applies problem based learning for students make a recount text	✓		

individually, it was done to know the students writing skill.			
c. Guiding the students to follow the lesson	✓		
3. Post-teaching			
a. Concluding the result of learning	✓		
b. Class closing ability	✓		
Tick (✓) for each positive effect			

Mengetahui;

Collaborator



HAFID LUKMAN,S.Pd

NIP:

Metro, February 2019

Researcher,



ANGGIT ANGGRAENI

NPM: 14120967

## OBSERVATION SHEET OF TEACHER'S ACTIVITIES

**Meeting** : 1 ( Satu)

**Day/Date** : Friday , February 8<sup>th</sup> 2019

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material	✓		
c. Class opening ability	✓		
2. While-teaching			
a. Informing the objective of learning	✓		
b. Explaining the material uses	✓		
Problem Based Learning			
• The teacher gives students learning material problem situation.	✓		
• The teacher design use real-world problems.	✓		
• The teacher give example about problem past events.	✓		
• The teacher forms gives them a learning session.	✓		
• The teacher creates a learning environment students thinking and guide student inquiry, facilitating deeper levels of understanding.	✓		
• The teacher give information and source.	✓		
• When finished, discuss the material together in class and give conclusion.	✓		



3. Post-teaching			
a. Concluding the result of learning	✓		
b. Class closing ability	✓		
Tick (✓) for each positive effect			

Mengetahui;

Collaborator



HAFID LUKMAN, S.Pd  
NIP.

Metro, February 2019

Researcher,



ANGGIT ANGGRAENI  
NPM: 14120967

### OBSERVATION SHEET OF IN PRE-TEST

**Meeting** : Pre Test

**Day/Date** : 10 April 2018

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material	✓		
c. Class opening ability	✓		
2. While-teaching			
a. Informing the objective of learning	✓		
b. Explaining the material uses Problem Based Learning as a technique.	✓		
• The teacher gives students short and formatted learning material.	✓		
• The teacher explain about paragraph.	✓		
• The teacher give example about recount text ang generic structure for recount text.	✓		
• The students give feedback for the learning material.			
c. Guiding the students to follow the lesson	✓		
3. Post-teaching			
a. Concluding the result of learning	✓		
b. Class closing ability	✓		
Tick (✓) for each positive effect			

Mengetahui;

Collaborator



HAFID LUKMAN, S.Pd  
NIP.

Metro, February 2019

Researcher,



ANGGIT ANGGRAENI  
NPM: 14120967

# TEST INSTRUMENT IN PRE-TEST

NAME : Lila Novian  
CLASS : X akuntansi

70

## Direction:

1. Choose one of the titles below!

- a. Game
- b. My Bad Day
- c. Low Value

2. Please write 3 Paragraph!

3. Make a recount text based on the topic that you have chosen!

C = 17 isi main idea  
O = 15 berhubungan  
U = 17 efektif  
L = 17 some error, fair  
M = 9 few error

## Holiday

I and my beloved friend, visit Lembah Hijau. I is the first time visit such a wonderful.

To Location, we should go foot after around trip a motorcycle. I amazed by the beautiful.

Finally, the day get dark and it was time for us to go home. It was such experience for me.

...

content = 17 (pokok utama (main idea), tidak teliti,  
opinion is weak

organization = 15 = terorganisi dg baik (coherent)  
vocabulary 17 = effective

(55)  
post

# TEST INSTRUMENT IN PRE-TEST

NAME : Afifah Nur Hidayah  
CLASS : X

A. Choose one of the topics below and write a recount text based on the topic you have chosen!

1. Holiday
2. Fishing

C = 11  
O = 9  
V = 13  
L = 18  
M = 9

151  
berhubungan

B. Please write 3 paragraph !

first like an ordinary laughet. I to get early morning  
to help my mother, after I pray. I really in danger if  
my mom know that my room messy.  
So, I it as soon as possible. after finish, my aunts  
called me in the afternoon. At the last, the time running  
and the homework successfully finished.  
I not feel this was holiday instead of I to work  
and got a long ship with my homework.

to : 2  
as : 2

Content = Main Idea not clear / accurate = 11  
O = 9 = Idea disconnected  
V = 13 = Adequate choice of words  
(jawaban tidak memadai)  
L = 18 = Almost not error  
(Hampir tidak error)  
M = 9 = few error  
(Beberapa error)



# TEST INSTRUMENT IN POST-TEST I

NAME : Putri W  
CLASS : X

68

## Direction:

1. Choose one of the titles below!

- Game
- My Bad Day
- Low Value

2. Please write 3 Paragraph!

3. Make a recount text based on the topic that you have chosen!

C = 17 isi  
O = 17 berhubungan  
V = 16 word  
L = 16 spell structure  
M = 3 spelling

L = 16 = some errors.  
M = 3 = fair number of spelling (cukup byk ejaan)

My bad Day

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well. We left at 9 a.m.

When we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle taught me how to catch fish. He did it very patiently. Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly.

He helped me reach the ground. Thank God, I was safe even though I have mud all over my face, it was embarrassing.

C 17 = main idea somewhat unclear (ide utama agak tidak jelas).  
O 17 = fairly well organized & generally coherent (organisasi tersusun dengan baik).  
V 16 = effective choice of words

# TEST INSTRUMENT IN PRE-TEST

NAME : Linda Widiawati  
CLASS : X Akuntansi

10 fail

A. Choose one of the topics below and write a recount text based on the topic you have chosen!

1. Holiday
2. Fishing

B. Please write 3 paragraph!

fail C = 10 isi  
poor O = 6 berhubung  
fair U = 11 low  
poor L = 10  
won't M = 3 fair

Holiday

was

won't

was

my first when I go to Jakarta with my father. At that moment I still in junior high school.

when we first, we got a taxi and asked the driver to take us. in the morning I enjoy free breakfast.

I very happy holiday with my father visit Yogyakarta.

- Content 10 = Main idea not all clear or accurate.
- Organization 6 = Idea disconnected (ide krg)
- Vocabulary 11 = Adequate choice of words (memadai)
- Language 10 = Many errors, no control
- Mechanic 3 = few errors in spelling (beberapa error)

# TEST INSTRUMENT IN PRE-TEST

55

NAME : Dewi S  
CLASS : X

A. Choose one of the topics below and write a recount text based on the topic you have chosen!

1. Holiday
2. Fishing

B. Please write 3 paragraph !

fail C = 12 151  
fair O = 11 berhubungan  
fair U = 13 sentence, word  
fair L = 17  
poor M = 2

Holiday

went I go to Bogor with my sister. It's a study tour actually. went First time I went to Bogor. My teacher, my sister, and me went same bus. We go to Laman Safari Bogor. After, we go to rest restaurant to break fast. Study tour make me tired but very happy

Went bentuk past tense go

- C 12 = Main ideas not clear/accurate
- O 11 = Main idea clear but incomplete
- U 13 = Adequate choice of words but some of vocabulary, idioms
- L 17 = some error, fair control of structure
- M 2 = serious error, frequency error



55

# TEST INSTRUMENT IN PRE-TEST

NAME : Sarmila Aru  
CLASS : X

A. Choose one of the topics below and write a recount text based on the topic you have chosen!

1. Holiday
2. Fishing

B. Please write 3 paragraph !

fair C = 14 isi  
fair O = 13 berhubungan.  
fair U = 13 sent en cer, word  
fair L = 12  
fair M = 3

#Holiday

was Was a moment a fery simple holiday.  
I only at home for do my hobby such as  
writing, drawing and visiting my friend  
house.

