THE INFLUENCE OF USING “DIALOGUE JOURNAL” ON STUDENTS’ WRITING OF RECOUNT TEXT

(A Quasi-Experiment Research at the Tenth Grade of SMK Darussalam Ciputat in Academic Year 2018/2019)

Skripsi

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FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
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THE INFLUENCE OF USING “DIALOGUE JOURNAL” ON STUDENTS’ WRITING OF RECOUNT TEXT
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ENDORSEMENT SHEET

The Examination Committee the Faculty of Educational Sciences certifies that the skripsi (scientific paper) entitled **THE EFFECT OF USING DIALOGUE JOURNAL ON STUDENTS’ WRITING OF RECOUNT TEXT** (A Quasi experimental Study at the Tenth-Grade Students of Vocational School in the Academic year 2019/2020), written by Faizal Azmi, students’ registration number 11150140000073 was examined by the Committee on February 3th 2020. The skripsi has been accepted and declared to have fulfilled one of the requirements for the degree of S.Pd. (S-1) in English Education.

Jakarta, 29 Maret 2020

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ABSTRACT


Advisor I: Dr. Farida Hamid, M. Pd
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The research is purposed to obtain the evidence of empirical on the influence of using dialogue journal on students’ writing of recount text at tenth grade of SMK Darussalam Ciputat in Academic Year 2018/2019. The research utilized the method of quantitative and the research design utilized is a quasi-experimental design. The population of this research is all tenth grade learners. The sample technique used purposive sampling which consist of 50 students. The samples are divided into two groups: X OTKP 1 as experimental class and X OTKP 3 as control class. Each class consists of 25 students. The instrument utilized was written test. The research result was derived from quantifying the data using t-test with significance level (α) = 0.05 and also calculated the effect size. The result showed that the mean score of post-test in experimental class is higher than control class (77.24>69.04). So, statistic hypothesis test showed that p-value of post-test is 0.000<sig. α= 0.05. The effect size of this result is 1.05, which means that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. To sum up, dialogue journal has strong effect on students’ writing of recount text.

Keywords: Dialogue Journal, Students’ Writing, Recount Text.
ABSTRAK


Dosen Pembimbing I: Dr. Farida Hamid, M. Pd
Dosen Pembimbing II: Atik Yuliyani, M.A. TESOL

Penelitian ini bertujuan untuk mendapatkan bukti empiris tentang pengaruh penggunaan dialogue journal pada kemampuan menulis teks recount siswa di kelas X SMK Darussalam Ciputat pada tahun ajaran 2018/2019. Penelitian ini menggunakan metode kuantitatif dan desain penelitian yang digunakan adalah desain quasi-experimental. Populasi penelitian ini adalah semua kelas X. Teknik sampel menggunakan purposive sampling yang terdiri dari 50 siswa. Sampel dibagi menjadi dua kelompok: Kelas X OTKP 1 sebagai kelas eksperimen dan kelas X OTKP 3 sebagai kelas control. Setiap kelas terdiri dari 25 siswa. Instrumen penelitian ini menggunakan tes tertulis yang terdiri dari pre-test dan post-test. Hasil penelitian ini diperoleh dari perhitungan data menggunakan uji-t dengan tingkat signifikansi (α) = 0.05 dan juga menghitung besar efeknya. Hasil penelitian menunjukan bahwa skor rata-rata post-test di kelas eksperimen lebih tinggi daripada kelas control (77.24>69.04). Oleh karena itu, uji statistic hipotesa menunjukan bahwa nilai-ρ dari post-test dan skor yang diperoleh adalah 0.000 <sig. α 0.05. Hasil effect size dari penelitian ini adalah 1.05. Ini membuktikan bahwa hipotesis alternative diterima dan hipotesis nol ditolak. Dapat disimpulkan, penggunaan dialogue journal sangat efektif terhadap kemampuan menulis siswa pada teks recount.

Keywords: Dialogue Journal, Students’ writing, Recount Text.
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Jakarta, December 31st 2019

Faizal Azmi
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CHAPTER I
INTRODUCTION

A. Background of The Study

English is a need nowadays. It is an essential for foreign language learners to master English as official language in many countries. As a matter of fact, having good English skill is required to obtain more opportunities in a career. Moreover, mastering writing foreign language provides an opportunity to connect with the vast world and compete in the industrial revolution 4.0 era. According to Gorecky, Industry 4.0 have been obligated to learn new tasks but now are also combined to use hi-tech gadgets which are fast becoming the most important factor in working life (Tay et al., 2018).\(^1\) Therefore, to achieve their education goal and to prepare for their future in the industrial revolution 4.0 era, so the English foreign language learners should learn writing for some reasons.

Firstly, writing becomes a medium to help students to express their idea and opinion and share their knowledge through thinking critically. As Overbaugh & Schultz referred to Indah (2017), the characteristics of writing include the advancement of critical thinking expertise (p. 233).\(^2\) So, writing has a significant influence on critical thinking performance in light of it develops ideas and opinions through writing. Secondly, writing becomes a communication tool in a writing form. As Harmer (2004) stated that writing is important because it is used for a wide variety of purposes, and it is produced in many different ways (p. 4).\(^3\) For instance, many people do activity with a writing, for example making a shopping list, transaction in a mail, making a letter, etc. However, Writing does not merely convey the content, but also

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people should have a good writing ability to help in educational as well as in workplace. Even in the digital era, writing has been used to send an email as well as text via smartphone. Harmer (2001) said that students should know how to write letters, to put report together, to reply advertisement and to write using electronic media (p.79). Hence, writing becomes an important thing that should be learned by students to think deeper, share the ideas as well as communicate with others. Almost every aspect of students’ life related with writing, such as making a paragraph, essay, tasks, homework, and examination. Therefore, writing activity in English subject should be taught well in every school with clear instruction and guideline or procedures, so the students can make a good writing based on the guide.

In Indonesia, English language has been taught since in elementary level until university level. Indonesia government put English as obligatory subject that must be learned. One of the English skills that must be possessed by students is writing. Based on Kurikulum 2013, students, especially in the tenth grade of senior high school, stated that students should be able to produce a writing, especially writing a recount text. Recount text itself is a piece of text that retells past event. As the topic discussed, recount text needs creative thinking when retelling a past event. However, many students have difficulties in developing a writing of recount text. Several factors why writing is so difficult can be explained by many experts and writer’s experience. Mohini Bachani (2013) also states that writing has turned into difficult subject to be learned caused by processes, such as drafting, editing, revising, and organizing (p. 1). These difficulties are also experienced by most of Indonesian students either in Junior high school or senior high school.

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5 The Regulation of Indonesian Government Number 70 Year 2013 about Curriculum 2013 for Vocational School.
According to Richards and Renandya (2002) writing is the most difficult skill for L2 to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text (p. 303). It means that students should fully understand about lower level before creating a writing, such as skills of spelling, punctuation, word choice, grammar and so on. Bryne also mentions that writing is a difficult activity for most people which are caused by three aspects, they are psychological, linguistic, and cognitive aspects. Based on researcher’s experience in teaching tenth grade students at SMK Darussalam Ciputat, many cases or problem in writing that can be seen from students, for example, they cannot arrange a paragraph in recount text topic, because they don’t know about vocabulary or word choice, they confuse about how to form a good ideas, etc. Students also don’t know how to change verbs from present tense to past tense, which is one of characteristics in recount text.

Moreover, the students are nervous and fear in writing recount text because they have a difficulty with some issues like grammatical structures, how to organize a paragraph, and using the right words. Another reason why the students felt recount text is difficult because of the technique in teaching. The learning and teaching activity in the classroom tends to be passive. The students seem bored when they try to understand about the material from teacher’s explanation. Therefore, it can be seen that teaching writing is not easy enough to be done by many teachers. Brown (2001) also stated that writing is a complex skill because it is a written product of thinking, drafting and revising procedures that require specialized skills (p. 335). From this statement, the teacher’s role in the classroom is so very important in teaching writing by

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9 Donn Bryne. (1993). Teaching Writing Skills. (Singapore: Longman Singapore publisher, p.4
giving the students appropriate method, so the students easily catch the material very well.

Based on the problems that many students face and want to make students’ writing is good, so they need more practice in writing. The researcher try to find an alternative way to teach writing for students.

One of strategies will be used is Dialogue Journal Writing. Peyton stated that dialogue journal as interaction tool that is used by learners to communicate with their teachers in some periods. Learners can produce their writing as much as they want, including a question to the teacher, and the teachers will act as their responder.\textsuperscript{11}

This study proposed dialogue journals as the strategy in teaching writing, because it has some advantages: (1) Writing fluency raised up when students use the dialogue journal because they do not need to be worry of the content and the errors, (2) Dialogue journal help the student and the teacher to build up their relationship, because through written dialogue, so they will know each other, (3) The students have wide knowledge through dialogue journal, because they have a background knowledge that can be linked to the additional information as well as ideas they got in the class to make a new knowledge, (4) Through dialogue journal, second foreign learners’s habit in editing the language before producing sentences can be avoided.\textsuperscript{12}

Relying on the advantages of Dialogue Journal, the writer decided to conduct the research about “The Influence of Using “Dialogue Journal” on Students’ Writing of Recount Text”.

B. Identification of The Problem

From the background of the research, the writer makes identification, such as:

a. Students have difficulty in making a paragraph;
b. Students experience some difficulties in organizing ideas;
c. Students are lack of knowledge about grammar;
d. Students have lack of vocabularies;
e. Students’ motivation is low.
f. Students experience the teaching method of the writing activity in the learning don’t assist them to overcome the issues.

C. Limitation of The Problem

Writer concerns and constrains the issue in the research on The Influence of Using “Dialogue Journal” on Students’ Writing of Recount Text.

D. Formulation of The Problem

From the research problems, writer poses a research question: "Is there any significant influence of using dialogue journal on students’ writing of recount text?".

E. Objective of The Research

The objective of this research is to find out the influence of Dialogue journal on students' writing recount text.

F. Significance of The Research

The researcher has a plan to participate in the advancement of English teaching especially for writing skill. The researcher trusts that the research can bring an advantage for the instructors, the learners, and the writer.

a. For educators

The educators can utilize this method in the learning to build up learners' aptitude, If there is a positive effect in Dialogue Journal and students' writing of recount text.
b. For the learner

The learners who have issue in writing skill can attempt to utilize Journal Dialogue to motivate themselves to write.

c. For the writer

Writer can open himself to Journal Dialogue so as to foster his writing aptitude. Writer may utilize it in the learning where he instructs.
CHAPTER II
LITERATURE REVIEW

A. Writing Skill

1. Definition of Writing

Writing has become an integral role in students’ activity and writing has become a tool for students to share their idea, opinion, and feeling to the others. Here are the definition of writing according to many experts. Firstly, The term of writing is related to sharing the idea in the written form. AS Ivanič cited in Galuh, Writing does not merely deliver ‘content’ but it can also representate of self. Who we are affect how the way we write, whatever we write (Galuh, 2008).\(^\text{13}\) It means that writing is a way to share writer’s opinion or idea on a topic. Secondly, according to Nunan (2003) writing is a work to discover a idea, and a way to express an idea by organize the writing into good statement and paragraph to make a reader easily catch the understanding (p. 88).\(^\text{14}\) From this statement, it can be seen to be a good writers should meet the certain criteria of the writing. There is some aspects in order to make a good writing based on their own clear guidelines.

Indeed, to be a good writer, the writers should understand about cohesion, coherence, and unity. According to Harmer, one of linguistics technique to make the sentences ‘stick together’. Harmer also added that the writer can also use lexical cohesion and grammatical cohesion.\(^\text{15}\) Dorothy and Lisa (2008) added that cohesive devices are words and phrases that links sentence and paragraph together to make a smooth flow of ideas. The devices are transitions, pronoun preferences, and repetition of key ideas (p. 82).\(^\text{16}\) Therefore, to make a good writing, so the writer should notice the use of lexical

cohesion and grammatical cohesion as well as the cohesive devices to make paragraph smoother flow.

