



**USING THE SIX JOURNALIST QUESTION STRATEGY TO IMPROVE  
STUDENTS' ABILITY IN WRITING RECOUNT TEXTS FOR THE  
FIRST YEAR STUDENTS OF SMA N 1 RANDUDONGKAL PEMALANG  
2022**

Final Project  
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I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writer's opinions or findings included in the final project are quoted or cited in accordance with ethical standards

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## **MOTTO**

“Pada akhirnya, ini semua hanyalah permulaan”

**(Nadin Amizah: *Beranjak Dewasa*)**

*“Look on every exit as being an entrance somewhere else”*

**(Tom Stoppard, *Rosencrantz and Guildenstern Are Dead*)**

## **DEDICATION**

This final project is dedicated to :

1. Allah SWT as the only of my God, I would like to say Alhamdulillah to Allah, who has given me blessings, healthy, and strongest and patience in finishing the thesis
2. My beloved parents, my father Purwanto and my mother Sri Susiyati for their pray, support, advice, and hard work. I finished this final project for you both.
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Semarang, 20<sup>th</sup> July 2022

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Semarang, 20<sup>th</sup> July 2022  
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## ABSTRACT

**Mutiara, Desta. 2022. Using The Six Journalist Question Strategy To Improve Students' Ability In Writing Recount Texts For The First Year Students Of SMA N 1 Randudongkal Pemalang 2022. Final Project, English Study Program, Faculty of Language and Arts Education, University of PGRI Semarang. Adisor 1: Dr. Ngasbun Egar, S.Pd., M.Pd., Advisor 2 Ririn Ambarini, S.Pd., M.Pd.**

This research focused on analyze using the Six Journalist Question Strategy in Recount Text for the first year student senior high school. The main objectives of this study were (1) to find out the students with the ability to write recount text of tenth-grade students; of SMA Negeri 01 Randudongkal taught without using strategy. (2) to find out the students with the ability to write recount text of tenth-grade students of SMA Negeri 01 Randudongkal taught withusing strategy. And (3) to find out wheter or not there is any significant difference in writing ability in recount text of tenth grade students of SMA N 1 Randudongkal between those who are taught using strategy and those who are taught without using strategy. In this research, quantitative was applied to analyze data, includes a control class and experimental class in tenth grade students of SMA N 1 Randudongkal Pemalang 2022. Quantitative research that requires the researcher to determine the significant relationship between the independent variable and the dependent variable. In this study, the researcher attended two classes: one was an experimental class taught by Journalist Question Strategy, and the other was a control class taught by conventional strategy. In this research using statistics for analyze data statistical formulas, specifially SPSS 24. The results showed that (1) Writing ability of the students taught without using strategy showed that mean score of pretest was 70,30 (Good Level) and post test was 78,73 (Good Level) and then (2) Writing ability of the students taught with using strategy showed that was means score of pretest was 71,27 (Good Level) and mean score of post test was 83,18 (Excellent level) and (3) Difference of Writing Skill in Recount Text taught using strategy and taught without using strategy .The results of the t-test demonstrate this. The t-test results show that the hypothesis t-test score is higher than the t-table score of  $16,228 > 2.042$ . Based on the score, the researcher concluded that the t-test is acceptable. There was a significant difference in writing skill between the tenth grade students of SMA N 1 Randudongkal Pemalang who were taught using Strategy and those who were not taught using Strategy in recount text.

**Keywords: Recount Text, Question Strategy, Writing, Journalist Question**

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# CHAPTER I

## INTRODUCTION

### **A. Introduction**

The writer introduces the focus of this research that includes five topics related to this research. They are the Introduction, Review of Related Literature, Methodology of the Research, and Bibliography.

### **B. Background of the Study**

Writing is a way of communicating that is done by communicating our message in writing to the reader. According to Mahardini (2020), writing is a skill that involves the writer's ability in arranging letters, words, and specific language sentences into written communication so that the readers understand the message or information want to convey. It means that writing is one of the skill to convey ideas that have been compiled in words up to paragraphs so that the reader understand the purpose of the text. Writing is very important because it will help students to become fully fluent in English. In addition, writing helps students convey their message, purpose, and expression in written form. Based on the regulations of the program Curriculum 2013, the article covers the skill standards that students have therefore, and English teachers are required to make various efforts to increase students' ability to understand ideas and direct them in writing to achieve learning goals.

Writing is one of the four very important skills for students to master. Writing is also a productive skill for expressing our ideas in writing. Writing is



more difficult than reading or listening because there are many aspects of productive skills to consider, such as word selection, grammar, vocabulary, spelling, and consistency. These need to be integrated to create meaningful and consistent text. Otherwise, the Bible will not be understood by the reader.

Syafitri (2019) stated that writing is one way for students to transfer their experiences and knowledge to others. So, they should be able to produce sentence and develop it into paragraphs, essays, and papers. Writing is also an essential form of communication. Therefore, students need to write more and more. This means that students need to practice writing continuously in order to improve their writing. While learning English, writing is the subject of the goals that provide opportunities for the students explore their opinion. For the students writing is to build their ideas into a written form. To accomplish students' needs for writing. From this, we can conclude that writing requires a lot of practice. The more you practice writing, the better you will be able to write.

In preliminary data, the researchers observed SMA Negeri 1 Randudongkal in the Magang 3 program and also interviewed an English teacher at SMA N 1 Randudongkal. Researchers are unable to successfully perform recount texts, students cannot understand recount texts, students cannot develop ideas when writing recount texts, they are common in recount texts I can't recognize the structure, and students are not very good at grammar. I found it difficult to write the problem. It is caused by many factors. To solve this problem, teachers need to better understand the material and choose the right way for students to study and learn English. Therefore, teachers need a strategy to solve the problem. Therefore,

writing a lesson requires a strategy. Without strategy, student writing results will not be satisfactory. One of the strategies that the teacher can use is The Six Journalist Question Strategy. The Six Journalist Question Strategy are educational technologies asking to give students to learn. This is one of the technologies teaching text. This is a reporter who requests the respondent to configure with six words (anyone, where, why, why, why, why,). These words can encourage students' to generate their ideas to write sentences.

When writing text, Alvisa & Ayunoerjanah (2018), in their research, this technology entitled "the effectiveness of the question method written to write a complete full-back text" is the student skills Improvement can be improved. Technology is another name of the journalistic question method. Journalism questions like WhQuestions include who, what, where, when, why, and how. The questions here are an opportunity to get the ideas need when writing. Therefore, a journalism question is a question that is used to elicit knowledge about what can be cast in writing by applying the concept of structured journalism. This is usually 5W + 1H. The Six Journalist Question The strategy is a very simple strategy, much more powerful than it looks. Helps authors add details, but can also be used to create entire text. The six journalist question strategies are very useful for students learning to write, especially when creating recounted texts. By using this strategy, students can develop their ideas easily and efficiently.

Kamadi (2016) has already shown that students' ability to write recount texts in English is still low. In such situations, they become passive students in the process of education and learning. The term journalist question refers to the

question answered in a traditional newspaper article. Who, what, when, where, why and how (Nordquist, 2016). Journalist questions are defined as the stage in which a learner asks a few questions about a particular topic and answers the questions at the beginning of writing.

As a formal education, SMA N 1 Randudongkal has a 2013 (K13) syllabus on the teaching and learning process, which also offers English courses to teach students, especially writing skills. There are five types of textbooks to be studied at Senior High School: syllabus-based narrative, recount, procedure, explanation, and report defined by SK (Standar Kompetensi) Competence Standard and KD (Kompetensi Dasar) Basic Competence. Based on K13, the purpose of developing writing ability is to enable students to consistently write verbal and written text and to use language elements correctly. The recount text is one of the texts taught in the first year of senior high school. The basic ability to write lettering is for students to eat simple oral lettering and write about their experiences, activities, and historical needsnts, paying attention to purpose, text structure, and grammatical uncertainties. That is what you can do. Based on the preliminary research observation, the researcher found some phenomena with the relevant study to support this research as follows:

1. Some students' were not interested in writing recount text because they had a hard time coming up with ideas for writing retelling texts. Mahardini (2020)
2. Some students' had ideas in writing, but couldn't develop their ideas in sentences or paragraphs ( Mahardini 2020)

3. Some students' did not have enough vocabulary content to develop their ideas while writing (Syafitri, 2019)
4. Some students' were still confused about the general structure of the text itself (Syafitri, 2019)
5. Most students' couldn't write the text grammatically ( Mahardini 2020)

To support this research, researchers have looked at some of the previous researchers. However, researchers have discovered from previous studies that students still have problems with their writing skills. There is a survey by (Mahardini, 2020) In a study entitled "Study on Student Ability to Write Recount Texts," researchers pointed out the difficulty of writing recount texts, and most students may have found problems in content and organizational aspects. there is. The students didn't make a good composition right away. They either had a hard time starting to write or were confused about writing the first part of the sentence. This shows that the ideas written by the students are not well organized.

Furthermore, Siregar (2012) in her actions research entitled "Improving Students' Writing Ability In Recount Text by Using Listing Technique" that students have difficulties to make recount text especially aspect content , it was conducted from the data Pre Test was (43,47%),but but after being given treatment using the strategy of the researcher, there was a significant increase in results. the post test results was (91,30%) used listing strategy

Based on the above phenomenon, researchers by writing a research paper entitled entitled " Using The Six Journalist Question Strategy To Improve

Students' Ability In Writing Recount Texts For The First Year Students' Of SMA  
N 1 Randudongkal Pematang 2022"

### **C. Statements of the Problem**

Based on the research background and the focus of the above research, the author formulated the problem by asking the following research questions:

1. To what extent is the ability in writing recount text of tenth-grade students' of SMA Negeri 01 Randudongkal taught without using the six journalist question strategies?
2. To what extent is the ability in writing recount text of the tenth-grade students' of SMA Negeri 1 Randudongkal who are taught using the six journalist question strategies?
3. Is there any significant difference in writing ability in recount text of the tenth-grade students' of SMA Negeri 1 Randudongkal between those who are taught using the six journalist question strategies and those who are taught without using the six journalist question strategies?

### **D. Objectives of the Study**

In line with the research question Stated above, the objectives of the research are formulated as follows :

1. To find out the students' with the ability to write recount text of tenth-grade students' of SMA Negeri 01 Randudongkal taught without using the six journalist question strategies?

2. To find out the students' with the ability to write recount text of tenth-grade students' of SMA Negeri 01 Randudongkal taught using the six journalist question strategies?
3. To find out whether or not there is a significant difference in writing ability in recount text of the tenth-grade students' of SMA Negeri 1 Randudongkal between those who are taught using the six journalist question strategies and those who are taught without using the six journalist question strategies?

#### **E. Significances of the Study**

The writer expects this study to be merely data aggregation and give some theoretical and practical theoretical contributions. It can be described as follows:

##### 1. Theoretically

The results of this study are expected to support previous writing effect theories dealing with the application of six journalist questioning strategies to the writing abilities of 10th grade high school recount texts.

##### 2. Practically

The results of this study are expected to support previous writing effect theories dealing with the application of The Six Journalist Question Strategy to the writing abilities of tenth grades high school recount texts.

##### a. For the student

This study is expected to motivate students' in improving their writing skills, especially in recount text. By using The Six Journalist Question, students' can improve their creativity in writing

b. For the teachers

This study is expected to give teachers an alternative, technique in teaching recount text by using The Six Journalist Question. Teachers who teach using media will feel more practical than just explaining it.

c. For the future Researchers

Hopefully, this study can also serve as a reference for other researchers interested in further education and research related to writing abilities. This survey can also be used as a source of useful information leading to further research on various aspects of the subject.

d. For the readers

This study can help the readers to get information about learning ways which is not caused in the students'.

## **F. Key Terms**

This thesis title is Using The Six Journalist Question Strategy To Improve Students' Ability In Writing Recount Texts For The First Year Students' Of SMA N 1 Randudongkal Pematang 2022 The writer needs to define the terms used to avoid misunderstanding and misinterpreting :

### **1. Writing Ability**

According to Suci (2020), writing is a difficult skill. Because writing skills cannot be achieved in a short time. This ability is difficult because the writer must consider several aspects such as grammar, vocabulary, punctuation, and

others in this study, we used writing skills to examine the ability of students' to write recount texts on SMA N 1 Randudongkal.

## 2. The Six Journalist Question

Based on Urquhart and Mclever (2005) "Journalist Question (who, what, where, when, why, and how) or question means for the five Ws and one H, Have been the mainstay of newsrooms across the country. The first word is "who" is used to explore the person in the event. The second word is "what" is used to explore about something happen in the event. The third word is "when" is used to explore about time in the event. The fourth word is "where" is used to explore location of the event. The sixth word is "how" is used to explore how is something happen in the text. The student can use that words to explore their idea in writing Recount Text. It can help them to explore their idea in converging the whole story of writing Recount Text.

According to Amalia (2017), in her research entitled "The effectiveness of guided questions technique on students' writing skill of recount text", this technique can improvement of student skills in writing recount text. The guiding question technique is another name from the method of journalistic questions. Journalistic questions same as WhQuestions, there are who, what, where, when, why, and how. While the Question here is a trigger to be able to provoke the necessary ideas when writing.

So the conclusion that is journalistic questions means the questions that are used to provoke knowledge of a thing that can be poured into writing by applying the concept of structured journalism that is generally 5W +1H.



Questions allow students' to solve problems through writing because the questions guide and develop ideas as they write. Questions help writers identify important information about a topic. In conclusion, Journalism Questions is a teaching method that encourages students to generate their ideas and details as they write events or stories by providing students WH questions. As students' answer questions, their answers can serve as an outline or basis for writing thinking. Journalist Question Technique mean in this research used by the Researcher to know its effect on writing ability in Recount Text of Tenth Grade Students SMA N 1 Randudongkal Pematang 2022.

### 3. Recount Text

According to Rosalinah, (2020) state that recount text states about events series and evaluates their meaning in some way. But, In other nations Wulandari (2020) found out that recount textual content changed into the textual content which advised approximately something took place withinside the beyond. The information in a recount should consist of what took place, who changed involved, wherein it took place, while it took place, and why it occurred. Its cause or purpose changed into to entertain or tell approximately the beyond to the reader or listener. It changed into clean that recount changed into the sequential textual content that did little extra than ca collection of a chain of events. In this research, the recount changed into one of the varieties of textual content that had been used to discov

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

#### **A. Relevant Theories**

##### **1. Definition Writing**

Writing is one of the skills you need to learn. "Writing is a thinking process for creating ideas, thinking about ways to express yourself well, and organizing ideas into statements and paragraphs that are easy for the reader to understand," says Sarimarsuta et al (2018). In writing, authors need to learn how to convey their ideas so that readers can understand the importance of information ideas and how to communicate.

Another expert, Wulandari (2020) wrote that writing is a system for thinking processes and personal communication, with visible symbols and graphic symbols on flat surfaces such as paper, cloth, and even stone slabs. It states that it was shown to be written on paper with. This discussion makes it clear that writing is one of the ways to communicate face-to-face, as writing is one of the ways to communicate with someone using the written language.

Another expert, based on Wahini (2017), stated that writing is a student's positive thinking to plan, organize, and express ideas for the reader to understand.

In addition, Yuni (2019) sends in writing our mental knowledge and messages that writing is a complex skill and we need to apply certain grammatical rules and choose the right one. The words of our text that stated that it is a

complex process that is carried out step by step. Each sentence in a paragraph must have a certain correlation with each other and be placed in the proper order.

Writing is the process of making an idea easy to understand. According to Sapkota (2012), "Writing is an activity of arranging graphic symbols that have the function of expressing a language and conveying meaning so that the reader can grasp the information that the writer is trying to convey."

In addition, Purnawarman, (2015) Writing in English should bridge the gap that exists between the ability to express two thoughts, feelings, opinions, and thoughts and the ability to express the same thing in English.

According to the above definition, writing is a complex process for researchers to find meaning and demonstrate control over content, form, sentence structure, vocabulary, punctuation, spelling, and speech formation. We conclude that it is a cognitive activity. Ideas and opinions.

## **2. Types of Writing**

According to Wulandari (2020) there are types of sentences such as stories, explanations, recounts, and analytical presentations.

### **a. Narrative Text**

A story that includes complications, problematic events, and attempts to find a solution to the problem. Stories are usually written in chronological order.

### **b. Descriptive Text**

In most cases, descriptive text is the text that describes things. The social function of the descriptive text is to inform the reader in a particular way about the depiction of a particular person, place, or object.

c. Recount Text

Recount is the text that recount past events that occur in the sequence. The details of the recount include what happened, who was involved, where it happened, when it happened, why it happened, and so on. Its purpose or purpose is to entertain the reader or listener, or to inform them about past activities. It was clear that the reaggregation was a continuous text, just an ordering of a series of events.

d. Analytical commentary

Analytical commentary is a type that is categorized as a recommended commentary in the genre of text, and analytical commentary texts provide readers with some discussion to prove that the author's ideas are important. I tried to influence. A type of spoken and written text that is intended to convince the listener or reader that something is true.

(Rattanadilok Na Phuket & Normah Othman, 2015) stated that at the university level, students are required to write various genres, including business writing, summaries, internship reports, and research proposals .

Teaching writing has to be done in a different way of teaching. It means when the teacher teaches writing to the students' it must be different from the way of teaching other subjects. The students' must learn different types of writing. Some types of writing can be used in the classroom, (Nurkholijah & Hafizh, 2020) Below are examples of some types of writing:

a. Narrative Text

Narrative Text is a way of writing that tells what is happening or tells a story.

Its purpose is to present a worldview that will entertain and inform readers and listeners.

b. Recount text

Recount text is text that normally recounts past events in the order in which they occurred. The purpose is to explain to the audience what happened and when it happened.

c. Description

Descriptions are the type used to convey the impression of a person, place, or thing. The purpose is to explain to the audience the characteristics of people, objects, animals and places.

d. Report Text

Information Report text is text that contains information about the subject. The text usually contains facts about the subject, a description, and information about its parts, actions, and properties. Its purpose is to classify, explain, or present information about the subject.