On first clay until the five clay I spent  
time with writing some sort stories.

I very enjoy, although I only spent time  
holiday at home & by doing funny.

- C = 14 = Main idea not all clear/accurate
- O = 13 = Terorganisir secara pas,  
fairly well organized.
- U = 13 = Adequate choice / word but  
some misuse of vocabulary.
- L = 12 = some error, fair
- M = 3 = fair number of spelling  
(cukup banyak ejaan)

# TEST INSTRUMENT IN POST-TEST I

68

NAME : HasBriyya Jesicca .A.  
CLASS : X . Alcantansi

## Direction:

1. Choose one of the titles below!

- Game
- My Bad Day
- Low Value

2. Please write 3 Paragraph!

3. Make a recount text based on the topic that you have chosen!

fair C = 17 isi  
Good O = 17 berhubung  
Good U = 16  
fair L = 16  
Poor M = 2

Low Value .

pengalaman

I want to tell about my personal experience about try out. Actually it's not the first problem, but I feel this is the hardest thing I've ever faced. Actually, maybe I am a fool, not a difficult problem, because I know how to structure the correct "Orientation" text, I go straight to the point.

The first day's schedule at that time was the same as Indonesian mathematics. Already falling over the stairs it's already a matter of running away. Thinking not to go to school, I then remember that I worked on the problem my self not cheating on friends. There is its own pride.

In conclusion we should never underestimate the slightest thing. and finally learn from experience that experience makes us remember our mistakes and will not happen again.

- C 17 = Main idea somewhat unclear / weak.
- O 17 = Generally coherent
- U 16 = effective choice of words / idioms
- L 16 = Some error structure
- M 2 = frequent error in spelling

# TEST INSTRUMENT IN POST-TEST I

58

NAME : Rani Agesti

CLASS : X

## Direction:

1. Choose one of the titles below!

- Game
- My Bad Day
- Low Value

2. Please write 3 Paragraph!

3. Make a recount text based on the topic that you have chosen!

fail C = 15 Main Idea  
Good O = 14 organized  
Good U = 14 word, sentences  
fair L = 14  
fail M = 1

## My Bad Day

I am a person who is quite disciplined. I will make sure I attend all classes on time. I always try to be someone who can obey the rules but was different last week.

I stayed up until 2 AM which was very unusual for me then I set my alarm to 6 AM the morning so I could get up early for my morning class. I didn't hear anything that could wake me up even I couldn't hear my blasting alarm but, wake up around 6:45 A.M. which was a quarter of my morning class. Unfortunately I forgot to put my homework into my bag that morning the homework I spent all night until late at night until 2:00 in the morning.

From that day on I promised myself not to make same mistake by not staying up late again the next day I attended a morning class.

- C 15 = Main idea not clear / opinion very weak
- O 14 = Generally coherent
- U 14 = effective choice of words
- L 14 = some error / structure
- M 1 = NO control of spelling



# TEST INSTRUMENT IN POST-TEST I

86

NAME : Purwaningsih  
CLASS : X akuntansi

## Direction:

1. Choose one of the titles below!

- Game
- My Bad Day
- Low Value

2. Please write 3 Paragraph!

3. Make a recount text based on the topic that you have chosen!

fair C = 19  
ex O = 19  
ex U = 19  
Good L = 19  
Good M = 4

## My Bad Day

When I was in elementary school, I had a terrible bad experience when I bought bread for breakfast. I never thought I would get an event like this before. I feel angry but don't know what to do.

First, I thought I was only 9 years old when my mother asked me to go to the store to buy bread for breakfast. Because the mother did not look at the time and I wanted to buy the bread she bought yesterday. Then, I continued to buy it. I walked alone to the store to buy bread. When I arrived at the store, I realized that I had lost money on my way to the store. I crying because I can't buy bread.

After that I ran home, I returned to my house. Unfortunately my mother told me that I had to go and make money on the road. Then I walked back in the direction I had just missed. I looked left and right down to hope to find the money. I can not find it.

Finally, I returned to my house again without breakfast with bread. I asked for money back to my mother but was not given. Mother said it was already at your risk because it was not careful to bring money on the road.

- C 19 = Main idea somewhat unclear
- O 19 = Well organized
- U 19 = Very effective choice of words
- L 19 = Almost no error good control of structure
- M 4 = few error in spelling

# TEST INSTRUMENT IN POST-TEST I

65

NAME : Dian Nurmalasari

CLASS : X

poor C = 16  
Good O = 15  
Good U = 16  
fair L = 16  
Poor M = 2

Main Idea  
Organized

## Direction:

1. Choose one of the titles below!
  - a. Game
  - b. My Bad Day
  - c. Low Value
2. Please write 3 Paragraph!
3. Make a recount text based on the topic that you have chosen!

## My Bad day

I have had a bad day, and I feel very upset. I have never imagined it ever happened in my life. At that time I was very happy to enjoy my day at home feeling happy and very happy to meet with friends when I was in elementary school.

Suddenly I fell and was hit mud because the trip was not far from the rice fields. I looked back and found that there was a banana peel. I immediately shouted angrily at the action of others that made me fall. After that I woke up myself confused what to do. I saw a handphone apparently falling in the water. I cried sadly because the handphone had just been bought a week ago. I took my home and called my mother. Mother was shocked to see that I was so dirty in her clothes. Then I told my mother because I did not look after the handphone was broken. At that time I saw the face of the mother who looked very disappointed because I did not look after the handphone.

After that I change clothes and don't go to my friends house. Finally the mother told me to go to the counter to repair the damaged cellphone so that I could use again.

- C = 16 = Main idea not clear / accurate
- O = 15 = fairly well organized
- U = 16 = Effective choice of words
- L = 16 = Some error, control, structure
- M = 2 = frequent errors in spelling

# TEST INSTRUMENT IN POST-TEST I

NAME : Dewi Astuti  
CLASS :

70

## Direction:

1. Choose one of the titles below!

- Game
- My Bad Day
- Low Value

2. Please write 3 Paragraph!

3. Make a recount text based on the topic that you have chosen!

fair C = 17 main idea  
Good O = 17 fairly well  
Good U = 16  
fair L = 17  
fair M = 3

## My Bad Day

The deplorable story that I have experienced before happened 1.5 years ago. The story starts when I want to go to town. It can be said that my house is in the village, I want to go to town to stay where you are and the next day all of you pick up the parents (fathers) who came home from the province. When I was at home, my parents (mother) had already given permission. And "set", I went to town.