Furthermore, in order to make the writer understand about how to make a good writing, coherence is needed. Harmer (2004) added that when text is coherent, the reader can understand at least two things, there are the writer’s purpose and the writer’s line of thought which means the reader can be able to follow the story.\textsuperscript{17} Dorothy and Lisa (2005) also added that coherence means ideas that are arranged in a clear and logical way. When a text is unified and coherence, so the reader can easily get of the main points.\textsuperscript{18} It means that paragraph which coherent should be clear and logical, so the reader can understand writer’s purpose as well as the writer’s line of thought.

Not only cohesion and coherence, but unity is also needed. According to Alice and Ann (1998) unity means that the writer only explain important idea in the paragraph. The main idea itself is mentioned at least at the topic sentence, and that idea was developed by supporting sentence (p. 18).\textsuperscript{19} Therefore, the writer should avoid to discuss another idea that does not exist in the paragraph. Furthermore, cohesion means one of the vital part to create a good writing.

In conclusion, it can be concluded that writing is an activity which involve writer’s idea, opinion, and feeling to shares them to the others by organizing them into good writing. Moreover, in order to produce a good writing, the writer should consider the important aspects of writing, they are cohesion, coherence, and unity.

\section*{2. Purposes of Writing}

Every writer should has a good ability in writing in order to make a reader interest to the topic which writer provide. Moreover, writer should also has a purpose in his writing to make a reader know about the point of the

\textsuperscript{17} Jeremy Harmer, \textit{Op.Cit}, p. 24-25. \\
\textsuperscript{18} Dorothy E Zemach and Lisa A Rumisek, \textit{Op.Cit}, p. 82. \\
writing itself. According to Whitaker (2009) the most common purpose that every writer make in academic writing are to persuade, analyse/synthesize, and inform (p. 2).20

a. Persuasive Purpose

In this persuasive academic writing, the writer should get reader’s attention on writer’s perspective. So the writer should make a writing that should answer every question in a writing which is supported by reason and proof, and try to alter the view of the reader related to the topic. Argumentation and position paper was consisted by Persuasive writing assignment.

b. Analytical Purpose

It has a goal to create and assess an indefinite answer to writer’s question by choosing good answer based on writer’s criteria. Analytical assignment often investigate problem, examine the effect, evaluate the effectiveness, find out a way to solve problems, find the relationships between various opinions, or analyse other people’s arguments. The “synthesis” part of the purposes comes in when the writer put all of the parts and answer together. The example of these kind are analysis papers and critical analysis.

c. Informative Purpose

In informative academic writing, it has a purpose to explain your answer to the reader, and also present a new information about the topic to the reader. Informative purpose is different with analytical purpose, in analytical purpose more force the reader about writer’s point of view, but in informative purpose only try to expand writer’s knowledge.

3. Process of Writing

In creating a good structured writing, a researcher should make some aspects needed. According to Harmer (2004) there are some aspects are needed in processing of writing, there are, planning, drafting, editing (reflecting and revising), and final version.

1) Planning

In this stage, writers have to consider about three important aspects. The first one is the purpose of writing. Writers need to consider what things will be influenced with giving attention to the language will be used and information will be included. The second one is audience. Writers need to consider whose audience will be included, and consider what language will be used, formal or informal. The third one is content structure. It explains about how to arrange be sequence of the facts, ideas, or arguments will be included.

2) Drafting

Before going to editing stage, so in this stage will needs or produces some pieces of writing or drafts, until it can be developed.

3) Editing (Reflecting and Revising)

When drafting stage has been developed, the writer should reread his work to see whether there is a mistake or not. The writer should notice to unclear information or statement which is ambiguous or confusing.

4) Final Version

After the steps before completed, the final writing is last action which will be conveyed to the readers. There will be clear different on
the content, because the first draft has gone through a process until the final version.  

Dorothy and Lisa also stated that a good writer should create some steps to make a piece of writing. There are Pre-writing, drafting, reviewing and revising, and rewriting. 

1) Pre-writing

In this process, firstly, writer should select a topic. When writer has selected the topic, then, the writer should gather the ideas. Moreover, the writer also should think about what they will write related to the topic. After the writer has collected the ideas, so the writer should organise them. The writer should decide which ideas that want to be used to be first, what to explain next, and what to explain in the last.

2) Drafting

In this process, writer should write a paragraph or an essay from the beginning until the end. The writer may also to use notes related about ideas and organization.

3) Reviewing and revising

In this stage, the writer should review the structure and the content. The writer should also check about what has written. The writer can read silently as well as loudly or try to ask for a help to a friend. Search more places, so the writer can add more information, and try to check whether there is an information unneeded. The writer may also ask a classmate to exchange the text. The classmate reads the writer’s text, otherwise, the writer reads the classmate’s text. Try to get reader’s opinion is a best way in order to know whether the writing is clear and effective.

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4) Rewriting

In this stage, the writer should look back at review structure and content stage to rewrite the text, making improvements to the structure and content. The writer must explain an idea clearer and more details. The writer should also re-arrange the organization in order to make the text looks more logical. Then, the writer should proofread the writing. At this moment, the writer should notice in the use of spelling and grammar, so the writer can finish the writing by making final correction to look at whether the writer has edited the error that has been discovered.

According to Langan (2008) the writing process involve the following steps:

1) Prewriting

In this stage, Langan gives some techniques for the writer before creating a writing. They are freewriting, questioning, brainstorming, and mapping.\textsuperscript{23}

2) Writing a First Draft

In this stage, the writer should produce many additional thoughts, details, and ideas. The writer should not worry and take time about grammar use, punctuation, or spelling. The writer should focus to make thesis clearer and develop the content of the writing with more details.\textsuperscript{24}

3) Revising

In this stage, the writer should rewrite and modify related to the writing, and delete unnecessary information to make the writing more powerful. There are some hints to make revising stage easier. Firstly, the writer should set the writing aside for a moment, and then come back


\textsuperscript{24} Ibid, p. 33
again with a fresh mind and more information. Secondly, the writer should see and read the writing loudly. Then, listen to the sound, whether there is a problem in meaning as well as with style of writing. The last, add writer’s thoughts and change above the lines or in the margins of the writing.25

4) Editing

In this stage, the writer has revised their writing, then, the writer should check their writing to see whether the writing is free from errors in grammar, punctuation, and spelling.26

4. How to Teach Writing

There is no exact answer to know how to teach writing for ESL. There are so many various teachers and also their teaching styles. Writer will give some approaches in teaching of writing.

1) The Free-Writing Approach

It is called as The Free-Writing Approach. The approach is centered quantity than quality of writing. It is a free writing by giving topic which has been determined. The approach focuses on content and fluency without considering form, meanwhile other aspects such as grammatical accuracy, organization, and the rest will follow continually.27

2) The Controlled-to-Free Approach

This approach lets students to do more practice. Students are given a task where they should change question to statement form, present to past, and plural to singular. This approach also focuses on three features,

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25 Ibid, p. 35.
there are grammar, syntax, and mechanics. It focuses on accuracy rather than fluency and originality.

3) The Paragraph-Pattern Approach

This approach stresses on organization. Students should copy the paragraph, then analyze the form of the paragraph, and imitate model passages. Furthermore, students should identify general and specific statement, they should input or delete the sentences. This approach will let the students to see, analyze, and practice in the particularly English features of a piece of writing even though the students organize their ideas first.

4) The Communicative Approach

This approach focuses on the purpose of a writing and the audience. Students are encouraged to act as a real writer in real life. Moreover, the teacher also can be an audience for the students. In this approach, students who act as a writer should let other students to read their writing, and also give a respond, rewrite in another form, make a summary or make comment, but not correct it.

To make the students more understand in constructing a good idea and form of the writing, it is appropriate to teach recount text by using process of the writing and the approaches of the writing. The students can form an ideas based on their experiences from the planning stage until final version stage.

B. Recount text

1. Definition of Recount Text

One of text kinds that will be studied by learners is Recount text is in tenth grade where learners should be able to retell their own past experience. Here are the definition of writing according to many experts. Firstly, According to Anderson (1998) a recount is a piece of text that recalls past events, usually
in the order in which they happened (p. 24). The recount text has a goal to retell an events series, usually in the order they occurred. Then, Knapp and Watkins (2005) also stated that a recount is a sequential text that does little more than sequencing a series of events (p. 233).

Based on the definition of recount text above, it can be concluded that recount text has a function where the writer should retell about their own past event based on sequential series by paying attention of the aspects of grammar.

2. Structure of Recount Texts
   It is a process for the writers to make a recount text. Anderson (1998) stated at least recount text has three structure points:
   1) Orientation.
   It explains about basic details which mentions who, what, where, and when.
   2) A series of paragraphs
   It tells about an event in a sequence where the event has occurred.
   3) Concluding paragraph (optional)
   It starts with an orientation which explain the audience who was in the story, what happened in the story, where the place is, and when it happened. After that, the writer should retell the sequence of the event in a short manner.

3. Language Features of Recount Text
   In the structure of recount text, it should be put language features to guide students in making a recount text. According to Anderson, grammatical patterns of a recount include:

---

1) Utilize proper nouns to discover things involved in the text;
2) Utilize of past tense to retell the events;
3) Utilize of time signal and conjunction to create the events;

Gerot & Wignell (1995) also mentions some characteristics of recount text, as follows:

1) Focus on specific subject
2) Utilize the process of material
3) Utilize time signal and place
4) Utilize of characteristics of past tense
5) Utilizing sequences of events.

4. How to Teach Recount Text

According to Anderson (1998) in constructing a recount text, students should understand 3 stages. The first paragraph tells about background information about who, what, where, and when or it is called as orientation. After that, the next stage will be followed by a series of paragraph that retell the experience in a good order. The last stage is concluding paragraph which is optional to use. The writing topic of recount texts that teacher give can be picked from the learners’ experiences as the basic of recount is to retell an events which focus on the sequences. The steps of teaching and learning writing recount text can be built up through the utilizing of Dialogue Journal Writing, as long as the student keep writing by going through the process of writing such as planning, drafting, editing, and rewriting which had been learned before.

C. Dialogue Journal

1. The Definition of Dialogue Journal

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32 Ibid.
Dialogue Journals Writing (DJW) or Written Dialogue Journals are personal book which has a function to create a dialogue between teacher and student on a particular topic (Peyton and Reed (1990) in Amelia Myers Collin’s journal.35

According to Dabbagh’s opinion (2017), Dialogue journal writing is an activity where the students can create a communication with the teacher and learn some aspects of the language of the target (p. 71).36

Danielson (1988) in Christianti’s journal stated that dialogue journal was a meaningful kind of writing, it tends to communicate with person. For instance, the student wrote a writing and then the teacher gave a feedback to the content of the students’ note.37

Based on some theories above, it can be concluded that dialogue journal writing is an activity where the teacher and the student interact on a topic through a personal book with a purpose to make the student feel enjoy in writing and to build up their self-esteem. Dialogue journal writing is also a good way for the student because it makes the student be active in writing activity through teacher’s response. So, it can encourage the students to not feel nervous in writing.

2. The Steps to Implement the Dialogue Journal

Maryam added how to teach dialogue journal to the students. Additionally, when the students are less information with dialogue journal writing method, the early stage is intended to introduce dialogue journal to the students. Researcher let the teacher to give the students some dialogue journals’ handout which produce by several articles and instructed them how to write a dialogue journal. Students should choose their best topic and create

their journals in thirty minutes. The students were given a minimum of 3 sentences for minimum and the students may write as much as they want for the maximum.

At the early stage, the instructor gave several texts to the student (which produced from articles, magazine, etc.). Student ought to read the text and write the dialogue journals. During this training, the students get the opportunity to read and get more knowledge from the given written products and write their understanding in their own writing tasks. Finally, the instructor asked the students to gather the dialogue journal at last learning and assessed the sentences by giving a correct form of grammatical error.

3. The Advantages of Dialogue Journal

The benefits of utilizing dialogue journal are:

1) Giving an opportunity for students to expressing their idea and experience directly to the educator,

2) Allowing purposeful situation for both educator and student to utilize writing as a media for interaction,

3) Less the “red mark checking” stress which has unpleasant influence on writing,

4) Allowing for educator to monitoring their learners’ increase in writing.