Notify the listener or leader that something is happening. Moreover Gerot and Wignell (1994: 192-219):

a. Parody

Social function is to reiterate the event with a humorous twist. The general structure of Spoof is Orientation (setting the scene), Events (telling what happened), and Twist (providing the punch line).

b. Narrative

Social function is to re-announce an event for informational or entertainment purposes. The general structure of storytelling is orientation (providing a framework and introducing participants), events (telling what happened and in what order), and turning (event options). Conclusion).

c. Report

Social function is to explain the state of things related to various natural, man-made and social phenomena in our environment. The general structure of the report is a general classification (indicating what the described phenomenon is) and a description (what the described phenomenon is in terms of parts, properties, and habits or behaviors). Shown).

d. Analytical Commentary

The social function is to convince the reader or listener that something is true. The general structure of an analytical presentation is a dissertation (introducing a topic, stating the author's position, outlining the main discussions to be made), discussions (explaining the main discussions outlined in the dissertation, each point / point / Develop and support the discussion) and repeat (repeat the author's position).

e. News Articles

The social feature is to notify readers, listeners, or viewers of events of the day that are considered news-worthy or important. The general structure of a news article is a newsworthy event (explaining the event in summary format), a background event (explaining what happened, to whom, and under what

circumstances), and Sources (event attendees, witnesses, comments from experts).

f. Anecdote

Social function is to share explanations of unusual or interesting events with others. The general structure of anecdotes is abstract (indicating re-announcement of anomalous incidents), direction (setting a scene), crisis (providing details of anomalous incidents), reaction (responding to an anomalous incident), And coder (option, reflection or rating). Of the case.

g. Story

Social function is to enjoy, entertain, and engage in different ways of real or subrogation experience. Narrative deals with problematic events that lead to crises and turning points, which find solutions. The general structure of the story is orientation (setting the scene and introducing participants), evaluation (stepping back to evaluate an emergency), complication (crisis occurs), resolution (crisis is good). It will be solved both badly and badly) and turn (optional).

h. Step

Social function is to explain how something is achieved through a series of actions or steps. The general structure of the process is goals, materials, and steps.

i. Description

Social function is to describe a particular person, place, or thing. The general structure of the description is identification (identifying the phenomenon under discussion) and description (explaining the part, quality, characteristics).

j. Hortatory

Exposition The social function is to convince the reader or listener if something applies. The general structure of an introductory statement is a dissertation (presentation of a problem), a discussion (reason for concern that leads to a recommendation), and a recommendation (a statement about what should happen and what does not happen).

k. Clarification

Social function is to explain the processes involved in the origin or influence of a natural or socio-cultural phenomenon. The general structure of the description is a general statement to position the reader, a sequential explanation of why or how something is happening.

l. Discussion

Social functions consist of presenting (at least) two perspectives on a topic. The general structure of a discussion is a topic (statement and preview), pros and cons or statements from different perspectives, and conclusions or recommendations.

m. Review

Social function is to critique artwork and events for the general audience. Such works of art include movies, television shows, books, plays, operas, recordings,



exhibitions, concerts and ballet. The general structure of a review is orientation, interpretive narratives, ratings, and a summary of ratings. These are a kind of genre. In this study, the researcher selects the recounted text as a source. Narrative texts are texts that tell the stories and experiences of past researchers themselves.

Based on the explanations above, there are four types of paragraphs narrative, recount, and descriptive. Whereby, in this research, the writer focuses on the Recount Text, because conducted in Senior High School, based on the syllabus in the first grade, the students' learn about Recount Text

### **3. Writing Process**

The best way to focus on different areas of writing is to look at writing as a process (Nation, 2009: 114). Meanwhile, another researcher, (Mustika et al., 2017) found that process writing is an educational approach to writing that consists of five basic phases. Phases are prescription, draft, revision, editing, and publishing. The stage is recursive. In other words, students are encouraged to move back and forth between stages as needed. Mustika et al (2017) states that the stages of writing are as follows:

#### **1) Prewriting**

Prewriting is a way to get ideas. In this stage, students prepare to write, choose a topic, brainstorm ideas, plan and gather ideas to explain the topic. They start writing by starting with their ideas.

## 2) Drafting

The next step is called a draft. Second, once students know the concept, they know they can fix it. With each new draft, students find more details that readers may want to know. Students can start by scanning normative notes and selecting core ideas.

## 3) Revision

Revision means to clarify and refine the structure of an idea at the revision stage. Students review their work and share it with partners and small groups. Then make changes in writing based on your colleague's feedback 12, by rearranging sentences and paragraphs and combining sentences. The purpose of the revision is to help students rethink and redesign the text to effectively reach the audience and purpose. May the letter be an effective paragraph to read for a clear purpose.

## 4) Proofreading

Proofreading is to reread the students and improve their writing. It looks like a process of fixing mechanical errors. At this stage, students edit their work and friends in terms of grammar, spelling, punctuation, dictionaries, and sentence patterns, and are involved in text cleanup in preparing the final design for teacher evaluation.

## 5) Publishing

The final step is for students to publish what they have written and share or share it with others in front of the class. It can be concluded that the student's writing process was encouraged to improve and practice the use of the writing

process stages when the student writes to organize good paragraphs. After developing an idea, the writer or student draws the idea by writing it down on paper as a rough concept. The final step is to revise, edit, proofread the rough draft, check the grammar, and share it with others to create the right and correct text. In other research Spivey (2006) classified writing process into these steps :

1. Prewriting

Students discuss developing writing ideas. They utilize charts, narrative webs, and visual organizers to help them construct a word list for writing and decide on the sort of writing, audience, and reason for writing.

2. Rough Draft

Students write down their ideas. At this point, they write without much concern for spelling, grammar, or cleanness. Some lecturers would call this a poor copy or a preliminary draft. The rough draft allows the learner to focus on his or her thoughts and get them down on paper without distraction or concern of making grammar, capitalization, punctuation, or paragraph organization mistakes.

3. Peer Editing

Students share their preliminary writings and provide comments for improvement to one another. They assist one another in comprehending the tale by asking who, what, when, where, why, and how questions. They hunt for better terms to describe their views and discuss how to make the writing more straightforward.

#### 4. Revising

The students utilize their peers' recommendations to make changes or clarify facts. Students work on their writing on their own. At this point, the teacher intervenes and provides feedback.

#### 5. Editing

Students collaborate with the instructor and classmates to repair all grammatical and spelling errors.

#### 6. Final Draft

Students create a copy of their work with all editing stage edits and then discuss this final draft with the instructor. At this point, the teacher makes the final recommendations for change.

According to (Oshima et al., 2007) writing consists of four acts: prewriting, organizing, drafting, and polishing, which includes editing or revising. Prewriting concepts can be developed into an outline or graphic by authors in the organizing process. In organizing steps, writers can pick the core theme and supporting ideas for each paragraph. Writers can use tree diagrams to write the core concept and then apply the tree diagram to point to supporting ideas.

However, in her study, Arianti (2016) stated that before writing, the student usually would investigate topics by reading articles or books first before outlining their writing material.

From the above, it was concluded that the writing process is the process of thinking to write something. Second, the writing process is an activity to create a well-organized writing language that requires several steps or processes.

Students need to start with planning, drafting, editing, and final editions, so they earn credits according to the role of the writing process.

## 6) Writing Skills

Yunanto (2014) states Student incompetence can be seen in ideas, grammatical features, and the process of creating an organization. According to Attayeva (2019) there are several reasons why Indonesian students have difficulty writing. Reasons include lack of English grammar, lack of vocabulary, and lack of writing practice. Students often make mistakes in writing good sentences because they tend to translate directly from Indonesian to English or write sentences using Google Translate. The result of translating Indonesian into English results in different meanings and ambiguous sentences. This fall is due to the reader's inability to understand the meaning of the text Attayeva (2019).

On the other hand, Ellisda (2018) finds it difficult for high school students to express their thoughts in long written language, for students to use dictionaries to organize sentences, and for students to lack vocabulary. I found. This means that Indonesian students still lack writing skills. From the above explanation, researchers can conclude that Indonesian students' writing ability is still low. This can happen because you have mastered grammar, vocabulary, and have less writing practice. Therefore, I prefer to use a translation application to complete my writing task.

O'Farrell (2017) states that having good writing skills has several advantages. B. The ability to communicate better, make people more credible, and show people as professionals. One method that can be used to evaluate lighting is

testing. Writing skill tests are complex and difficult to teach and require the acquisition of conceptual and evaluative elements as well as grammatical and rhetorical equipment.

Language usage: Ability to write correct and appropriate sentences.

1) Mechanical ability

The ability to correctly apply the customs inherent in the written language.

Punctuation and spelling.

2) Content processing

The ability to think creatively and develop ideas, including all irrelevant information.

3) Stylistic skills: Ability to manipulate sentences and paragraphs and use language effectively.

4) Judgment: The ability to properly write for a particular purpose with a particular target in mind, along with activities to select, organize, and place relevant information text, such as:

- a. When writing recount text, the past tense is usually used. Some formats may use the simple present tense. B. Informal anecdotal storytelling
- b. A word that indicates the order of the events (next, first, second, last, , in between).
- c. Recounting targets are usually focused on individual or group participants (third party: everyone was screaming, she crawled out, it looked like some kind of animal)

- d. Personal narratives are common (first person: I was on my way to school we got on the bus)
- e. Use of action verbs and situations such as place adverbs and time adverbs

## **7) The Elements of Assessing Writing Ability**

Writing Ability Concept Writing is considered an extension of grammar. This is a means of strengthening language patterns through habit formation and testing learners' ability to form well-formed sentences. This means that writing is a complex process in which students not only explore ideas and details that translate into text, but also test their ability to write correctly. Writing ability is the ability of a writer to convey information to a reader or a group of readers. It means that the ability to write is the ability to convey ideas between the reader and the author. In writing, the writer needs to order five aspects in order to write good sentences. You need to provide the information that the author means. According to Heaton, the five main aspects clearly explain the meaning of the different band scales. The criteria for excellent writing by Syahfitri (2019) are:

- a) Content (ability to think creatively and develop ideas).
- b) Organization (ability to write properly).
- c) Vocabulary (ability to use words / phrases).
- d) Use of language (ability to write proper structure).
- e) Mechanics (punctuation, case sensitivity, spelling,

A teacher, teacher, or author can use several aspects to assess a student's "writing ability." Based on these five aspects, students' writing ability can be assessed. To write good sentences, the authors are also working hard to find the right

way to do it. When a bad sentence has an ambiguous meaning in the reader's mind. It shows that writing ability is very important for writers to get particularly good writing. In the evaluation of writing, there are elements to be assessed. According to Sunyoto Abduh (2017), the elements of writing which have to be assessed are as follows:

1) Organization

Organization refers to the structure of a piece of writing. The organizational structure needs to follow a pattern, such as chronological order, comparison, or any other logical pattern. In the term of genre text, the organization is also called generic structure.

2) Content

Content is one of the important aspects of writing that should be noticed by students when they are writing. Besides, included in the content is to top ideas of through experience, illustration, facts, opinion, causation, comparison and to give clear information related to the topic of writing. To have good content writing, writers need to write clearly by completing their explanation with the additional information to make therefore and understanding idea of writhe ers.

3) Grammar

The writer must pay attention to grammar rules writing. Grammatical writing makes the readers easy to understand what the writer means. In measuring the writing ability, a teacher tests the sensitivity to the grammatical patterns appropriate to the writing genre. Grammatical features of describing the tense



that is frequently used in recount text are past tense. The description is from a factual point of view (e.g. went, watched, stayed, etc.).

#### 4) Vocabulary Writing

Vocabulary is all the words that can be employed in writing. Many written words did not commonly appear in speech, the writers generally use a limited set of words when communicating. In writing, vocabulary deals with the choice of words. This statement describes that students need to pay attention to the words they use when they are writing because each word may represent a different meaning.

#### 5) Mechanic

Mechanics are the use of the graphic conventions of the language. It refers to the appearance of words, to how they are spelled or arranged on paper. Mechanic in this research refers to the correct use of punctuation, spelling, and capitalization to enable the reader to recognize what the writer intends. There are many punctuations commonly used by writers It identifies the punctuation marks in writing including; the use of period (.), question mark (?), exclamation point (!), comma (,), colon (:), semicolon (;), parentheses (()), brackets ([]), apostrophe (‘), hyphen (-), dash (—), double quotation marks (“ ”), and single quotation marks (, ,). This research only focused on the use of some of the punctuations such as a period or full stop (.), comma (,), quotation mark (“..”), apostrophe (‘), and, exclamation point (!) because they are the most common punctuation used in recount text. Spelling refers to the ability to write words in letters Every writer must write the words in the correct spelling to avoid having miss understanding of the message that is conveyed in writing. In summary, the students have to write the words incorrectt spelling and put correct punctuation to avoid

misunderstanding the message which is conveyed in their writing. Another mechanic element in writing is capitalization. It deals with write with a capital letter. It notes that writing by using capital letters includes the first word of a sentence, titles, names of organization, days, months, nationality words, and names of people or places. Other words that should be preceded with a capital letter are the pronoun I, names of holidays, names of cities, buildings, institutions, trains, and other modes of transportation. Therefore, when students need to write those words, they must begin with a capital letter.

In other experts, according to (Mahfuza, 2021) the researcher focuses on the qualification items. The indicators are :

a. Grammar

Grammar in this research includes subject-verb agreement : verb tense, pronouns, singular-plural forms.

b. Vocabulary

Vocabulary relates with word choices or diction

c. Mechanics

Mechanics include spelling, punctuation, capitalization, handwriting, format, error analysis in spelling is often needed to help identify the types of difficulty a student is having

d. Fluency

Fluency relates with style of writing of communication. It relates with choice of structures and vocabulary consistently

e. Organization

Organization there are includes of such as the effectiveness of introductions, logical sequence of ideas, conclusion and appropriare length.

**8) The Scoring Writing**

There are many categories to score the students' composition text. The writer reads Ratih Suryani (2020) the scoring of each component consist of content, organization, vocabulary, grammar, and mechanics Then, each of the categories has a rating score.

Table 2. 1 Scoring Rubrics for Writing Test adapted Suryani (2020)

No	Writing Aspect	Score	Category	Description
1	Content	30-27	Excellent	All ideas in the sentences are relevant to the topic all sentences contain a lot of supporting details related to the main idea.
		26-22	Good the Average	Most of the ideas in the sentence are relevant to the topic; the sentences contain some supporting details related to the main ideas.
		21-17	Fair to poor	Some ideas are relevant to the topic the 19 sentences the content few supporting details related to the main idea.
		16-13	Very poor	Limited number of ideas are relevant to the topic the sentences contain very limited supporting details related to the main ideas.
2	Organization	20-18	Excellent	Well organized and perfectly coherent; the composition contains complete generic structure of recount text, namely , orientation,event,and reiteration/conclusion.
		17-14	Good the Average	Fairly well organized and generally coherent; the composition contains two generic structures of Recount text (one of

				the generic structure component is missing).
		13-10	Fair to poor	Loosely organized; the composition only contains one generic structure of Recount text(two of the generic structure components are missing)
		9-7	Very poor	Ideas disorganized lack logical sequencing. The composition does not contain any generic structure (all of the 20 generic structure component are missing)
3	Vocabulary	20-18	Excellent	No errors; full control of complex structure
		17-14	Good the Average	Effective choice of words; few misuse of vocabulary and word forms
		13-10	Fair to poor	Less effective choice of words; some misuse of vocabulary and word forms.
		9-7	Very poor	Not effective choice of words; a lot of misuse of vocabulary and word forms.
4	Grammar	25-22	Excellent	No errors; full control of complex structure
		21-18	Good the Average	Few errors; good control of structure
		17-11	Fair to poor	Many errors; fair control of structure
		10-5	Very poor	Dominated by errors; no control of structure.
5.	Mechanic	5	Excellent	No errors in spelling, punctuation, capitalization, and paragraphing
		4	Good the Average	Few errors in spelling, punctuation, capitalization, and paragraphing.
		3	Fair to poor	Frequent errors in spelling, punctuation, capitalization, and paragraphing.
		2	Very poor	Dominated by errors in spelling, punctuation, capitalization, and paragraphing.

(Ratih 2020)

In other experts from Jacobs 2010 in teaching writing, an evaluation should be done to measure or to know the students' ability in writing. The effectiveness of a learning process of writing skill can be measured through an evaluation activity. To assess the students' writings the researcher refers to the writing scoring rubric below. It is because the composition covers the five aspects or categories (content, organization, vocabulary, language use and mechanics) of writing and provides a clear scoring rubric to assess each writing aspect. In addition, the level for each category is different because each category has certain points with certain ranges. In assessing the students writing, the researcher considers each point for each aspect or category of the students' writing by referring to the criteria column of the scoring rubric above. The final score of the students' writing is the sum of those five aspects points for writing.

Table 2. 2 Scoring Rubrics for Writing Test (Jacobs et al)

<b>SCORE</b>	<b>LEVEL</b>	<b>CRITERIA</b>
Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of ideas, relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail
	21-17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of ideas
	16-13	VERY POOR: does not show knowledge of subject
Organization	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR: limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured
	9-7	VERY POOR: essentially translation, little knowledge of

		English vocabulary
Language Use	25-22	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition
	21-18	GOOD TO AVERAGE: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscure
	17-11	FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, runons, deletions, meaning confused or obscured.
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate

(Source : Adopted from Jacobs,  
2010)

Table 2. 3 Scoring Rubrics for Writing Test (Mahfuza 2020)

No	Criteria	Rating	Description
1	Grammar	6	Few (if any) noticeable errors of grammar or word order
		5	Some errors of grammar or word order which do not, however, interfere with comprehension
		4	Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension
		3	Errors of grammar or word order frequent; efforts of interpretation sometimes required on readers'' part.

		2	Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
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Table 2. 4 Scoring Rubrics for Writing Test (Mahfuza 2020 adapted from Huges, Arthur )

No	Criteria	Rating	Description
1	Grammar	6	Few (if any) noticeable errors of grammar or word order
		5	Some errors of grammar or word order which do not, however, interfere with comprehension
		4	Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension
		3	Errors of grammar or word order frequent; efforts of interpretation sometimes required on readers' part.
		2	Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
		1	Errors of grammar or word order so severe as to make comprehension virtually impossible
2	Vocabulary	6	Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.
		5	Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.
		4	Uses wrong or inappropriate words fairly frequently; expressions of ideas may be limited because of inadequate vocabulary.
		3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
		2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation
		1	Vocabulary limitations so extreme as to make comprehension virtually impossible
3	Mechanics	6	Few (if any) noticeable lapses in punctuation or spelling.
		5	Occasional lapses in punctuation or



			spellings which do not, however, interfere with comprehension
		4	Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension
		3	Frequent errors in spelling or punctuation; lead sometimes to obscurity
		2	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
		1	Errors in spelling or punctuation so severe to make comprehension virtually impossible.
4	Fluency (style and ease of communication)	6	Choice of structures and vocabulary consistently appropriate; like that of educated native writer.
		5	Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.
		4	„Patchy“, with some structures or vocabulary items noticeably inappropriate to general style
		3	Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.
		2	Communication often impaired by completely inappropriate or misused structures or vocabulary items
		1	A hotchpotch“ of half-learned misused structures and vocabulary items rendering communication almost impossible
5	Form (organization)	6	Highly organized; clear progression of ideas well linked; like educated native writer.
		5	Material well-organized; links could occasionally be clearer but communication not impaired.
		4	Some lack of organization; re-reading required for clarification of idea
		3	Little or no attempt at connectivity, though reader can deduce some organization.
		2	Individual ideas may be clear, but very difficult to deduce connection between them.

