

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This was the last chapter talked over about the final result of the research, encompassed some conclusion and suggestion that purposed by the researcher to the teacher and students.

5.1 Conclusions

The objective of the study is to investigate the effect of writing journal technique in EFL Classroom and to analyze the significant differences in students' score between the students who are taught using writing journal than without writing a journal at the second grade of SMP Negeri 13 Mataram.

Based on the result and the discussion on the previous study chapter, we can see that the students who were taught using writing journal had good writing skills. Before the treatment was given the students' score of the experimental class in the pre-test is 48,13 and after the treatment was given the students' score in the post-test is 57,47 it means the use of writing journal has effect because in Paired test table score of Sig.(2 tailed) $0,000 < 0,05$ or The Alternative Hypothesis (H_a) is accepted. Then the students who were not taught using writing journal in the control class got the pre-test score 44,33 and post-test score 48,77. Then the result of the post-test from experimental class 57,47 which was higher than post-test from control class that was 48,77 it means that the students who is taught by using process writing has significant different because in independent

testtable score of Sig.(2 tailed) $0,000 < 0,05$ or The Alternative Hypothesis (Ha) is accepted.

5.2 Suggestions

As the end of this thesis, the researcher would like to give some suggestions for the teachers and students as follows:

1. For Teacher

As a professional teacher they have to master the material and great the technique to teach the students to understand about the material easily and have an appropriate suggestion as follow:

- a. The teacher should make a plane before the process of teaching and learning better, they should create the strategies by which the learner can be optimally involved in the activities.
- b. The Teacher must be creative to use media to teach suitable topics they are teaching, that help to teach easily.

2. For Students

- a. The students should be prepared before the teaching and learning process started.
- b. Learning writing is important to complete to the other skill, the students should practice every day.

3. For Researcher

The researcher suggests undertakings further research to use other teaching techniques in teaching English.

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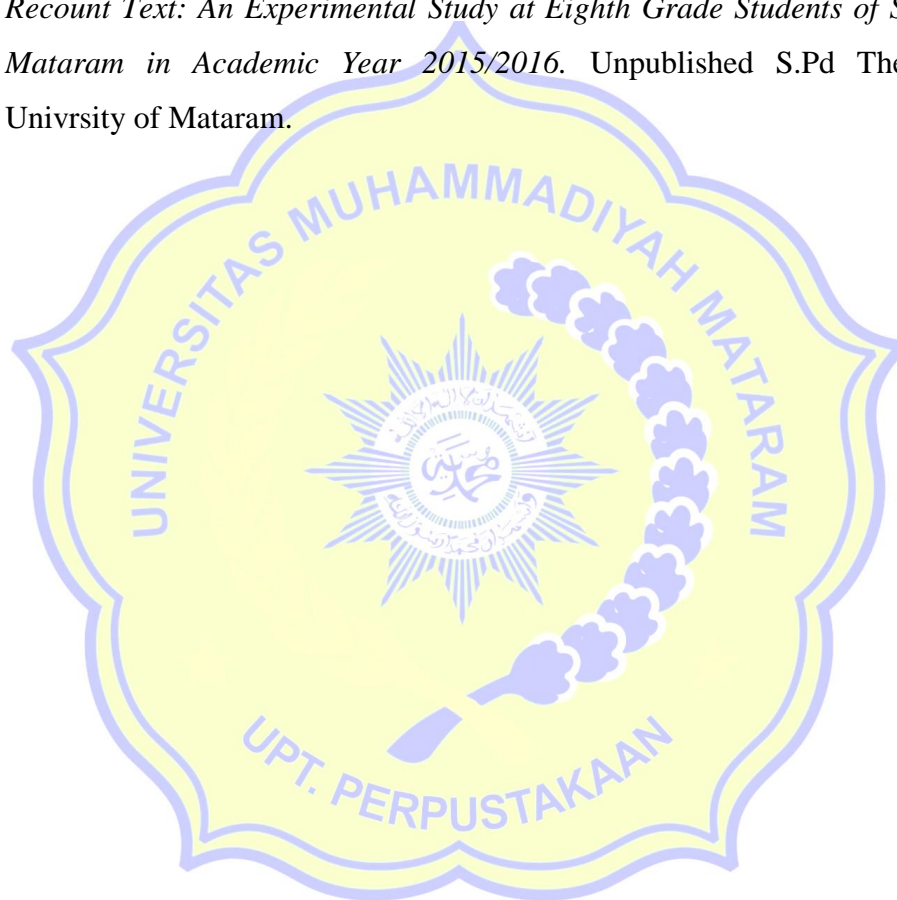
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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SEKOLAH	: SMPN 13 MATARAM
MATA PELAJARAN	: BAHASA INGGRIS
KELAS/ SEMESTER	: VIII/ 2
MATERI POKOK	: RECOUNT TEXT
ALOKASI WAKTU	: 2 x 40