5) Several experts agreed that this technique can give an advantages for students in increasing writing skills, studying an update word and idiomatic expressions and increasing their self-confidence.

6) It provides more benefits such as: interactive language purpose, language acquisition, developing self-confidence, helping in syntactic advancement, fostering their spelling, grammar, capitalization and punctuation.


39 Ibid. p. 36
According to Denne-Bolton in Lal’s journal stated that there are four advantages of dialogue journal.

1) Writing fluency fostered when learner utilize the dialogue journal in light of they should not be anxious of the content and the errors.
2) Dialogue journal help the student and the teacher to build up their relationship, because through written dialogue, so they will know each other.
3) The students have wide knowledge through dialogue journal, because they have a background knowledge that can be linked to the additional information as well as ideas they got in the class to make a new knowledge.
4) Through dialogue journal, second foreign learners’s habit in revising the mistake before creating sentences can be prevented.40

4. The Disadvantages of Dialogue Journal

The disadvantage of dialogue journal writing is supported by Puengpipattrakul who discover a gap between students’ mind related to the grammatical accuracy and an increasing of the utilizing of grammar as an impact of learning in journal writing which has positive effect of journal writing on. It can be said that students did not notice on these characteristics when creating the journal. Furthermore, the focus of dialogue journals were tolerated related to convey of message content utilizing suitable word, error in utilizing grammar, spelling, punctuation, so, the students did not attempt to follow instructor’s feedback related to the utilizing of language and writing mechanic in the journal and next journal writing.41

D. Previous Studies

Firstly, previous research was done by Uci Nur Hidayati. The research title was “the effectiveness of dialogue journal writing technique to increase students’ writing skill at eight grade of MTSN Mlinjon Klanten in the academic

year of 2017/2018. It utilized the design of experimental. The sample is eight grade students. The population are eight classes at eight grade learner. The research utilized cluster random sampling to collect the sample, and the sample of this research are VIII E as the class of experimental and VIII F as the class of control. The result of this research showed that the mean score of experimental class is 78.7 while the mean score of control class is 71.6. The result of Independent T-test formula computation that is significant, because the Asymp sig (2-tailed) score is 0.004, lower than 95% of the confidence interval that is 0.05. So, (Ha) as alternative hypothesis is received, on the other hand, (Ho) as the null hypothesis is rejected. Based on the result above, there is significant difference between students taught by Dialogue journal writing Technique and those taught by Guided writing Technique. It means that Dialogue Journal writing Technique is effective to increase writing skill of recount text at eight grade of MTSN Mlinjon Klaten in the academic year 2017/2018.42

Secondly, previous research was done by Mayang Mahudara. The research title was “the effectiveness of dialogue journal writing in teaching writing at the eight grade of SMPN 16 Surakarta in the Academic Year of 2015/2016”. The research used a quasi-experimental study. The samples are VIII A class as the class of experimental that comprise of 30 learners and class VIII B as the class of control that comprise of 30 learners. The result of this research showed the mean score in the pre-test for experimental class was 61.80, and the mean score in the post test was 72.3. Meanwhile, the mean score in the pre-test for control class was 61.97, and the mean score in the post-test was 69. It means that there was a significant increased in the post-test. So, it

42 Uci Nur Hidayati, “The Effectiveness of Dialogue Journal Writing Technique to Increase Students’ Writing Skill of the eighth grade of mts n mlinjon klaten in the academic year of 2017/2018” (The State Islamic Institute of Surakarta: English Education Department, Islamic Education and Teacher Training Faculty, 2018), p.xiv
can be summarized that dialogue journal writing is more effective than guided writing to teach writing.43

Thirdly, previous research was done by Arina Muflikhati. The research title was “improving students’ writing skills on recount texts through the use of dialogue journal writing of the tenth grade students of SMA IT Abu Bakar Yogyakarta in the academic year of 2012/2013”. The research utilized the study of the action research. The subject of the research is 25 students of X3 class. The data was obtained from quantitative and qualitative forms. The quantitative data were collected from the results of the students’ pre-test and post-test and also their student’s text writer in their DJW books. The data of qualitative were collected from the notes, interview, transcript, and photograph. The result of the data mentioned in the first texts, the score of mean they obtained is 13.78. the second one has increased up to 16.28. For the last, obtaining the result up to 18.8, which indicates that the research has an increasing in the class X3. Moreover, the students’ score in pre-test was 16.08 and in the post-test raised up to 19.88. In short, the utilizing of DJW was effective to develop the skill of student writing in English.44

Based on those previous studies, dialogue journal turned into a proper method for learner to foster their ability of writing in their activity of classroom. However, the research that researcher did have several distinction with all previous studies. The previous studies above use dialogue journal to teach writing at eight grade of MTS, eight grade of junior high school and tenth grade of senior high school. Meanwhile, the researcher use dialogue journal to teach recount text at tenth grade of vocational school. One of the previous study used classroom action research. Meanwhile, two previous studies used quasi-

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43 Mayang Mahudara, “the effectiveness of dialogue journal writing in teaching writing at the eight grade of SMPN 16 Surakarta in the Academic Year of 2015/2016” (Sebelas Maret University of Surakarta: English Education Department, Teacher Training and Education Faculty, 2016). P. vi.

44 Arina Muflikhati, ‘improving students’ writing skills on recount texts through the use of dialogue journal writing of the tenth grade students of SMA IT Abu Bakar Yogyakarta in the academic year of 2012/2013”, (State University of Yogyakarta: Department of English Education, Faculty of Language and Arts 2013), p.xiv.
experimental. The first previous study used dialogue journal to increase student’s writing skill. Then, the second previous study used dialogue journal to teach writing. The last previous study used dialogue journal to teach recount text, but have differences with the researcher, which is the researcher used quasi-experimental as the design of the study, while this one used classroom action research for the design of the study. To sum up, dialogue journal turn into proper technique for all the researcher so as to make a learner so active, although both research design and text type that researcher did has differences.

E. Conceptual Framework

Writing is not difficult skill to be learned if the learners make a habit to write and make themselves to always think innovatively. It cannot be said that the activity of teaching writing ought to be learned very well in senior high school to know how to write a good writing and to build learner having a knowledge related to vocabularies, grammar, and to form a good sentence based on correct order. Moreover, it is an obligation to teach writing to enhance students’ writing ability in organizing the sentences, selecting the proper word choice, and utilizing correct grammatical structure, as a result, in order to create a good writing, so the writer should have these abilities, such as cohesion, coherence, and unity to make the reader feel interesting with the story. As a result, there should be a tool where the learners are able to state their minds, information, feeling, and opinions and write them on papers either to obtain an inspiration as well as motivation and to accustom themselves in writing so as to achieve the language of the target.

Dialogue journal is a tool where the learners are able to state their minds, information, feeling, and opinions and write them on papers either to obtain an inspiration as well as motivation and to accustom themselves in writing so as to achieve the language of the target. Dialogue journal has some advantages for students. The advantages of using dialogue journal in the classroom including giving an opportunity for students to expressing their idea and experience directly to the educator, allowing purposeful situation for both educator and student to utilize writing as a media for interaction, Lessen the
“red mark checking” stress which has unpleasant influence on writing. Allowing for educator to monitoring their learners’ increase in writing, several experts agreed that this technique can give an advantages for students in increasing writing skills, studying an update word and idiomatic expressions and increasing their selfconfidence, it provides more benefits such as: interactive language purpose, language acquisition, developing self-confidence, helping in syntactic advancement, fostering their spelling, grammar, capitalization and punctuation. In light of dialogue journal had been successfully utilized in some countries, the researcher believes that Dialogue Journal Writing is effective in fostering writing ability. The researcher expected that the method can be effective for the learner to foster their writing skill.

F. Research Hypothesis

Based on the theories and conceptual framework which has mentioned before, the researcher make the hypothesis of formula as below:

1. (Ha) as Alternative Hypothesis: There is a significant influence of using dialogue journal on students’ writing of recount text.
2. (Ho) as Null Hypothesis: There is no significant influence of using dialogue journal on students’ writing of recount text.
CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of The Study

The writer did the research at SMK Darussalam Ciputat. The location is at Jalan Otista 36 Cimanggis, South Tangerang city. The writer did the research from September to October in academic year 2018/2019.

B. Research Design and Method

In the research, the researcher utilizes the research of quasi-experimental for the design. The study of quasi-experimental is evaluation type which has a purpose to decide if an intervention has an effect on participants study. The design of quasi-experiment does not let the researcher to manage the assignment. The experimental design usually used when it is almost impossible to utilize random assignment (Cresswell, 2012)⁴⁵.

Table 3.1

<table>
<thead>
<tr>
<th>Class</th>
<th>Pre-test</th>
<th>Treatment</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>T1</td>
<td>X</td>
<td>T2</td>
</tr>
<tr>
<td>Control</td>
<td>T1</td>
<td>-</td>
<td>T2</td>
</tr>
</tbody>
</table>

Keterangan:
- T1 : First Test *(pre-test)* for class of experiment and class of control
- T2 : Last test *(post-test)* for class of experiment and class of control
- X : Treatment/teaching using Journal Dialogue

C. Population and Sample

the group of person who have same characteristic is called as population. Sample is a subgroup of the population of the target where the

writer has a plan to identify for the goal of making generalization about the population of the target\textsuperscript{46}. The research population is all 10\textsuperscript{th} grade of SMK Darussalam Ciputat and for the sample the researcher chose two classes from the tenth grade. The researcher utilized sampling of purposive where the samples have chosen depend on prior information of a population and specific research purpose, therefore personal criteria will be utilized by the researcher to consider the samples which would be representativ depend on the information.\textsuperscript{47} Moreover, in light of the learner of two classes have identical criteria and shrewdness, and proper with the purpose of specific research, so the two classes has fulfilled a requirements as a sample. The classes that would be a sample is X OTKP III as the class of control and X OTKP I as the class of experimental. The research population was all of the first grade students of SMK Darussalam Ciputat in the year of academic 2018/2019 that consist of 304 students divided into 11 classes.

**D. Instrument**

To quantify the data of quantitative and to quantify the research variable, the writer needs a tool which is called as instrument. The question of the research will be answered by the data collected. The writer did test of writing as an instrument which will be done in pre and posttest. The writer gave at least 8 sentences or maximum 150 words for pre-test based on the topic will be given.

The researcher created the instrument considering with the proper syllabus. The scoring of analytical will be utilized by the researcher to evaluate learners’ skill in creating text of descriptive. There are five parts of writing that will be assessed in the scoring of analytical, they are Content, Organization, Vocabulary, Language Use, and Mechanics. Here are the rubric of scoring

\textsuperscript{46} Creswell, op.cit., p.142.

analytical which is utilized by the researcher taken from Jacob et al in Sara Chusing Weigle (Sara, 2002).  