		1	Lack of organization so severe that communication is seriously impaired.
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## 9). **Recount Text**

### 1. **Definition of Recount Text**

Based on the School-Based Curriculum 2013, there are some kinds of text that students' in Senior High School need to learn, one of them is Recount Text. The writer believes that recount text is the text which is so close to the students' life it usually tells a personal experience. Text recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened (Cholipah, 2014).

A recount is a kind of text which retells the action that happened in the past. According to (Mahardini, 2020) recount text is telling the experiences in the past. The recount text presents the experience in the series of events in detail. It means that recount text is a type of text that retells an event in the past

Furthermore, Knapp and Watkins (2014) said that recount text is the simplest text type in the genre. In other nations, Saragih, Silalahi, and Pardede state that recount text tells about events series and evaluates their meaning in some way.

Erisa (2017) states that a recount recalls and reconstructs events, experiences, and achievements from the past in a logical sequence. Some recounts will be purely informative, while others will aim to both inform and entertain.

According to (Suryani, 2020) a recount is a development of a sequence of events and in the recount, the writer is arranging an experience. The purpose of recount text is to tell what happened or to retell events to inform and entertain

Based on the explanation above, it is concluded that a recount is a type of text that retells past events or past experiences, the purpose of which is to provide information or to entertain the reader.

## 2. Types of Recount Text

There are many forms of recount text, including a personal, factual, inventive, procedural, and literary recount. These forms of recount could be listed in more detail below Rosalinah (2020)

### 1) Personal Recount

A personal recount refers to the event in which a person or a writer is personally connected to the story. It also means the experiences and activities of the writer happened. In addition, it has unique readers, including the writer and those who are part of the plot. Personal recount. Personal recount to inform and entertain the reader. It is also utilized to link writer and reader, for example in a personal letter, journal entry, diary, and anecdote.

### 2) Factual Recount

Factual text is a text written to convey specific, classified, and constructed knowledge. Aimed for notifying specific events by reconstructing the truth or factual recount, for instance in technical descriptions, instructions, and procedures. In addition, other examples of this article include comments,

articles, and arguments, usually to convince the reader by providing evidence and fact

### 3) Imaginative Recount

An imaginative recount is a story told about actual experiences and imaginative concepts for interpreting true-life events.

### 4) Procedural Recount

The procedural recount is the text in which the stages of a study or experiment are structured and organized so that they could use as a source for commenting on outcomes

### 5) Literary Recount

The literary text represents and defines human and social events whether they are actual or fictional. It can relate to people's everyday experiences and aims to amuse the reader. Literary texts contain novels, poems, and dramas

Moreover, Cliff Watt, Erik Hook, and Greg Aderson (2011) said that recount text has three types. They are :

#### 1. Personal recount

Personal recount is retelling an activity that the writer is involved in the story. It means that the writer has experienced the story. A letter and diary can be classified as a personal recount.

#### 2. Factual recount

A factual recount is reporting the details of the information or story that has happened. The examples of factual recount are a science experiment, historical recount, a traffic or sport report.

### 3. An Imaginative Recount

An imaginative recount is a story that applies an imaginary role and details but it is presented in a realistic context. The examples are A Day in the Life of an Ant, My Life as Roman Emperor

In other expert Cholipah (2014) explains that there are four types of Recount Text:

#### 1. Personal Recount

Personal Recount is a text used to retell about personal experiences that have been passed by the autor using the firs person (I,We) such as bad or happy experience, holiday, and postcard

#### 2. Factual Recount

Factual Recount is a text that contains reports of reports of events that actually happened and not based solely on opinion. Like for example traffic accidents and other reports

#### 3. Imaginative Recount

Imaginative Recount is a type of recount text that serves to presents imaginative stories based on events, as well as events that have occurred or experienced which are then written into text such as fiction

#### 4. Biography Recount

Biography Recount is a type of recount that contains and discusses the history that has happened in ancient times or tells the life of a hero using a third person ( She, He )

In other experts Dirgayesa (2016) recount text is classified into three they are personal recount, factual recount, and imaginative recount

##### a. Personal Recount

A personal recount is where the writer is recounting a personal event that they were involved in directly. It means that the writer is actively involved in the activity of the event. The purpose of a personal recount is to inform and to entertain the reader

##### b. Factual Recount

A factual recount is a list of records of a certain event. It can be used to retell the particular incident or event, such as an accident, report, eyewitness, science experience, historical events, and newspaper report. Its purpose is just to inform the reader about what was going on in the past

##### c. Imaginative Recount

An imaginative recount retells an imaginative story through the eyes of a fictional character. It means, the event that happened in the text does not occur in real life. Its purpose is usually to entertain, and it usually can be found in the textbook.

In other experts, according to Hyland Ken New York (2004) there are three types of recount :

- a. Personal recount : retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry)
- b. Factual recount : recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account)
- c. Imaginative recount : taking on a imaginary role and giving details of event (e.g. a day in my life of a roman slave ; how I invented). Here the example of recount text:

Based on the explanation above, it is concluded that a type of recount text mostly there are three types personal recount, factual recount and imaginative recount text.

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

Wulandari (2020) revealed that a recount text is the same as another text, a recount also has a generic structure as follows: Recount text consists of orientation which introduces the participants, place and time, events that describe some events that happened in the past, and re-orientation which states the personal comment of the writer.

##### 1. Orientation

Orientation takes in the First paragraph that gives background information about who, what, where, and when. In this step, we decide or arrange the topic or event that will be told or informed to the readers. In this step, we try to attract or lead the readers to the topic or event that we are going to inform or tell, so the readers will focus on the topic. It is where you give an outline of what you are writing

about. This part also is Introducing the participants, place, and time. The setting or orientation is the background information answering who, when, where, and why.

## 2. Event

Tell what happened and in what sequence. A record of events usually recounted in chronological order, named; event 1, event 2, event 3. In this step, we tell the past activities or events in detail and chronological order. It must be completed with a clear setting ( time and place )

## 3. Re-orientation

In the last step in arranging the recount text, we have to conclude the important things that we have told previously, so the readers will understand more or they notice the events that happened in chronological order. It is optional. It is stating the personal comment of the writer to the story. And the conclusion expresses a personal opinion regarding the events described. In other words, this is where you bring your writing to a close; saying how things went, saying what you felt about the things that happened, and/or mentioning something which will or may happen late

According to Boardman in Natanael, (2014 : 57) there are a several ways of creating written recount, and they are as follows :

- 1). The first parahraph that give background information about who,what,where,and when. It is called on orientation
- 2). A record of events usually recounted in chronolical order, named, event 1 , event 2, event 3



3). A personal comment and or evaluative remarks, which are interspredsed throughout of events evaluation

4) A re-orientation which “rounds off” the sequances of eventsor retell about what happened in the end.

According to Sugeng in Ningrum (2013) there are a several ways of creating a written recount, and they are as follows:

1). Orientation : tells who were involved in the story, when, when, and why the story happened

2). Events : tells what happened in chronological order

3). Re-orientation : concludes the experience

According to Western Australia Minister (2013) generic structure of recount text :

1). Setting or introduction

Background information helps the reader establish the context. Details about who, where, when, what, why, and how are described in this part of the text

2). Events

Importants events are usually arranged in chronological order, then elaborated upon

3). Concluding Statements

The concluding statement depend on the purpuso and audience of the text. It could an evaluative comment: reflect the autors feelings. e.g., We were all tired and very full:or be an evaluation of the significance of the events decribed, e.g., captain cooks voyage brought many benefits to the English government of the time

According to Cavangh, Country Areas Program in Firmalasar (2018)

structure of recount text:

1). Orientation:

The first stage tells us about who, what, where, and when, to help the reader place the events in time and place.

2). Sequence of Events:

This is the retelling of the events in sequence, which is organized in time.

3). Personal feelings :

These are found interspersed personal feelings

Based on the explanation above, it is concluded that a generic structure recount is

Orientation, Events, and Re-orientation

Table 2. 5 Example of Generic Structures of Recount Text

Title	Meeting My Idol
Orientation	Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet and greet event at a local radio station. Feeling excited, I packed all my Afgan CDs to get his signature at the event.
Events	On that bright and sunny Saturday morning, the radio station was full of Afganism (that's what Afgan's fans are called). They sat on the chairs prepared inside the radio station's lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared with a mini stage for Afgan's singing performance and a table for Afgan to sign Afganism's memorabilia. Finally, after about 40 or 50 minutes of waiting, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who had been waiting excitedly saying, Good morning. How are you all?! The crowd went crazy. The shouts sounded like a mix of Fine, thank you, and screams of Afgan's name. Then, he started the event by singing his hit single Dia dia dia. Afghans went even crazier; they sang along with him throughout the song. Of course, I did too. I couldn't take my eyes off this amazing singer who had released three

	albums. When he was finished with the song, the host announced that it was time for autographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him that close. I thought it was cool seeing him like that because he just felt like a normal person, which was awesome. He asked my name so that he could write it on the CD to say To Mia, Love Afgan. He was also very friendly, so I didn't feel too nervous when I had a chance to take pictures with him. He was just an amazing person.
Re-Orientation	That was one of the best days in my personal life history (Utami 2014)

#### 4. Language Features of Recount Text

According to Wulandari (2018), the language features in recount text include the following indicators:

- 1) Nouns and pronouns instead of persons, animals, or things involved, such as David, the cat, we or they, etc.
- 2) Action verbs such as went, slept, run, et
- 3) Using past tense such as we went to the zoo, she was happy
- 4) Conjunction and time connectives which order events, happenings, or actions, such as and, but, then, after that, etc.
- 5) Adverb and adverb phrases to show location, time, and manner such as right here, in my house, yesterday afternoon, slowly, often, etc.
- 6) Adjective to modify nouns such as beautiful, funny, childish, tiny, etc.

In other research, Arfiana (2015 ) language features as follow:

- 1) Focus on specific participants
- 2) Use of material processes

- 3) Circumstances of time and place
- 4) Use of past tense
- 5) Focus on temporal sequence

Moreover (Syafitri, 2019) said that Recount has several language features that make differences with other texts. The language features include the following:

a. Nouns and Pronouns

Nouns and pronouns are used to identify people, animals, or things involved in the story. e.g. Mr. Sam, our cat, he, etc.

b. Action Verbs

Action verbs are used to refer to events. e.g. she walked, they jumped, I slept, etc.

c. Past Tense

Past Tense is used to locate events in the writer's time. e.g. she looked, they ran, he laughed, etc.

d. Conjunctions and Time Connectives

Conjunctions and time connectives are used to sequence the series of events. e.g. then, first, finally, but, etc.

e. Adverbs and Adverbial Phrases

Adverbs and adverbial phrases are used to indicate place and time. e.g. at the beach, to the zoo, yesterday, etc.

f. Adjectives

Adjectives are used to describe nouns. e.g. the winding track lead to the tumbledown house.

In other expert, (Suryani, 2020) language features there are :

**1. Introducing Personal Participant or Specific Participant**

Personal Participant of the story show who the actor of the story ( who is the person that have done the activity . To show the person writer use I, she,he, person's name, my grup, etc.

**2. Using chronological connection**

Recount text is a text retell about an event in the past chronologically. In retelling what the events that happened, the students using chronological connection example: then, first, second, etc. its purpose to make the reader understand about the chronological of the events.

**3. Using Linking Verb**

The students arranging recount text, the students need to use a linking verb. Using linking verbs is to show that the participant was existed in doing something. The example of linking verb ; was,were,saw,heard,etc.

**4. Using Action verb**

Recount text is students activity to retell about events that there were activities that the participants done, the writer using action verb in arranging recount, example; looked,went,changed,etc.

**5. Using simple past tense.**

The recount text is a text that retell about what happened in the past, so in arranging a recount text, the writer should past tense. Its purpose is to show that the story was happened in the past.

According to Dirgayesa (2016) there are following features :

- 1) The recount has a tittle, which usually summaries the text
- 2) It has specific participants
- 3) The basic recount consist of parts :
  - a. The setting or orientation-background information answering the questions (who?when?where?and why?).
  - b. Events are identified and described in chronological order
  - c. Concluding comments express a personal opinion regarding the events described
  - d. The details are selected to help the reader construct the activity or incident (Factual Recount)
  - e. The ending may describe the outcome of the activity, e.g. in a science activity (Factual Recount)
  - f. The details of time, place, and incident need to be clearly stated, e.g. at 11:15 pm between Reid Rd and Havelock St, a man drove at 140 km toward the shopping center (Factual Recount)
  - g. The descriptive details may also required to provide information, e.g. He was a skinny boy with a blue shirt, red sneakers, and long tied back hair (Factual Recount)
  - h. It concludes personal thoughts/reactions (Imaginative Recount)

Based on the explanation above, students must pay attention to sentence patterns. Students' must form grammar sentences in their recount text. Students' must understand the time spent in the past if they want to write recount text.

## **6. Teaching Writing Recount Text Strategy**

Mostly, every successful person passes their lives through difficult process to be the best. Same as that thing, to make good writing, there are many processes to make it. Sometimes, the students are worried about using the wrong words or sentences in writing. According to Wulandari (2018) adapted from Harmer writing process is the stages a writer goes through in order to produce something and its final written form needs many steps and rather difficult to do writing, the researcher must also give attention to the message that was conveyed to the reader, in order to make the reader understands and gets the specific information of the writing. In the process of writing, the result of brainstorming or clustering in prewriting process is guidance for us to write paragraph. As the researcher, the first draft on paragraph, use the ideas we generate from prewriting as a guide. As we write, remember to

- a) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.
- b) Stick the topic does not include information that does not directly support the main idea.
- c) Arrange the sentences so that the other ideas make sense.

- d) Use signal words to help the reader understand how the ideas in your paragraph are connected. Based on the statement above, it was concluded that writing process is a process of thinking in order something in written form. Then, writing process is an activity to produce a well organize written language which needs some steps or process. The students make goodwriting if they follow role of writing process, like they should begin with planning, drafting, editing, and final version. Here the teachers have important part in students to make a good paragraph in writing in this step we can enrich our writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic. It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The step are:
- a. Add new ideas to support the topic.
  - b. Cross out sentences that do not support the topic.
  - c. Change the order of the sentences.

Using the following checklist to revise your paragraph.

1. Make sure you have a topic sentence.
2. Cross out sentences that do not relate to the main idea.
3. Check to see if the sentences are in the right order.
4. Add the new ideas if they support the topic sentences.
5. Make sure you have included signal word to help guide the reader.
6. Check the punctuations, spelling and grammar.

From the step above, it can be concluded that writing, particularly academic writing, is not easy. It takes study and practice to develop this skill.



When teaching writing there are special consideration to be taken into account which include the organizing of sentences into paragraph, how paragraph we joined together, and general organization of ideas into coherent piece of discourse.

All of this steps are important to make our writing better and systematic:

a. Prewriting

Prewriting is the first step; it is preparation step before writing process. Prewriting gives warming up the brain to gathering the ideas to write about. There are several ways to warm up before we write. one strategy that can be used is to use the strategy of the six journalist question

b. **Brainstorming**

Brainstorming is a prewriting activity to enlisting the ideas related the topic. In this technique, we write down every singlething that passing through or comes into our minds.

c. **Clustering**

Clustering is another technique to bind ideas. We visualize our ideas using circles and lines which are interconnected one toothers. The topic is positioned in the center of blank paper as a core circle, while the ideas are spread around. Based on the statement above, it can be concluded clustering is a type of prewriting that allows the learners to explore many ideas as soon as they occur to the learners. Like brainstorming or free associating, clustering can explore many ideas from mind. It is a good way to develop idea before starting writing activity. Clustering is an activities that generate idea by using circles and lines.

**7. The Six Journalist Question**

**1. Definition of The Six Journalist Question Strategy**

There are some experts who gave definition about Journalist Question Technique. The main theory in this research ased on Urquhart and Mclever (2005) “Journalist Question (who, what, where, when, why, and how) or question meansfor the five Ws and one H, Have been the mainstay of newsrooms across the country. The first word is “who” is used to explore the person in the event. The second word is “what” is used to explore about something happen in the event. The third word is “when” is used to explore about time in the event. The fourth word is “where” is used to explore location of the event. The sixth word is

“how” is used to explore how is something happen in the text. The student can use that words to explore their idea in writing Recount Text. It can help them to explore their idea in convering the whole story of writing Recount Text. According to Syahfitri (2019) state that Journalist Question is one of strategies that can improve students’ writing. It is also one of the parts of prewriting strategies for the five Ws and one H (Who? What? Where? When? Why? Or How?). these questions the students have not lost from the topic given by the teacher. Besides, this technique can also discover information and focus the students thinking on their topic.

Based on Urquhart and McIver (2005) "Journalists' Questions (who, what, where, when, why and how), or the questions that are referred to as the five Ws and one H, have been the mainstay of newsrooms across the country. The first word is who. “Who” is used to explore about the person in the news. The second word is what. “What” is used to explore about something happened in the news. The third word is when. “When” is used to explore about the time in the news. The fourth word is where. “Where” is used to explore about the location of the news. The fifth word is why. “Why” is used to explore about cause and result of the news. The sixth word is how. “How” is used to explore about how is something happened. The students can use that words to explore their idea in writing narrative text. It can help tem to explore their idea in covering the whole story of writing narrative text

Furthermore, June Preszler (2006) states that called the Journalist Question or the 5Ws and an H, these simple questions help writers identify important

information about a topic. Only after the question have been answered, can write organize their new stories to their summaries.

Based on (Dewi & Kurniyasari, 2016) Journalists Question is one of the techniques to teach narrative text text. It consists of 6 words (who, what, where, when, why and how) which are use by reporters to ask interviewees. Those words can stimulate the students to generate their ideas in writing narrative texts.