At that time I was driving a motorcycle to fast, ranging from 60-65 km/hr and usually said while a little lost in thought. I have traveled halfway safely. But when at one corner, suddenly there were animals jumping from the tree and immediately passed the road quickly. But at the time I really could not control my motorcycle, and immediately I was thrown and fell from the motorbike. So as to make my motorbike crash on the front. At that time I saw that my hand had not been scratched, but when I tried to stand up, I felt that my hand could not be moved. At that moment I realized that my hand had broken.

- C 17 = Main Idea not clear / weak
- O 17 = fairly well organized and coherent
- U 16 = Effective choice of words
- L 17 = Some error
- M 3 = fair number of spelling



## TEST INSTRUMENT IN POST-TEST II

NAME : Dewi S.  
CLASS : X

75

### Direction:

1. Choose one of the titles below!

- ☒ Come Late
- b. Friendship
- c. Cheating

2. Please write 3 Paragraph!

3. Make a recount text based on the topic that you have chosen!

fair C = 19 main idea unclear  
Good O = 17  
Good V = 17  
Good L = 19  
fair M = 3

Come late

last night, I arrived late on a friend's birthday. Because ~~and~~ went shopping with my sister until 9 PM. I have been given a invitation and message by my best friend to come and note be late. I was given the task of receiving guests. When I got home on the phone with ran so, I was surprised because I forgot to come. I immediately rode a motor cycle to come to the party. A gift or my friend I bought earlier at the store. I bought a doll with a cat. I wrote a message and hope in it. When I arrived at the place I immediately went to my friend who was birthday and I apologize for being late and the party will be finished soon. My friend feel angry because I forgot the promise that was said earlier at school. I explained that I forgot and had to accompany shopping for tomorrow's needs at home. Hopefully ~~next~~ next time I will not forget important moments like this and not make friends disappointed again. They forgive me and we go home together and forget about the incident.

- C 19 = Main Idea Unclear
- O 17 = fairly well organized
- V 17 = Effective choice of words
- L 19 = Almost no error of structure
- M 3 = fair number of spelling

## TEST INSTRUMENT IN POST-TEST II

NAME : Rafi  
CLASS : x Akuntansi

78

### Direction:

1. Choose one of the titles below!

- Come Late
- Friendship
- Cheating

2. Please write 3 Paragraph!

3. Make a recount text based on the topic that you have chosen!

fair C = 19 main idea unclear  
Good O = 17 fairly well organized  
ex Good V = 10 very effective  
fair L = 17 some errors and  
fair M = 3 fair number of spelling

### Cheating

when I was in grade 1 junior high school, I tried to do things that were not good at school. The reason is because I want get good grades and don't want to get a remedy or report it because of a small value. I yesterday felt (had) to be able to get a great value even though I had cheated. I am tired because getting bullied from friends always gets the smallest value.

At that time I looked at the test schedule that will be given tomorrow, I see what will be tested tomorrow is Arabic. I can't memorize that much material and I don't understand it even though the teacher has explained.

In the evening I wrote all the material on paper that I will try tomorrow. Yesterday I also wrote material on the table that I had planned at rest. I try to get good grades even if I cheat. Then I worked on the problem and read all the question to see the teacher who was busy chatting in front. I run the action by opening the sheet of paper that I put on the kaskasi. At that time I was busy cheating, the teacher was behind me and saw my actions. My paper was torn and removed.

I cried in front of the class. I explained to the teacher because I did not want to get bad grades and did not want to be bullied by classmates.

Finally the teacher gave advice and advice to me, if you want to smart then diligently study and read, don't be lazy. I said yes, I will try to get good grades with honest business and not cheat again. After the incident I always learned and got good grades, even though it was small, but because of my own honest results.



## TEST INSTRUMENT IN POST-TEST II

76

NAME : Irma dwi p  
CLASS : X.

### Direction:

1. Choose one of the titles below!

- Come Late
- Friendship
- Cheating

2. Please write 3 Paragraph!

3. Make a recount text based on the topic that you have chosen!

fair C = 20  
ex D = 18  
Good V = 16  
Good L = 18  
Good M = 4

### Friendship

Everyday of life that has been experienced there are obstacles and risks, as well as Friendship, there is always a problem. The trip with him was long enough, even he was the first person I knew. When I run my feet in a new place of Friendship is a very beautiful thing. Go together, eat together and it gets us closer. I feel like I've been around for a long time. I consider him a good friend. He is very smart and polite. When I felt he was very different from me, he moved away and I thought that this Friendship would end here. Maybe right now he is having a problem that can't be told to anyone. Some needs time to be alone, looking for other entertainment. He still doesn't want to talk home. This Friendship is enough to get here, maybe he is tired because I often trouble my friends, but I'm sure this Friendship will never end. I don't want to let this cycle stop. Let this Friendship spin. I say if you come to me, I will accept sincerely and comfort you. Apparently he felt annoyed because yesterday I did not tell how to count accounting, because I explained to others. I apologize. True Friendship is when we are not angry before seeing the reality. Finally we started the Friendship again without any more hostility. I have long advised when a friend is in a state of anger, let the other friend become water which can relieve the problem, entertain give strength.

- C 20 = Main idea and opinion unclear
- D 18 = well organized & content
- V 16 = Effective choose of words
- L 18 = Almost not error structure
- M 4 = few errors in spelling

75

# TEST INSTRUMENT IN POST-TEST II

NAME : Hasbiyya Jessica A.  
 CLASS : X - Aknufansi.

fair C = 17  
 ex O = 19  
 ex V = 18  
 fair L = 17  
 Good M = 4

## Direction:

1. Choose one of the titles below!
  - a. Come Late
  - b. Friendship
  - c. Cheating
2. Please write 3 Paragraph!
3. Make a recount text based on the topic that you have chosen!

Cheating.

Yesterday I did assignments at school. The teacher gives assignments with only 1 day. I asked for a cheat sheet to my friend, because last night I wasn't working on playing the game. When I was in school I rushed to work on the problem because the first hour.

While my book is still held by teacher, The lesson will be started by the teacher because I do cheating. I explained that not doing the work because I was busy playing games. telling the truth I realized that lying is ask that is not a good thing. After that I was given a score and the value was reduced.

Friends of friends advised me not to choose games anymore, focus on school. As a result of my actions, there are many disadvantages that I get. Namely penalties and reduced values.