### Table 3.2

**Analytical Scoring Rubric Adopted from Weigle**

<table>
<thead>
<tr>
<th>Writing Component</th>
<th>Range</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>30 up to 27</td>
<td>excellent-very good: acquainted with information, substantive, thoroughgoing development of thesis, relevant to the topic</td>
</tr>
<tr>
<td></td>
<td>26 up to 22</td>
<td>good-average: some knowledge of subject, adequate range, limited knowledge of thesis, mostly relevant to the topic but deficiency detail</td>
</tr>
<tr>
<td></td>
<td>21 up to 17</td>
<td>fair-poor: limited knowledge of subject, little substance, insufficient for developing the topic.</td>
</tr>
<tr>
<td></td>
<td>16 up to 13</td>
<td>very poor: does not show knowledge of subject, non-substantive, not relevant, or not enough to evaluate</td>
</tr>
<tr>
<td>Organization</td>
<td>20 up to 18</td>
<td>excellent-very good: fluent expression, ideas clearly stated/supported, concise, well-organized, logical sequencing, cohesive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>17 up to 14</strong></td>
<td>Good-average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequence</td>
</tr>
<tr>
<td><strong>13 up to 10</strong></td>
<td>Fair-poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and developing</td>
</tr>
<tr>
<td><strong>9 up to 7</strong></td>
<td>Very poor: does not communicate, no organization, not enough to evaluate</td>
</tr>
</tbody>
</table>

**Vocabulary**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>20 up to 18</strong></td>
<td>Excellent-very good: sophisticated range, effective word oridiom choice and usage, mastery of word form, appropriate register</td>
</tr>
<tr>
<td><strong>17 up to 14</strong></td>
<td>Good-average: adequate range, infrequent error in word/idiom form choice, usage and meaning bewildered or obscured</td>
</tr>
<tr>
<td><strong>13 up to 10</strong></td>
<td>Fair-poor: non-fluent, ideas confused or disconnected, less logical sequencing and developing</td>
</tr>
<tr>
<td><strong>9 up to 7</strong></td>
<td>Very poor: does not communicate, no organization, not enough to evaluate</td>
</tr>
</tbody>
</table>
Language Use

25 up to 22
Excellent-verygood: effective multiplex constructions, some error in agreement, tenses, number, word order/function, article, pronoun, preposition

21 up to 18
good-average: effective but simple constructions, several errors of agreement, tense, number, word form/function, article, pronoun, preposition but meaning seldom unclear

17 up to 11
fair-poor: big problem in simple or complex construction, often error in negation, agreement, tenses, word order or function, article, pronoun, preposition, an/or fragments, meaning confused or obscured

10 up to 5
verypoor: almost no mastery in sentence construction rule, dominated by error, does not communicate or not enough to evaluate

Mechanics

5.
excellent-verygood: show mastery of conventions, some error in spelling, punctuation, capitalization, paragraphing

4.
good-average: several errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured

3.
fair-poor: often error in spelling, punctuation, capitalization, paragraphing,
2. very poor: no mastery of convention, dominated by error in spelling, punctuation, capitalization, paragraphing, handwriting unreadable or not enough to evaluate

E. Technique of Collecting Data

Before gathering the data, the writer plans to do the meeting for three times in two weeks in class of experimental and class of control. In the first meeting until the last meeting, the researcher taught recount text material for experimental class as well as control class. For the treatment of the experiment class, the researcher used dialogue journal writing. Dialogue journal was taught in experimental class, meanwhile, the control class was taught by using traditional way.

For the first meeting, the experimental class would write the dialogue journal with a theme “experience in junior high school”. Then, in the next meeting, the experimental class would write the dialogue journal with a theme “experience in iedl al-fitr day”. For the last meeting, the experimental class would write the dialogue journal with a theme “your birthday experience”.

For the research, several ways will be utilized for gathering the data. Moreover, for the technique of collecting data, the writer utilizes a test. The Test has a function to calculate the ability of person and to obtain the objective. Test of writing will be given to collect the data. The test will be done two times.

1. Pre-test

Test of writing is given to the learners in the groups of the control and the experimental before doing the experiment. It has a purpose to measure how far the ability of the learners in writing. For the test, learners should create a recount text and the topic will be decided by the instructor.

2. Post-test
The next step, the researcher gives the treatment. Then, the post-test will be given to the students by the researcher. It is same as pre-test but with the other topics. After that, there will be a comparison between the posttest result the pre-test result. these 2 results would be utilized as the data of numerical to calculate the influence of journal dialogue in teaching skill of writing.

F. Technique of Data Analysis

1. Normality Test

There is a significant aspect in investigating the research data, it is known as a normal distribution. The test of normality has a function to test if the data distribution which is obtained is normal or not. The researcher utilized Kolmogorov Smirnov for the research with $\alpha=0.05$. it can be formulated as below:

1) If the normali test came about $<\alpha=0.05$, at that point the data are not typically distributed. 2. Then again,, the data can be said as normally distribution when the data output is $>\alpha=0.05$, the researcher utilized IBMSPSSStatistics22 to examine normality test for the research. The ways to quantify the test of normality can be seen as below: 49

1) Open SPSS Program.

2) Choose ‘Variable View’ and complete the columns as below:

a) Complete “name column” with the categories of variable (Groups, pre and post-test score).

b) column of “type” is filled with “numeric”.

c) column of “Width” should be chosen with 8.

d) column of “decimal” should be altered from “2” into “0”.

---

e) column of “label” should be “none”.

f) column of “value” should be “none”. There is an exception for column of “name”. For the column of “name” of variable categories groups, choose “value” to mark distinction groups by selecting:

- Value: 1
- Value: 2

**Label**: Experimental  
**Label**: Control

g) column of “missing” should be “none”

h) “Column” should be “8”

i) column of “align” should be “right”

j) column of “measure” should be “unknown”

k) column of “role” should be “input”

3) Choose “data view”, in column of “score”, fill with “1” for labelling class of experimental and “2” for labelling class of control.

4) Fill in “score” for every class.

5) Choose “Analyze” then “Descriptive Statistics” then “Explore”.

6) complete “the Dependent List” In “Explore” dialogue box, with the pre and post-test score and complete “the Factor List” with the group of sample (“control” and “experimental”).

7) Choose “Plots” then give a checklist mark to “normality plot with test”, “histograms”, and “power estimation”.

8) Choose “Continue” and click “OK”.

2. Homogeneity Test

The data that homogenous or equivalent was obtained from the testing of the data variances. The researcher will utilize the test of levene statistic to obtain the data which is used for the research with $\alpha = 0.05$. it is same as test of normality, the data will be said as not homogeneous if the test of homogenous’ result < $\alpha = 0.05$. however, the data will be said as homogeneous if the data result is > $\alpha = 0.05$. For the research, the researcher
utilized IBM SPSS Statistics 22 to calculate the homogeneity. The ways to calculate are same as test of normality.\textsuperscript{50}

1) Choose the data of SPSS file.

2) Choose “Analyze” then “Compare Means” the “One-Way Anova”.

3) In box of dialogue “OneWayAnova”, complete the “Dependent List” with pre and post-test score and complete in the “Factor List” with the groups of sample (experiment or control).

4) Choose Option, after that give a checklist “homogeneity of variances test” in the “statistics” area.

3. T-Test

There is a strategy to examine the data, the researcher utilizes the calculation of t-test. It has a function to know the post-test significant result and the score of gained mean of the class of experimental and also class of control. For the research, the researcher utilized SPSS22 to know experimental class result and control class result. Moreover, the test was utilized to demonstrate if dialogue journal is successful to foster the ability of student writing of recount text. Here are the way how to run T-test.\textsuperscript{51}

1) Open SPSS Program.

2) Choose ‘Variable View’ and complete the columns as below:

   a) Complete “name column” with the categories of variable (Groups, pre-test score, post-test score).

   b) column of “type” is filled with “numeric”.

   c) column of “Width” should be chosen with 8.

   d) column of “decimal” should be altered from “2” into “0”.

   e) column of “label” should be “none”.


f) column of “value” should be “none”. There is an exception for column of “name”. For the column of “name” of variable categories groups, choose “value” to mark distinction groups by selecting:

Value: 1 Value: 2
Label: Experimental Label: Control

g) column of “missing” should be “none”

h) “Column” should be “8”

i) column of “align” should be “right”

j) column of “measure” should be “unknown”

k) column of “role” should be “input”

3) Choose “data view”, in column of “score”, fill with “1” for labelling class of experimental and “2” for labelling class of control.

4) Choose “Analyze” > “Compare Means” > “Independent Samples T-Test”

5) complete in the Test Variable with score of post-test and gained score, then fill in the Grouping Variables with groups and fill Define Groups with 1 and 2.

6) Choose “Options” then complete “Confidence Interval Percentage” with 95%.

7) Choose “Continue” then click “OK”.

4. Effect Size

After t-test was done, so the next step is the calculation to estimate the effect of the treatment or the significance level effect. It was same way such as t-test which give a significance statistical result, in similar way, effect size also obtain data of statistic but also measured if the size of effect can be said as strong or weak. For the effect size, the effect size of cohen’s $d$ is formulated as below:
\[ d = \text{mean of group 1} - \text{mean of group 2} \]
\[ \bar{d} \text{ pooled} \]
\[ \bar{d} \text{ pooled} = \frac{\text{Std Deviation 1} + \text{Std Deviation 2}}{2} \]

To understand the size of effect, so there will be a description to know cohen’s d effect size criteria to decide the significance level. The criteria of cohen’s d is explained as below:

a. range of 0 - 0.20 = weak effect
b. range of 0.21 - 0.50 = modest effect
c. range of 0.51 - 1.00 = moderate effect
d. range of > 1.00 = strong effect

G. Statistical Hypothesis

Researcher formulated Ho as Null hypotheses and Ha as alternative hypothesis as below:

Ho (NullHypothesis): \( \rho \text{-value} < \text{sig } \alpha = 0.05 \). It indicates that Ha is rejected and Ho is accepted, or there is no significant effect of using dialogue journal on students’ writing of recount text.

Ha (AlternativesHypothesis): \( \rho \text{-value} < \text{sig } \alpha = 0.05 \). It indicates that Ha is accepted and Ho is rejected or there is significant effect of using dialogue journal on students’ writing of recount text.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Description of Data

The researcher conducted this research in SMK Darussalam Ciputat in the year of academic 2018/2019. The test was gained from pre and posttest which is done in the class of experiment and control. Each class has 25 students, so the total sample for 2 classes is 50 students. The objective of this research is to check The Influence of Using Dialogue Journal on Students’ Writing of Recount Text.

1. The Data of Experimental Class

Table 4.1

Students’ Score of experimental Class

<table>
<thead>
<tr>
<th>Students’ number</th>
<th>Experiment Class</th>
<th>GainedScore</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pretest</td>
<td>Posttest</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
<td>84</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>76</td>
</tr>
<tr>
<td>3</td>
<td>58</td>
<td>73</td>
</tr>
<tr>
<td>4</td>
<td>56</td>
<td>62</td>
</tr>
<tr>
<td>5</td>
<td>64</td>
<td>71</td>
</tr>
<tr>
<td>6</td>
<td>69</td>
<td>74</td>
</tr>
<tr>
<td>7</td>
<td>64</td>
<td>74</td>
</tr>
<tr>
<td>8</td>
<td>60</td>
<td>77</td>
</tr>
<tr>
<td>9</td>
<td>62</td>
<td>92</td>
</tr>
<tr>
<td>10</td>
<td>55</td>
<td>76</td>
</tr>
<tr>
<td>11</td>
<td>64</td>
<td>94</td>
</tr>
<tr>
<td>12</td>
<td>56</td>
<td>74</td>
</tr>
<tr>
<td>13</td>
<td>66</td>
<td>88</td>
</tr>
<tr>
<td>14</td>
<td>56</td>
<td>72</td>
</tr>
<tr>
<td>15</td>
<td>71</td>
<td>73</td>
</tr>
<tr>
<td>16</td>
<td>57</td>
<td>70</td>
</tr>
<tr>
<td>17</td>
<td>55</td>
<td>70</td>
</tr>
</tbody>
</table>
Dialogue Journal Writing was taught in the class of experimental. The experimental class in this research was class of X OTKP 1 in SMK Darussalam Ciputat which comprised of 25 students. The data is obtained by pre test and posttest which had been done by experimental class. The data in the table 4.1 describes that the pretest’ lowest score is 55, the pretest’ highest score is 71, and the pre-test mean score is 60.36.

After giving the treatment, the researcher applied dialogue journal in X OTKP 1 class. The posttest’ mean score increased up to 77.24 after the learners was given a treatment, the lowest score is 62 and the highest score is 94. In conclusion, the data concludes that the score of posttest is higher than pretest.

Furthermore, the gained score’s mean is 16.88, then the score of the highest gained is 31, and the score of the lowest gained is 2. The data shows there is quite significant improvement gained score in experimental class.