According to Amalia (2017), in her research entitled “The effectiveness of guided questions technique on students’ writing skill of recount text”, this technique can improvement of student skills in writing recount text. Guided The guided technique is another name for the method of journalistic questions. Journalistic questions same as Wh-Questions, there are who, what, where, when, why, and how.

Based on explanation above, it concluded that Journalists Question is a teaching technique that is conducted by giving students’ questions to direct them in learning. It is one of the techniques to teach recount text. It consists of 6 words (who, what, where, when, why, and how) that are used by reporters to ask interviewees. Those words can stimulate the students’ to generate their ideas in writing recount texts. Journalist Question Strategy meant in this research used the Research to know its effect on students writing ability in Recount Text of Tenth grade students at SMA N 1 Randudongkal. A good writing is not accomplished, it takes time. A long the way, it will help the research to develop a clear overview of the project then to yse all the tools for writing success. This will help students to open up and explore the ideas by those WH-Questions. Students may create more

than six question. They can use the sam key question for more than one questions to that they can create a text more details.

## 2. Kinds of Question

There are some questions can be used as a guided question to direct students in writing. According to Taylor in his book entitled A Student's Writing Guide, these several questions can be used to open up lines of thought. They are:

### a. What

This question word has several functions. First, it can ask for a connection between a name or word and object or phenomenon. Second, it may ask a description of a particular object, process or idea. Moreover, 'what' can be used to look for more generalized or universal definitions and theories.

### b. Who, Whom

Who and whom can ask for an identification of people or group of people. 'Who' requests to identify who do things for some events, while 'Whom' asks for the people who affected by an event or action. The word 'Whom' can be followed by preposition to, for, by, with, amongst.

### c. Where, when

These kinds of question word ask for the location because every event has the setting where it happened. This also can establish detailed issues of frequency, distribution, extent, regularity, and other important topics.

### d. When

These kinds of question word ask for the location about time, and duration of events and objects

e. How

This question word can be used in a number of ways. First, it can ask for a description of a process rather than a phenomenon or an object. Second, it can be a request for various feature or characteristics. Finally, it can a request for an explanation.

f. Why

Why is often a request for an explanation and a theory. It can be used in several ways. First, it can be used for asking causal explanation which means the causes of some event or phenomenon. Second, why can ask for purposive explanation such as the reasons, aims, and purposes of those responsible for some action, event or phenomenon. Third, why can be a request for functional explanation for asking what function does something have or what role does it play. The last, why can be a request for deductive explanation which asks what combinations of conditions people to infer a logical conclusion.

As explained in the point above, what, who, where, when, why, and how are kinds of 5W + 1H question which can open up students' line of thoughts. These questions can be used as a guided question which is given to students when they are writing a story or event to direct them in writing and generate their ideas and details

### 1. The Advantages of Journalist Question Strategy

According to Syahfitri (2019), There are several advantages of using the Journalist Question Strategy as follows :

- a. Asking questions can help transform a topic into a thesis by directing students' to state an opinion or take an apposition
- b. Journalist question is one of the ways to generate ideas in writing
- c. Journalist question is not only use what information that students' need and explore ideas but also can guide students' to conduct a research
- d. Asking questions can help identify and focus assignments such as narration and description
- e. This technique is designed to help students' generate and focus on specific ideas while writing

### 3. Teaching Writing Using Journalist Question Strategy

Table 2. 6 The Procedure of Journalist Question Strategy

Meeting	Teacher Activities	Student Activities
1. Pre-test	Pre-activity <ul style="list-style-type: none"> <li>• Teacher greets students'</li> <li>• Teacher checks students' attendance list</li> </ul> Whilst activity: <ul style="list-style-type: none"> <li>• Teacher gives pre-test to the students' that provide to access the respondent's skill of writing subject pandemic covid 19 omicron variant</li> </ul> Post-Activity <ul style="list-style-type: none"> <li>• Teacher closes the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Students' reply teacher getting</li> <li>• Students' listen to the teacher</li> <li>• All students' respond to it</li> <li>• Students' do the pre-test</li> </ul>
2. Treatment 1	Pre-Activity <ul style="list-style-type: none"> <li>• Teacher greets students'</li> <li>• Teacher asks about the last material</li> <li>• Teacher guides students'</li> </ul>	<ul style="list-style-type: none"> <li>• Students' reply greeting</li> <li>• Students' listen to the teacher</li> </ul>

	<p>to the topics that will be discussed</p> <p>Whilst Activity</p> <ul style="list-style-type: none"> <li>• Teacher explains about Recount Text, Generic Structure, Language Features, and Teacher asks students' to write a paragraph about recount text with theme activity during pandemic covid-19</li> <li>• Teacher introduces strategy The Six Journalist Question</li> </ul>	<ul style="list-style-type: none"> <li>• Students' reply greeting</li> <li>• Students' listen to the teacher</li> <li>• Students' respond to it</li> <li>• Students' pay attention</li> <li>• Some students' give their opinion about the material</li> </ul>
3. Treatment 2	<p>Pre-activity</p> <ul style="list-style-type: none"> <li>• Teacher greets students'</li> <li>• Teacher asks about the last material</li> <li>• Teacher guides students' to the topics that will be discussed</li> </ul> <p>Whilst activity</p> <ul style="list-style-type: none"> <li>• Teacher explains about Journalist Question Strategy</li> <li>• Teacher explains several information about these question</li> <li>• Teacher explain about generic structure recount text with the six journalist strategy</li> <li>• Teacher asks students' to write paragraph recount text with theme</li> </ul> <p>Post activity</p> <ul style="list-style-type: none"> <li>• Teacher asks about the difficulties in the learning process</li> <li>• Teacher makes a conclusion based on the material have been learning</li> <li>• Teacher closes the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Students' reply greeting</li> <li>• Students' listen the Teacher</li> <li>• Students' respond to it</li> <li>• Students' pay attention</li> <li>• Some students' give respond</li> <li>• Some students' give their opinion about the material</li> </ul>
5. Treatment 3	Pre-activity	



	<ul style="list-style-type: none"> <li>• Teacher greets students'</li> <li>• Teacher asks about the last material</li> <li>• Teacher guides students' to the topics that will be discussed</li> </ul> <p>Whilst activity</p> <ul style="list-style-type: none"> <li>• Teacher re-explains about Journalist Question Strategy</li> <li>• Teacher explains about example type of recount text</li> <li>• Teacher explains the function of recount text</li> <li>• Teacher asks students' to write paragraph recount text with theme personal recount</li> </ul> <p>Post activity</p> <ul style="list-style-type: none"> <li>• Teacher gives reward to students' task</li> <li>• Teacher asks about difficulties in the learning process</li> <li>• Teachers make a conclusion based on the material have been learned</li> <li>• Teacher closes the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Students' reply greeting</li> <li>• Students' listen the Teacher</li> </ul> <ul style="list-style-type: none"> <li>• Students' respond to it</li> <li>• Students' pay attention</li> <li>• Some students' give respond</li> <li>• Some students' give their opinion about the material</li> </ul>
6. Treatment 4	<p>Pre-activity</p> <ul style="list-style-type: none"> <li>• Teacher greets students'</li> <li>• Teacher asks about the last material</li> <li>• Teacher guides students' to the topics that will be discussed</li> </ul> <p>Whilst activity</p> <ul style="list-style-type: none"> <li>• Teacher re-explains about Journalist Question Strategy</li> <li>• Teacher re-explains about example type of recount text</li> <li>• Teacher re-explain the</li> </ul>	<ul style="list-style-type: none"> <li>• Students' reply greeting</li> <li>• Students' listen the Teacher</li> </ul> <ul style="list-style-type: none"> <li>• Students' respond to it</li> <li>• Students' pay attention</li> <li>• Some students' give respond</li> <li>• Some students' give their opinion about the material</li> </ul>

	<p>function of recount text</p> <ul style="list-style-type: none"> <li>• Teacher asks students' to write paragraph recount text with theme personal recount activities during Ramadhan 2022</li> <li>• Students' collect their work</li> </ul> <p>Post activity</p> <ul style="list-style-type: none"> <li>• Teacher gives reward to students' task</li> <li>• Teachers make a conclusion based on the material have been learned</li> <li>• Teacher closes the lesson</li> </ul>	
7. Post-Test	<p>Pre-activity</p> <ul style="list-style-type: none"> <li>• Teacher greets students'</li> <li>• Teacher checks students' attendance list</li> </ul> <p>Whilst activity</p> <ul style="list-style-type: none"> <li>• Teacher gives post-test to the students' that provide to access the respondent's skill of writing recount text with theme activity during pandemic covid-19</li> </ul> <p>Post-activity</p> <ul style="list-style-type: none"> <li>• Teacher gives reward to student task</li> <li>• Teacher closes the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Student reply greeting</li> <li>• Students' listen to the teacher</li> <li>• Student responds it</li> <li>• Students' do the post-test</li> </ul>

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### E. Writing Recount Text in Tenth Grade

Based on the syllabus of K13 students' in tenth grade learn to recount text when they are in the even semester. According to Maryam et al., (2020) purpose of learning recount text is students' are expected to explain their experiences without ignoring the goal of communication, the structure of the text, and

grammatical of the recount text as context. Next, another goal of learning recount text in this grade is for students' can retell their experiences orally or written by putting attention to the structure of the text, and grammatical text in recount text as context.

Based on the explanation above, one of the purposes of learning recount text in tenth grade is students' should be able to write recount text as one of some kinds of text that they are learned in senior high school.

## **B. Previous Study**

In this chapter, the writer presents a review of the related writing ability of this study and the theoretical foundation of the experts who support this research. The writer aims to help the readers to be easier to understand several parts of the study related to this final project. They are several previous studies that are relevant to this final project.

### **1. Study Relevant**

Syahfitri (2019) in her article entitled "*The Effect Of Journalist Question Technique Towards Ability in News Item Grade Students' At SMA IT Imam Asy Syafi'I 2 Pekanbaru*". This research purpose is to find students' writing ability at SMA IT Imam Asy Syafi'I 2 Pekanbaru using the Journalist Question Technique in news Item Text . The design of this research is using experimental research that focused on quantitative research. there was one instrument used: writing test and using procedure Pretest-Treatment-Post Test. The researcher discovered that the students' writing using the journalist question technique at SMA IT Imam

Asy Syafi'i 2 Pekanbaru was improved. the result also showed that the use of the journalist question technique in teaching writing was effective in improving the student mean score the students' also showed that there was a significant effect after applying the journalist question technique. it was proven by the student's scores, that the post-test mean score of the experimental class (76) was higher than the post-test mean score of the control class (67) which means that the journalist question technique was improving the students' writing in news item text of the tenth-grade students' at SMA IT Imam Syafii 2 Pekanbaru. . so that the researcher conclude the journalist question technique was more effective than the conventional method.

Further research on writing ability has also been conducted by Sitohang & Purnawarman (2015) entitled "*Effectiveness of Jigsaw Strategies for Improving Student Skills in Creating Recount Texts*" Her work uses Jigsaw Techniques, to improve students' skills in writing retailing texts, and exploring their writing challenges. At a specialized high school in Bandung, the 11th grade was conducted participant in the quasi-experimental design method. The analyzed data show that the challenge students' face when writing recount texts is the use of grammar, especially the proper tense, such as the past tense. Students' were unaware of the change in verbs from present tense to past tense. Pre-test analysis shows that they are inconsistent in the past tense use. This can be influenced by the student's native language. Based on the results of pre-tests and post-tests, the study also found that Jigsaw Puzzles improve students' writing skills when writing recount texts in the classes they have learned.

Regarding the use of jigsaw puzzles, research has shown that it can inspire students' to be more active in the learning process and provide an appropriate environment for writing. Based on the data analyzed, the average writing score for the experimental group increased by 21.07 points from 56.07 to 77.14. The midpoint of the control group, which did not receive a jigsaw as a learning strategy, increased by only 0.36 points from 65.00 to 65.36. Increasing the writing score means that students' will improve their ability to write recounted texts. After treatment, students' were able to restate the event and add important information that the reader needed to know based on the results, the conclusion can be drawn as Jigsaw is effective to improve students' skills in writing a recount text.

The next research that is relevant to this research was conducted by Naumi (2016) entitled " *The Effect of Using Timeline Strategy to Improve Students' Writing Ability in Recount Text at the First Year Students' in Hidayatul Ummah Senior High School* ". The data description (finding) presents the result of the research question and is formulated by the researcher, The researcher also found that students' achievement in writing is low, especially in recount text. The researcher chooses timeline because it is believed that it seems like an easy media of visual aids which is the sed it is often being neglected by English teachers in the English learning process. A timeline strategy is the one way to improve the students' writing ability in recount text. This study uses a quasi-experimental research design. To collect data, Then to solve the problem, pre-test and post-test were taken to collect the data. The result shows that 12,35

so the t value is higher than t table 2,04. In conclusion, It can be seen that value  $> t$  table at a significance level of 5%. It was mean that the alternative hypothesis (H1) was accepted and approved or rejected the null hypothesis (H0)

Wisdhawan & Kumalarini (2014) in her research entitled “*Using Diary To Help Students’ of Eighth Grade to Write a Recount Text*” research using media diary notes is an appropriate media that can help and hold them up in writing, especially for a recount text. The Diary note also retells everything happening in the past. This research is experimental research using two groups design. The samples are VIII-C (control group) and VIII-B (experimental group) of SMP Negeri 1 Kediri. The researcher conducted a pre-test to find out whether the groups had the equal ability and a post-test to collect the data needed. The data scores were analyzed by using Independent-samples T-test on SPSS. The result showed that the experimental group scored higher (80.86) than the control one (75.46) in the post-test. It was proven that after being given the treatment of Diary notes, the experimental group also got an improvement in all writing aspects

Ardiansyah (2019) in his research “*The Use of Writing In the Here and Now Strategy to Improve the Students’ Writing Ability at MA YMPI Rappang*” concludes that the research shows a great improvement in the students’ writing ability in Descriptive text by using Writing in the Here and Now Strategy, the result of the research showed that the use of writing in the here and now the strategy can improve the students’ writing ability that covers writing to explore their ideas, to organize their ideas, to use the proper word in writing, to write a

paragraph by using correct grammar and to use mechanics in writing text. It was proven by the result of the post-test on the experimental group with a means score of 56 and control group 49 with the value of t-observed (13,3) was higher than the value of t-table (4,02)

Siregar (2012) In her research entitled *“Improving Students’ Writing Ability in Recount Text by Using Listing Technique at Grade VIII SMP Negeri 5 Padangsidempuan”* This research uses a strategy listing technique for improving students’ writing ability in recount text at grade VIII Junior High School. The method that was used in this research was classroom action research by implementing the Kemmis and McTaggart design. There were four steps, there, action, observation, and reflection. Moreover, to solve the writing problems the researcher applied the listing technique. Moreover, the participants of this research were the class of VIII SMP Negeri 5 Padangsidempuan consisting of 23 students’ Based on the research result, showed an improvement mean score of the students. The first test in the first cycle was (43.47%), and the second test in the second cycle was (91.30%). It can be concluded that the application of the listing technique could be improvements writing ability in recount text.

Permatasari (2016) in her research entitled *“Teaching Writing Recount Text By Using QPP (PRAISE-QUESTION-POLISH) Strategy to the Tenth Grade Students of SMA Muhammadiyah 5 Palembang”* The objective of this study was to find out whether or not there is a significant difference in students’ writing achievement taught by using the QPP (Praise-Question-Polish) strategy and Teacher’s Method (Listing) to the tenth-grade students’ of

SMA Muhammadiyah 5 Palembang and to find out students' responses on the implementation of PQP (Praise-Question-Polish) students. The population of this study consisted of 146 tenth-grade students' of SMA Muhammadiyah 5 Palembang in the academic year of 2014/2015. There were 80 students' taken as samples based on convenience sampling. Each class consisted of 40 students' from class X.IIS 1 as the experimental group and X.IIS 2 as a control group. In this study, the writer used a quasi-experimental design using a pretest and posttest nonequivalent group design. The data obtained were analyzed by using an independent sample t-test in SPSS (Statistical Package for the Social Science) program and Quipper School Indonesia (online learning media). The finding indicated that based on the result analysis, it was found that the t-obtained (0.000) was lower than the t-table (0.05). So, the  $H_0$  (the null hypothesis) was rejected and  $H_a$  (the alternative hypothesis) was accepted. It means that there was a significant difference in students' achievement in writing recount text taught by using PQP (Praise-Question-Polish) strategy than students' who were taught by using the teacher's method (Listing). Based on the result analysis of the Questionnaire, it was found of students' in the experimental group gave positive responses to the implementation of the PQP (Praise-Question-Polish) strategy

Krisnawati (2015) in her article entitled *"The Effectiveness of Scaffolding as a Teaching Technique to Improve Students' Writing Recount Text Achievement (A Case of the Tenth Graders of SMA Islam Sultan Agung 1*



*Semarang in Academic Year 2014/2015*”). This study is about the method of teaching recount texts using Scaffolding learning techniques for students’ of class X of Sultan Agung 1 Semarang Islamic High School. The goal of the study was to discover whether Scaffolding learning techniques were effective at improving students’ ability to write recount texts. This study used a quasi-experimental research design with the subjects of class X students’ of Sultan Agung Islamic High School 1 Semarang for the 2014/2015 school year. And the study sample is class X IIS 1 as a control group (35) and X IIS 2 (33) as an experimental group. In data processing, the author uses five elements of writing ability assessment and it is used twice, in pre-test and post-test. Then the author analyzes the data using SPSS . From the results of the analysis, it is known that before the teaching and learning activities, the abilities of the two groups were almost the same, but after obtaining different learning techniques, the post-test results of the experimental group were better compared to the control group. Based on statistical analysis, it can be seen that the t-test value is higher than the t-table value ( $6,500 > 1,997$ ) and sig. (2-tailed)  $0.000 < 0.05$ . From these results, it can be concluded that Scaffolding learning techniques are effective to improve students’ ability to write recount texts.

Kurniati (2015) entitled “*The Effectiveness of Using Pictures on Students’ Writing of Recount Text*” The objective of this study was to know the effectiveness of using pictures on students’ writing of recount text at the tenth-grade students’ of SMA Negeri 9 Kota Tangerang Selatan. The method used in this study was a quantitative experiment. The design of this study was a quasi-

experimental design to know the effectiveness of using the picture on students' writing of recount text. The result could be seen that using pictures as media is effective and appropriate for students' writing of recount text. Could be seen from the average post-test result in the experimental class was 81.02 and the average gained score was 19.78. The average of post-test results in the controlled class was 63.81 and the average of the gained score was 11.35. The result of calculation showed that in the significance degree of 1% = 1.99 and 5% = 2.64 is  $1.99 < 3.96 > 2.64$ . It means that  $t$  (observation) was higher than  $t$  (table). According to the criteria of the test, it could be concluded that there was progress in using pictures in students' writing of recount text. In conclusion, using pictures on students' writing of recount text at the tenth-grade students' of SMA Negeri 9 Kota Tangerang Selatan was effective.

