

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions.

#### 5.1 Conclusions

The objective of the research is to investigate the effect and to analyze the significant differences in students' score between the students who are taught using process writing than without process writing at the first grade of SMA Muhammadiyah Mataram in academic year 2018/2019.

Based on the result and the discussion on the previous study chapter, we can see that the students who were taught using process writing had good writing skills. Before the treatment was given the students' score of the experimental class in the pre-test is 39,43 and after the treatment was given the students' score in the post-test is 47,86 it means the use of process writing 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 process writing in the control class got the pre-test score 33, 43 and post-test score 38,14. Then the result of the post-test from experimental class 47,86 which was higher than post-test from control class that was 38,14 it means that the students who is taught by using process writing has significant different, because in Independent Test table score of Sig.(2 tailed)  $0,006 < 0,05$  or The Null Hypothesis ( $H_0$ ) is accepted.

## 5.2 Suggestion

Process writing is an alternative strategy in teaching writing recount text. This strategy helps the teacher in teaching writing and correcting the students' writing.

Based on the conclusion above, the researcher would like to offer some suggestion to be considered in teaching writing:

- 1) The teacher should use process writing as a strategy for teaching writing. This research shows that the strategy gives a contribution in students' writing ability to recount text.
- 2) Students should improve their writing by practice writing more using some strategy or method
- 3) For other researchers, they can use this research as their reference to conduct other researchers on the same field. They are also expected to be able to cover the shortcoming in this study and provide more detail information about this.

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**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**SEKOLAH** : **SMA MUHAMMADIYAH  
MATARAM**

**MATA PELAJARAN** : **BAHASA INGGRIS**

**KELAS/ SEMESTER** : **X/ 2**

**MATERI POKOK** : **RECOUNT TEXT**

**ALOKASI WAKTU** : **6 x 45 (3 JP)**

**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**

3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya

4.7 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

## **C. INDIKATOR PENCAPAIAN KOMPETENSI**

### **Indikator KD 3.7**

3.7.1 Menganalisis gambaran umum tentang teks *recount* tentang pengalaman/pengalaman/kejadian/peristiwa

3.7.2 Membedakan isi, fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount*

3.7.3 Menjelaskan isi, fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount*

3.7.4 Menceritakan pengalaman pribadi secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount*

### **Indikator KD 4.7**

4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait pengalaman /kejadian/ peristiwa

4.7.2 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait pengalaman/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

## **D. TUJUAN PEMBELAJARAN**

### Pertemuan 1

Peserta didik mampu menganalisis isi, fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *recount* sederhana tentang pengalaman/kejadian/peristiwa

### Pertemuan 2

Peserta didik mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *recount*

## **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 ( Clara, we, his )
- The use of conjunctions ( and, but, after, finally)
- Temporal sequence ( after, before, then)
- Circumstances of time and place

Materi pokok : Teks reount sederhana tentang *meeting my idol* (buku guru bahasa inggris SMA/SMK/MA kelas X : 102)

### **meeting my idol**

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's CDs to get his signature at the event.

On that bright and sunny Saturday morning, the radio station was full of Afganism (that's how 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 wait, 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". Afganisme 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 team 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 really cool seeing him like that because he really 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. That was one of the best days in my personal life history.



## F. Metode Pembelajaran / Teknik

Process Writing

## G. Media,Alat, dan Sumber Pembelajaran

1. Media : Teks recount tentang kejadian/peristiwa/pengalaman
2. Alat : Laptop,LCD,projektor,Spidol,
3. Sumber pembelajaran : Developing English competencies for senior high school (SMA/MA), Lets learn English SMA/MA, buku guru bahasa inggris SMA/SMK/MA kelas X revisi 2016, buku bahasa inggris SMA/SMK/MA kelas X.

## H. Langkah-langkah Pembelajaran

Pertemuan 1 dan 2

### a. Kegiatan peendahuluan (10')

- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Memberi motivasi belajar
- 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.
- Memberikan peserta didik contoh text recount

### b. Kegiatan inti (70')

Teks recount tentang *meeting my idol* (buku bahasa inggris SMA/SMK/MA kelas X : 98)

**Explorasi :**

Brainstorming :

- Guru meminta peserta didik untuk menulis dengan bebas (*freewriting*)

- Memberikan stimulus pada peserta didik tentang bagaimana text recount

### **Elaborasi**

#### Planning :

- Guru memberikan waktu kepada peserta didik untuk memikirkan apa yg akan mereka tulis

#### Writing the first draft :

- Guru memberikan waktu beberapa menit untuk peserta didik mengeluarkan ide-ide dalam sebuah tulisan
- Guru memperhatikan tulisan peserta didik

#### Editing :

- Guru memberikan penjelasan kepada peserta didik tentang bagaimana merevisi atau mengedit tulisan mereka yang lebih jelas dan lebih terorganisasi
- Guru meminta peserta didik untuk merevisi tulisannya (*Teacher editing*)
- Guru meminta peserta didik untuk menulis ulang tulisan yang telah mereka revisi dengan hati-hati

#### Publishing the final product :

- Guru menyarankan kepada peserta didik untuk menerapkan tulisan mereka dalam berbagai cara.