2. The Data of Control Class

Table 4.2

Students’ Score of Control Class

<table>
<thead>
<tr>
<th>Student’ number</th>
<th>Control Class</th>
<th>Gained score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pretest</td>
<td>Posttest</td>
</tr>
<tr>
<td>1</td>
<td>57</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>2</td>
<td>56</td>
<td>61</td>
</tr>
<tr>
<td>3</td>
<td>69</td>
<td>62</td>
</tr>
<tr>
<td>4</td>
<td>69</td>
<td>72</td>
</tr>
<tr>
<td>5</td>
<td>70</td>
<td>81</td>
</tr>
<tr>
<td>6</td>
<td>59</td>
<td>71</td>
</tr>
<tr>
<td>7</td>
<td>55</td>
<td>65</td>
</tr>
<tr>
<td>8</td>
<td>66</td>
<td>71</td>
</tr>
<tr>
<td>9</td>
<td>60</td>
<td>61</td>
</tr>
<tr>
<td>10</td>
<td>73</td>
<td>86</td>
</tr>
<tr>
<td>11</td>
<td>65</td>
<td>63</td>
</tr>
<tr>
<td>12</td>
<td>64</td>
<td>71</td>
</tr>
<tr>
<td>13</td>
<td>58</td>
<td>62</td>
</tr>
<tr>
<td>14</td>
<td>64</td>
<td>62</td>
</tr>
<tr>
<td>15</td>
<td>73</td>
<td>87</td>
</tr>
<tr>
<td>16</td>
<td>62</td>
<td>62</td>
</tr>
<tr>
<td>17</td>
<td>47</td>
<td>71</td>
</tr>
<tr>
<td>18</td>
<td>63</td>
<td>67</td>
</tr>
<tr>
<td>19</td>
<td>66</td>
<td>70</td>
</tr>
<tr>
<td>20</td>
<td>52</td>
<td>65</td>
</tr>
<tr>
<td>21</td>
<td>70</td>
<td>73</td>
</tr>
<tr>
<td>22</td>
<td>65</td>
<td>78</td>
</tr>
<tr>
<td>23</td>
<td>67</td>
<td>71</td>
</tr>
<tr>
<td>24</td>
<td>61</td>
<td>61</td>
</tr>
<tr>
<td>25</td>
<td>66</td>
<td>71</td>
</tr>
<tr>
<td>Total</td>
<td>1577</td>
<td>1726</td>
</tr>
<tr>
<td>Mean</td>
<td>63.08</td>
<td>69.04</td>
</tr>
<tr>
<td>Maximum score</td>
<td>73</td>
<td>87</td>
</tr>
<tr>
<td>Minimum score</td>
<td>47</td>
<td>61</td>
</tr>
</tbody>
</table>
The class of control for the research was class of X OTKP 3 in SMK Darussalam Ciputat which comprised of 25 learners. The data is obtained by pre and posttest which had been done by Control class. The data in the table 4.2 describes that the pre-test lowest score got 47, the pre-test highest score got 73, and the mean score of pre-test got 63.08.

Furthermore, the teacher used traditional method to teach students in class X OTKP 1. The data showed that the post-test mean score increased up to 69.04, the lowest score is 61 and the highest score is 87. In conclusion, the data describes that the score of posttest is higher than pretest.

Furthermore, the gained score mean is 6.12, then the highest gained score is 24, and the lowest gained score is -7. The data shows there is slight increasing point of gained score in the class of experimental.

B. Analysis of the Data

For this part, to calculate the variances of research sample that had been distributed normally and homogeneity, so the writer would quantify the test of normality and homogeneity. After that, the researcher would continue to calculate the hypothesis test. For the last, to quantify the intensity of the influence of using Dialogue Journal for the research, so the researcher quantified t-test and did an effect size. To identify the data, so the researcher utilized SPSS.

1. The Normality Test

To quantify the test of normality, so the researcher utilized Kolmogorov-Smirnov. It was done before computing ttest. It can be seen in the table 4.3, the pretest significant result in the class of experimental got 0.073 and 0.200 in the class of control. It can be summarized that the result from both of classes, in light of the result is higher than significance $\alpha=0.05$. (0.073 > 0.05; 0.200>0.05), it means that the data was distributed normally.
Moreover, the post-test significant result in the class of experimental got 0.082 and 0.105 in the class of control. From the result, it can be concluded that the posttest data is higher than significance $\alpha=0.05$. In conclusion, in light of both of the classes have higher significances ($0.082>0.05$; $0.105>0.05$), so the data distributed normally. The data was described as below:

**Table 4.3**

<table>
<thead>
<tr>
<th></th>
<th>Kolmogorov-Smirnov*</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GROUPS</strong></td>
<td><strong>Statistic</strong></td>
<td><strong>df</strong></td>
</tr>
<tr>
<td>Pretest</td>
<td><strong>Pretest Experiment Class</strong></td>
<td>.166</td>
</tr>
<tr>
<td>Pretest</td>
<td><strong>Pretest Control Class</strong></td>
<td>.117</td>
</tr>
<tr>
<td>Posttest</td>
<td><strong>Posttest Experiment Class</strong></td>
<td>.164</td>
</tr>
<tr>
<td>Posttest</td>
<td><strong>Posttest Control Class</strong></td>
<td>.159</td>
</tr>
</tbody>
</table>

* This is a lower bound of the truesignificance.

a. Lilliefors Significance Correction

2. Homogeneity Test

The test has a function to examine the sample similarity. It is obtained from the population of homogenous. the writer utilized the test of homogeneity when the test of normality had been done. It has a goal test the similarity of the sample in the class of experimental and the class of control. To quantify the test of homogeneity, so the writer utilized the test of levene statistic. Furthermore, to decide the sample is homogeneous or not, so it used the data of significance from mean result. The data are described as below:
a) Pre-test

### Table 4.4

**The Homogeneity Test of Pre-Test**

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variance</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on Mean</td>
<td>1.878</td>
<td>1</td>
<td>48</td>
<td>.177</td>
</tr>
<tr>
<td>Based on Median</td>
<td>1.554</td>
<td>1</td>
<td>48</td>
<td>.219</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
<td>1.554</td>
<td>1</td>
<td>40.249</td>
<td>.220</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>1.852</td>
<td>1</td>
<td>48</td>
<td>.180</td>
</tr>
</tbody>
</table>

Based on the table above, it describes that the significance result of pre-test between the class of experimental and the class of control was 0.177. So, the pre-test data can be said as homogenous in light of the data is higher than 0.05.

b. Post-test

### Table 4.5

**The Homogeneity Test of Post-Test**

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variance</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on Mean</td>
<td>.007</td>
<td>1</td>
<td>48</td>
<td>.932</td>
</tr>
<tr>
<td>Based on Median</td>
<td>.013</td>
<td>1</td>
<td>48</td>
<td>.911</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
<td>.013</td>
<td>1</td>
<td>46.926</td>
<td>.911</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>.002</td>
<td>1</td>
<td>48</td>
<td>.968</td>
</tr>
</tbody>
</table>

It can be seen from the table above, it describes the significance result of Post-test between the class of experimental and the class of control is 0.932. So, the posttest data can be said as homogenous in light of the data is higher than 0.05.
3. The Hypothesis Test

The hypothesis test is needed to know if there is a distinction in the research of the pre and posttest’ result when the treatments was given to the sample. In addition, the researcher utilized the software SPSS 24 to examine the hypothesis. The pre and post-test mean score ought to be input to quantify and compute the data. The formula of 0.05 or 5% would determined the value of significant.

Table 4.6
T-test Result of Post-test

<table>
<thead>
<tr>
<th>GroupStatistics</th>
<th>N</th>
<th>Mean</th>
<th>Std.Deviation</th>
<th>Std.Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-test Post-test ExperimentClass</td>
<td>25</td>
<td>77.24</td>
<td>7.726</td>
<td>1.545</td>
</tr>
<tr>
<td>Post-test ControlClass</td>
<td>25</td>
<td>69.36</td>
<td>6.963</td>
<td>1.393</td>
</tr>
</tbody>
</table>

From the table above, it can be seen the posttest result of experimental and control class. The “N” column describes about the sample of the class, the class of experimental has 25 and the class of control has 25. Furthermore, The class of experimental got 77.24 for the mean score, on the other hand, the class of control got 69.36 for the mean score.

After that, the researcher would do independent sample t-test that has a goal to identify the data when the normality as well as the homogeneity test had been done. The test would be used by the researcher as a comparison the average or the mean from the class of experimental and the class of control. The t-test will be utilized by the writer to know whether there is a difference in students’ writing score in writing english using Dialogue Journal Writing or not. The writer utilized IBMStatisticsSPSS 24 program to calculate of the data. The computation can be seen as below:
**Table 4.7**

The Table of Independent Samples Test

<table>
<thead>
<tr>
<th>Post-test</th>
<th>Levene's Test for Equality of Variances</th>
<th>T-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
<td>T</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>3.788</td>
<td>47.49</td>
<td>1</td>
</tr>
</tbody>
</table>

From the data description above, the researcher obtained 0.000 score in Sig(2-tailed). It showed that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted in light of the p-value (0.000) was lower than $\alpha=0.05$ (5%). Because the Sig (2-tailed) score is lower than 95% the confidence interval which is 0.05, then the data can be said as significant. Therefore, there was significance influence of Using Dialogue Journal on students’ Writing of Recount Text.

**4. Effect Size**

When obtaining proof of t-test in the posttest and the result of gained score, Effect size would be final calculation. The size of effect of the t-test result is focused to discover the significance level of the effect for the research. Cohen’s d effect size calculation is utilized by the researcher to obtain the size of effect. The effect size result can be seen in Table 4.8, as below:
Table 4.8
The Effect Size Result

<table>
<thead>
<tr>
<th>Posttest statistic</th>
<th>Experimental Class</th>
<th>Control Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>77.24</td>
<td>69.04</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>7.726</td>
<td>7.629</td>
</tr>
<tr>
<td>Size of effect</td>
<td>1.05</td>
<td></td>
</tr>
</tbody>
</table>

The computation of Cohen’s d formula will be got by manual computation.

\[
PooledStandardDeviation = \left( \frac{\text{std.deviation}_{\text{group A}} + \text{std.deviation}_{\text{group B}}}{2} \right)
\]

\[
d = \frac{\text{meanscore of group A} - \text{meanscore of group B}}{PooledStandardDeviation}
\]

PooledStandardDeviation

Pooled standard deviation = \[\frac{7.726 + 7.629}{2} = 7.767\]

\[
d = \frac{77.24 - 69.04}{7.767} = 1.05
\]

there are some characteristics in the effect size level based on Cohen as below:

- 0 up to 0.2 = weak effect
- 0.21 up to 0.5 = modest effect
- 0.51 up to 1.00 = moderate effect
- >1.00 = strong effect.

By looking at the criteria, it could be said that the research had the level of strong effect size. It could be identified from the ‘d’ score that got
1.05. Moreover, it showed that the influence of Using Dialogue Journal on students’ Writing of Recount Text was quiet significant.

C. Discussion

For statistics of decriptive, the researcher obtain the data of the sample of the class which comprise of 25 learners from every class which is obtained by the result of pre and post-test. Firstly, the pre-test score result is procured from experimental class before getting the treatment. From the Table 4.1, the pre-test mean result in class of experimental is 60.36. Moreover, the class of experimental is given Dialogue Journal as a treatment by the researcher that is utilized as a method to teach Recount text. After that, there is an increasing score for mean score in post-test which is obtained by experimental class is 77.24. So, There is an increased point 16.88 points from pretest to posttest. Based on the data, it describes that the class of experimental acts well in the posttest.

Furthermore, it can be seen from the table 4.2, the pretest mean score in the class of control is 63.08. On the other hand, the posttest mean score in the class of control is 69.04. It describes that the two classes have an increasing point in the posttest score, however the class of control only raised 5.95 point; from 63.08 up to 69.04 while the class of experimental raised up to 16.88 point; from 60.36 to 77.24. it can be concluded that there is an increasing significantly in the posttest result of the class of experimental than the class of control.

In addition, the independent sample test that is utilised by the calculation of t-test resulted p-value or sig (2-tailed)=0.000. From the result, because of the p-value (0.000) was lower than sig α = 0.05 (5 %), it shows that the null hypothesis(Ho) was rejected and the alternative hypothesis(Ha) was accepted. So, it had significance effect of using dialogue journal on students’ writing of recount text. In addition, the size of effect has been measured to give the significance level by utilizing the formula of Cohen’s d. The score of effect size is 1.05 in which it shows that dialogue journal has strong effect on students’ writing skill of recount text.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

To obtain the evidence of empirical on the influence of using dialogue journal on students’ writing of recount text at tenth grade of SMK Darussalam Ciputat, so the writer utilized the design of quasi-experimental. The writer utilized SPSS to examine the data, to obtain the statistics of descriptive, to get the hypothesis test results, and to show all of theories as well as the previous researches which had been explained in the previous chapter.