Harahap (2020) in her article entitled "*The Influence Of Self Assessment Strategy On Students' Ability In Writing Recount Text (Quasi-Experimental Research at First Grade of SMA Muhammadiyah 4 in Academic Year 2019/2020)*". This study focussed on the influence of self-assessment strategy on students' ability in writing recount text. The objective of this study was to find out if there is a significant influence of self-assessment strategy on students' achievement in writing recount text. It was conducted by using an experimental research design. The population of this study was the first student of SMA Muhammadiyah 4 Bengkulu. Two classes were taken as the sample of this research. Class X IPA was the experimental group and class X IPS was the control group. The experimental group was taught by using self-assessment,

while the control group was taught by the traditional teaching method. The instrument for collecting data was a writing test. The result of this study shows that the use of the seat seething thing of assessment strategy is effective for students' in writing recount text. From the result, the student's score in the experimental group in the post-test was higher than the students' in the pre-test. The mean score of the post-test in the experimental group was 71.60 was higher than the mean score of the control group 66.13. it was a really good significant effect by using a self-assessment strategy. The data were analyzed by using the t-test formula. The data were collected by giving pre-test and post-test. After giving the treatment, the result of paired sample t-test was obtained that sig. (2-tailed) or the p-value was 0.00 from the df 29 and the significance level ( $\alpha$ ) is 0.05. Since 0.00 is smaller than the significance level ( $\alpha$ ) 5%. The null hypothesis is rejected. In another word, the hypothesis says that the mean after the treatment is smaller than before the treatment. It means that there is a significant influence on students' writing ability between the students who were taught using the self-assessment strategy and those who were not. So H0 gfis rejected and H1 is accepted.

Kurniawati et al (2019) entitled "*The Use Of Video Biography Of Famous People In Teaching Writing Recount Text At Tenth Grade Students*" This research is conducted to find out and describe the authentic implementation" of Video Biography of Famous People in Teaching Writing Recount Text at the tenth graders of SMK Antartika 1 Sidoarjo and to describe the student's writing ability in writing Recount Text by using

Video Biography of Famous People to the Tenth graders of SMK Antartika 1 Sidoarjo. So, the researcher used descriptive qualitative. The subjects of this research are the teacher and the thirty students' for the tenth graders of SMK Antartika 1 Sidoarjo. The researcher used two instruments observation field notes and student tasks in the finding research. Video Biography of Famous People is a Medium to teach and make the students more active and more spirit to explain their ideas in students' writing ability. Based on this data, the researcher concludes that teaching writing Recount Text by Using Video Biography of Famous People is good. The students' write some biography of Famous people. The student is more interested to study, especially in teaching Writing Recount Text by Using Video Biography of Famous People. It can be said that teaching Writing Recount Text by Using Video Biography of Famous People can be an alternative media to teach and explain their ideas in writing.

Indah (2018) entitled "*The Use of Whatsapp Application to Teach Writing Recount Text*" The purpose of this research is to know the easiest technique to Teach writing English by using Contextual Technique Using the application WhatsApp For Class 10 PGRI 5 Sidoarjo. So that students' are not monotonous in learning because they will be confused about the mood of students' learning. This research uses a Qualitative Descriptive Method to analyze data. The subjects of this research are 23 (twenty-three) students' of SMK PGRI 5 Sidoarjo. The researchers used three instruments

to get the validity of the results. Instruments are field notes Observation of teachers and students', questionnaires for students', and student responses using this method. In finding writing Teaching writing using whatsapp applications is often used for the millennial, School research makes students more active and eager to write. Based on the data, researchers can conclude that Teaching writing using what application is interesting for students'. The student score increases although some students' partially responded less favorably.

Based on those explanations above, it can be concluded that the use of the Strategy is so effective in teaching-learning writing students' abilities. The first researcher used strategy journalist question in News Items texts, the second researcher used recount text with strategy Jigsaw, the third researcher used Timeline Strategy in recount text, and the next researcher used the Here and Now strategy to improve students' writing ability, etc. Based results, the researcher believes that further research will also be effective as previous research. Even though there were differences between previous research with this research. In this research, the researcher does not need to improve students' writing ability, because the purpose of this research is to find whether there is a significant effect of writing in the here six journalist question strategy on students' writing ability. Writing in The Six Journalist Question Strategy is an alternative strategy that can be used for teaching English, especially for teaching writing recount text.

The novelty in this study is located in the object such as the use of the six journalist question strategy in Recount Text, because previous research researched in text new items but no one has researched on recount text the object of his study, in previous studies researchers researched in Private High School or Vocational High School, but in this study researchers researched at Senior High School, besides that other novelty is in his instruments in addition to using written tests and conducting interviews with teachers who can study English subjects and interviews of one of the students'. Finally, the researcher entitled this research "Using The Six Journalist Question Strategy To Improve Students' Ability In Writing Recount Texts For The First Year Students' Of SMA N 1 Randudongkal Pematang 2022

### **C. Research Hypothesis**

Based on the frame of explanation relevant theories and relevant study, it can be proposed by hypotheses as follow :

H<sub>0</sub> : there no influence and significant effect of using The Six Journalist Question strategy on students writing skill in Recount Text at SMA N 1 Randudongkal

H<sub>a</sub> : there is an influence and significant effect of using The Six Journalist Question strategy on students writing skill in Recount Text at SMA N 1 Randudongkal



## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

#### **A. Design of the Research**

Sugiyono (2016) stated, that the research method is a scientific way to obtain data with a specific purpose and usefulness. Research methods are a way of working to research and understand objects with procedures that are reasonable and logical and there is data acquisition that valid.

The method of this research is quantitative research it is and includes a control class and experimental class. It means that the researcher will by using the quantitative data and formula of statistics, especially by using SPSS 24. This research is experimental. Creswell (2011) revealed that experimental research was quantitative research that required the researcher to find out the significant effect between the independent variable and dependent variable. In this research, the researcher take two classes, one class was an experimental class taught by Journalist Question Strategy and another class was a control class taught by conventional strategy. In the experimental class, the student was given a pretest at the beginning of the teaching-learning to know the student's writing ability. Then, they were given treatment in the middle, and in the end, they were given the post-test.

This research consists of two variables, the independent variable was symbolized as "X" using The Six Journalist Question Strategy, and the dependent variable was symbolized which that was student writing ability



Table 3. 1 Research Design

Group	Pre-Test	Treatment	Post Test
An (Experimental Class)	Test 1	✓	Test 2
B (Control Clas)	Test 1	✗	Test 2

Where :

A : Experimental Class

B : Control Class

T1 : Pre-Test for Experimental & Control Class

T2 : Post-Test for Experimental & Control Class

✓ : Receiving particular treatment

✗ : Without particular treatment

(Syahfitri 2019)

The researcher has conducted a pre-test, treatment, and post-test. The design of teaching activities can be drawn from the following table :

Table 3. 2 The Sub Design of the Research

<b>T1: Pre-Test</b>	<b>T2: Treatment</b>	<b>T3: Post-Test</b>
The teacher was given a writing test to the students' before they are taught by using the Journalist Question Strategy	The teacher was taught the students' about the writing of Recount Text by using The Six Journalist Question Strategy on several topics	The teacher was given the test of Recount Text after the students' taught by using The Six Journalist Question Strategy

(Syahfitri 2019)

## **B. The Location of Research**

The location of the Research was held at SMA N 1 Randudongkal which located on Jl. Lapangan Olahraga, Rt 05 Rw 01, Dusun II Randudongkal, Pemalang, Central Jav

## **C. The Population and the Sample**

### **1. The Population**

Sugiyono (2013) stated, that the population is the territory generalization consisting of objects/subjects that have certain qualities and characteristics set by the researcher to be studied and then drawn conclusions. The population of this research was the first-year student of SMA N 1 Randudongkal. There were 10 classes for the first-year students' of SMA N 1 Randudongkal there are class MIPA 1, MIPA 2, MIPA 3, MIPA 4, MIPA 5, IPS 1, IPS 2,IPS3,IPS 4, and BAHASA consist of 357 students.

### **2. The Sample or the Research**

Sugiyono (2016) stated, that the sample is part of the number and characteristics possessed by this population. Furthermore, Arikunto (2017) explained that it is better to take all the subjects if the population is less than one hundred people. In this research, the researcher used sampling methods. the researcher took two classes, one for control glass and one for experimental class. The sample in this research was 66 students, they were X MIPA 3 (33 students) for control class and X MIPA 4 (33 students) for experimental class

#### **D. Instruments of The Research**

Research instruments are related to data collection and data processing activities because an instrument is a collection and processing tool for data on the variables studied. Sugiyono (2016) stated That a research instrument is a tool used to measure observed natural and social phenomena. Specifically all these phenomena It is called research variable. In this study, the authors used instruments. The test is a matter of Pre-Test and Post-Test and also an interview with the teacher of English Subject and one of the students' about the teaching-learning process in SMA N 1 Randudongkal

The instrument of this study was a written test. Topics are taken from the current situation, for the pre-test using theme Ramadhan and for the post-test using theme great experience. The reason for using The Six Journalist Question Strategy is to help students' focus their ideas on describing topics. The instruments which were used in the pre-test and post-test were the same. The students' were required to write recount text on the theme of Ramadhan Activity. The first time, it was given before learning activities (Pre-Test) and the second time was given after teaching activities (Post-Test) to find out whether or not the implementation of the recount writing achievement through The Six Journalist Question Strategy significantly improved students' achievement in writing ability.

#### **E. Research Procedure**

In this study, the data collection procedure was divided into two procedures. Firstly, the data collection procedure for the experimental group, and secondly the data collection procedure for the control group

### **1. The Procedure of Collecting Data for Experimental Group**

#### **A. Pre-Test**

A pre-test was administered to determine the student's ability to write Recount Texts. The students' were given a pre-test using the reporter's question strategy during the learning process, the researcher was given a pre-test in both the experimental class and the control class. It is possible to know the student's writing ability before giving treatment in the experimental class. The researcher gave a pre-test to measure the students' writing ability in Recount Text before giving the treatment. the researcher was explained the recounted text

#### **B. Treatment**

The treatment is only given in the Experimental Class, the steps are :

**Treatment 1:** During this meeting, the teacher explained the recount text and explained to the children the strategy of the six questions asked by the journalist. The teacher shows images related to the topic, then the teacher presents the definition of the narrative text, the objective retelling text, explaining the general structure, and so on. and the teacher will present to students' about 5W + 1H to help students' form their ideas in written form.

**Treatment 2:** The researcher was introduce The Six Journalist Question Strategy in writing ability, the researcher introduce the definition of The Six Journalist Question and introduce several information about that strategy, then the research

explain about generic structure of recount text with the six journalist strategy, asks students' to write a paragraph recount text by using The Six Journalist Question and the researcher collect their work

**Treatment 3:** The researchers explain about Journalist Question Strategy, explains about example type of recount text, the function of recount text and the researcher ask students' to write paragraph recount text with the theme of personal recount.

**Treatment 4:** The researcher was re-explained about Journalist Question Strategy, example type of recount text, and the function of recount text and the researcher ask students' to write paragraphs recount text with the theme of personal recount activities during Ramadhan 2022

### C. Post-Test

After teaching four meetings of the experimental class, the researcher gave the following test to the experimental class. Post the second behavior after giving strategic handling of the six-journalist question to the experimental class in teaching writing to know the strategic use of the six-journalist question to students' with writing ability

### 2. The Procedure of Collecting Data for Control Class

There is some steps activity of collecting data in the control class, they are :

#### 1. Pre Test

Some procedure of Pre-Test is applied for the treatment Class in Control using the same theme with experimental class

#### 2. No Treatment

After Pre-Test the students' as usual teaching and learning English process of SMA N 1 Randudongkal Pematang. Students' in this class do not use The Six Journalist Question Strategies while teaching the learning process. The researcher explained the material and then gave the topic and the students' wrote based on the topic given by the researcher

### 3. Post Test

After teaching four meetings of the control class with conventional teaching, the researcher gave the following test to the control class.

## **F. Technique of Collecting Data**

A pre-Test was conducted to determine the student's ability on writing Recount Text. The researcher did a pre-test before using The Six Journalist Question in the teaching-learning process. The researcher gives pre-test to both Experiment Class and Control Class it used to know their writing ability before giving the technique, then only for the experimental class that will be given treatment using The Six Journalist Question Strategies and for Control class only taught by conventional teaching-learning and last the researcher was collecting the data by the Post Test to both of class, experiment, and control class, to know their ability on Writing Recount Text after giving the Strategies.

## **G. Technique of Analyzing Data**

After the researcher taught Recount Text by using The Six Journalist Question Strategies, The Researcher used statistical analysis to analyze the data. The researcher used a score from the Pre-Test and Post-Test of the students'. The scores were analyzed by using a statistical analysis test to find out the result of the

two classes. After teaching using The Six Journalist Question Strategies the data were analyzed by statistical analysis version 24, to know the result score of the Control Class and Experimental Class

Table 3. 3 Scoring Rubrics for Writing Test

No	Writing Aspect	Score	Category	Description
1	Content	30-27	Excellent	All ideas in the sentences are relevant to the topic all sentences contain a lot of supporting details related to the main idea.
		26-22	Good the Average	Most of the ideas in the sentence are relevant to the topic; the sentences contain some supporting details related to the main ideas.
		21-17	Fair to poor	Some ideas are relevant to the topic the 19 sentences the content has few supporting details related to the main idea.
		16-13	Very poor	A limited number of ideas are relevant to the topic the sentences contain very limited supporting details related to the main ideas.
2	Organization	20-18	Excellent	Well organized and perfectly coherent; the composition contains the complete generic structure of recount text, namely ,orientation,e vent,and reiteration/conclusion.
		17-14	Good the Average	Fairly well organized and generally coherent; the composition contains two generic structures of Recount text (one of the generic structure

				components is missing).
		13-10	Fair to poor	Loosely organized; the composition only contains one generic structure of Recount text(two of the generic structure components are missing)
		9-7	Very poor	Ideas disorganized lack logical sequencing. The composition does not contain any generic structure (all of the 20 generic structure components are missing)
3	Vocabulary	20-18	Excellent	No errors; full control of the complex structure
		17-14	Good the Average	Effective choice of words; few misuse of vocabulary and word forms
		13-10	Fair to poor	Less effective choice of words; some misuse of vocabulary and word forms.
		9-7	Very poor	Not effective choice of words; a lot of misuse of vocabulary and word forms.
4	Grammar	25-22	Excellent	No errors; full control of the complex structure
		21-18	Good the Average	Few errors; good control of the structure
		17-11	Fair to poor	Many errors; fair control of the structure
		10-5	Very poor	Dominated by errors; no control of the structure.
5.	Mechanic	5	Excellent	No errors in spelling, punctuation, capitalization, and paragraphing
		4	Good the Average	Few errors in spelling, punctuation, capitalization, and paragraphing.
		3	Fair to poor	Frequent errors in spelling, punctuation, capitalization, and paragraphing.
		2	Very poor	Dominated by errors in spelling, punctuation,



				capitalization, paragraphing.	and
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Formula Score :

The maximum score in this measurement is 100, so the student's mark will be calculated as follow :

$$Student\ mark = \frac{Total\ Score\ (C + O + V + G + M)}{5}$$

And then the data calculated by using SPSS 24 for found mean score, After getting the total mean score, the researcher categories it into the following criterions. For the average score, the student's ability in writing can be concluded by using the standard taken from (Farid 2012)

Table 3. 4 The Measurement of The Student's Achievements

81-100	Excellent
61-80	Good
41-60	Fair
21-40	Less
21-40	Poor

(Farid 2012)



## **CHAPTER IV**

### **RESEARCH FINDINGS & DISCUSSION**

This chapter consists of research findings dealing with data analyzed and interpreted. Which have been taken from the given Pre-test and Post-Test of two classes, Experimental Class and Control Class. They showed the students score increased from the Pre-Test to Post Test of the sample to find out whether are related to the research on the effectiveness of using the Six Journalist Question Strategy as a learning technique to improve students' writing ability in recount text of the tenth-grade students of SMA N 1 Randudongkal Pemalang in the academic year 2021/2022.

#### **A. Research Findings**

This study was conducted in SMA N 1 Randudongkal Pemalang in which the population was the tenth-grade students in the academic year 2021/2022. This study used quasi-experimental design that applied pre-test and post-test. The class was given pre-test, treatment, and post-test. This research was during conducted Ramadan on April, 11<sup>st</sup> ,12<sup>nd</sup> , 13<sup>rd</sup> , 14<sup>th</sup> ,18<sup>th</sup> ,19<sup>th</sup> , 20<sup>th</sup> ,21<sup>st</sup> , 25<sup>th</sup> 26<sup>th</sup> 2022 in SMA N 1 Randudongkal Pemalang. The writer took 6 meetings for collect the data. In this study the writer used X MIPA 4, as the experiment class, which consist 33 students and X MIPA 3 , as the control class, which consist of 33 students.