C 17 = change of opinion somewhat weak.  
 O 19 = well organized content.  
 V 18 = Very effective choose of word  
 L 17 = some error structure  
 M 4 = few errors in spelling & puncton

## TEST INSTRUMENT IN POST-TEST II

85

NAME : Juni Ramadhani S  
CLASS : akuntansi

### Direction:

#### 1. Choose one of the titles below!

- Come Late
- Friendship
- Cheating

#### 2. Please write 3 Paragraph!

#### 3. Make a recount text based on the topic that you have chosen!

Good C = 23  
ex O = 19  
ex V = 19  
Good L = 20  
Good M = 9

### Friendship

Last week, Rina sells bread at her school just to collect to pay for school. This was motivated by the economic status of his Parents who unable to finance themselves in school. Yesterday on the 1st of last November, Rina suddenly didn't attend school. I was confused looking for Rina's whereabouts until the teacher asked another friend. The teacher is very fond if he missed the material and does not know if where will be a test for taking grades.

It's been almost a week, Rina didn't go to school. All his friends came to his house, at Rina's house his friends were informed that Rina was now selling cakes on the market. He sold this because he had to pay tuition in April which he had not yet paid. Parents money collected is not enough to pay for it. I feel sorry and guilty because as a friend I don't know the problems that occur in his family. It turned out that Rina's Parents had decided a few days ago to separate. I tried to meet his Parents because he felt sorry if Rina had to pay for her own school fees and wanted to quit school disappointed with her Parents.

Knowing this all his friends came to the market, they searched where Rina was and they decided to buy all of Rina's cakes, and his friends did that for 3 consecutive days. We love Rina and don't want her to drop out of school because of this problem.

- C 23 = change of opinion relatif clear
- O 19 = well organized & generally
- V 19 = very effective choice of word
- L 20 = Almost not error good
- M 9 = few errors in spelling and punctuation

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMK Ma'arif 2 Penawaja PUGUNG RAHARJO  
Mata pelajaran : Bahasa Inggris  
Kelas/Semester : X  
Materi Pokok : Recount Text  
Alokasi Waktu : 6 x 45 menit

### A. Kompetensi Inti (KI)

#### KI 1

Menghayati dan mengamalkan ajaran agama yang dianutnya.

#### KI 2

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

#### KI 3

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

#### KI 4

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

### B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis	3.7.1 Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian

Kompetensi Dasar	Indikator
dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	<p>dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks</p> <p>3.7.2 Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks</p> <p>3.7.3 Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya.</p> <p>3.7.4 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks recount dengan memberi dan meminta informasi terkait permasalahan sesuai dengan konteks penggunaannya.</p>
4.7 Teks <i>recount</i> – peristiwa bersejarah	<p>4.7.1 Menyimpulkan informasi terkait pengalaman pribadi dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan terkait teks recount.</p> <p>4.7.2 Menulis dan menyatakan pendapat secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks recount secara tulis maupun lisan.</p> <p>4.7.3 Mempresentasikan pendapat</p>



Kompetensi Dasar	Indikator
	yang sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan.

### C. Tujuan Pembelajaran

Melalui Pembelajaran Berbasis Teks, peserta didik dapat membedakan dan menangkap makna sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan, serta mampu mengidentifikasi dan menyimpulkan informasi terkait dengan teks recount.

### D. Materi Pembelajaran

- **Recount Text**

Recount text adalah salah satu jenis text dalam bahasa inggris yang menceritakan kembali tentang kejadian-kejadian atau pengalaman di masa lampau.

- **Fungsi Sosial**

Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan.

- **Struktur Teks**

Dapat mencakup:

- Orientation
- Event
- Re-Orientation

- **Unsur Kebahasaan**

- Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan.
- Adverbia penghubung waktu: *first, then, after that, before, when, at last, finally*, dsb.
- Adverbia dan frasa preposisional penunjuk waktu.

- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

#### **E. Metode Pembelajaran**

Problem Based Learning.

#### **F. Media/alat/bahan/sumber**

1. Media/alat : Laptop dan LCD
2. Bahan : PPT dan Buku Paket
3. Sumber Belajar:
  - Buku Siswa Bahasa Inggris Kelas X SMA/MA/SMK/MAK

#### **G. Kegiatan Pembelajaran**

##### **1. Pertemuan Pertama: (2 JP)**

##### **Indikator:**

- 3.7.1 Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan tekanan kata yang benar, dan bertanya jawab tentang isi teks
- 3.7.2 Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks.
- 3.7.3 Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya.

##### **a. Kegiatan Pendahuluan**

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.

- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai ungkapan pendapat terkait bencana alam.
- Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

#### **b. Kegiatan Inti**

- Membaca beberapa teks yang berisi *recount*.
- Bertanya dan mempertanyakan terkait fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks recount
- Membahas sebuah contoh analisis menyatakan pendapat terkait fungsi sosial, struktur teks dan unsur kebahasaan.
- Siswa menyampaikan hasil diskusi terkait fungsi sosial, struktur teks, dan unsur kebahasaan.

#### **c. Kegiatan Penutup**

- Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
- Menyimpulkan apa yang dipelajari hari ini
- Pemberian tugas berupa mencari teks recount.
- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.



## **2. Pertemuan Kedua ( 2JP )**

### **Indikator**

- 4.7.1 Menyimpulkan informasi terkait pengalaman pribadi dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan terkait teks recount.
- 4.7.2 Menulis dan menyatakan pendapat secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks recount secara tulis maupun lisan.
- 4.7.3 Mempresentasikan pendapat yang sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan.

### **a. Kegiatan Pendahuluan**

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.
- Mereview pembahasan pada kegiatan sebelumnya.
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

### **b. Kegiatan Inti**

- Membacakan sebuah teks khusus berbentuk kejadian dari buku bahasa inggris yang dibawa.
- Mendiskusikan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan dari teks khusus berbentuk recount yang ditayangkan/ dibagikan.
- Membuat *teks recount* berdasarkan *problem based learning technique*.
- Secara individu membaca sebuah teks recount berdasarkan *problem based learning* yang telah dibuat kemudian menyimpulkan informasi.

**c. Kegiatan Penutup**

- Refleksi sejenak tentang apa yang sudah dipelajari dalam pertemuan ini dan sebelumnya“Well, we have talked about self identity for two meetings so far, is there anyone who can tell his/her feeling during the lesson?”
- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

**3. Pertemuan Ketiga (2 JP)**

**Indikator**

4.7.4 Menulis dan menyatakan pendapat secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks recount secara tulis maupun lisan.

4.7.5 Mempresentasikan pendapat yang sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan.

**a. Kegiatan Pendahuluan**

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik dengan dengan bertanya-jawab tentang teks khusus berbentuk pendapat di bahasa Indonesia dan bahasa Inggris.
- Mereview pembahasan pada kegiatan sebelumnya.
- menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

**b. Kegiatan Inti**

- Secara individu menulis teks recount dengan menggunakan *problem based learning*.
- Membahas teks recount yang sudah ditulis oleh siswa terkait tujuan, struktur, dan unsur kebahasaan yang digunakan.
- Masing-masing siswa merevisi teks recount yang ditulis berdasarkan hasil individu.

- Masing-masing siswa mempresentasikan hasil tentang recount text di depan kelas kemudian memasukan pada dokumen portofolio.