Based on the findings, they can be concluded that the result of t-test proves that there is significant effect of dialogue journal on students’ writing of recount text. the posttest’ mean score which is obtained in the class of experimental is higher than the pre-test score; it is 77.24 > 60.36. Moreover, the posttest’ t-test result showed that $p$-value (2-tailed)=0.000 is less than significance level ($\alpha$)=0.05.(0.000<0.05). It can be concluded that the null hypothesis($H_0$) is rejected and the alternatives hypothesis($H_a$) is accepted.

Furthermore, The research finding is supported by utilizing the size of the effect which got 1.05. So, from the result of effect size, it proves that dialogue journal has strong effect on students’ writing of recount text.
**B. Suggestion**

The researcher gives several suggestions to the participants who related to this research with considering the findings as well as discussions mentioned before. They are described as below:

1. **For the Educator of English**

   Before creating the material of writing, it would be better for the English Educator to analyse the needs of the learner. To understand the students’ needs, so the educator ought to realize the learner’s ability. If the learners are lack of vocabularies, self-esteem, as well as grammar, so Dialogue Journal is one of the method that is useful to teach learners. However, to make learners feel enjoyed and cheerful in the learning, so the educator ought to change several ways for the method.

2. **For Learners**

   To build up the learners’ confidence and feel enjoyed in sharing their idea, so this method can be utilized in the class. Moreover, Dialogue Journal creates a chance for learners to make a feedback without feeling worried or afraid. To build up the learners’ writing skill as well as the habit of writing, so the learners ought to do more practice in writing.

3. **For Other Researchers**

   The research result can be utilized as an information or reference about dialogue journal in teaching writing. There is a lack in the research that can be overcome by the innovation and the creativity of utilizing Dialogue Journal in different skill or participant level. Another suggestion is given to another researcher to do the research of experimental with comparing the method with others method in teaching writing.
REFERENCES


### APPENDIX 1

**Syllabus**

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7</td>
<td><strong>Teks recount – peristiwa bersejarah</strong></td>
<td>kejadian/kegiatan - orientasi ulang</td>
</tr>
<tr>
<td>4.7.1</td>
<td><strong>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</strong></td>
<td>- Unsur Kebahasaan - Kalimat deklaratif dan interrogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: <em>first, then, after that, before, when, at last, finally, dsb.</em> - Adverbia dan frasa preposisional penujuk waktu - Nomina singular dan plural dengan atau tanpa <em>a, the, this, those, my, their, dsb.</em> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</td>
</tr>
<tr>
<td>4.7.2</td>
<td><strong>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</strong></td>
<td>- Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengejawab hal sama dengan teks tentang peristiwa bersejarah lainnya</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Melakukan refleksi tentang proses dan hasil belajar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</td>
</tr>
</tbody>
</table>
APPENDIX 2

INSTRUMENT OF THE RESEARCH (TEST)

(This instrument that used for pre-test and post-test)

A. GENERAL DESCRIPTION
The test is used to measure the students’ writing ability of recount text. The material of recount text is given in grade X of vocational school in semester 1 and is included in writing skill. Therefore, the aim of the test is to find out whether the students master about the things:
1. Definition of recount text
2. The purpose of recount text
3. Kinds of recount text
4. The language features of recount text
5. The generic structure of recount text
6. How to compose a good recount text; by considering its content, organization, vocabulary, language use, and mechanics.

B. THE QUESTIONS
There would be a writing section in the test. Students will be asked to write recount text about their past holiday.

C. THE ITEMS OF THE WRITING TEST
Experimental and Control Group
The writing test was given to both the experimental and the control groups and will be conducted twice for each group. The first writing test will be given in pre-test and the other one in post-test. The instrument of writing test for the experimental and the control groups are the same.
TEST INSTRUMENT
(PRE-TEST)

Class: X OTKP 1 and X OTKP 3
Subject: English
Text: Recount Text
Time Allotment: 60 minutes
Theme: Past holiday

Instruction:
1. Write your name, class, and student number on the top corner of your answer sheet.
2. Write recount text about Junior High School Experience
3. Tips for writing recount text:
   a. Use all generic structure of recount text (orientation, event and re-orientation)
   b. Use adverbs and chronological connection (last year, last month, after that, then, next)
   c. Use past tense (She went to the school, She arrived at home)
4. Your written recount text will be scored based on these considerations:
   a. Organization
   b. Content
   c. Vocabulary
   d. Language Use
   e. Mechanics
STUDENT WORKSHEET

(PRE-TEST)

Write recount text about your past holiday! (Max. 150 words)

Name: ____________________________

Class: ____________________________
TEST INSTRUMENT  
(POST-TEST)  

Class: X OTKP 1 and X OTKP 3  
Subject: English  
Text: Recount Text  
Time Allotment: 60 minutes  
Theme: Junior High School Experience  

Instruction:  
1. Write your name, class, and student number on the top corner of your answer sheet.  
2. Write recount text about Junior High School Experience.  
3. Tips for writing recount text:  
   a. Use all generic structure of recount text (orientation, event and re-orientation)  
   b. Use adverbs and chronological connection (last year, last month, after that, then, next)  
   c. Use past tense (She went to the school, She arrived at home)  
4. Your written recount text will be scored based on these considerations:  
   a. Organization  
   b. Content  
   c. Vocabulary  
   d. Language Use  
   e. Mechanics
STUDENT WORKSHEET

(POST-TEST)

Write recount text about your junior high school experience! (Max. 150 words)

Name:__________________________________________________________

Class:__________________________________________________________

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
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uin
## APPENDIX 3

Pre-Test and Post-Test Scores of Experimental class

<table>
<thead>
<tr>
<th>Students’ ID</th>
<th>C</th>
<th>O</th>
<th>V</th>
<th>G</th>
<th>M</th>
<th>Students’ ID</th>
</tr>
</thead>
<tbody>
<tr>
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<td>13</td>
<td>3</td>
<td>18</td>
</tr>
</tbody>
</table>
# APPENDIX 4

**Pre-Test and Post-Test Scores of Control Class**

<table>
<thead>
<tr>
<th>Students’ ID</th>
<th>Pre-test</th>
<th>Post Test</th>
</tr>
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<tbody>
<tr>
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<td>17  13  11  12  2  7</td>
<td>18  14  13  16  3</td>
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<tr>
<td>8</td>
<td>18  14  14  17  3  8</td>
<td>17  12  12  16  3</td>
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<td>17  13  13  15  2  9</td>
<td>17  13  13  16  3</td>
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<td>18</td>
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<td>17  12  10  13  3</td>
</tr>
</tbody>
</table>
APPENDIX 5
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Experimental Class

Nama Sekolah : SMK Darussalam Ciputat
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X OTKP 1
Materi Pokok : Recount Text
Alokasi Waktu : 6 X 45 Menit (3 pertemuan)

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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 dipelajarnya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.
B. Kompetensi Dasar Dan Indikator

3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya

3.7.1. Siswa dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam *recount text*.

3.7.2. Siswa dapat mengidentifikasi *Adverb of time* maupun *Chronological connection* yang ada dalam teks *recount*.

3.7.3. Siswa dapat menjelaskan pola kalimat dalam bentuk *simple past tense* yang tepat sesuai dengan konteks penggunaannya dalam *recount text*.

3.7.4. Siswa dapat memahami makna pada *recount text*.

4.7. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah.

4.7.1. Siswa dapat mengkategorikan fungsi sosial, struktur teks, dan unsur kebahasaan yang ada dalam teks *recount*.

4.7.2. Siswa dapat menggunakan *Adverb of time* maupun *chronological connection* yang sesuai dalam teks *recount text*.

4.7.3. Siswa dapat menggunakan *simple past tense* dalam menceritakan ulang masa lalu berdasarkan pengalaman pribadi atau suatu peristiwa bersejarah.

4.7.4. Siswa dapat menyusun *recount text* dengan tema yang sudah ditentukan.

4.7.5. Siswa dapat mempresentasikan sebuah teks *recount* berdasarkan pengalaman pribadi atau suatu peristiwa bersejarah.
C. Tujuan Pembelajaran
1. mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam recount text.
2. mengidentifikasi Adverb of time maupun Chronological connection yang ada dalam teks recount. Siswa dapat mengidentifikasi struktur teks dari teks recount.
3. menjelaskan pola kalimat dalam bentuk simple past tense yang tepat sesuai dengan konteks penggunaannya dalam recount text.
4. memahami makna pada recount text.
5. mengkategorikan fungsi sosial, struktur teks, dan unsur kebahasaan yang ada dalam teks recount.
6. menggunakan Adverb of time maupun chronological connection yang sesuai dalam teks recount text.
7. menggunakan simple past tense dalam menceritakan ulang masa lalu berdasarkan pengalaman pribadi atau suatu peristiwa bersejarah.
8. menyusun recount text dengan tema yang sudah ditentukan.
9. mempresentasikan sebuah teks recount berdasarkan pengalaman pribadi atau suatu peristiwa bersejarah.

D. Materi Pembelajaran
1. **Fungsi Sosial**: Menceritakan kembali kejadian atau pengalaman di masa lalu.
2. **Struktur Teks**
   2. Event : Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis
3. **Unsur Kebahasaan**

   1. Menggunakan Simple Past Tense: *Last holiday, I went to Singapore.*

   **FORM:**
   
   (+) s + v2 + o
   
   (-) s + did + not + v1 + o
   
   (?) did + s + v1 + o ?

   **EXAMPLE:**
   
   (+) i studied english last night
   
   (-) i did not study english last night
   
   (?) did you study english last night?

   2. Menggunakan chronological connection: *then, first, second.*

   3. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

   4. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

4. **Topik**

   Peristiwa atau cerita ketika masa liburan.

E. **Metode dan Model Pembelajaran**

   - Pendekatan pembelajaran: *Scientific approach*
     1. Mengamati
     2. Mempertanyakan
     3. Mengeksplorasi
     4. Mengasosiasi
     5. Mengkomunikasikan

   - Metode Pembelajaran: *Dialogue Journal Writing*

   - Model Pembelajaran: *Lecturing, group discussion.*
F. Media dan Alat Pembelajaran
   Media Pembelajaran: Handout (berisi lembar kerja (worksheet) yang dibagikan untuk para siswa), slide PowerPoint (digunakan untuk menampilkan penjelasan materi, contoh teks bacaan dan gambar)
   Alat Pembelajaran: Laptop (untuk mengakses slide PowerPoint berisi materi untuk diajarkan), Proyektor (untuk menampilkan/memproyeksikan slide PowerPoint dari laptop).