In the first meeting, writer gave a pre-test to control class and experimental class. The pre-test was to write a recount text as attractive as possible based on the

students' own creation in 25 x 2 minutes. Next, the students of control class were given treatments by using traditional teaching method in recount text. The students of experimental class were given experiments by using the Six Journalist Question in teaching recount texts. After both classes were given treatment, they were given a post-test

The research was classified into experimental research that is quantitative research. Therefore the data of the research, there are result of Pre-Test and Post Test

### **1. Writing Ability of The Students in Writing Recount Text Taught Without Using The Six Journalist Question**

#### **a. Data Interpretation Pre-Test in Control Group**

The writing ability of students who are taught without using this strategy is reflected in the scores of tests that they can get both through pretest and post test. The pretest that has been carried out on April 11<sup>th</sup> 2022, resulted in the numbers attached to the appendix below

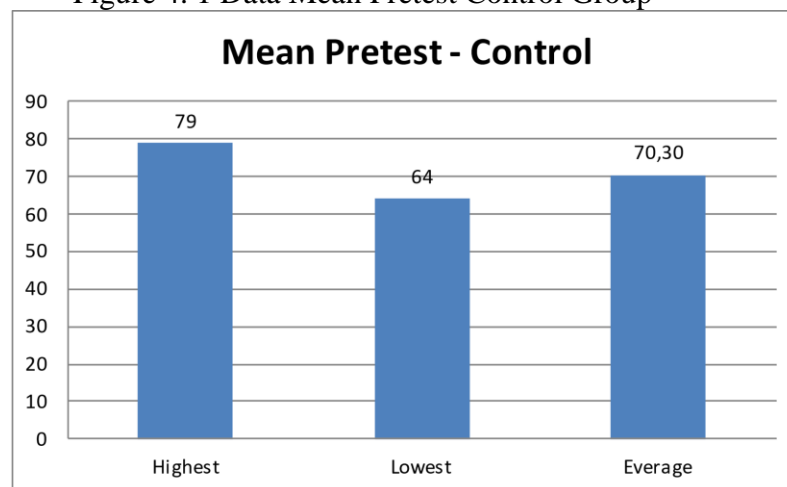
Table 4. 1 Score Pre-Test Control Group

<b>NO</b>	<b>CODE</b>	<b>L/P</b>	<b>PRE-TEST SCORE</b>
01	C-1	P	73
02	C-2	P	68
03	C-3	P	68
04	C-4	P	75
05	C-5	P	70
06	C-6	L	70
07	C-7	P	74
08	C-8	P	70
09	C-9	L	72
10	C-10	L	73
11	C-11	P	71
12	C-12	P	68
13	C-13	P	79

14	C-14	P	78
15	C-15	P	68
16	C-16	P	79
17	C-17	L	78
18	C-18	L	68
19	C-19	P	69
20	C-20	P	65
21	C-21	P	77
22	C-22	P	68
23	C-23	P	70
24	C-24	L	66
25	C-25	L	69
26	C-26	P	69
27	C-27	P	64
28	C-28	P	66
29	C-29	L	66
30	C-30	P	69
31	C-31	P	75
32	C-32	P	65
33	C-33	P	65

The pre-test was conducted on April 11<sup>th</sup> 2022 and the post test was conducted on 26<sup>th</sup> April 2022. After getting the data, the writer analyzed the data. The data were obtained from the result of students scores mean pretest using SPSS 24

Figure 4. 1 Data Mean Pretest Control Group



Before giving treatments, the researcher had give pre-Test to the Control class. It was done to know the ability of the students in writing Recount Text. The researcher presented the students writing on Pre-Test as follow : The highest average score was 79 And lowest average was 60. And mean of the data is 70,30. This figure mean consulted to the table of 3.4 measurement of the Students Achievents Writing ability

**Table 4. 2 Measurement of Students Achievements Writing Ability**

81-100	Excellent
61-80	Good
41-60	Fair
21-40	Less
21-40	Poor

(Farid 2012)

It can been seen that the mean 70,30 is on the range of 61-80 which is in the categorized of **Good** .Therefore it can be concluded that the writing ability of the students taught without using The Six Journalist Question before treatment is **Good**

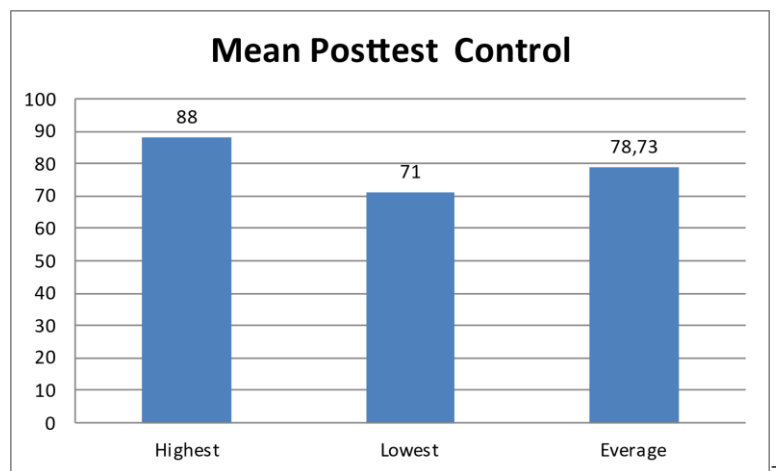
b. Data Interpretation Post-Test Score in Control Class

The writing ability of students who are taught without using this strategy is reflected in the number of tests that they can get both through pretest and post test. The post-test that has been carried out on April 25<sup>th</sup> 2022, resulted in the numbers attached to the appendix below

**Table 4. 3 Score Post-Test Control Group**

<b>NO</b>	<b>CODE</b>	<b>L/P</b>	<b>POST-TEST SCORE</b>
01	C-1	P	82
02	C-2	p	76
03	C-3	P	82
04	C-4	P	81
05	C-5	P	75
06	C-6	L	77
07	C-7	P	82
08	C-8	P	85
09	C-9	L	80
10	C-10	L	79
11	C-11	P	75
12	C-12	P	75
13	C-13	P	77
14	C-14	P	84
15	C-15	P	78
16	C-16	P	80
17	C-17	L	77
18	C-18	L	80
19	C-19	P	81
20	C-20	P	82
21	C-21	P	85
22	C-22	P	77
23	C-23	P	75
24	C-24	L	73
25	C-25	L	71
26	C-26	P	76
27	C-27	P	72
28	C-28	P	80
29	C-29	L	78
30	C-30	P	80
31	C-31	P	84
32	C-32	P	88
33	C-33	P	71

Figure 4. 2 Data Mean Score Post-Test Control Group



After giving the treatment the researcher conduct the Post-Test to know the students score giving treatment using Journalist Question Technique. The students result in writing skill particulary in writing recount text in Post Test of Control Class as follow: the highest average score was 88 and the lowerst average score was 71 the average score was 78,73. This figure mean consulted to the table of 3.4 measurement of the Students Achievments Writing Ability

It can been seen that the mean scores post test 78,73 is on the range of 61-80 which is in the categorized of **Good** .Therefore it can be concluded that the writing ability of the students taught without using The Six Journalist Question after treatment is **Good**

## 2. Writing Ability of The Students in Writing Recount Text Taught With using The Six Journalist Question

### a. Data Interpretation Pre-Test Score Experimental Group

The writing ability of students who are taught using this strategy is reflected in the number of tests that they can get both through pretest and post test. The

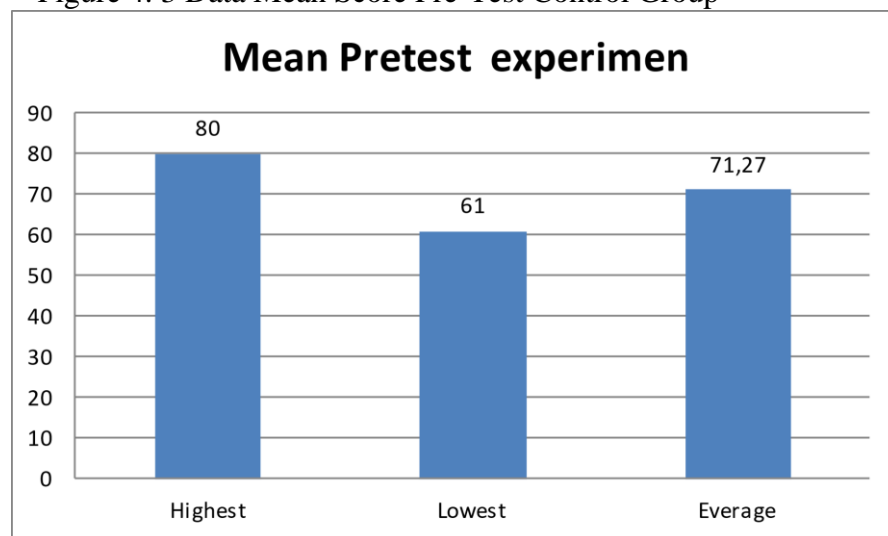


pretest that has been carried out on April 11<sup>th</sup> 2022, resulted in the numbers attached to the appendix below

**Table 4. 4 Score Pre Test Experimental Group**

<b>NO</b>	<b>CODE</b>	<b>L/P</b>	<b>PRE-TEST SCORE</b>
01	E-01	P	80
02	E-02	P	73
03	E-03	P	67
04	E-04	P	70
05	E-05	L	65
06	E-06	P	80
07	E-07	P	79
08	E-08	P	76
09	E-09	L	62
10	E-10	P	63
11	E-11	P	70
12	E-12	P	67
13	E-13	P	80
14	E-14	P	77
15	E-15	L	79
16	E-16	P	77
17	E-17	L	79
18	E-18	P	64
19	E-19	P	66
20	E-20	P	68
21	E-21	P	79
22	E-22	P	76
23	E-23	P	70
24	E-24	L	76
25	E-25	P	70
26	E-26	P	76
27	E-27	P	72
28	E-28	P	71
29	E-29	L	63
30	E-30	L	79
31	E-31	P	72
32	E-32	P	65
33	E-33	P	61

Figure 4. 3 Data Mean Score Pre-Test Control Group



The students result in writing skill particulary in writing recount text in pre-test of Experimental Class as follow : the highest average score was 80 and the lowest average score was 61 moreover, in experimental class the total students was 33 students and the average score was 71,27 point . This figure mean consulted to the table of 3.4 measurement of the Students Achievents Writing ability

It can been seen that the mean scores pre test 71,27 is on the range of 61-80 which is in the categorized of **Good** .Therefore it can be concluded that the writing ability of the students taught with using The Six Journalist Question before treatment is **Good**

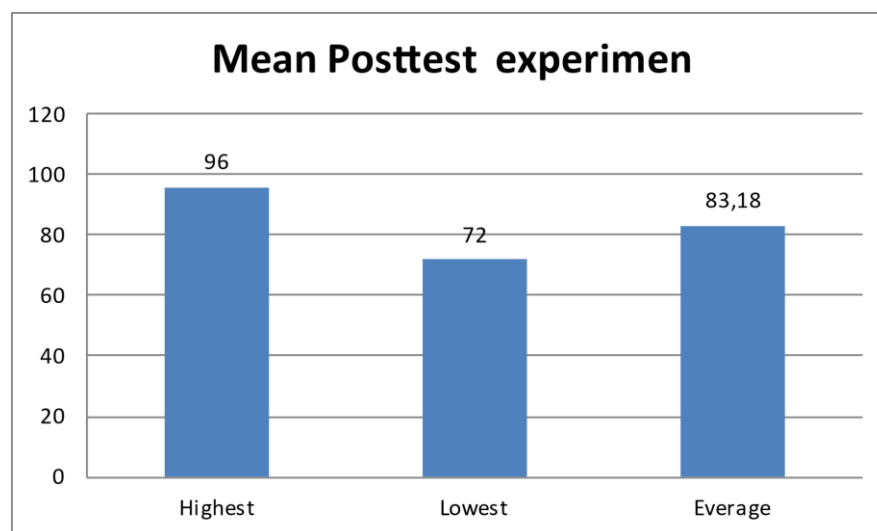
#### b. Data Interpretation Post-Test Score Experimental Group

The writing ability of students who are taught using this strategy is reflected in the number of tests that they can get both through pretest and post test. The pretest that has been carried out on April 11<sup>th</sup> 2022, resulted in the numbers attached to the appendix below

**Table 4. 5 Score Post-Test Experimental Group**

<b>NO</b>	<b>CODE</b>	<b>L/P</b>	<b>POST-TEST SCORE</b>
01	E-01	P	96
02	E-02	P	79
03	E-03	P	80
04	E-04	P	80
05	E-05	L	80
06	E-06	P	91
07	E-07	P	89
08	E-08	P	84
09	E-09	L	79
10	E-10	P	76
11	E-11	P	80
12	E-12	P	78
13	E-13	P	89
14	E-14	P	90
15	E-15	L	88
16	E-16	P	82
17	E-17	L	79
18	E-18	P	77
19	E-19	P	83
20	E-20	P	81
21	E-21	P	76
22	E-22	P	83
23	E-23	P	92
24	E-24	L	87
25	E-25	P	90
26	E-26	P	84
27	E-27	P	80
28	E-28	P	81
29	E-29	L	83
30	E-30	L	90
31	E-31	P	82
32	E-32	P	77
33	E-33	P	72

Figure 4. 4 Data Mean Score Post-Test Experimental Group



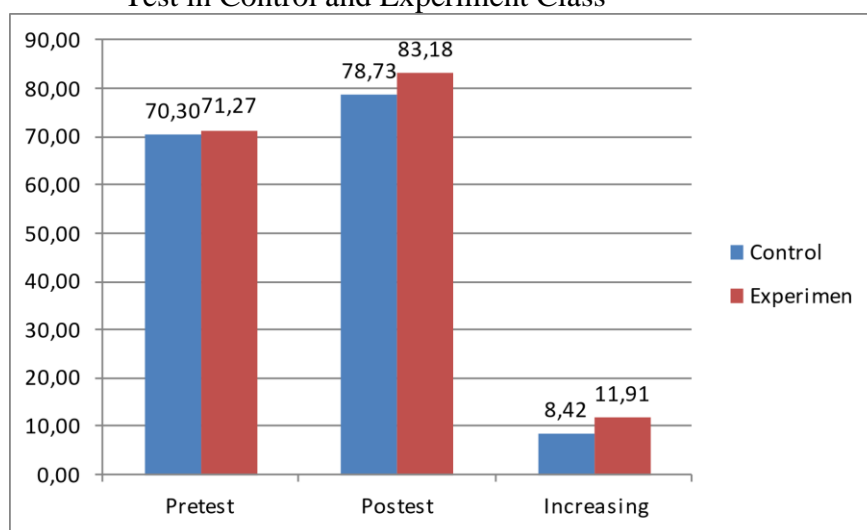
The students result in wiring skill, particularly in writing news item text in post-test of experimental class, as follow: the highest average score was 96 and the lowest average score was 72 and the average score was 83,18 This figure mean consulted to the table of 3.4 measurement of the Students Achievents Writing ability

It can be seen that the mean scores post test 83,18 is on the range of 81-100 which is in the categorized of **Excellent** .Therefore it can be concluded that the writing ability of the students taught with using The Six Journalist Question after treatment is **Excellent**

### 3. Difference Of Writing Skill in Recount Text taught using The Six Journalist Question Strategy and Without Using The Six Journalist Question Strategy

After getting the score of the experimental and control class, the writer compared the result of the scores by using a t-test to know any significant difference between the students who are taught without using The Six Journalist Question Strategy and those who are taught without using The Six Journalist Question Strategy. The writer found the standard deviation of each group and the standard error of the mean of each group. After that, the writer calculated the standard error of difference between the means.

Figure 4. 5 The increasing number of students mean Score of Pre-Test and Post-Test in Control and Experiment Class



From the histogram above, it can be seen the mean score for Pre-Test in Control class was 70,30, and the for post-test test 78,73. While the mean score of the pre-test in the experimental class was 71,27 and after the stuwerets was given the treatment using The Six Journalist Question Technique the mean of the post-test experiment class become 83,16. It

summarized that there was a significant effect of The Six Journalist Question Strategy on students' writing ability to recount text at SMA N 1 Randudongkal Pemasang

**Table 4. 6 Descriptive statistics Pre-Test and Post Test of Control Class**  
**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Control	33	64,00	79,00	70,3030	4,33362
Postest_Control	33	71,00	88,00	78,7273	4,19280
Valid N (listwise)	33				

The table above concluded that mean of the Pre-Test of the control class is 70,30 and the mean of Post-Test of control class is 78,72. From the data it is concluded that there is no differences significance in the scores both pre-test of control class and post test of control class

**Table 4.7**  
**Descriptive statistics Pre-Test and Post Test of Experimental Class**  
**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Experimen	33	61,00	80,00	71,2727	6,15057
Postest_Experimen	33	72,00	96,00	83,1818	5,55346
Valid N (listwise)	33				

From the table above, it can be concluded that the mean for the Pre-Test of Experimental class is 71,27 and the mean of Post-Test of Experimental class is 83,18. From the data, it can be concluded that there was difference in mean score.

**Table 4. 7 Descriptive statistics of Paired Test**

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest_Experimen - Postest_Experimen	-11,90909	4,21577	0,73387	-13,40394	-10,41424	-16,228	32	0,000

Postest_Exp erimen								
-----------------------	--	--	--	--	--	--	--	--

Based on the output of SPSS 24 above Paired Sample T-test, it can be seen that  $t$  calculate obtained 16,228 will be compared to  $t$ -table  $df = 32$  at level 5% is 2.042. It can be concluded that  $t$  calculate. Is higher than the  $t$  table. On other hand it can be read  $16,228 > 2.042$  based on the score the researcher concluded that  $H_0$  is rejected and  $H_a$  is accepted, it means there is a significant effect of The Six Journalist Question Strategy on students writing recount text at SMA N 1 Randudongkal

$H_0$  = Variance Population identic

$H_a$  = Variance Population not identic

If Probabilities  $> 0,05$ .  $H_0$  is accepted

If Probabilities  $< 0,05$ .  $H_a$  is accepted

#### 4.2 Data Interpretation

This interpretation focused on the results of research and data analysis showing the impact of the six journalists' question strategies on student writing abilities at SMA N 1 Randudongkal Pematang.

It can be analyzed that the increasing students skill in the experimental class which was taught by using The Six Journalist Question Strategy. The mean score was 83,18. On the other hand the control class was 78,72. It can be concluded that The Six Journalist Question Strategy increase students score in writing.

#### 4.3 Hypothesis Testing

From the calculations of the analysis by using SPSS version 24, it is found that *t table* is 2.042 at the level significant 5% and *t calculate* 16,228 . it can be concluded that *t calculated* obtained is higher than *t table*. In other word we can read  $16,228 > 2.042$  . Based on the score, the researcher concluded that  $H_0$  rejected and  $H_a$  is accepted means that there is significant effect of The Six Journalist Question Strategy on students' writing skill in Recount Text at SMA N 1 Randudongkal Pematang

## **B. Discussion**

In this research, the writer discussed the effectiveness of using the Six Journalist Question Strategy to improve students writing skill in recount text. The writer did the research in SMA N 1 Randudongkal. There were two classes chosen as the sample of this research, they were X MIPA 3 as the classes for control class which was taught without using the six journalist question and X MIPA 4 as the classes for control class which was taught with using the six journalist question.

Students from class X MIPA 4 as an experimental group get more improvement than they class X MIPA 3 as a control group who are taught without using this strategy. This is in accordance with the theory of Irawati (2019) adapted from Harmer which states that by using certain strategies in teaching writing, students' writing skills can be improved.