### **Konfirmasi**

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

#### c. Penutup (5')

- Guru memberikan umpan balik terhadap proses pembelajaran. Thank you very much for your participant. You did a good job , I'm very

happy with your activity in the class. How about you, did you enjoy my class ?

- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan selanjutnya

### I. Penilaian Hasil pembelajaran

No	Element of writing	rubric	description
1	Format and content	31-40	<i>Excellent to very good</i>
		21-30	<i>good to average</i>
		11-20	<i>fair to poor</i>
		1-10	<i>inadequate</i>
2	Organization and coherence	16-20	<i>excellent to very good</i>
		11-15	<i>good to average</i>
		6-10	<i>fair to poor</i>
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3	Sentence construction and vocabulary	31-40	<i>Excellent to very good</i>
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Table above means :

#### 1. Format and content

##### a. Excellent to very good

Good ideas/good use of relevant information, substantial concept use, properly developed ideas, good sense of audience

##### b. Good to average

Correct genre selected, most features of chosen genre adhered to, satisfactory ideas with some development, quite good use of relevant information, some concept use, quite good sense of audience

##### c. Fair to poor

Generally adequate but some inappropriate, inaccurate, or irrelevant data, an acceptable convention for the assignment task, some features of chosen genre adhered to, limited ideas/moderate use of relevant

information, little concept use, barely adequate development of ideas, poor sense of audience

d. Inadequate

Possibly incorrect genre for the assignment, chosen genre not adhered to, omission of key information, serious irrelevant or accuracy, very limited ideas relevant information, no concept use, inadequate development of ideas, poor or no sense of audience.

2. Organization and coherence

a. Excellent to very good

Message followed with easy, well organized and thorough development through introduction, body, and conclusion, relevant and convincing supporting details, logical progression of content contributes to fluency, unified paragraphs, effective use of transitions and reference

b. Good to average

Message mostly followed with ease, satisfactorily organized and developed through introduction, body and conclusion, relevant supporting details; mostly logical progression of content, moderate to good fluency, unified paragraphs, possible slight over- or under-use of transitions but correctly used, mostly correct references

c. Fair to poor

Message followed but with some difficulty, some pattern of organization – an introduction, body, and conclusion evident but poorly done, some supporting details, progression of content inconsistent or repetitious, lack of focus in some paragraphs, over- or under-use of transitions with some incorrect use; incorrect use of reference

d. Inadequate

Message difficult to follow, little evidence of organization – introduction and conclusion may be missing, few or no supporting details, no obvious progression of content, improper paragraphing, no or incorrect use of transitions, lack of reference contributes to comprehension difficulty

3. Sentence construction and vocabulary

a. Excellent to very good

Effective use of a wide variety of correct sentences, variety of sentence length; effective use of transitions, no significant errors in agreement, tense, number, person, articles, pronouns and prepositions, effective use of a wide variety of lexical items, word form mastery, effective choice of idiom, correct register

b. Good to average

Effective use of a variety of correct sentences, some variety of length, use of transitions with only slight errors, no serious recurring errors in agreement, tense, number, person, articles, pronouns and prepositions, almost no sentence fragments or run-ons; variety of lexical items with some problems but not causing comprehension difficulties, good control of word form, mostly effective idioms, correct register

c. Fair to poor

A limited variety of mostly correct sentences, little variety of sentence length, improper use of or missing transitions, recurring grammar errors are intrusive, sentence fragments or run-ons evident, a limited variety of lexical items occasionally causing comprehension problems, moderate word form control, occasional inappropriate choice of idiom, perhaps incorrect register