#### c. Kegiatan Penutup

- Refleksi sejenak tentang apa yang sudah dipelajari dalam pertemuan ini dan sebelumnya “Let’s share how far can you follow the lesson and how feel during the lesson? Who can conclude what you have studied during this three meetings?”

### H. Penilaian Hasil Belajar

#### 1. Teknik Penilaian:

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

#### 2. Bentuk Penilaian:

- Observasi : Jurnal guru
- Tes tertulis : uraian dan lembar kerja
- Unjuk kerja : Praktik/Pedoman Penskoran
- Proyek : Produk/Pedoman Penskoran
- Portofolio : E-Portofolio

#### 3. Instrumen Penilaian (terlampir)

### I. Program Tindak Lanjut

#### 1. Remedial

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

#### 2. Pengayaan

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

Metro, February 2019

Collaborator

Researcher



HAFID LUKMAN, S.Pd  
NIP.



ANGGIT ANGGRAENI  
NPM: 14120967

Mengetahui:  
Kepala Sekolah



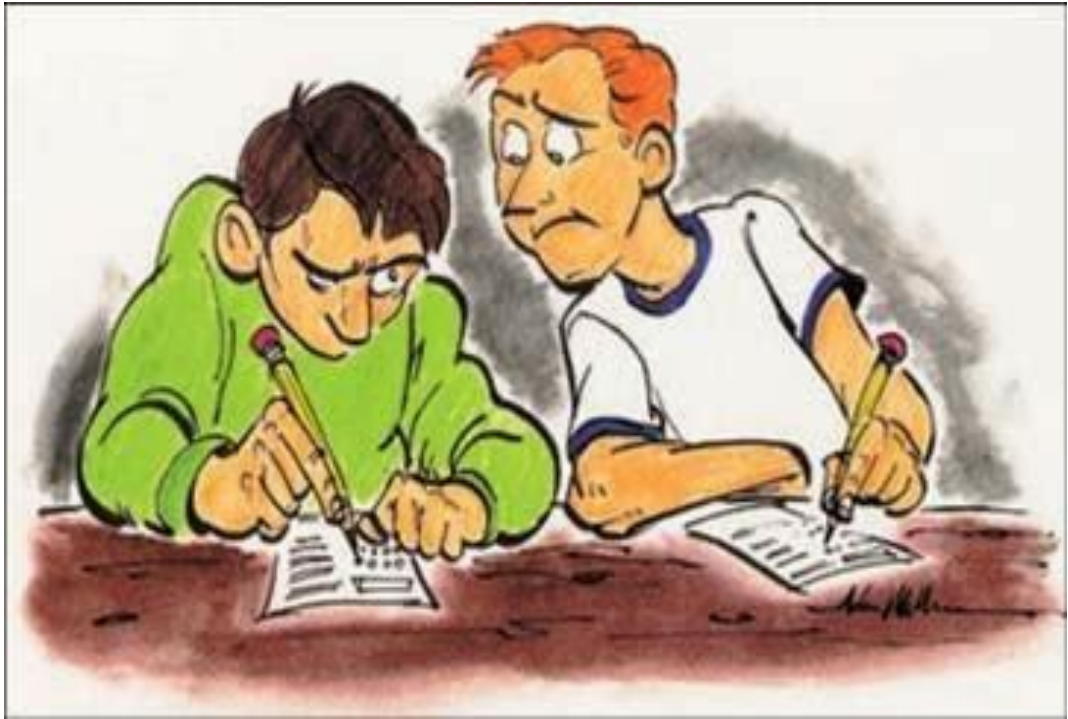
SUPRAPTO, S.Pd.MM

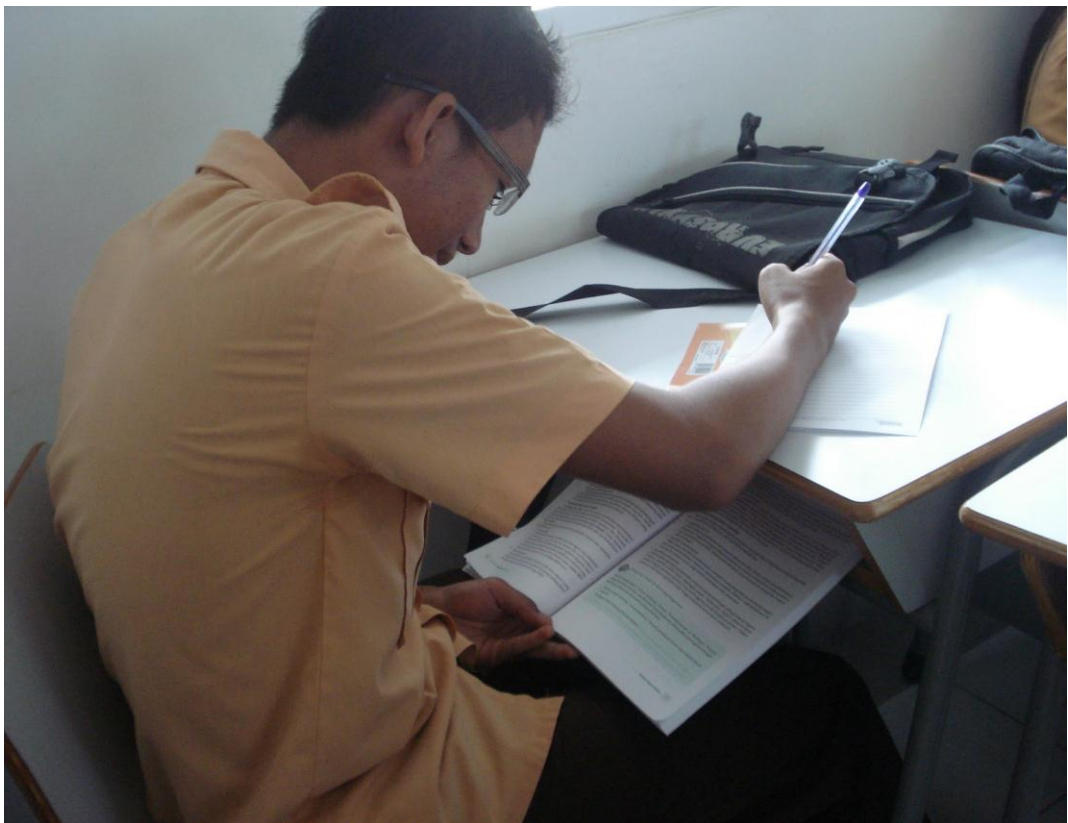
## H. Rubrik

### 1) Rubrik Penilaian tes tertulis

Students Score	Topic Comments	Criteria	Level
Content	Main ideas stated clearly and accurately, change of opinion very clear.	Excellent	27-30
	Main ideas stated fairly clearly and accurately, change of opinion relatively clear.	Good	22-26
	Main idea somewhat unclear and inaccurate, change of opinion somewhat weak.	Fair	21- 17
	Main ideas not clear or accurate, change of opinion weak.	Poor	13 – 16
	Main ideas not all clear or accurate, change of opinion very weak.	Fail	10 -15
Organization	Well organized and perfectly content.	Excellent	18 – 20
	Fairly well organized and generally coherent.	Good	14 – 17
	Loosely organized, but main ideas clear, logical but incomplete sequencing.	Fair	10- 13
	Ideas disconnected, lacks logical sequencing	Poor	7 – 9
	No organization, incoherent	Fail	3 - 5
	Very effective choice of words and use of idioms and word forms.	Excellent	18 – 20
	Effective choice of words and use of idioms	Good	14 – 17