G. Kegiatan Pembelajaran
   Pertemuan pertama

   **Kegiatan Pendahuluan**

<table>
<thead>
<tr>
<th>Orientasi:</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Guru memberikan salam dan sapa kepada peserta didik.</td>
<td>5 menit</td>
</tr>
<tr>
<td>➢ Guru mengecek kehadiran peserta didik.</td>
<td></td>
</tr>
<tr>
<td>➢ Guru meminta salah satu peserta didik untuk memimpin berdoa sebelum memulai kegiatan di kelas.</td>
<td></td>
</tr>
<tr>
<td>➢ Guru memberikan gambaran terkait manfaat dan tujuan dari materi yang akan disampaikan.</td>
<td></td>
</tr>
<tr>
<td>Model Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>
| **Observing**      | ✓ Guru menjelaskan pengertian, fungsi sosial, dan jenis-jenis dari *recount text*.  
✓ Guru menjelaskan *generic structure* dari *recount text*.  
✓ Guru menjelaskan unsur kebahasaan (*language features*) yang digunakan dalam *recount text*.  
✓ Guru memberikan contoh *recount text*.  
✓ Siswa memperhatikan *social function*, *generic structure*, *language feature* yang ada dalam contoh teks recount yang diberikan oleh guru.  
✓ Guru mengenalkan Dialogue Journal Writing untuk memfasilitasi siswa dalam membuat teks *recount*. | **30 menit** |
| **Questioning**    | ✓ Guru menggali pengetahuan awal siswa mengenai teks *recount* dengan menampilkan dengan memberi kesempatan bertanya terkait pelajaran yang belum dimengerti. | |
| **Exploring**      | ✓ Siswa dibagi menjadi 6 kelompok, yang tiap kelompoknya terdiri dari 5-6 siswa.  
✓ Guru memberikan contoh soal terkait recount text dalam bentuk *handout* dan masing-masing kelompok menjawab pertanyaan tersebut | |
| **Associating**    | ✓ Secara berkelompok siswa menganalisis teks *recount* yang tertulis dalam *handout* dengan memperhatikan pada fungsi sosial, struktur, dan unsur kebahasaan. | |
### Pertemuan kedua

<table>
<thead>
<tr>
<th>Kegiatan Pendahuluan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientasi:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| ✓ Guru memberikan salam dan sapa kepada peserta didik.  
  - Good morning students  
  - How’s life? Do you ready to learn English?  
  ✓ Guru mengecek kehadiran peserta didik. | 5 menit |

<table>
<thead>
<tr>
<th>Kegiatan Penutup</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| ✓ Guru mem-review materi yang telah disampaikan hari ini dengan bertanya kepada para siswa terkait tujuan, unsur kebahasaan dan struktur teks dari teks *recount*.  
✓ Guru melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual menggunakan Dialogue Journal Writing.  
✓ Guru memberikan umpan balik terhadap proses dan hasil pembelajaran serta bertanya kepada siswa bagaimana kesan mereka dalam pembelajaran hari ini.  
✓ Guru memberikan salam penutup. | 10 menit |
Guru meminta salah satu peserta didik untuk memimpin berdoa sebelum memulai kegiatan di kelas.
Guru memberikan kembali Dialogue Journal mereka untuk melihat response dari guru

Guru menstimulus siswa terhadap materi atau pembelajaran sebelumnya:
- Do you still remember our previous lesson, what is it?

<table>
<thead>
<tr>
<th>Model Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observing</strong></td>
<td>Guru mereview materi sebelumnya yang telah diajarkan, yaitu menjelaskan pengertian, fungsi sosial, dan jenis-jenis dari recount text.</td>
</tr>
<tr>
<td></td>
<td>Guru menjelaskan generic structure dari recount text.</td>
</tr>
<tr>
<td></td>
<td>Guru menjelaskan unsur kebahasaan (language features) yang digunakan dalam recount text.</td>
</tr>
<tr>
<td></td>
<td>Guru memberikan contoh recount text.</td>
</tr>
<tr>
<td></td>
<td>Siswa memperhatikan social function, generic structure, language feature yang ada dalam contoh teks recount yang diberikan oleh guru.</td>
</tr>
<tr>
<td><strong>Questioning</strong></td>
<td>Guru menggali pengetahuan awal siswa mengenai teks recount dengan menampilkan dengan memberi kesempatan bertanya terkait pelajaran yang belum dimengerti.</td>
</tr>
<tr>
<td><strong>Exploring</strong></td>
<td>Siswa dibagi menjadi 6 kelompok, yang tiap kelompoknya terdiri dari 5-6 siswa.</td>
</tr>
<tr>
<td></td>
<td>Guru memberikan contoh soal terkait recount text dalam bentuk handout dan masing-masing kelompok menjawab pertanyaan tersebut</td>
</tr>
<tr>
<td></td>
<td>Guru meminta siswa untuk menganalisis language features, berupa past tense dan chronological connection</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Associating                                  | ➢ Secara berkelompok siswa menganalisis teks **recount** yang tertulis dalam **handout** dengan memperhatikan pada fungsi sosial, struktur, dan unsur kebahasaan.  
➢ Guru memfasilitasi setiap kelompok dalam melaksanakan tugas dengan menghampiri setiap kelompok dan memperoleh *feedback* atas tugas mereka. |
| Communicating                                | ➢ Perwakilan siswa dalam setiap kelompok mempresentasikan tugas teks **recount** mereka di tempat kelompok mereka masing-masing.  
➢ Siswa lain memberi tanggapan terkait penampilan temannya di depan kelas.  
➢ Setiap kelompok mencatat hal-hal yang bisa didapat dari kelompok lain untuk menambah poin-poin penting dalam hasil kerja mereka. |

**Kegiatan Penutup**

➢ Guru me-*review* materi yang telah disampaikan hari ini dengan bertanya kepada para siswa terkait tujuan, unsur kebahasaan dan struktur teks dari teks **recount**.  
➢ Guru melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual menggunakan Dialogue Journal Writing.  
➢ Guru memberikan umpan balik terhadap proses dan hasil pembelajaran serta bertanya kepada siswa bagaimana kesan mereka dalam pembelajaran hari ini.  
➢ Guru memberikan salam penutup.  

**Waktu**

10 menit
### Pertemuan ketiga

#### Kegiatan Pendahuluan

**Orientasi:**
- Guru memberikan salam dan sapa kepada peserta didik.
  - Good morning students
  - How’s life? Do you ready to learn English?
- Guru mengecek kehadiran peserta didik.
- Guru meminta salah satu peserta didik untuk memimpin berdoa sebelum memulai kegiatan di kelas.
- Guru memberikan kembali Dialogue Journal mereka untuk melihat response dari guru.
- Guru menstimulus siswa terhadap materi atau pembelajaran sebelumnya:
  - Do you still remember our previous lesson, what is it?

<table>
<thead>
<tr>
<th>Waktu</th>
<th>5 menit</th>
</tr>
</thead>
</table>

#### Kegiatan Inti

<table>
<thead>
<tr>
<th>Model Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| Observing          | - Guru meresume materi sebelumnya yang telah diajarkan, yaitu menjelaskan pengertian, fungsi sosial, dan jenis-jenis dari recount text.  
  - Guru menjelaskan generic structure dari recount text.  
  - Guru menjelaskan unsur kebahasaan (language features) yang digunakan dalam recount text.  
  - Guru memberikan contoh recount text.  
  - Siswa memperhatikan social function, generic structure, language feature yang ada dalam contoh teks recount yang diberikan oleh guru.  
  - Guru mengenalkan Dialogue Journal Writing untuk memfasilitasi siswa dalam membuat teks recount. | 30 menit |
<table>
<thead>
<tr>
<th>Questioning</th>
<th>Guru menggali pengetahuan awal siswa mengenai teks <em>recount</em> dengan menampilkan dengan memberi kesempatan bertanya terkait pelajaran yang belum dimengerti.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring</td>
<td>Siswa dibagi menjadi 6 kelompok, yang tiap kelompoknya terdiri dari 5-6 siswa.</td>
</tr>
<tr>
<td></td>
<td>Guru memberikan contoh soal terkait recount text dalam bentuk <em>handout</em> dan masing-masing kelompok menjawab pertanyaan tersebut.</td>
</tr>
<tr>
<td>Associating</td>
<td>Secara berkelompok siswa menganalisis teks <em>recount</em> yang tertulis dalam <em>handout</em> dengan memperhatikan pada fungsi sosial, struktur, dan unsur kebahasaan.</td>
</tr>
<tr>
<td></td>
<td>Guru memfasilitasi setiap kelompok dalam melaksanakan tugas dengan menghampiri setiap kelompok dan memperoleh <em>feedback</em> atas tugas mereka.</td>
</tr>
<tr>
<td>Communicating</td>
<td>Perwakilan siswa dalam setiap kelompok mempresentasikan tugas teks <em>recount</em> mereka di tempat kelompok mereka masing-masing.</td>
</tr>
<tr>
<td></td>
<td>Siswa lain memberi tanggapan terkait penampilan temannya di depan kelas.</td>
</tr>
<tr>
<td></td>
<td>Setiap kelompok mencatat hal-hal yang bisa didapat dari kelompok lain untuk menambah poin-poin penting dalam hasil kerja mereka.</td>
</tr>
<tr>
<td>Kegiatan Penutup</td>
<td><strong>Waktu</strong></td>
</tr>
<tr>
<td></td>
<td>10 menit</td>
</tr>
</tbody>
</table>

- Guru *me-review* materi yang telah disampaikan hari ini dengan bertanya kepada para siswa terkait tujuan, unsur kebahasaan dan struktur teks dari teks *recount*.
- Guru melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual menggunakan Dialogue Journal Writing.
Guru memberikan umpan balik terhadap proses dan hasil pembelajaran serta bertanya kepada siswa bagaimana kesan mereka dalam pembelajaran hari ini.

Guru memberikan salam penutup.

H. Sumber Belajar

2. Internet: https://www.slideshare.net/mobile//FebriShandy/recount-text-40973359
   https://www.academia.edu/15523949/_My_trip_to_Borobudur_Temple
   http://recount-text.blogspot.com/2009/05/shopping-made-easy.html

I. Rubrik Penilaian

Kelas: _______  
Hari/Tanggal _______

a. Penilaian proses (sikap)

Nama Siswa  
Jujur  Disiplin  Percaya diri  Bertanggung jawab

No  A  B  C  D  A  B  C  D  A  B  C  D  A  B  C  D

1  2  3  4  5
Keterangan
A: Amat baik
B: Baik
C: Cukup
D: Kurang

b. Indikator, Teknik, dan Bentuk

<table>
<thead>
<tr>
<th>No.</th>
<th>Kriteria</th>
<th>Teknik</th>
<th>Bentuk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>Essay</td>
</tr>
<tr>
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<td>mengidentifikasi Adverb of time maupun Chronological connection yang ada dalam teks recount.</td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>menjelaskan pola kalimat dalam bentuk simple past tense yang tepat sesuai dengan konteks penggunaannya dalam recount text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>memahami makna pada recount text.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. Instrumen Penilaian

a. Lembar Kerja Siswa
n. Lembar Penilaian Sikap

d. Pedoman Penilaian

Score: Content + Organization + Vocabulary + Language Use + Mechanics

<table>
<thead>
<tr>
<th>Proficiency Description</th>
<th>Score</th>
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</thead>
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<td>20 – 7</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20 – 7</td>
</tr>
<tr>
<td>Language Use</td>
<td>25 – 5</td>
</tr>
<tr>
<td>Mechanics</td>
<td>5 – 1</td>
</tr>
</tbody>
</table>

Jakarta, ........................................ 2018

Mengetahui

Guru Mata Pelajaran

Ratu Dewi Anggraeni S.Pd  Faizal Azmi
NUPTK. 33597666668210023  NIM.
11150140000073
APPENDIX 6
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Control Class

Nama Sekolah : OTKP 3
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X OTKP 3
Materi Pokok : Recount Text
Alokasi Waktu : 6 X 45 menit (3 Pertemuan)

A. Kompetensi Inti

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

3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.

3.7.5. Siswa dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam *recount* teks.

3.7.6. Siswa dapat mengidentifikasi *Adverb of time* maupun *Chronological connection* yang ada dalam teks *recount*.

3.7.7. Siswa dapat menjelaskan pola kalimat dalam bentuk *simple past tense* yang tepat sesuai dengan konteks penggunaannya dalam *recount* teks.

3.7.8. Siswa dapat memahami makna pada *recount* teks.

4.8. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah.

4.7.6. Siswa dapat mengkategorikan fungsi sosial, struktur teks, dan unsur kebahasaan yang ada dalam teks *recount*.

4.7.7. Siswa dapat menggunakan *Adverb of time* maupun *chronological connection* yang sesuai dalam teks *recount*.

4.7.8. Siswa dapat menggunakan *simple past tense* dalam menceritakan ulang masa lalu berdasarkan pengalaman pribadi atau suatu peristiwa bersejarah.

4.7.9. Siswa dapat menyusun *recount* teks dengan tema yang sudah ditentukan.

4.7.10 Siswa dapat mempresentasikan sebuah teks *recount* berdasarkan pengalaman pribadi atau suatu peristiwa bersejarah.
C. Tujuan Pembelajaran

1. mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam recount text.
2. mengidentifikasi Adverb of time maupun Chronological connection yang ada dalam teks recount. Siswa dapat mengidentifikasi struktur teks dari teks recount.
3. menjelaskan pola kalimat dalam bentuk simple past tense yang tepat sesuai dengan konteks penggunaannya dalam recount text.
4. memahami makna pada recount text.
5. mengkategorikan fungsi sosial, struktur teks, dan unsur kebahasaan yang ada dalam teks recount.
6. menggunakan Adverb of time maupun chronological connection yang sesuai dalam teks recount text.
7. menggunakan simple past tense dalam menceritakan ulang masa lalu berdasarkan pengalaman pribadi atau suatu peristiwa bersejarah.
8. menyusun recount text dengan tema yang sudah ditentukan.
9. mempresentasikan sebuah teks recount berdasarkan pengalaman pribadi atau suatu peristiwa bersejarah.