d. Inadequate

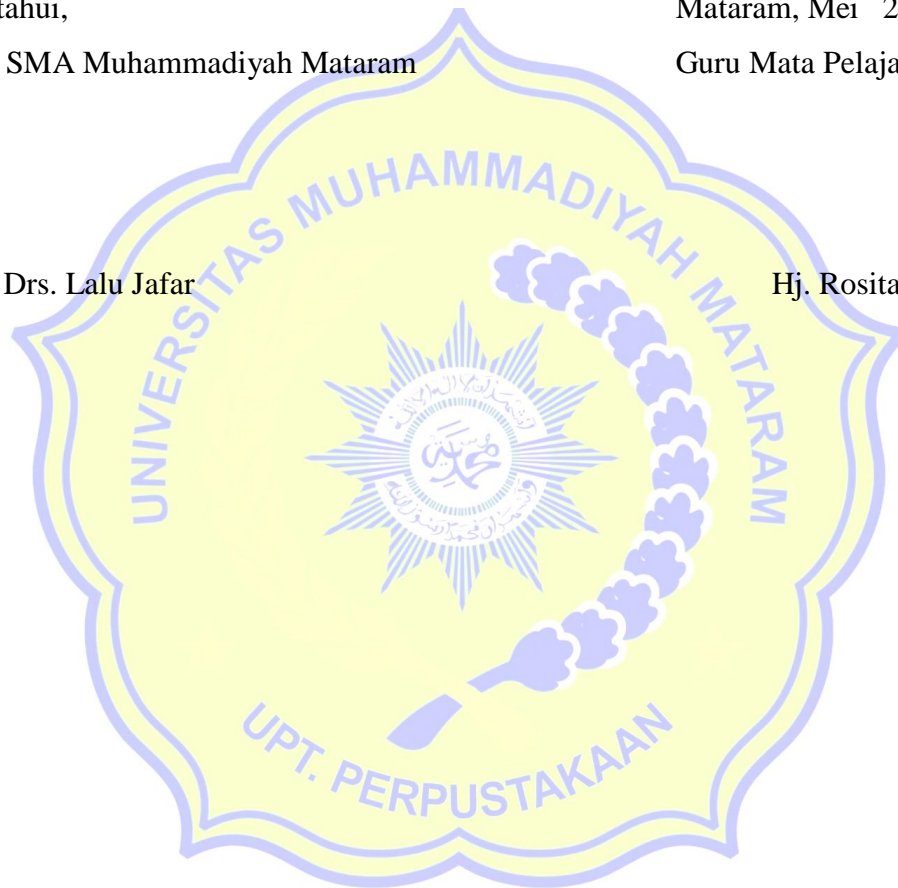
A limited variety of sentences requiring considerable effort to understand; correctness only on simple short sentences, improper use of or missing transitions, many grammar errors and comprehension problems, frequent incomplete or run-on sentences, a limited variety of lexical items, poor word forms, inappropriate idioms, incorrect register

Mengetahui,  
Kepala SMA Muhammadiyah Mataram

Mataram, Mei 2019  
Guru Mata Pelajaran

Drs. Lalu Jafar

Hj. Rosita



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## D. TUJUAN PEMBELAJARAN

### Pertemuan 3

Peserta didik mampu menjelaskan isi, fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount*

### Pertemuan 4

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Materi pokok : Teks recount tentang *my propose day* (Developing English competencies for senior high school (SMA/MA) : 16 )

## F. Metode Pembelajaran / Teknik

Process Writing

### G. Media,Alat, dan Sumber Pembelajaran

1. Media : Teks recount tentang kejadian/peristiwa/pengalaman
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### H. Langkah-langkah Pembelajaran

Pertemuan 3 dan 4

#### a. Kegiatan Pendahuluan (10')

- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Memberi motivasi belajar
- 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.
- Memberikan peserta didik contoh text recount

#### b. Kegiatan Inti (70')

Teks recount tentang *my propose day* (Developing English competencies for senior high school (SMA/MA) : 16 )

#### Explorasi

Brainstorming :

- Guru meminta peserta didik untuk menulis dengan bebas (*freewriting*)
- Memberikan stimulus pada peserta didik tentang bagaimana text recount

**Planning :**

- Guru waktu kepada peserta didik untuk memikirkan apa yang akan mereka tulis

**Writing the first draft :**

- Guru memberikan waktu beberapa menit untuk peserta didik mengeluarkan ide-ide dalam sebuah tulisan
- Guru memperhatikan tulisan peserta didik

**Editing :**

- Guru memberikan penjelasan kepada peserta didik tentang bagaimana merevisi tulisan mereka yang lebih jelas dan lebih terorganisasi
- Guru merevisi tulisan peserta didik (*Self editing*)
- Guru meminta peserta didik untuk menulis ulang tulisan yang telah mereka revisi dengan hati-hati

**Publishing the final product :**

- Guru menyarankan kepada peserta didik untuk menerapkan tulisan mereka dalam berbagai cara.