Vocabulary	and word forms.		
	Adequate choice of words but, some misuse of vocabulary, idioms and word forms.	Fair	10 – 13
	Limited range, confused use of words, idioms and word forms.	Poor	7 – 9
	Very limited range, very poor knowledge of words, idioms and words forms.	Fail	3 – 5
Language Use	No errors, full control of complex structure.	Excellent	22 - 25
	Almost no error good control of structure.	Good	18 – 21
	Some errors, fair control structure.	Fair	11 – 17
	Many errors, poor control of structure.	Poor	5 – 10
	Dominated by errors, no control of structure.	Fail	2 - 4
Mechanics	Mastery of spelling and punctuation	Excellent	5
	Few errors in spelling and punctuation	Good	4
	Fair number of spelling and punctuation errors	Fair	3
	Frequent errors in spelling and punctuation	Poor	2
	No control over spelling and punctuation	Fail	1









SILABUS MATA PELAJARAN  
SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH/SEKOLAH  
MENENGAH KEJURUAN/MADRASAH ALIYAH KEJURUAN)  
(SMA/MA/SMK/MAK)

MATA PELAJARAN  
BAHASA INGGRIS UMUM

**Nama Sekolah** : SMK Ma'arif 2 Penawaja Pugung Raharjo  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : X

**Standar Kompetensi**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p> <p>4.7 Teks <i>recount</i> – peristiwa bersejarah</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• <b>Fungsi Sosial</b> Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan</li> <li>• <b>Struktur Teks</b> Dapat mencakup: <ul style="list-style-type: none"> <li>- orientasi</li> <li>- urutan kejadian/kegiatan</li> <li>- orientasi ulang</li> </ul> </li> <li>• <b>Unsur Kebahasaan</b> <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan</li> <li>- Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb.</li> <li>- Adverbia dan frasa preposisional penunjuk waktu</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> </ul> <p>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> </li> <li>• <b>Topik</b> Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks</li> <li>- Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks</li> <li>- Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya</li> <li>- Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia</li> <li>- Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> </ul> <p>Melakukan refleksi tentang proses dan hasil belajar.</p>

**Pre Test  
Conditioning Class in Pre Test**



Source : Documentation of SMK Ma'arif 2 Penawaja Pugung Raharjo 2018

**The Students Were Given a Task to Measure Their Writing Skill**



Source : Documentation of SMK Ma'arif 2 Penawaja Pugung Raharjo 2018

**Post Test 1**  
**Using Problem Based Learning as Teaching Recount Writing in Class**



Source : Documentation of SMK Ma'arif 2 Penawaja Pugung Raharjo 2019

**Practice in Front of the Class**



Source : Documentation of SMK Ma'arif 2 Penawaja Pugung Raharjo 2019



## Teaching Writing Recount Text in Problem Based Learning



Source : Documentation of SMK Ma'arif 2 Penawaja Pugung Raharjo 2019



**Post Test 2**  
**Handling class in writing recount text using Problem Based Learning**



Source : Documentation of SMK Ma'arif 2 Penawaja Pugung Raharjo 2019





**Make practice and task based problem based learning**



Source : Documentation of SMK Ma'arif 2 Penawaja Pugung Raharjo 2019



Source : Documentation of SMK Ma'arif 2 Penawaja Pugung Raharjo 2019



# **APPENDICES 2**



**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](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.ain@metrouniv.ac.id](mailto:tarbiyah.ain@metrouniv.ac.id)

Nomor : B-1059/In.28.1/J/TL.00/03/2018  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA SMK MAARIF 2 PENAWAJA PUGUNG RAHARJO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **ANGGIT ANGGRAENI**  
NPM : 14120967  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : THE USE OF PROBLEM BASED LEARNING TO IMPROVE  
WRITING SKILL AT THE TENTH GRADE OF SMK MAARIF 2  
PENAWAJA PUGUNG RAHARJO 2017/2018

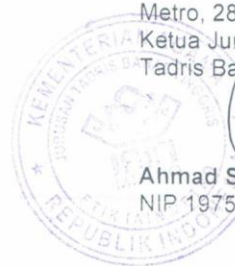
untuk melakukan *pra-survey* di SMK MAARIF 2 PENAWAJA PUGUNG RAHARJO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 28 Maret 2018

Ketua Jurusan  
Tadris Bahasa Inggris



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



# LEMBAGA PENDIDIKAN MA'ARIF NU

AKTE NOTARIS : 103/I/1986

## SMK MA'ARIF 2 PENAWAJA

KELOMPOK BISNIS DAN MANAJEMEN  
TEKNIK KENDARAAN RINGAN, TEKNIK KOMPUTER DAN JARINGAN  
**STATUS : TERAKREDITASI "B"**

NSS : 402120405019

NIS : 400190

NPSN : 10806093

Email : smkpenawaja@ymail.com

Alamat : Jl. Sunan Ampel No. 08 Pugungraharjo, Sekampung Udik Pos 34183 Telp. 0725 677116

Nomor : 072/564/15/SMK.M2P/SU/IV/2018  
Lamp. : -  
Hal : Izin Pra-Survey

Kepada Yth.  
Ketua Jurusan Tadris Bahasa Inggris  
Institut Agama Islam Negeri Metro  
Di -  
Tempat

*Assalamu'alaikum Wr. Wb.*

Menanggapi surat saudara Tanggal 28 Maret 2018, Nomor : B-1059/In.28.1/J/TL.00/03/2018, Perihal Izin Pra-Survey. Pada dasarnya kami menerima dan mengizinkan mahasiswa saudara :

Nama : ANGGIT ANGGRAENI  
NPM : 14120967  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris

Untuk melakukan Pra Survey di SMK Ma'arif 2 Penawaja Pugungraharjo, Kecamatan Sekampung Udik, Kabupaten Lamung Timur.