The results of this study strengthen the results of research conducted by Purnawarman (2015), and Naumi (2016) which showed that students' ability to write Recount Texts could be improved through the use of certain strategies, for



example Purnawarman (2015) using the Jigsaw strategy, Naumi (2016) using the timeline strategy, Ariansyah (2014) using the Here and Now strategy, Krisnawati (2015) using Scaffolding strategy.

This research also greatly strengthens the results of research conducted by Syahfitri (2019) which strengthens that the use of The Six Journalist Question Strategy can improve writing ability in students

While based on Syahfitri (2019), There are several advantages of using the Journalist Question Strategy, those are : 1) Asking questions can help transform a topic into a thesis by directing students' to state an opinion or take an apposition. 2) Journalist question is one of the ways to generate ideas in writing. 3) Journalist question is not only use what information that students' need and explore ideas but also can guide students' to conduct a research. 4) Asking questions can help identify and focus assignments such as narration and description. 5) This technique is designed to help students' generate and focus on specific ideas while writing. Because in this class the students were taught without using strategy, they lacked laked motivation and felt bored in learning, less understanding the material, and their not have ideas to made recount text. The score mean of pre-test in this class was 70,30 and the post-test was 78,72 it can be said teaching writing recount text without using strategy is "Good"

The writer taught in X MIPA 4 using strategy. The writer taught recount text using the six journalist question strategy. In this class, teacher and students used the six journalist question strategy to make recount text based on their experience. This strategy helped students to improve their motivation and

creative thinking in writing skill. It was seen that score mean of pre test was 71,27 and the post test was 83,18 it showed that there was an improvement of the students ability in writing recount text and it can be said “Excellent”

It was found there was any significant difference of the students writing skill in recount text between those who were taught using The Six Journalist Question and those who were taught without using The Six Journalist Question Strategy. It can be seen by the mean score of post test in experimental class was 83,18, that was higher than the mean of post-test in control class which was 78,72. It also could be seen that the hypothesis t-test score is higher than t-table  $16,228 > 2.042$  based on the score the researcher concluded that t-test is accepted.

In conclusion, the use of The Six Journalist Question Strategy as a technique to improve students skill writing could make a significant improvement on the students' score. It could be said that the Six Journalist Question Strategy can be solved the students writing problem and it can increase the students' writing skills. The hypothesis said that “there is a significant differene of writing skills in recount text between the students who were taught by using the Six Journalist Question Strategy and those who were taught without using the Six Journalist Question Strategy” is accepted.

## CHAPTER V

### CONCLUSION, IMPLICATION AND SUGGESTION

This chapter presents the conclusion and suggestions of the results of the research. Hopefully, the conclusion and suggestions can be useful for all people relating to this study.

#### A. Conclusion

Based on the data result represented in the previous chapter, the researcher concludes that Journalist Question Strategy in teaching writing skill on recount text material can influence the students writing skill at SMA N 1 Randudongkal Pemalang. The writer concludes the following conclusion : The writing skills in re

- a. Recount text of the tenth grade students of SMA N 1 Randudongkal Pemalang who were taught using The Sixt Journalist Question showed **“Excellent”** level. It was showed from the mean of post test was 83,18 therefore the writer concluded that The Six Journalist Question Strategy is effective to improve students' writing skill in recount text.
- b. The writing skills in recount text of tenth grade students of SMA N 1 Randudongkal Pemalang who were taught without using The Six Journalist Question showed **“Good”** level. It was showed from the mean of post-test was 78,72. It was concluded that teaching and learning writing without using The Six Journalist Question Strategy has not help enough for students to improve their writing skill in recount text.

There was a significant difference of writing skill in recount text of the tenth grade students of SMA N 1 Randudongkal Pematang between those who were taught using the Six Journalist Question Strategy and those who were taught without using the Six Journalist Question Strategy. It is proven from the results of t-test. The result of t-test it be seen that the hypothesis t-test score is higher than t-table  $16,228 > 2.042$  based on the score the researcher concluded that t-test is accepted.

## **B. Suggestion**

From the explanation in previous chapter the researcher present some suggestions are addressed to the teachers, students and reader or the next researcher.

### **1. For the Teacher**

Based on these findings , suggestion for English Teacher is first writing is one of skills to the students, it will be better for the teacher if she or he conduct every meeting by using right strategy for advancement of teaching wiring, The Six Journalist Question Strategy is one of the best method or strategy that teachers use in teaching writing especially in recount text because there are any significant defference between students taught with using strategy and student taught without the strategy

### **2. For the students**

Suggestion for the students, researcher hopes that students have high motivation in learning to write, second student be confident in their ideas or

writing, and can apply this strategy to write text especially recount text so that they can start writing easily and quickly.

### **C. The Readers**

The writer suggest to readers or the Next Researchers can make this study as a reference or previous study. Hopefully, they can improve the use of the Six Journalist Question Strategy to improve students skill in writing recount texts. The Writer only conducted this research for four meetings without meeting pre test and post test. Hopefully, the next researcher can do the research even longer, so the result will be more satisfying.

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# APPENDICES

## Appendix 1 : Kartu Bimbingan



### KARTU BIMBINGAN FINAL PROJECT MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : DESTA MUTIARA  
 NPM : 18420042  
 FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS  
 DOSEN PEMBIMBING I : Dr. Ngasbun Egar, S.Pd., M.Pd.  
 DOSEN PEMBIMBING II : Ririn Ambarini, S.Pd., M.Hum.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING I
1.	06 Desember 2021	Introduction & Pengajuan Judul	
2.	07 Januari 2022	Revisi Judul	
3.	15 Maret 2022	Pengajuan Proposal	
4.	29 Maret 2022	Revisi Proposal	
5.	30 Maret 2022	Revisi skripsi 4 klpd.	
6.	02 April 2022	see jurnal	
7.	14 Juni 2022	Bimbingan bab 1-5 Revisi BAB I, II, Bab IV	
8.	05 Juli 2022	Revisi Chapter IV & V	
9.	06 Juli 2022	see skripsi	
10.			



**KARTU BIMBINGAN FINAL PROJECT**  
**MAHASISWA UNIVERSITAS PGRI SEMARANG**

NAMA : DESTA MUTIARA  
 NPM : 18420042  
 FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS  
 DOSEN PEMBIMBING I : Dr. Ngasbun Egar, S.Pd., M.Pd.  
 DOSEN PEMBIMBING II : Ririn Ambarini, S.Pd., M.Hum.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING II
1.	17 Nov 2021	Introduction Final Project	
2.	17 Desember 2021	Pengajuan Judul	
3.	16 Maret 2022	Pengajuan Proposal	
4.	23 Maret 2022	Introduction & Chapter I & II	
5.	31 Maret 2022	Proposal - III & IV	
6.	01 April 2022	Acc Proposal.	
7.	23 Mei 2022	Chapter IV.	
8.	08 July 2022	Chapter IV revisi	
9.	11 July 2022	Chapter IV acc.	
10.	13 July 2022	Chapter V.	

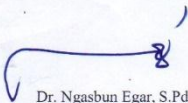

## Appendix 2 : Approval Proposal

**APPROVAL**

The Final Project proposal entitled **“Using The Six Journalist Question Strategy To Improve Students’ Ability In Writing Recount Texts For The First Year Students Of SMA N 1 Randudongkal Pemalang 2022”** written by:


Name : Desta Mutiara  
NPM : 18420042  
Study Program : English Education Study  
Faculty : Language and Art Education

**Has been approved by:**

Advisor I	Advisor II
	
Dr. Ngasbun Egar, S.Pd.,M.Pd.	Ririn Ambarini, S.Pd., M.Hum.
NPP. 956701118	NPP. 107601318



### Appendix 3 : Surat Ijin Penelitian TU

 UNIVERSITAS PGRI SEMARANG  
**FAKULTAS PENDIDIKAN BAHASA DAN SENI**  
Program Studi :  
➢ Pendidikan Bahasa dan Sastra Indonesia  
➢ Pendidikan Bahasa Inggris  
➢ Pendidikan Bahasa dan Sastra Daerah

Alamat :  
Jalan Gajah Raya Nomor 40  
Telepon (024) 8316377 – Faksimile (024) 8448217  
Semarang - 50125

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Nomor : 29/IP/FPBS/IV/2022 Semarang, 1 April 2022  
Lampiran : 1 (satu) berkas  
Perihal : **Permohonan izin penelitian**

Yth. Kepala SMA N 1 Randudongkal Pematang  
di Pematang

Kami beritahukan dengan hormat, bahwa mahasiswa kami :


N a m a : Desta Mutiara  
N P M : 18420042  
Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

Using The Six Journalist Question Strategy To Improve Students' Ability In  
Writing Recount Texts For The First Year Students Of SMA N 1 Randudongkal  
Pematang 2022

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan  
memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.

Dekan,  
  
**Dr. Asropah, M.Pd.**  
NPP 936601104

## Appendix 4 : Surat Keterangan Telah Melakukan Penelitian


**PEMERINTAH PROVINSI JAWA TENGAH**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SEKOLAH MENENGAH ATAS NEGERI 1**  
**RANDUDONGKAL**  
Jalan Raya Lapangan Olahraga Randudongkal, Pemalang Kode Pos 52353  
 Telepon ( 0284 ) 584185 Surat Elektronik smansa.rddk@gmail.com

---

**SURAT KETERANGAN**  
 Nomor : 071 / 322 / 2022

Yang bertanda tangan di bawah ini :

Nama : **AMINTANINGSIH, M.Pd.**  
 NIP : 19720823 199702 2 001  
 Pangkat / Gol. Ruang : Pembina , IV/b  
 Jabatan : Kepala SMA Negeri 1 Randudongkal

Dengan ini menerangkan bahwa:

Nama : DESTA MUTIARA  
 NIM : 18420042  
 Fakultas / Program studi : FPBS / Pendidikan Bahasa Inggris  
 Universitas : Universitas PGRI Semarang

Telah melaksanakan penelitian dengan judul "USING THE SIX JOURNALIST QUESTION STRATEGY TO IMPROVE STUDENTS' ABILITY IN WRITING RECOUNT TEXT FOR THE FIRST YEAR STUDENTS OF SMA N 1 RANDUDONGKAL PEMALANG 2022" di SMA Negeri 1 Randudongkal pada tanggal 11 – 27 April 2022.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Randudongkal, 28 April 2022

  
**AMINTANINGSIH, M.Pd.**  
NIP 19720823 199702 2 001

## Appendix 5 : Berita Acara



YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG  
 FAKULTAS PENDIDIKAN BAHASA DAN SENI  
**UNIVERSITAS PGRI SEMARANG**  
 Kampus : Jalan Sidadadi Timur Nomor 24 Semarang Indonesia. Telp. (024) 8448217, 8316377  
 Faks. (024)8448217 Website: www.upgris.ac.id

### BERITA ACARA UJIAN SKRIPSI

Pada hari ini Rabu 10 Agustus 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.  
Jabatan : Ketua
2. Nama : Dr. Jafar Sodik, S.Pd, M.Pd.  
Jabatan : Sekretaris
3. Nama : Dr. Ngasbun Egar, S.Pd., M.Pd  
Jabatan : Anggota (Penguji I)
4. Nama : Ririn Ambarini, S.Pd., M.Hum.  
Jabatan : Anggota (Penguji II)
5. Nama : Dr. Sukma Nur Ardini, SS.,M.Pd  
Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama	: Desta Mutiara	Fakultas	: FPBS
N.P.M	: 18420042	Program Studi	: Pendidikan Bahasa Inggris
		Program Pendidikan	: Strata 1

Judul Skripsi :

USING THE SIX JOURNALIST QUESTION TO IMPROVE STUDENTS WRITING ABILITY IN WRITING RECOUNT TEXT FOR THE FIRST YEAR STUDENT OF SMA N 1 RANDUDONGKAL PEMALANG 2022

Nilai :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

Dr. Asropah, M.Pd.

Sekretaris,

Dr. Jafar Sodik, S.Pd, M.Pd.

Penguji I,

Dr. Ngasbun Egar, S.Pd., M.Pd

Penguji II,

Ririn Ambarini, S.Pd., M.Hum.

Penguji III,

Dr. Sukma Nur Ardini, SS.,M.Pd

Mengetahui,

Dekan,



Dr. Asropah, M.Pd.

NPP/NIP 936301104

**Appendix 6 : Silabus Bahasa Inggris kelas X**

**KURIKULUM 2013**

**SILABUS PEMBELAJARAN**

**Nama Sekolah : SMAN RANDUDONGKAL**

**Kelas / Semester : X (Sepuluh) / 1 & 2**

**Nama Guru : YOGA AM, S.Pd.**

**NIP / NIK : 19770916 200701 1 006**

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## SILABUS

Bahasa Inggris Umum

**Satuan Pendidikan** : SMAN 1 RANDUDONGKAL  
**Kelas** : X (Sepuluh)

**Kompetensi Inti** :

KI-1 dan KI-2 : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

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

KI4 : 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..

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	IPK	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)	<ul style="list-style-type: none"> <li>• Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan</li> </ul>	<p>3.1.1. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga</p> <p>3.1.2. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks</p>	Tes tertulis (uraian), Penugasan (Lembar kerja)	2 x 45'	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2017</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>
	<ul style="list-style-type: none"> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan</li> <li>- Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- penting dan perbedaan antara beberapa cara yang ada</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>- Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang</li> </ul>	<p>3.1.3. Memahami struktur teks ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga</p> <p>3.1.4. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait jati</p>			

	<ul style="list-style-type: none"> <li>- Subjek Pronoun: <i>I, You, We, They, He, She, It</i></li> </ul>	dipaparkan figur-figur terkenal.	diri dan hubungan keluarga				
.1	<p>Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Kata ganti possessive <i>my, your, his</i>, dsb.</li> <li>- Kata tanya <i>Who? Which? How?</i> Dst.</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	<p>4.1.1. Menyusun kalimat meminta informasi terkait jati diri dan keluarga teman</p> <p>4.1.2. Menanggapi permintaan informasi terkait jati diri dan keluarganya</p>	Produk, Praktik (Penilaian Praktik)	2 x 45'	
.2	Menerapkan fungsi sosial, struktur teks,	• Fungsi Sosial	- Menyimak dan menirukan	3.2.1. Mengidentifikasi ungakapan-	Tes tertulis (uraian),	2 x 45'	-

<p>dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya</p>	<p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <ul style="list-style-type: none"> <li>• Struktur Teks             <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan             <ul style="list-style-type: none"> <li>- Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my,</i></li> </ul> </li> </ul>	<p>beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya</li> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru</li> </ul>	<p>ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>)</p> <p>3.2.2. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks</p> <p>3.2.3. Memahami struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>)</p> <p>3.2.4. Memahami unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>)</p>	<p>Penugasan (Lembar kerja)</p>		
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<p>.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapi dengan memperhatikan fungsi</p>	<p><i>their</i>, dsb.</p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik</li> </ul> <p>Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>dan teman secara alami di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>	<p>4.2.1. Menyusun kalimat memberikan ucapan selamat dan memuji bersayap (extended)</p> <p>4.2.2. Menanggapi ucapan selamat dan memuji bersayap (extended) yang</p>	<p>Produk, Praktik (Penilaian Praktik)</p>	<p>2 x 45'</p>	
<p>sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>			<p>diajukan kepadanya</p>			

<p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menyatakan rencana, menyarankan, dsb.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan atau di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual (gambar, video)</li> <li>- Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya</li> <li>- Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan</li> <li>- Bermain game terkait dengan niat mengatasi masalah</li> <li>- Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan</li> </ul>	<p>3.3.1. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</p> <p>3.3.2. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks</p> <p>3.3.3. Memahami struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</p> <p>3.3.4. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan</p>	<p>Tes tertulis (uraian), Penugasan (Lembar kerja)</p>	<p>2 x 45'</p>	<p>-</p>
<p>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang</p>			<p>4.3.1. Menyusun kalimat pernyataan niat melakukan suatu</p>	<p>Produk, Praktik (Penilaian Praktik)</p>	<p>2 x 45'</p>	

<p>melibatkan tindakan</p> <p>memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>yang termuat di KI</p>	<p>di luar kelas.</p> <p>- Melakukan refleksi tentang proses dan hasil belajar.</p>	<p>tindakan/kegiatan</p> <p>4.3.2.Menanggapi</p> <p>pernyataan niat melakukan suatu tindakan/kegiatan yang ditujukan kepadanya.</p>			
<p>.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</li> <li>• Struktur Teks Dapat mencakup <ul style="list-style-type: none"> <li>- Identifikasi (nama keseluruhan dan bagian)</li> <li>- Sifat (ukuran, warna, jumlah, bentuk, dsb.)</li> <li>- Fungsi, manfaat, tindakan, kebiasaan</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosakata dan istilah</li> </ul> </li> </ul>	<p>- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.</p> <p>- Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain</p>	<p>3.4.1. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>3.4.2. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks</p> <p>3.4.3. Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</p>	<p>Tes tertulis (uraian), Penugasan (Lembar kerja)</p>	<p>2 x 45'</p>	<p>-</p>

	<p>terkait dengan tempat wisata dan bangunan bersejarah terkenal</p> <ul style="list-style-type: none"> <li>- Adverbia terkait sifat seperti <i>quite</i>, <i>very</i>, <i>extremely</i>, <i>dst.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati cara mempresentasikan hasil analisis secara lisan,</li> </ul>	3.4.4. Memahami unsur kebahasaan dari ungkapan memberi dan meminta			
	<ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam tense yang benar</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb.</li> </ul>	<p>mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain</p>	informasi terkait tempat wisata dan bangunan bersejarah terkenal			
4.4 eks deskriptif			4.4.1.1. Menyusun kalimat meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal	Produk, Praktik (Penilaian Praktik)	2 x 45'	
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal	<ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik</li> </ul> <p>Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> <li>- Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat.</li> <li>- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> </ul>	4.4.1.2. Menjawab pertanyaan tentang tempat wisata dan bangunan bersejarah terkenal yang diajukan kepadanya			
4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait		<ul style="list-style-type: none"> <li>- Melakukan refleksi tentang</li> </ul>	4.4.2.1. Menyusun teks			



<p>tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>		<p>proses dan hasil belajar.</p>	<p>deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai</p>			
			<p>konteks</p>			
<p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjalinkan hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah</li> <li>• Struktur Teks             <ul style="list-style-type: none"> <li>- Istilah khusus terkait dengan jenis pemberituannya</li> <li>- Informasi khas yang</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar.</li> <li>- Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya</li> </ul>	<p>3.5.1. Mengidentifikasi istilah khusus terkait dengan jenis pemberituannya</p> <p>3.5.2. Mengidentifikasi ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan)</p> <p>3.5.3. Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur</p>	<p>Tes tertulis (uraian), Penugasan (Lembar kerja)</p>	<p>2 x 45'</p>	<p>-</p>