**Konfirmasi**

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

c. Kegiatan Penutup (5')

- Guru memberikan umpan balik terhadap proses pembelajaran. Thank you very much for your participant. You did a good job , I'm very happy with your activity in the class. How about you, did you enjoy my class ?
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan selanjutnya

## I. Penilaian Hasil pembelajaran

No	Element of writing	rubric	description
1	Format and content	31-40	<i>Excellent to very good</i>
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d. Inadequate

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2. Organization and coherence

a. Excellent to very good

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b. Good to average

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d. Inadequate

Message difficult to follow, little evidence of organization – introduction and conclusion may be missing, few or no supporting details, no obvious progression of content, improper paragraphing, no or incorrect

use of transitions, lack of reference contributes to comprehension difficulty

3. Sentence construction and vocabulary

a. Excellent to very good

Effective use of a wide variety of correct sentences, variety of sentence length; effective use of transitions, no significant errors in agreement, tense, number, person, articles, pronouns and prepositions, effective use of a wide variety of lexical items, word form mastery, effective choice of idiom, correct register

b. Good to average

Effective use of a variety of correct sentences, some variety of length, use of transitions with only slight errors, no serious recurring errors in agreement, tense, number, person, articles, pronouns and prepositions, almost no sentence fragments or run-ons; variety of lexical items with some problems but not causing comprehension difficulties, good control of word form, mostly effective idioms, correct register

c. Fair to poor

A limited variety of mostly correct sentences, little variety of sentence length, improper use of or missing transitions, recurring grammar errors are intrusive, sentence fragments or run-ons evident, a limited variety of lexical items occasionally causing comprehension problems, moderate word form control, occasional inappropriate choice of idiom, perhaps incorrect register

d. Inadequate

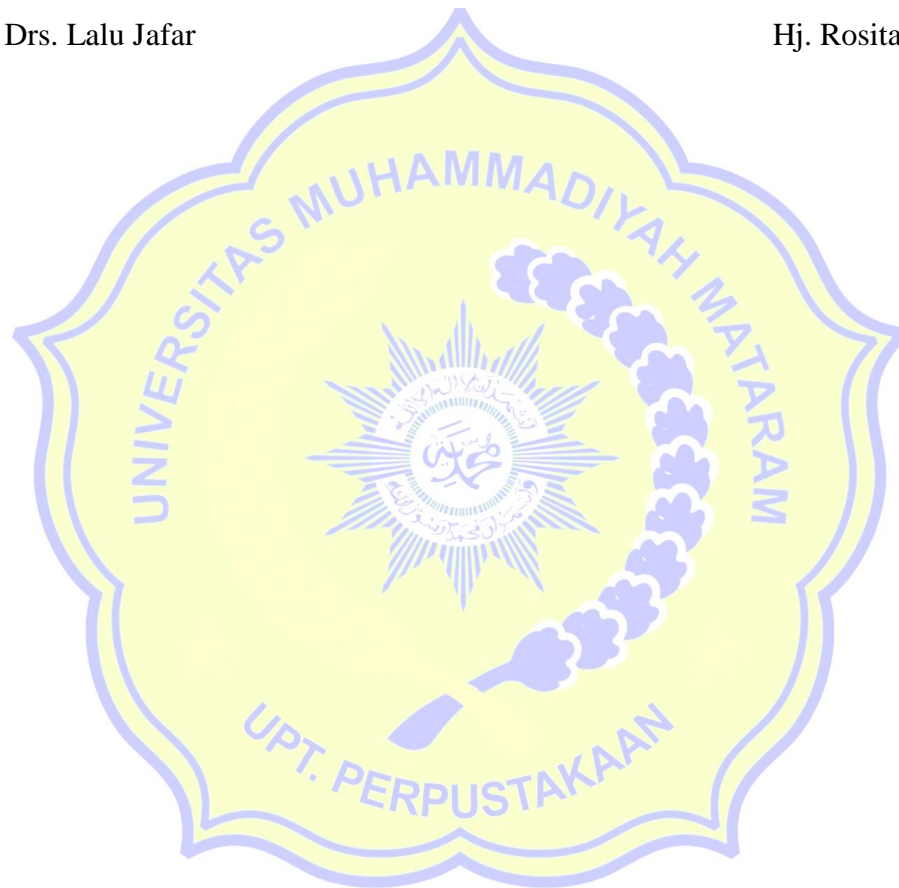
A limited variety of sentences requiring considerable effort to understand; correctness only on simple short sentences, improper use of or missing transitions, many grammar errors and comprehension problems, frequent incomplete or run-on sentences, a limited variety of lexical items, poor word forms, inappropriate idioms, incorrect register