Demikian Surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

*Wassalamu'alaikum Wr. Wb.*



Pugungraharjo, 06 April 2018  
Kepala Sekolah

SUPRATNO, S.Pd.MM



LEMBAGA PENDIDIKAN MA'ARIF NU

AKTE NOTARIS : 103/I/1986

**SMK MA'ARIF 2 PENAWAJA**

KELOMPOK BISNIS DAN MANAJEMEN

TEKNIK KENDARAAN RINGAN, TEKNIK KOMPUTER DAN JARINGAN

**STATUS : TERAKREDITASI "B"**

NSS : 402120405019

NIS : 400190

NPSN : 10806093

Email : smkpenawaja@ymail.com

Alamat : Jl. Sunan Ampel No. 08 Pugungraharjo, Sekampung Udik Pos 34183 Telp. 0725 677116

**SURAT KETERANGAN**

072/564/15SMK.M2P/SU/IV/2018

Perihal : Surat Balasan Pra-Survey  
Lampiran : -

Kepada Yth.  
Ketua Jurusan Tadris Bahasa Inggris  
Institut Agama Islam Negeri Metro  
Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Menanggapi surat saudara Tanggal 28 Maret 2018, Nomor : B-0391/In.28/D.1/TL.00/01/2019, Perihal  
Pra-Survey di SMK Ma'arif 2 Penawaja Pugung Raharjo Bahwa Mahasiswi di bawah ini :

Nama : ANGGIT ANGGRAENI  
NPM : 14120967  
Judul : THE USE OF PROBLEM BASED LEARNING TO IMPROVE STUDENTS  
RECOUNT TEXT WRITING SKILL OF THE TENTH GRADE OF  
SMK MA'ARIF 2 PENAWAJA PUGUNG RAHARJO OF EAST LAMPUNG

Telah Melakukan Pra-Survey pada tanggal 10 April 2018 di SMK Ma'arif 2 Penawaja Pugung Raharjo,  
Kecamatan Sekampung Udik Kabupaten Lampung Timur.

Demikian Surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

*Wassalamu'alaikum Wr. Wb.*

Pugungraharjo, 06 April 2018  
Kepala Sekolah  
  
**SEPRAPTO, S.Pd.MM**





**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

Nomor : B-4004 /In.28.1/J/PP.00.9/12/2018

07 Desember 2018

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
  2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi

Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Anggit Anggraeni  
NPM : 14120967  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : The Use Of Problem Based Learning To Improve Students Recount Text Writing Skill Of The Tenth Grade Of SMK Ma'arif 2 Penawaja Pugung Raharjo Of East Lampung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*







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.iainmetro.ac.id; e-mail: tarbiyah.iain@metrouniv.ac

**SURAT TUGAS**

Nomor: B-0390/In.28/D.1/TL.01/01/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : **ANGGIT ANGGRAENI**  
NPM : 14120967  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA'ARIF 2 PENAWAJA PUGUNG RAHARJO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PROBLEM BASED LEARNING TO IMPROVE STUDENTS RECOUNT TEXT WRITING SKILL OF THE TENTH GRADE OF SMK MA'ARIF 2 PENAWAJA PUGUNG RAHARJO".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 23 Januari 2019

Mengetahui,  
Pejabat Setempat  
  
SUPRPTO, S.Pd.MM

Wakil Dekan I,  
  
Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 003



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.iaim@metrouniv.ac.id

Nomor : B-0391/In.28/D.1/TL.00/01/2019  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MA'ARIF 2 PENAWAJA  
PUGUNG RAHARJO  
di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0390/In.28/D.1/TL.01/01/2019, tanggal 23 Januari 2019 atas nama saudara:

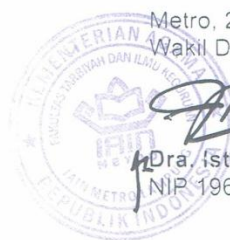
Nama : **ANGGIT ANGGRAENI**  
NPM : 14120967  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA'ARIF 2 PENAWAJA PUGUNG RAHARJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PROBLEM BASED LEARNING TO IMPROVE STUDENTS RECOUNT TEXT WRITING SKILL OF THE TENTH GRADE OF SMK MA'ARIF 2 PENAWAJA PUGUNG RAHARJO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 23 Januari 2019  
Wakil Dekan I,



*[Signature]*  
Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 003



LEMBAGA PENDIDIKAN MA'ARIF NU

AKTE NOTARIS : 103/I/1986

**SMK MA'ARIF 2 PENAWAJA**

KELOMPOK BISNIS DAN MANAJEMEN  
TEKNIK KENDARAAN RINGAN, TEKNIK KOMPUTER DAN JARINGAN

**STATUS : TERAKREDITASI "B"**

NSS : 402120405019

NIS : 400190

NPSN : 10806093

Email : smkpenawaja@ymail.com

---

Alamat : Jl. Sunan Ampel No. 08 Pugungraharjo, Sekampung Udik Pos 34183 Telp. 0725 677116

---

Nomor : 072/565/15/SMK.M2P/SU/II/2019  
Lamp. : -  
Hal : Izin Research

Kepada Yth.  
Ketua Jurusan Tadris Bahasa Inggris  
Institut Agama Islam Negeri Metro  
Di -  
Tempat

*Assalamu'alaikum Wr. Wb.*

Menanggapi surat saudara Tanggal 23 Januari 2019, Nomor : B-0391/In.28/D.1/TL.00/01/2019, Perihal Izin Research. Pada dasarnya kami menerima dan mengizinkan mahasiswa saudara :

Nama : ANGGIT ANGGRAENI  
NPM : 14120967  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

Untuk melakukan Research di SMK Ma'arif 2 Penawaja Pugungraharjo, Kecamatan Sekampung Udik, Kabupaten Lamung Timur.

Demikian Surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

*Wassalamu'alaikum Wr. Wb.*

Pugungraharjo, 04 Februari 2019  
Kepala Sekolah  
  
**SUPRPTO, S.Pd,MM**







LEMBAGA PENDIDIKAN MA'ARIF NU

AKTE NOTARIS : 103/I/1986

**SMK MA'ARIF 2 PENAWAJA**

KELOMPOK BISNIS DAN MANAJEMEN

TEKNIK KENDARAAN RINGAN, TEKNIK KOMPUTER DAN JARINGAN

**STATUS : TERAKREDITASI "B"**

NSS : 402120405019

NIS : 400190

NPSN : 10806093

Email : [smkpenawaja@ymail.com](mailto:smkpenawaja@ymail.com)

Alamat : Jl. Sunan Ampel No. 08 Pugungraharjo, Sekampung Udik Pos 34183 Telp. 0725 677116

**SURAT KETERANGAN**

072/565/15/SMK.M2P/SU/II/2019

Perihal : Surat Balasan Research  
Lampiran : -

Kepada Yth.  
Ketua Jurusan Tadris Bahasa Inggris  
Institut Agama Islam Negeri Metro  
Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Menanggapi surat saudara Tanggal 23 Januari 2019, Nomor : B-0391/In.28/D.1/TL.00/01/2019, Perihal Izin Research di SMK Ma'arif 2 Penawaja Pugung Raharjo Bahwa Mahasiswi di bawah ini :

Nama : ANGGIT ANGGRAENI

NPM : 14120967

Judul : THE USE OF PROBLEM BASED LEARNING TO IMPROVE STUDENTS RECOUNT TEXT WRITING SKILL OF THE TENTH GRADE OF SMK MA'ARIF 2 PENAWAJA PUGUNG RAHARJO OF EAST LAMPUNG

Telah Melakukan Research pada tanggal 08 februari - 16 februari 2019 di SMK Ma'arif 2 Penawaja Pugung R Kecamatan Sekampung Udik Kabupaten Lampung Timur.