<p>4.5 Teks pemberitahuan (announcement)</p> <p>4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)</p> <p>4.5.2 Menyusun teks</p>	<p>relevan</p> <ul style="list-style-type: none"> <li>- Gambar, hiasan, komposisi warna</li> <li>• Unsur Kebahasaan</li> <li>- Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan)</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik</li> <li>Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain</li> <li>- Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>	<p>kebahasaannya</p> <p>3.5.4. Menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain</p> <p>4.5.1. Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman</p>	<p>Produk, Praktik (Penilaian Praktik)</p>	<p>2 x 45'</p>	
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<p>husus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>yang termuat di KI</p> <ul style="list-style-type: none"> <li>• Multimedia</li> </ul> <p><i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.</p>					
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past tense</i> vs <i>present perfect tense</i>)</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interrogative dalam <i>simple past tense</i>,  <i>present perfect tense</i>.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat</li> <li>- Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut</li> <li>- Membaca beberapa teks pendek yang</li> </ul>	<p>3.6.1. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya</p> <p>3.6.2. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks</p> <p>3.6.3. Memahami struktur teks ungkapan memberi dan meminta informasi</p>	<p>Tes tertulis (uraian), Penugasan (Lembar kerja)</p>	<p>2 x 45'</p>	<p>-</p>

	<ul style="list-style-type: none"> <li>- Adverbial dengan <i>since, ago, now</i>; klausa dan adverbial penunjuk waktu</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> </ul>	<p>menggunakan kedua tense tersebut, dan menggunakan beberapa</p>	<p>terkait keadaan/tindakan/ kegiatan/ kejadian yang</p>			
	<ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait.</p> <ul style="list-style-type: none"> <li>- Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung</li> <li>- Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut</li> </ul>	<p>dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya</p> <p>3.6.4. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya</p>			
<p>4.6 Menyusun teks interaksi transaksional, lisan dan</p>			<p>4.6.1. Menyusun kalimat meminta informasi</p>	<p>Produk, Praktik (Penilaian</p>	<p>2 x 45'</p>	

<p>tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang</p>		<p>- Melakukan refleksi tentang proses dan hasil belajar</p>	<p>keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya</p> <p>4.6.2. Menanggapi</p> <p>permintaan informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu</p>	<p>Praktik)</p>		
<p>benar dan sesuai konteks</p>			<p>terjadinya dan kesudahannya yang diajukan kepadanya</p>			
<p>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi</p> <p>dan meminta informasi terkait peristiwa bersejarah sesuai dengan</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan</li> <li>• Struktur Teks Dapat mencakup:</li> </ul>	<p>- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks</p>	<p>3.7.1. Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks recount</p> <p>3.7.2. Memahami struktur teks recount dalam</p>	<p>Tes tertulis (uraian), Penugasan (Lembar kerja)</p>	<p>2 x 45'</p>	<p>-</p>

konteks penggunaannya	<ul style="list-style-type: none"> <li>- orientasi</li> <li>- urutan kejadian/kegiatan</li> <li>- orientasi ulang</li> <li>• Unsur Kebahasaan</li> <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> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan</li> </ul>	<ul style="list-style-type: none"> <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</li> </ul>	<p>memberi dan meminta informasi terkait peristiwa bersejarah</p> <p>3.7.3. Memahami unsur kebahasaan dari teks recount dalam memberi dan meminta informasi terkait peristiwa bersejarah</p>			
<p>4.7 Teks recount – peristiwa bersejarah</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa</p>			<p>4.7.1.1. Membuat uraian tentang peristiwa bersejarah di Indonesia</p> <p>4.7.2.1. Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang</p>	Produk, Praktik (Penilaian Praktik)	2 x 45'	

<p>bersejarah</p> <p>4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>tangan</p> <ul style="list-style-type: none"> <li>• Topik</li> </ul> <p>Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>untuk menguraikan</p> <p>peristiwa bersejarah di Indonesia</p> <ul style="list-style-type: none"> <li>- Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>	<p>datang</p> <p>membacanya</p>			
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi</p> <p>dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan</li> <li>• Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> <li>- Orientasi</li> <li>- Komplikasi</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya</li> <li>- Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada</li> </ul>	<p>3.8.1. Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan</p> <p>3.8.2. Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif</p> <p>3.8.3. Memahami struktur</p>	<p>Tes tertulis (uraian), Penugasan (Lembar kerja)</p>	<p>2 x 45'</p>	<p>-</p>

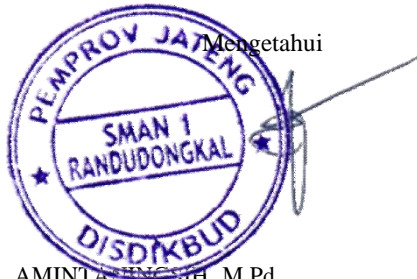
	<ul style="list-style-type: none"> <li>- Resolusi</li> <li>- Orientasi ulang</li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan</li> <li>- Kosa kata: terkait karakter, watak, dan setting dalam legenda</li> <li>- Adverbia penghubung</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling</li> </ul>	<p>teks naratif dalam memberi dan meminta informasi terkait legenda rakyat</p> <p>3.8.4. Memahami unsur kebahasaan dari teks naratif dalam memberi dan</p>			
	<p>dan penunjuk waktu</p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul>	<p>mengoreksi</p>	<p>meminta informasi terkait legenda rakyat</p>			
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	<ul style="list-style-type: none"> <li>• Topik</li> </ul> <p>Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> <li>- Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan</li> <li>- Melakukan refleksi tentang</li> </ul>	<p>4.8.1. Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi</p>	<p>Produk, Praktik (Penilaian Praktik)</p>	<p>2 x 45'</p>	



		proses dan hasil belajar.					
3.9	Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca, menyimak, dan menirukan lirik lagu secara lisan</li> <li>- Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>- Mengambil teladan dari pesan-pesan dalam lagu</li> <li>- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	3.9.1. Mengidentifikasi fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK  3.9.2. Mengidentifikasi unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	Tes tertulis (uraian), Penugasan (Lembar kerja)	2 x 45'	-
4.9	Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> <li>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	4.9.1. Menirukan lirik lagu secara lisan  4.9.2. Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	Produk, Praktik (Penilaian Praktik)	2 x 45'	

□

Pemalang, 17 Juni 2021



AMINTA ANINGSIH, M.Pd.  
NIP. 19720823 199702 2 001

Guru Mapel,

YOGA ASTAKI MARHAEN, S.Pd  
NIP. 19770916 200701 1

**Appendix 7 : Instrument of Pre-Test**

**WORKSHEET OF PRE-TEST  
(Control Class & Experimental Class)**

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Name :  
Class / Number Student :

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**A. Please read the intructions carefully!**

1. Write your name, class, and your student's number in the reserved column!
2. Write the recount text about with theme "Ramadan Activity"
3. Write the recount text at least 3 paragraph

**B. Write your text below!**

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**Orientation**

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**Event**

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**Re-Orientation**

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## Appendix 8 : Instrument of Post Test

### WORKSHEET OF POST-TEST (Control Class & Experimental Class)

Name :  
Class / Number Student :

#### A. Please read the instructions carefully!

1. Write your name, class, and your student's number in the reserved column!
2. Write the recount text with the theme "My Experience"
3. Write the recount text at least 3 paragraph

#### B. Write your text below!

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**Orientation**

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**Event**

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**Re-Orientation**

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## Appendix 9 : Students Worksheet

### (PRE-TEST)

WORKSHEET OF PRE-TEST  
(Control Class & Experimental Class)



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Name : Nur Salmi Eaffah  
Class / Number Student : X MIPA 3 - 23

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**A. Please read the intructions carefully!**

1. Write your name, class, and your student's number in the reserved column!
2. Write the recount text about with theme "Ramadan Activity"
3. Write the recount text at least 3 paragraph

**B. Write your text below!**

of  
SPIRE Ramadan

**Orientation**

On Friday, I watched television, an event that will be held in the month of Ramadan. It is on Saturday or Sunday.

**Event**

Ramadan is a holy month that Muslims always miss. The beauty and solemnity of the days is something that is difficult to obtain on a normal day. So, it is not surprising that in this holy month so many ordinary things become special.

The day leading up to the month of Ramadan, I watched the TV which was broadcasting about when fasting was carried out.

and it turns out that there has been an announcement on tv that the month of Ramadan has arrived. I am very happy and excited to fast. To restrain my appetite, drink, and like the advertisements for refreshing drinks that hang around in tv commercials.

#### Re-Orientation

I'm very happy to have Ramadhan this year. I hope fully next year I can meet the month of Ramadan again.

$$C = 21$$

$$O = 10$$

$$V = 15$$

$$G = 18$$

$$M = 3$$

$$= \frac{68 \times 5}{5}$$

$$= \frac{340}{5}$$

$$\Rightarrow 68 \parallel$$



WORKSHEET OF PRE-TEST  
(Control Class & Experimental Class)

GA

Name : Reyes Ganiel 2/P  
Class / Number Student : MIPA 3 / 25

A. Please read the intructions carefully!

1. Write your name, class, and your student's number in the reserved column!
2. Write the recount text about with theme "Ramadan Activity"
3. Write the recount text at least 3 paragraph

B. Write your text below!

War in Sarongs → Kapital  
~~Play in Sarongs~~

Orientation

On the first night of ramadhan, me and my friend at the mosque to pray while waiting for ~~Suhoor~~ Suhoor because in the month of ramadhan all prayers become efficacious.

Event

when me and my friend were praying there was a noise from outside the mosque and it turned out that there was a child inviting me and my friend to go to play war in sarongs.

C=12  
O=13  
V=15  
A=21  
M=3

Student mark = (total score) x 2

Re-Orientation

I didn't <sup>felt</sup> feel after playing the satong war,  
the time for sa subaar had arrived and I finally  
went home to ~~eat~~ <sup>ate</sup> eat.

C=18  
O=~~15~~  
V=19  
A=14  
M=3  
64



**WORKSHEET OF PRE-TEST**  
(Control Class & Experimental Class)

80

---

Name : DINDA ZALFA NABILA  
Class / Number Student : X MIPA 9 / 13

---

**A. Please read the intructions carefully!**

1. Write your name, class, and your student's number in the reserved column!
2. Write the recount text about with theme "Ramadan Activity"
3. Write the recount text at least 3 paragraph

**B. Write your text below!**

Reading Wattpad *at 10:30 am*

**Orientation**

On the first of Ramadhan, I felt bored. At that time I was only at home because of the holidays. After Sahur and worship, there is nothing else to do.

**Event**

I opened my smartphone and saw the Wattpad application that I downloaded a long time ago. I decided to read Wattpad that day. When I opened it, I immediately looked for stories that might interest me. remember there is one famous Wattpad writer named Salwalya. Finally, I searched her profile to see the stories he wrote. There are 11 stories there. For some reason I was attracted to the story called "What Are We (As 7)." A schoolboy's story with a romantic comedy genre. The story suits me very well. The story consists of 51 chapters. I read it until I was

willing to stay up late. I read it while holding back a smile because it's a very funny story. I'm afraid if I laugh, my parents will say "I'm crazy". The main character in the story is Ale. I really like his personality. He is a cheerful and funny person. I really like this story. Until in two days I can finish it.

#### Re-Orientation

I'm so happy that I finally found a story that suits my taste. I also learned a lot from the story of Ale and Dilla. Who had many conflicts in their lives. They are patients strong and unyielding people. The whole story is packaged in an interesting writing. So, thanks to Salwatiya the writer.

C = 27  
 O = 18  
 V = 14  
 A = 17  
 M = 4  
 80



**WORKSHEET OF PRE-TEST**  
(Control Class & Experimental Class)

79

Name : LIZAM SABIT M.

Class / Number Student : X MIPA 4/24

**A. Please read the intructions carefully!**

1. Write your name, class, and your student's number in the reserved column!
2. Write the recount text about with theme "Ramadan Activity"
3. Write the recount text at least 3 paragraph

**B. Write your text below!**

ENJOYING NATURE IN RAMADHAN

**Orientation**

I started my day <sup>woke</sup> waking up at 3.00 am. For some after that I wait for the time for fajr prayer. After the morning prayer my friends and i gathered for a walk. Coincidentally that day was a school holiday, so after a <sup>slept</sup> walk i went to sleep.

**Event**

After that my friends and i gathered to relax together. After a few minutes of gathering one of my friends suggested relaxing in the rice fields. Then we immediately went to the fields together. And we relax by the river. After about an hour we decided to go to the foot of the hill to get a different atmosphere. We were there <sup>talked</sup> talking and joking until finally the time for dzuhur arrived and we all went home. Arriving at home i also prayed dzuhur, after that i

rested and relaxed by watching tv until Asr time.  
 After the Asr prayer, I immediately gathered with my  
 friends to spend the ~~the~~ afternoon. And we decided  
 to go to the edge of the rice field.

#### Re-Orientation

✓ Until the time of breaking the fast we went  
 home. And at home I also enjoy my iftar time  
 in peace. That day was one of the best fasting days  
 because that's where I gathered with my friends.

C = 27  
 O = 18  
 V = 13  
 G = 107  
 M = 4  
 99



**(POST TEST)****WORKSHEET OF POST-TEST****(Control Class & Experimental Class)**

Name : Halida Fatkhia Zona

Class / Number Student : X MIPA 3 / 14

**A. Please read the instructions carefully!**

1. Write your name, class, and your student's number in the reserved column!
2. Write the recount text with the theme "My Experience"
3. Write the recount text at least 3 paragraph

**B. Write your text below!**

Vacation at aunt's house

**Orientation**

During school holidays, I went on vacation to my aunt's house with my mother. We went there by train. When we got there, my aunt greeted us with pleasure.

**Event**

One day, my aunt took me for a walk. We went to museums, squares and supermarkets to bought some necessities at home. Home from the supermarket, my aunt and I went to the kitchen to make cakes. I helped my aunt to make cake dough until my face was covered with flour. We made nastar cake. My aunt is making pineapple jam. After all the dough is ready, we also form the dough into small balls with pineapple jam in it and don't forget to top it with egg and then grated cheese. The cake dough is ready to be put in the oven.

**Re-Orientation**

Once cooked, the nastur cake was placed and arranged into a jar. My aunt and I ate cake in the living room while watching television.

$$\begin{array}{r} M=27 \\ O=18 \\ V=17 \\ a=17 \\ M=4 \\ \hline 83 \end{array}$$



## WORKSHEET OF POST-TEST

(Control Class &amp; Experimental Class)

Name : LIZAM SABIT M.  
Class / Number Student : X MIPA 4/24

## A. Please read the instructions carefully!

1. Write your name, class, and your student's number in the reserved column!
2. Write the recount text with the theme "My Experience"
3. Write the recount text at least 3 paragraph

## B. Write your text below!

The Worst Fall Experience

## Orientation

This is one of my bad experiences. And this happened because of my own carelessness. And this is arguably an annoying experience.

## Event

When I was young, I forgot how old I was. The condition is drizzling and the name of a small child likes to buy snacks. When it was drizzling to buy snacks, my brother suggested not to go, let alone just to buy snacks. But I didn't pay attention to what my brother said. When I went to buy snacks I ran and passed my grandpa's slippery house. As a result I slipped and fell and hit my head. From a distance my brother laughed at me because I didn't pay attention to what he was said and he didn't know how I was either. There I cried, when I started to get closer to the house, my brother was shocked by my condition. Whose head was injured and covered in blood, there my brother immediately called my mother and my mother

immediately helped and took care of me.

#### Re-Orientation

After that I immediately rested accompanied by my mother and aunt and waited for my father to come home. After that incident, I became more careful and to think again before ~~doing~~ anything. And also to ~~try~~ <sup>tried</sup> to ~~listen~~ to other people's words.

$$\begin{array}{r} C = 20 \\ O = 19 \\ V = 20 \\ G = 21 \\ M = 4 \\ \hline 92 \end{array}$$



WORKSHEET OF POST-TEST  
(Control Class & Experimental Class)

Name : DINDA ZALFA HABILA  
Class / Number Student : X MIPA 4 / 13

**A. Please read the instructions carefully!**

1. Write your name, class, and your student's number in the reserved column!
2. Write the recount text with the theme "My Experience"
3. Write the recount text at least 3 paragraph

**B. Write your text below!**

December 11, 2020

**Orientation**

At that time, the last year in 2020 was my story about achieving my dreams and my process of becoming someone who is obedient to God. Thirty-one days were quite memorable for me.

**Event**

At the beginning of the month, was the first time I had a Smartphone. Previously, I used my sister's Smartphone to study. Yes, at that time an online learning system was applied. Very grateful to finally be able to followed online learning better. Not long after that, the semester exam was held. Honestly at first I really didn't care and was lazy. Luckily there was a teacher who reminded me how important grades were to me. Especially for the ninth grade. In addition, I saw my parents who always tried to fulfill my needs and even my desires. I had to gave something to them too. At least with a good report card, so that they were proud. One week of testing, I tried to do my best. Not just an effort that must exist for an achievement. Ther must be a prayer that goes with it.

The last year in 2020 is the beginning of my felt closer to the creator. I did not pray five times before. in that month I tried not to

miss the five daily prayers. After a week had passed, the exam was over. Precisely on Tuesday is the last day of collection of test answer sheets. I went home as usual. Actually no, lately I feel my body is not doing well. And sure enough I got sick. I was taken to the nearest hospital. Honestly at that time I felt how great the gift of Allah SWT. I was confused about how to pray when I was sick, it turned out that I was given my period. Alhamdulillah.

I was hospitalized for one week because of typhus. After a week had passed I was happy to finally be back home. A few days later, I took Re-Orientation

I've learned a lot since then. I learned to be grateful and surrender to God when we have tried. Until now, this story is still special to me. Maybe just an ordinary story. But those thirty-one days always remind me to always be enthusiastic in reaching my dreams.

→ my report card. Alhamdulillah, I got the first rank in the class. The last one to close the month of December, on the thirtieth of December I turned fifteen. It makes December in 2020 even more memorable.

$$C = 26$$

$$G = 19$$

$$V = 19$$

$$G = 21$$

$$M = 4$$

Ag



### Appendix 10 : Documentation