Mengetahui,  
Kepala SMA Muhammadiyah Mataram

Mataram, Mei 2019  
Guru Mata Pelajaran

Drs. Lalu Jafar

Hj. Rosita



**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**SEKOLAH** : SMA MUHAMMADIYAH  
MATARAM

**MATA PELAJARAN** : BAHASA INGGRIS

**KELAS/ SEMESTER** : X/ 2

**MATERI POKOK** : RECOUNT TEXT

**ALOKASI WAKTU** : 6 x 45 (3 JP)

**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**

3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya

4.7 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

## **C. INDIKATOR PENCAPAIAN KOMPETENSI**

### **Indikator KD 3.7**

3.7.1 Menganalisis gambaran umum tentang teks *recount* tentang pengalaman/pengalaman/kejadian/peristiwa

3.7.2 Membedakan isi, fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount*

3.7.3 Menjelaskan isi, fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount*

3.7.4 Menceritakan pengalaman pribadi secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount*

### **Indikator KD 4.7**

4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait pengalaman /kejadian/ peristiwa

4.7.2 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait pengalaman/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

## D. TUJUAN PEMBELAJARAN

### Pertemuan 5

Peserta didik mampu menjelaskan isi, fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount*

### Pertemuan 6

Peserta didik mampu menjelaskan isi, fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount*

## 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 ( Clara, we, his )
- The use of conjunctions ( and, but, after, finally)
- Temporal sequence ( after, before, then)
- Circumstances of time and place

Materi pokok : Teks recount tentang *Joining the Traditional Dance Competition*(Lets learn English SMA/MA:16)

## F. Metode Pembelajaran / Teknik

Process Writing

### **G. Media,Alat, dan Sumber Pembelajaran**

4. Media : Teks recount tentang kejadian/peristiwa/pengalaman
5. Alat : Laptop,LCD,Spidol,
6. Sumber pembelajaran : Developing English competencies for senior high school (SMA/MA), Lets learn English SMA/MA, buku guru bahasa inggris SMA/SMK/MA kelas X revisi 2016, buku bahasa inggris SMA/SMK/MA kelas X.

### **H. Langkah-langkah Pembelajaran**

Pertemuan 5 dan 6

- a. Kegiatan Pendahuluan (10')
- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
  - Memberi motivasi belajar
  - 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.
  - Memberikan peserta didik contoh text recount

- b. Kegiatan Inti (70')

Teks recount tentang *Joining the Traditional Dance Competition*(Lets learn English SMA/MA:16)

#### **Explorasi**

Brainstorming :

- Guru meminta peserta didik untuk menulis dengan bebas (*freewriting*)

- Memberikan stimulus pada peserta didik tentang bagaimana text recount

Planning :

- Guru memberikan waktu kepada peserta didik untuk memikirkan apa yang akan mereka tulis

Writing the first draft :

- Guru memberikan waktu beberapa menit untuk peserta didik mengeluarkan ide-ide dalam sebuah tulisan
- Guru memperhatikan tulisan peserta didik

Editing :

- Guru memberikan penjelasan kepada peserta didik tentang bagaimana merevisi tulisan mereka yang lebih jelas dan lebih terorganisasi
- Guru merevisi tulisan peserta didik (*teacher editing*)
- Guru meminta peserta didik untuk menulis ulang tulisan yang telah mereka revisi dengan hati-hati

Publishing the final product :

- Guru menyarankan kepada peserta didik untuk menerapkan tulisan mereka dalam berbagai cara.

**Konfirmasi**

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

c. Kegiatan Penutup (5')

- Guru memberikan umpan balik terhadap proses pembelajaran. Thank you very much for your participant. You did a good job , I'm very happy with your activity in the class. How about you, did you enjoy my class ?

- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan selanjutnya

### I. Penilaian Hasil pembelajaran

No	Element of writing	rubric	description
1	Format and content	31-40	<i>Excellent to very good</i>
		21-30	<i>good to average</i>
		11-20	<i>fair to poor</i>
		1-10	<i>inadequate</i>
2	Organization and coherence	16-20	<i>excellent to very good</i>
		11-15	<i>good to average</i>
		6-10	<i>fair to poor</i>
		1-5	<i>Inadequate</i>
3	Sentence construction and vocabulary	31-40	<i>Excellent to very good</i>
		21-30	<i>good to average</i>
		11-20	<i>fair to poor</i>
		1-10	<i>Inadequate</i>