A. KOMPETENSI INTI (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : 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
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. KOMPETENSI DASAR

- 3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.14 Menangkap makna teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.
- 4.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

- 3.13 Peserta didik mampu menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis
- 3.14 Peserta didik mampu menyusun teks *recount* lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
- 3.15 Peserta didik mampu menulis teks *recount* sederhana tentang pengalaman pribadi

D. TUJUAN PEMBELAJARAN

pertemuan 1

peserta didik mampu menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis

pertemuan 2

peserta didik mampu menyusun teks *recount* lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

pertemuan 3

peserta didik mampu menulis teks *recount* sederhana tentang pengalaman pribadi

pertemuan 4

peserta didik mampu menulis teks recount sederhana tentang pengalaman pribadi

E. Materi Pembelajaran

Recount text

1. Definition

Recount text is a text to retell events for the purpose of informing or entertaining. Purpose of the recount text is to tell the reader what happened in the past through a sequence of events.

2. Generic Structure

Orientation: Provides the setting and produces participants.

Event: Tell what happened and in what sequence.

Re-orientation: Optional – closure of events

3. Language Features

- The use of past tense
- The use of nouns and pronouns (Edy, he, we, his, the dog)
- The use of conjunctions (and, but, then, after, finally)
- Temporal sequence (after, before, then)
- Circumstances of time and place

Materi pokok : Teks recount sederhana tentang *change between childhood and adulthood (English in Focus for Grade VIII : 60)*

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English

course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways.

F. Metode Pembelajaran / Teknik

Journal writing

G. Media dan Sumber Pembelajaran

Media : Teks recount tentang kejadian/peristiwa/pengalaman

Sumber pembelajaran : English in Focus for Grade VIII dan Fokus Latihan Bahasa Inggris kelas VIII SMP/MTs.

H. Langkah-langkah Pembelajaran

Pertemuan 1 dan 2

a. Kegiatan pendahuluan (10')

- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Peserta didik disiapkan untuk mengikuti pelajaran tentang teks recount dengan menanyakan tentang teks recount yang pernah mereka baca
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan inti (70')

Teks recount tentang *change between childhood and adulthood* (English in Focus for Grade VIII : 60)

Explorasi

- Guru memberikan stimulus kepada peserta didik tentang bagaimana recount text

- Guru memberikan gambaran umum tentang recount text seperti definition, purposes, dan model teks.
- Guru memberikan teks recount tentang pengalaman

Elaborasi

- Guru menjelaskan kepada siswa bagaimana mereka akan menggunakan jurnal mereka
- Guru meminta Peserta didik untuk menulis jurnal , dan itu tidak hanya dilakukan di sekolah tetapi juga di rumah. setelah itu peserta didik mengumpulkan jurnal
- Guru kemudian membaca setiap jurnal dan memperbaiki hasil jurnal dari peserta didik
- Guru mengembalikan jurnal kepada peserta didik di hari berikutnya dan peserta didik diminta untuk terus menulis
- Guru menunjukkan dengan tepat fitur-fitur utama dalam penulisan jurnal kemudian Peserta didik mendiskusikan kesulitan yang mereka hadapi
- Guru menetapkan batas waktu untuk penulisan jurnal (15-20 menit) dan menggunakan penghitung waktu, sehingga siswa tahu kapan mereka harus selsai
- Selanjutnya, Guru mengumpulkan jurnal dari peserta didik untuk melihat jumlah tulisan, dan memberikan komentar dengan perubahan gaya dan kuantitas tulisan