Demikian Surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

*Wassalamu'alaikum Wr. Wb.*

Pugungraharjo, 04 Februari 2019  
Kepala Sekolah  
  
**SUPRPTO, S.Pd.MM**



## SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : ANGGIT ANGGRAEMI

NPM : 19120967

Fakultas : TARBIYAH

Angkatan : 2014

Telah menyerahkan buku berjudul : MACROSTRATEGIES FOR LANGUAGE TEACHING

Metro,

Ketua Jurusan TBI



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

## SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : ANGGIT ANGGRAEMI

NPM : 19120967

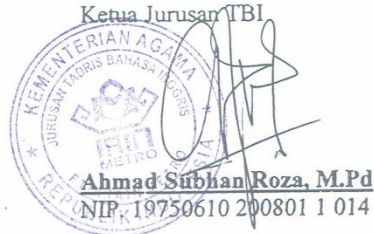
Fakultas : TARBIYAH

Angkatan : 2014

Telah menyerahkan buku berjudul : MACROSTRATEGIES FOR LANGUAGE TEACHING

Metro,

Ketua Jurusan TBI



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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: [digilib.metrouniv.ac.id](http://digilib.metrouniv.ac.id); [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-235/In.28/S/OT.01/04/2019**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Anggit Anggraeni  
NPM : 14120967  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14120967.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 29 April 2019  
Kepala Perpustakaan



Drs. Mokhtaridi Sudin, M.Pd.  
NIP. 195808311981031001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

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Telp (0725) 41507; Faks (0725) 47296; Website: [digilib.metrouniv.ac.id](http://digilib.metrouniv.ac.id); [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-235/In.28/S/OT.01/04/2019**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Anggit Anggraeni  
NPM : 14120967  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14120967.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 29 April 2019  
Kepala Perpustakaan

Drs. Mokhtafidi Sudin, M.Pd.  
NIP. 195808311981031001



**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

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI**

Nama : Anggit Anggraeni  
NPM : 14120967

Jurusan/Fakultas : TBI/ FTIK  
Semester/TA : X / 2018

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1.	27/2-19	Revise grammar.	
2.	Rabu 6/3-2019	Revise ch. IV - V	
3.	Rabu 19/3-19	Revise chapter IV	
4.	27/2-19	Revise grammar	
5.	Rabu 10/4-19.	Revise table 9.	
6.	14/4-19	Revise ch. 10. At ch. IV. V	

Mengetahui,  
Ketua Jurusan TBI

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

Pembimbing II

**Trisna Dinillah Harya, M.Pd.**  
NIP. 19830511 200912 2 004





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

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M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Anggit Anggraeni

Jurusan : TBI

NPM : 14120967

Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	2 Juni 3-05-2019	✓		Ket. PISA di Sekolah Foto post test IEL	
2	8-05-2019	✓		Revisi Chapter IV	
3	16-05-2019	✓		Revisi Chapter IV dan V	
4	15-05-2019	✓		ACC Manajemen	

Mengetahui:

Ketua Jurusan/TBI

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

Dosen Pembimbing I

**Drs. Kurvani Utih, M.Pd**  
NIP. 19620215 1995031 001



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

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Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

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

Nama : Anggit Anggraeni  
NPM : 14120967

Jurusan : TBI  
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Senin 13/8-18		✓	Elaborate more in cycle I.	
2	Senin 10/9-18		✓	Revise grammar.	
3	Senin 17/9-18		✓	Acc ch-III	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing II,

**Trisna Dinillah Harya, M.Pd.**  
NIP. 19830511 200912 2 004



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

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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 : Anggit Anggraeni  
NPM : 14120967

Jurusan : TBI  
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
3	Rabu 30/mel-18.		✓	Revise ch. II .	
4	Rabu 6/6-18		✓	Revise grammar .	
5	Senin 2/7-18		✓	Ace ch-II Continue to ch-III.	
6	Senin 9/7-18.		✓	Revise ch. III.	
7	Senin 23/7-18.		✓	Revise grammar.	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing II,

**Trisna Dinillah Harya, M.Pd.**  
NIP. 19830511 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

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : **Anggit Anggraeni**  
NPM : 14120967

Jurusan : TBI  
Semester : VIII

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 25/4-18.		✓	Reuse background of shot make a simple  - Revise table I.	
2.	Senin 30/4-18		✓	Acc ch-I Continue to ch-II.	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing II

**Trisna Dinillah Harya, M.Pd**  
NIP. 19830511 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](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**FORMULIR KONSULTASI BIMBINGAN**

Nama : Anggit Anggraeni  
NPM : 14120967

Jurusan/Fakultas : TBI/ FTIK  
Semester/TA : IX / 2018

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
1	3-10-2018	Revisi Bab I	
2	5-10-2018	Revisi Bab I	
3	12/10/2018	Revisi Bab II	
4	17/10/2018	Revisi Bab III	
5	19/10/2018	Revisi Bab III	
6	24/10/2018	Asr Seminar	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing I

**Drs. Kuryani Utih, M.Pd**  
NIP. 19620215 199503 1 001



**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](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

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

Nama : Anggit Anggraeni

Jurusan : TBI

NPM : 141220967

Semester : IX/2018

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	3 1 2018			-Observation sheet of Student activities	
2	08 01 2018	✓		-Lembar penilaian student writing skill Ace LPD .	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing I,

**Drs. Kuryani, M.Pd**  
NIP. 19620215 199503 1 001





**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](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**FORMULIR KONSULTASI BIMBINGANSKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Anggit Anggraeni  
NPM : 14120967

Jurusan/Fakultas : TBI  
Semester/TA : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	TandaTa ngan
		I	II		
	Selas 10/12-18		✓	Revisi 1PD	
	Jum'at 28/12-18		✓	Acc 1PD	

Mengetahui,  
Ketua Jurusan TBI



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

Dosen Pembimbing II



**Trisna Dinillah Harva, M.Pd.**  
NIP. 19830511 200912 2 004

## CURRICULUM VITAE



The name of the researcher is Anggit Anggraeni. She was born on August, 02<sup>nd</sup> 1996 at Gunung Sugih Besar. She is the first daughter of Mr. Akhmad Mualim and Mrs. Eliyana. She has a sisters, her name is Dwigusma Ratih and Naila Durrotun Nafis.

She took her elementary school at SDN 1 Pugung Raharjo and then she took her junior high school at MTS MA'ARIF NU.10 PENAWAJA Pugung Raharjo. Having graduate from junior high school she continued her study on Vocational high school level at SMK Ma'arif 2 Penawaja Pugung Raharjo and was finished in 2014. After graduating from vocational high school she continued to have lecture in S-1 English Education at IAIN Metro.