Table above means :

1. Format and content

a. Excellent to very good

Good ideas/good use of relevant information, substantial concept use, properly developed ideas, good sense of audience

b. Good to average

Correct genre selected, most features of chosen genre adhered to, satisfactory ideas with some development, quite good use of relevant information, some concept use, quite good sense of audience

c. Fair to poor

Generally adequate but some inappropriate, inaccurate, or irrelevant data, an acceptable convention for the assignment task, some features of chosen genre adhered to, limited ideas/moderate use of relevant

information, little concept use, barely adequate development of ideas, poor sense of audience

d. Inadequate

Possibly incorrect genre for the assignment, chosen genre not adhered to, omission of key information, serious irrelevant or accuracy, very limited ideas relevant information, no concept use, inadequate development of ideas, poor or no sense of audience.

2. Organization and coherence

a. Excellent to very good

Message followed with ease, well organized and thorough development through introduction, body, and conclusion, relevant and convincing supporting details, logical progression of content contributes to fluency, unified paragraphs, effective use of transitions and reference

b. Good to average

Message mostly followed with ease, satisfactorily organized and developed through introduction, body and conclusion, relevant supporting details; mostly logical progression of content, moderate to good fluency, unified paragraphs, possible slight over- or under-use of transitions but correctly used, mostly correct references

c. Fair to poor

Message followed but with some difficulty, some pattern of organization – an introduction, body, and conclusion evident but poorly done, some supporting details, progression of content inconsistent or repetitious, lack of focus in some paragraphs, over- or under-use of transitions with some incorrect use; incorrect use of reference

d. Inadequate

Message difficult to follow, little evidence of organization – introduction and conclusion may be missing, few or no supporting details,

no obvious progression of content, improper paragraphing, no or incorrect use of transitions, lack of reference contributes to comprehension difficulty

3. Sentence construction and vocabulary

a. Excellent to very good

Effective use of a wide variety of correct sentences, variety of sentence length; effective use of transitions, no significant errors in agreement, tense, number, person, articles, pronouns and prepositions, effective use of a wide variety of lexical items, word form mastery, effective choice of idiom, correct register

b. Good to average

Effective use of a variety of correct sentences, some variety of length, use of transitions with only slight errors, no serious recurring errors in agreement, tense, number, person, articles, pronouns and prepositions, almost no sentence fragments or run-ons; variety of lexical items with some problems but not causing comprehension difficulties, good control of word form, mostly effective idioms, correct register

c. Fair to poor

A limited variety of mostly correct sentences, little variety of sentence length, improper use of or missing transitions, recurring grammar errors are intrusive, sentence fragments or run-ons evident, a limited variety of lexical items occasionally causing comprehension problems, moderate word form control, occasional inappropriate choice of idiom, perhaps incorrect register

d. Inadequate

A limited variety of sentences requiring considerable effort to understand; correctness only on simple short sentences, improper use of or missing transitions, many grammar errors and comprehension problems,

frequent incomplete or run-on sentences, a limited variety of lexical items,  
poor word forms, inappropriate idioms, incorrect register

Mengetahui,  
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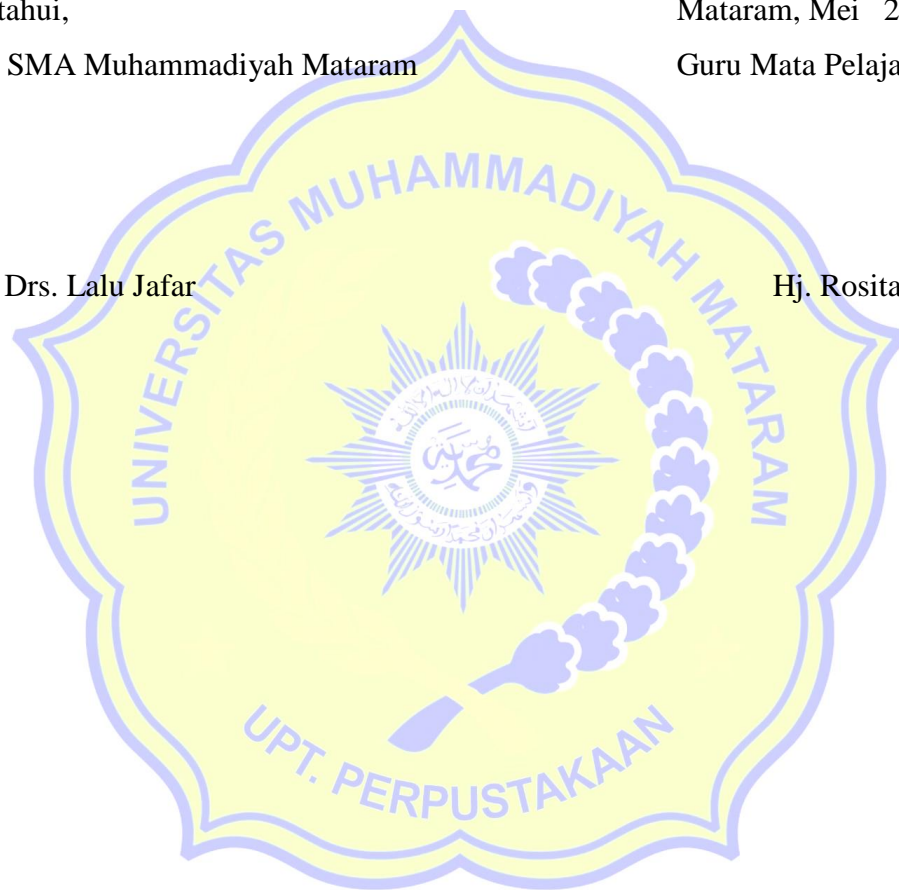