Konfirmasi

- Peserta didik menyimpulkan hasil pembelajarannya.
- Peserta didik melakukan refleksi dengan cara mengungkapkan hambatan/kesulitan dan hal-hal yang memudahkan siswa memahami materi pembelajaran.

a. Penutup

- Guru memberikan umpan balik terhadap proses pembelajaran.
Contoh : thank you very much for your participation. You did a good job today.
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan selanjutnya

I. Penilaian Hasil pembelajaran

Nilai : Jumlah benar x 5

No	Components	Range	Description
1	Content	30-27	Excellent to very good
		26-22	Good
		21-17	Fair to poor
		16-13	Very poor
2	Organization	20-18	Excellent to very good
		17-14	Good :
		13-10	Fair to poor
		9-7	Very poor
3	Vocabulary	20-18	Excellent to very good
		17-14	Good
		13-10	Fair to poor
		9-7	Very poor
4	Language Uses	25-22	Excellent to very good
		21-18	Good
		17-11	Fair to poor
		10-5	Very poor
5	Mechanics	20-15	Excellent to very good
		14-10	Good
		9-5	Fair to poor
		4-1	Very poor
TOTAL SCORE			

Table above means :

1. Content
 - a. Excellent to very good : related ideas
 - b. Good : Occasionally unrelated ideas
 - c. Fair to poor : very often unrelated ideas
 - d. Very poor : irrelevant ideas
2. Organization
 - a. Excellent to very good : effective and incomplete
 - b. Good : Occassionally in effective, weak transition, and incomplete organization
 - c. Fair to poor : Lack organization
 - d. Very poor : little or no organization
3. Vocabulary
 - a. Excellent to very good : effective words choice
 - b. Good : mostly effective words choice
 - c. Fair to poor : frequently error in word choice
 - d. Very poor : mostly in effective word choice
4. Language Uses
 - a. Excellent to very good : grammatically correct
 - b. Good : mostly grammatically correct
 - c. Fair to poor : frequently error in grammar
 - d. Very poor : very often error in grammar
5. Mechanics
 - a. Excellent to very good : few error in spelling, punctuation, capitalization, paragraphing
 - b. Good : occasionally error in spelling, punctuation, capitalization, paragraphing
 - c. Fair to poor : frequent error in spelling, punctuation, capitalization, paragraphing
 - d. Very poor : dominated by errors in spelling, punctuation, capitalization, paragraphing.

Mataram,2019

Mengetahui
Kepala Sekolah

Guru Mata Pelajaran



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- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. KOMPETENSI DASAR

- 3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya
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- 4.15.1 Peserta didik mampu menulis teks *recount* sederhana tentang pengalaman pribadi

5. TUJUAN PEMBELAJARAN

pertemuan 3

peserta didik mampu menulis teks *recount* sederhana tentang pengalaman pribadi

pertemuan 4

peserta didik mampu menulis teks *recount* sederhana tentang pengalaman pribadi

6. Materi Pembelajaran

Recount text

7. Definition

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10. Metode Pembelajaran / Teknik

Journal writing

11. Media dan Sumber Pembelajaran

Media : Teks recount tentang kejadian/
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Sumber pembelajaran : Fokus Latihan Bahasa Inggris kelas VIII
SMP/MTs

12. Langkah-langkah Pembelajaran

Pertemuan 3 dan 4

c. Kegiatan pendahuluan (10')

- Peserta didik merespon salam dan pertanyaan dari guru berhubungan dengan kondisi siswa dan kelas
- Peserta didik disiapkan untuk mengikuti pelajaran tentang teks recount
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

d. Kegiatan inti (70')

Teks recount tentang *vacation to surabaya* (Fokus Latihan Bahasa Inggris Kelas VIII SMP/MTS :116)

Elaborasi

- Guru meminta Peserta didik untuk menulis jurnal , dan itu tidak hanya dilakukan di sekolah tetapi juga di rumah.s setelah itu peserta didik mengumpulkan jurnal
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13. Penilaian Hasil pembelajaran