Table Pre-test score of the experimental class

No	Code	Pre-test experimental			total
		content	organization	vocabulary	
1	Abel Ermawati	15	12	20	47
2	Andi M.Ridho Armalio	15	11	15	41
3	Apriana Amalia Ramdhani	15	12	15	42
4	Derri Ina Sukmawati	10	10	15	35
5	Dewi Nanda Pratiwi	15	10	15	40
6	Herlina Malniati	12	15	10	37
7	Indah Fitriana Dewi	10	7	10	27
8	Izzah Fillah Taqiyyah	20	15	25	60
9	M.Fadhlan Sri Sultan	15	10	15	45
10	Muhammad Ardiansyah	15	10	10	35
11	Murniati	15	5	5	25
12	Nita Cahya Seliwangi	12	10	10	32
13	Ozi Syahputra	10	10	10	30
14	Ulfa Zuraida Ramdhona	23	11	22	56

Table Pre-test score of the control class

No	Code	Pre- test			Total
		Content	Organization	Vocabulary	
1	Ahrian Juniardi	15	10	5	27
2	Alma Alfatari	15	10	17	32
3	Aprian Zurly	13	10	10	33
4	Aprilian Nabila	20	13	15	48
5	Arya Firmansyah	10	10	15	35
6	Awal Sopian	12	15	10	37
7	Baiq Dian Yuniarti	10	7	7	24
8	Hanifa Ariani	15	10	15	40
9	Irfan Khalik	8	5	12	25
10	Lalu Fharas Sukmayadi A.	10	10	3	23
11	Muhammad Ardian	10	10	5	25
12	Mara Loviara	15	10	15	40
13	Rifka Ulfa Anisa	15	10	15	45
14	Sarah Dihan	14	5	15	34

Table Post test score of the experimental class

No	Code	Post-test experimental class			Total
		Content	Organization	Vocabulary	
1	Abel Ermawati	20	15	20	55
2	Andi M.Ridho Armalio	20	12	17	49
3	Apriana Amalia Ramdhani	20	11	20	51
4	Derri Ina Sukmawati	15	13	14	42
5	Dewi Nanda Pratiwi	20	16	17	53
6	Herlina Malniati	15	15	13	43
7	Indah Fitriana Dewi	15	11	10	36
8	Izzah Fillah Taqiyyah	23	17	25	65
9	M.Fadhlan Sri Sultan	20	17	18	55
10	Muhammad Ardiansyah	20	10	15	45
11	Murniati	10	10	10	30
12	Nita Cahya Seliwangi	15	13	15	43
13	Ozi Syahputra	20	11	10	41
14	Ulfa Zuraida Ramdhona	25	12	25	62

Table Post-test of control class

No	Code	Post-test control class			total
		Content	Organization	Vocabulary	
1	Ahrian Juniardi	15	10	10	35
2	Alma Alfatari	10	13	10	32
3	Aprian Zurly	12	12	11	35
4	Aprilian Nabila	15	16	19	50
5	Arya Firmansyah	15	10	12	37
6	Awal Sopian	15	15	10	40
7	Baiq Dian Yuniarti	10	10	7	27
8	Hanifa Ariani	15	15	15	45
9	Irfan Khalik	10	10	10	30
10	Lalu Fharas Sukmayadi A.	10	11	10	31
11	Muhammad Ardian	17	10	15	42
12	Mara Loviara	20	15	13	48
13	Rifka Ulfa Anisa	17	15	15	47
14	Sarah Dihan	15	10	10	35

T-table distributions (df = 1 – 40)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793

35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688





**UNIVERSITAS MUHAMMADIYAH MATARAM  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Program Studi Pendidikan Bahasa Inggris  
E-mail : fkip\_umm@mataram.ac.id Website http://ummat.ac.id  
Jl. KH. Ahmad Dahlan No. 1 Tlp (0370) 630775 Mataram

**KARTU KONSULTASI PROPOSAL SKRIPSI**

Nama : Magfirah Yuniar Pratama Pembimbing 1 : Hidayati, M.Hum  
Nim : 11512A0014  
Tahun Angkatan : 2015 Pembimbing 2 : Irwandi, M.Pd

**TITLE**

**The Use of Process Writing in Teaching Students' Writing Skill at the First Grade of SMA Muhammadiyah Mataram in Academic Year 2018/2019**

No	Date	Guidance	Consultants		Expl
			1	2	
	2/07/19				
	5/07/19				
	9/07/19				
	12/07/19	Consent your thesis to your first Advisor.			See
	24/07/2019	Abstract & Dots			Review!
	31/07/2019	Findings & Discussion			Review!
	19/08/2019	Conclusion & suggestion			Review!
	23/18/2019	A Thesis			See

Mataram.....

Ketua Program Studi,

**Hidayati, M.Hum**

NIDN. 0820047301



**UNIVERSITAS MUHAMMADIYAH MATARAM**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

E-mail : [fkp.um.mataram@telkom.net](mailto:fkp.um.mataram@telkom.net). Website <http://fkp.ummat.ac.id>

Jalan K.H. Ahmad Dahlan No.1 Telp (0370) 630775 Mataram

Nomor : 064/II.3.AU/FKIP-UMMat/F/IV/2019  
Lamp. : 1 (Satu) Eksemplar  
Perihal : **Permohonan Izin Penelitian**

**Kepada**  
**Yth. Kepala Sekolah SMA Muhammadiyah Mataram**  
**di**  
**Tempat**

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, mohon kiranya mahasiswa yang tersebut namanya di bawah ini dapat diberikan izin penelitian dalam rangka penulisan Skripsinya dengan penjelasan sebagai berikut:

Nama : Magfirah Yuniar Pratama  
NIM : 11512A0014  
Jurusan/ Program Studi : Pendidikan / Pend. Bahasa Inggris  
**Judul : The Use Of Process Writing In Teaching Students' Writing Skill At The First Grade Of SMA Muhammadiyah Mataram In Academic Year 2018/2019**  
**Tempat Penelitian : SMA Muhammadiyah Mataram**

Demikian untuk maklum dan atas kerjasama yang baik diucapkan terima kasih.

*Wabillahitaufiq Walhidayah*  
*Wassalamu'alaikum Wr. Wb.*

Mataram, 29 April 2019

An. Dekan,  
Wakil Dekan I,

**Sri Marjani, S.Pd., M.Pd.**  
NIDN 0811038701

Tembusan:

1. Rektor UM Mataram (sebagai laporan)
2. Ketua Jurusan/ Program Studi
3. Yang bersangkutan
4. Arsip





MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
PIMPINAN DAERAH MUHAMMADIYAH KOTA MATARAM  
**SMA MUHAMMADIYAH MATARAM**  
Alamat Jalan Anyelir ☎ (0370) 632006 Mataram 83126

**SURAT KETERANGAN**  
Nomor : 1189 / III.4-AU / KET / 2019

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas (SMA) Muhammadiyah Mataram di Kota Mataram Propinsi Nusa Tenggara Barat, menerangkan bahwa :

N a m a : Magfirah Yuniar Pratama  
Tempat/tanggal lahir : Dompu, 28 Juni 1997  
Jenis Kelamin : Perempuan  
N I M : 11512A0014  
Pekerjaan : Mahasiswa Universitas Muhammadiyah Mataram  
Program Studi : Pend. Bahasa Inggris  
A l a m a t : Jl. K.H Ahmad Dahlan Pagesangan Mataram

Memang benar yang bersangkutan telah selesai mengadakan Penelitian sejak tanggal, 1 s/d 25 Mei 2019 di SMA Muhammadiyah Mataram dengan Judul :

"The Use of Process Writing in Teaching Students' Writing Skill at The First Grade of SMA Muhammadiyah Mataram in Academic Year 2018/2019"

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.



Mataram, 24 Mei 2019  
Kepala Sekolah,

Drs. Lalu Jafar  
NBM : 729.959