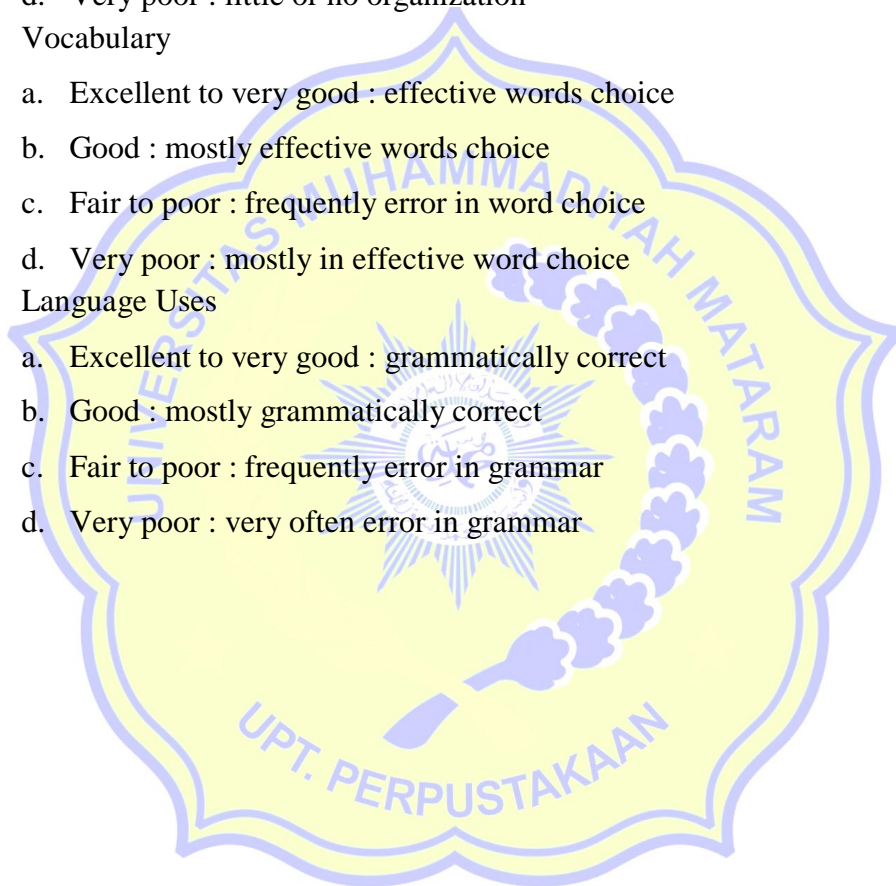
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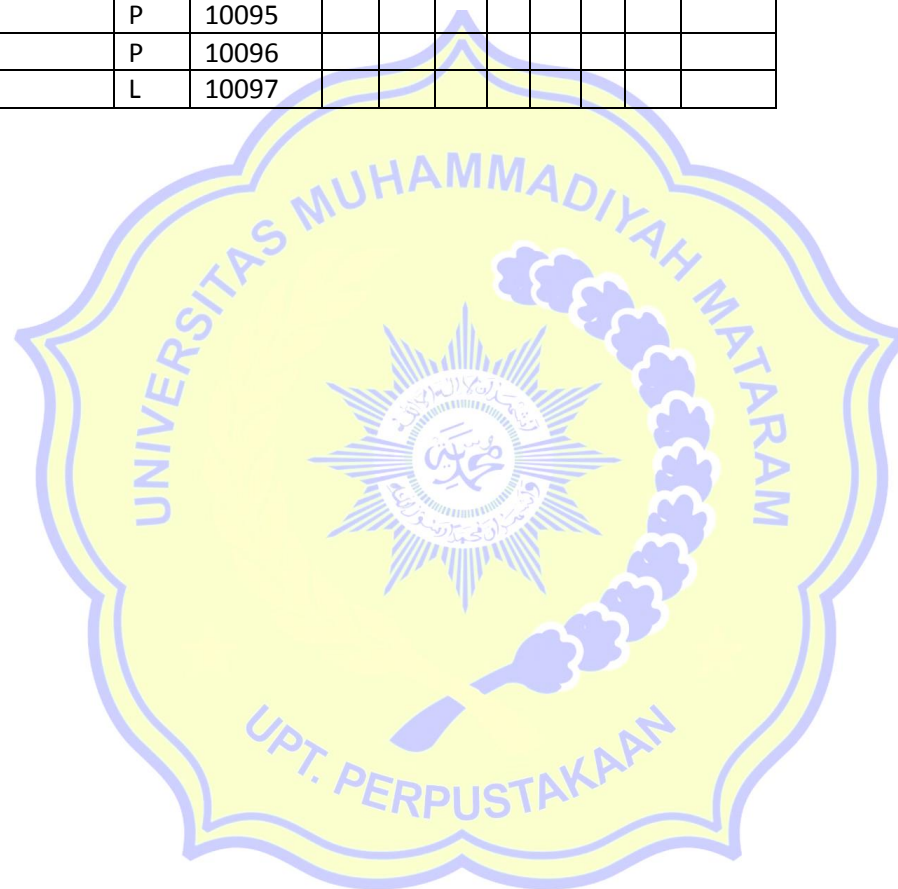
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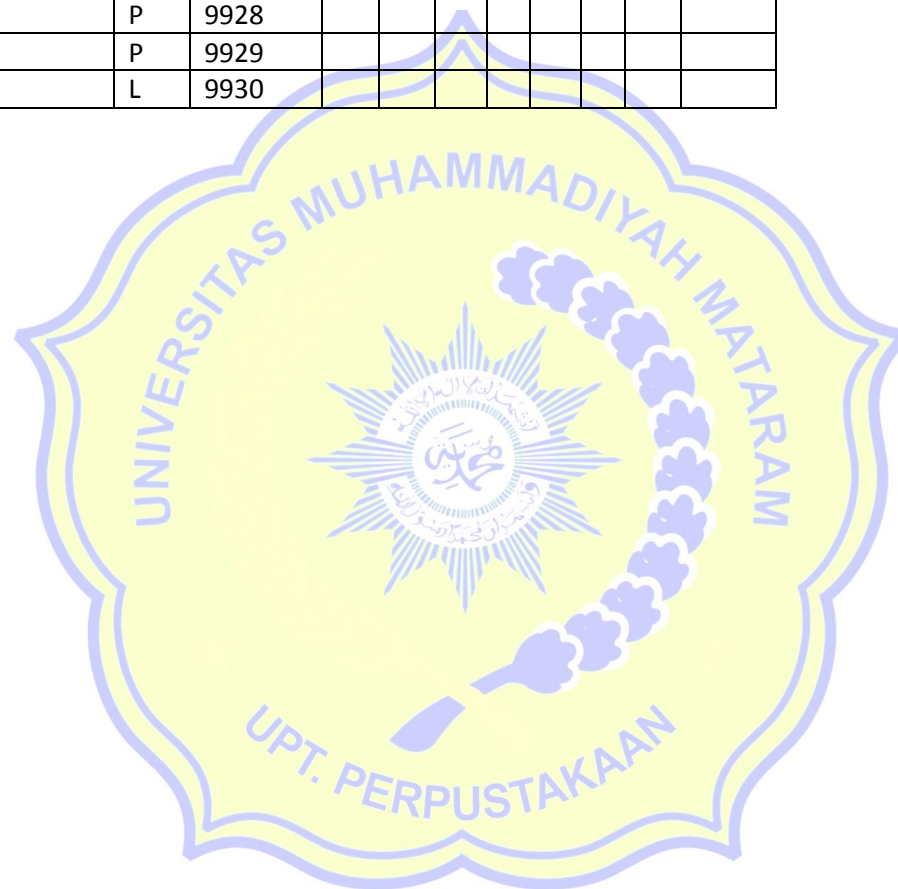
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				1	2	3	4	5	6	7	jam	Mt pelajaran	Sub.P.Bhs	T.T. Guru	
1	Alfin Wahyu Saputra	L	9968									1			
2	Adam Rifki Kurniawan	L	10067												
3	Ade Ayu Juliani	P	10068									2			
4	Aliyati Usman	P	10070									3			
5	Ananda Putri Ramadhani	P	10071												
6	Aninda Dwi Fathia Salsabila	P	10072									4			
7	Ayu Fitriani Asri	P	10073												
8	Baiq Tasya Tamayu	P	10074									5			
9	Bayu Aanggara Putra	L	10075												
10	Delila Rafika Sari	P	10076									6			
11	Farhan Bahtiar	L	10078												
12	Fransiska Naffah Zuhijjah	L	10079												
13	Imam Hamzan Wadi	L	10080												
14	Istianah	P	10081												
15	Kiswa Ashabilla	P	10082												
16	Lalu Adyatma Suya Wijaya	L	10083												
17	Maesya Putri Nabila	P	10084												
18	Maulina Syntia	P	10085												
19	Mirnawati	P	10086												
20	Muhammad Afrian	L	10087												
21	Muhammad Ali Fikri	L	10088												
22	Muhammad Hijratul Hidayat	L	10089												
23	Nafila Syahira Mufida	P	10090												
24	Nila Aulia	P	10091												
25	Pinkhan Syahidu	L	10092												

26	Riski Aprianto	L	10093										
27	Safitri Yuliandani	P	10094										
28	Sovi Herawati	P	10095										
29	Suci Nopiandini	P	10096										
30	Yudi Hariyadi	L	10097										



NO	NAMA SISWA	L/P		Hari/Jam Ke							Kegiatan Belajar Harian				
				1	2	3	4	5	6	7	jam	Mt pelajaran	Sub.P.Bhs	T.T. Guru	
1	Alfiyah Annisa	P	9901									1			
2	Amira Chika Pelisa	P	9902												
3	Anindita Maharani	P	9903									2			
4	Dea Auliya	P	9904									3			
5	Faira Dewi	P	9905												
6	Faridhatul Uyun	P	9906									4			
7	Fatahira Andani	P	9907												
8	Firdaus Ilham Hadi	L	9908									5			
9	Ganfra Nurhadi Losa	L	9909												
10	Gustaf Joel	L	9910									6			
11	I Komang Satya Putra	L	9911												
12	Indah Susilawati	P	9912												
13	Jinaan Astina Naufal	P	9913												
14	Kalila Zaynah	P	9914												
15	Lahuda Ikli Matul Haero	L	9915												
16	Lalu Sultan Agani	L	9916												
17	M.Fadhil Khairullah	L	9917												
18	Marliah Khusnul Fatimah	P	9918												
19	Maulina Dwiansyah	P	9919												
20	M. Aditya Apresta	L	9920												
21	M. Afriza	L	9921												
22	M. Radinal	L	9922												
23	M. Setif Gani	L	9923												
24	Nazwa Herlian Shaumy	P	9924												
25	Riylen Dwitania	P	9925												

26	Silfi Agustin	P	9926										
27	Tiara Diva Perdani	P	9927										
28	Tresni Wulandari	P	9928										
29	Widya Amalia	P	9929										
30	Yasir Anas	L	9930										





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TITLE

THE USE WRITING JOURNAL IN EFL CLASSROOM (AN EXPERIMENTAL STUDY AT THE EIGHT
 GRADE STUDENTS OF SMP NEGERI 13 MATARAM IN ACADEMIC YEAR OF 2018/2019

NO	DATE	GUIDANCE	CONSULTANTS		EXPL
			1	2	
1	9 - Feb - 2019	Background of study			
2	11 - Feb - 2019	Previous study			
3	14 - Feb - 2019	Chapter I			
4	23 - Feb - 2019	Chapter II			
5	25 - Feb - 2019	Chapter III			
6	28 - Feb - 2019	Population and sample			
7	14 - Maret - 2019	Instrumen and treatment			
8	27 - Maret - 2019	RPP			
9	2 - April - 2019	ACC			

Berlaku s/d Tanggal : 30 September 2019

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NO	DATE	GUIDANCE	CONSULTANTS		EXPL
			1	2	
1	10-april-2019	Background, Chapter I Chapter II			revise
2	16-april-2019	Instrument, Chapter III -pre-test, post-test			Revise
3	25-april-2019	Chapter I & II			revise
4	26-april-2019	Acc			Acc

Bertaku s/d Tanggal : 30 September 2019

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NO	DATE	GUIDANCE	CONSULTANTS		EXPL
			1	2	
	4/07/19			↓	
	9/07/19			↓	
	12/07/19	Check for grammar on the thesis. - Paragraf Conclusion. - Edit Table.		↓	Acc.
	20/07/19	Plagiarism checker n. Chapter I - V	↓		Revise!
	25/07/19	n. Abstract = analysis findy	↓		Revise!
	31/ Juli	n. A Thesis	↓	↓	Acc.

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