D. Materi Pembelajaran


11. Struktur Teks

5. Event: Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis

12. **Unsur Kebahasaan**

5. Menggunakan Simple Past Tense: *Last holiday, I went to Singapore.*

**FORM:**

(+) \( s + v_2 + o \)

(-) \( s + did + not + v1 + o \)

(?) \( did + s + v1 + o \) ?

**EXAMPLE:**

(+) I studied English last night

(-) I did not study English last night

(?) Did you study English last night?

6. Menggunakan chronological connection: *then, first, second.*

7. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

8. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

13. **Topik**

Peristiwa atau cerita ketika masa liburan.

**E. Metode dan Model Pembelajaran**

Pendekatan pembelajaran: *Scientific approach*

Metode Pembelajaran: *PPP*

Model Pembelajaran: *Lecturing, group discussion.*

**F. Media dan Alat Pembelajaran**

Media Pembelajaran: *Handout (berisi lembar kerja (worksheet) yang dibagikan untuk para siswa), slide*
**G. Kegiatan Pembelajaran**

**Pertemuan pertama**

<table>
<thead>
<tr>
<th>Orientasi:</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| - Guru memberikan salam dan sapa kepada peserta didik.  
  - Good morning/afternoon students  
  - How’s life? are you ready to learn English?  
- Guru mengecek kehadiran peserta didik.  
- Guru meminta salah satu peserta didik untuk memimpin berdoa sebelum memulai kegiatan di kelas.  
- Guru memberikan gambaran terkait manfaat dan tujuan dari materi yang akan disampaikan. | 5 menit |
<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Model Pembelajaran</strong></td>
<td><strong>Kegiatan Pembelajaran</strong></td>
</tr>
</tbody>
</table>
| **Observing** | ➢ Guru menjelaskan pengertian, fungsi sosial, dan jenis-jenis dari *recount text*.  
➢ Guru menjelaskan *generic structure* dari *recount text*.  
➢ Guru menjelaskan unsur kebahasaan (*language features*) yang digunakan dalam *recount text*.  
➢ Guru memberikan contoh *recount text*.  
➢ Siswa memperhatikan *social function*, *generic structure*, *language feature* yang ada dalam contoh teks recount yang diberikan oleh guru. |
| **Questioning** | ➢ Guru menggali pengetahuan awal siswa mengenai teks *recount* dengan menampilkan dengan memberi kesempatan bertanya terkait pelajaran yang belum dimengerti. |
| **Exploring** | ➢ Guru meminta siswa untuk membuat *recount text* singkat tentang liburan mereka. |
| **Associating** | ➢ Secara berkelompok siswa menganalisis teks *recount* yang tertulis dalam *handout* dengan memperhatikan pada fungsi sosial, struktur, dan unsur kebahasaan.  
➢ Guru memfasilitasi setiap kelompok dalam melaksanakan tugas dengan menghampiri setiap kelompok dan memperoleh *feedback* atas tugas mereka. |
| **Kegiatan Penutup** | **Waktu** |
| 30 menit |
Guru me-review materi yang telah disampaikan hari ini dengan bertanya kepada para siswa terkait tujuan, unsur kebahasaan dan struktur teks dari teks *recount.*

Guru memberikan umpan balik terhadap proses dan hasil pembelajaran serta bertanya kepada siswa bagaimana kesan mereka dalam pembelajaran hari ini.

Guru memberikan salam penutup.

<table>
<thead>
<tr>
<th>Pertemuan kedua</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan Pendahuluan</td>
<td>5 menit</td>
</tr>
</tbody>
</table>

**Orientasi:**

- Guru memberikan salam dan sapa kepada peserta didik.
  - Good morning students
  - How’s life? Do you ready to learn English?

- Guru mengecek kehadiran peserta didik.

- Guru meminta salah satu peserta didik untuk memimpin berdoa sebelum memulai kegiatan di kelas.

- Guru memberikan kembali *Dialogue Journal* mereka untuk melihat response dari guru

- Guru menstimulus siswa terhadap materi atau pembelajaran sebelumnya:
  - Do you still remember our previous lesson, what is it?

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>Waktu</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Model Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Observing</td>
<td>Guru mereview materi sebelumnya yang telah diajarkan, yaitu menjelaskan pengertian, fungsi sosial, dan jenis-jenis dari <em>recount text.</em></td>
<td>30 menit</td>
</tr>
<tr>
<td></td>
<td>Guru menjelaskan <em>generic structure</em> dari <em>recount text.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guru menjelaskan unsur kebahasaan (<em>language features</em>) yang digunakan dalam <em>recount text.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guru memberikan contoh <em>recount text.</em></td>
<td></td>
</tr>
<tr>
<td>Kegiatan Penutup</td>
<td>Waktu</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 menit</td>
<td></td>
</tr>
</tbody>
</table>

- Guru me-review materi yang telah disampaikan hari ini dengan bertanya kepada para siswa terkait tujuan, unsur kebahasaan dan struktur teks dari teks *recount*.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran serta bertanya kepada siswa bagaimana kesan mereka dalam pembelajaran hari ini.
- Guru memberikan salam penutup.

**Pertemuan ketiga**

**Kegiatan Pendahuluan**

<table>
<thead>
<tr>
<th>Orientasi:</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 menit</td>
</tr>
</tbody>
</table>

- Guru memberikan salam dan sapa kepada peserta didik.
  - Good morning students
  - How’s life? Do you ready to learn English?
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- Guru meminta salah satu peserta didik untuk memimpin berdoa sebelum memulai kegiatan di kelas.
- Guru menstimulus siswa terhadap materi atau pembelajaran sebelumnya:
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✓ Guru menjelaskan *generic structure* dari *recount text*.  
✓ Guru menjelaskan unsur kebahasaan (*language features*) yang digunakan dalam *recount text*.  
✓ Guru memberikan contoh *recount text*.  
✓ Siswa memperhatikan *social function, generic structure, language feature* yang ada dalam contoh teks recount yang diberikan oleh guru.  
✓ Guru mengenalkan Dialogue Journal Writing untuk memfasilitasi siswa dalam membuat teks *recount*. |
| **Questioning** | ✓ Guru menggali pengetahuan awal siswa mengenai teks *recount* dengan menampilkan dengan memberi kesempatan bertanya terkait pelajaran yang belum dimengerti. |
| **Exploring** | ✓ Siswa diminta untuk mengerjakan latihan di LKS |
| **Associating** | ✓ Siswa memberikan tugas mereka kepada teman sebelahnya untuk diperiksa secara bersama-sama.  
✓ Siswa memperoleh *feedback* atas tugas mereka. |
Kegiatan Penutup

- Guru me-review materi yang telah disampaikan hari ini dengan bertanya kepada para siswa terkait tujuan, unsur kebahasaan dan struktur teks dari teks recount.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran serta bertanya kepada siswa bagaimana kesan mereka dalam pembelajaran hari ini.
- Guru memberikan salam penutup.

Waktu

10 menit

H. Sumber Belajar

4. Internet: https://www.slideshare.net/mobile/FebriShandy/recount-text-40973359
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Kelas: _____            Hari/Tanggal _____

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<tr>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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Keterangan
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c. Instrumen Penilaian
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<td>5 – 1</td>
</tr>
</tbody>
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Jakarta, .................... 2018
Mengetahui

Guru Mata Pelajaran,
Praktikum,

Rt. Dewi Anggraeni, S.Pd
NUPTK. 3359766668210023

Faizal Azmi
NIM. 11150140000073
"Idul Fitri" (Eid Al-Fitr)

Hello, My name is Evi Fitriani, a few months ago, before Eid I went to my hometown to meet my sister and grandmother. I went to the village on a bus. 8 hours on the trip, after I arrived at my hometown I rested and just waited. After the morning prayer at the mosque in my village, after the prayer I went around the village to apologize to the neighbors who were in my village. After finishing I went home to eat chicken opor cooked by my grandmother.

Teacher's response:

As usual, you always made a great story. I like it very much. You are a student which has a good writing. I hoped I can eat your opor chicken that was made by your grandma someday. I hope you can take the advantage from Dialogue Journal. Keep writing and learning Evi.
During the Adil-Fitr last month, my family and I got ready to perform Adil-Fitr Prayers together. After offering Adil-Fitr Prayers, I returned home and on my way to my home and my family stopped by the neighbor’s house to apologize one by one. How blessed by me and the family immediately returned home to eat together, we ate Vegetable Khorba and Pindada, like the previous year. After eating, I changed clothes and went to my friend’s house to play and Apologize Afternoon.

Teacher’s Response

Thank you very much for your story Meriana. The story you told is really interesting. The way you came to house by house, and your feast with your family. How you arranged your writing is quite good. But, you have to pay attention to punctuation, like comma some of your sentences doesn’t contain a comma, so it will make the reader a little bit confused.

I hope you can take advantage from Dialogue Journal. Don’t give up Meriana, keep writing and learning.
STUDENTS’ WORKSHEET
(PRE-TEST)

Write recount text about your past holiday! (Max. 150 words)

Name: Kalila Zahira Pasca
Class: X - OTKP I

GO TO YOGYAKARTA

Last years, I and friends went to Yogyakarta. We went at 12.00 pm and arrive at 04.00 pm. Arrive there, we live in the hotel and live bhat and Preaple we went in the Imamri temple we visited many places for example, Borobudur temple, Prambanan temple, Goo Cemara beach and still anymore. We went home from at 18.00 pm and arrive in the school at 09.00 pm.
STUDENT WORKSHEET
(PRE-TEST)

Write recount text about your past holiday! (Max. 150 words)

Name: Hanif Muji Pangestu
Class: X-OTKP - 1

Go to Curug Cilember with family on Sunday last month. I, my family and my brother go to one of the water attractions namely Curug Cilember tours home. West Java, I left home at 06.00 a.m. because it avoids traffic jams on the expressway. I and my family as well as my brother and sister go using a private vehicle. Your personal vehicle there I saw a beautiful view there.
STUDENTS’ WORKSHEET
(POST-TEST)

Write recount text about your junior high school experience! (Max. 150 words)

Name: Kana Zahra Fasya
Class: X Ortu 1

Best Friends in Junior High School

Last year, in junior high school, I had very close friends. You could say the gang, we consisted of 15 people, we used to gather at empty hours and go to the crowded cafeteria. After that, we would gather in our class to eat together, we always left early in the morning and returned home. Many memories, then the separation arrived, and we chose to continue school with different schools.
When I was in junior high school, my friend and I went to practice MTA at school there. We were taught about the style such as bonyuet, syrak, shanka, nhamand, shing, and hulaa by cleric e terry and cleric syarifuddin. For the election to be Goni at the KRO MIROI event and the release of 9th grade at our School. Finally, I was chosen to be a Goni at the graduation ceremony of 9th grade and KRO Miroi. I was proud to be a Goni in a junior high school and received appreciation and as the best Goni of the school.
APPENDIX 8
DOCUMENTATION
APPENDIX 9

Surat Pengesahan Proposal Skripsi

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KEMENTERIAN AGAMA
UIN JAKARTA
FITK
Jl. H. M. Japura No 95, Gading Serpong, Tangerang

FORM (FR)

<table>
<thead>
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PENGESAHAN PROPOSAL SKRIPSI

Nama : Foiyaz Azi
NIM : 111501400000073
Jurusan/Prodi : Pendidikan Bahasa Inggris

Proposal skripsi dengan judul tersebut di atas telah diajukan pada tanggal 28 februari 2019

telah direvisi sesuai dengan saran pengujii dan telah dinyatakan LULUS

Jakarta, 21 Maret 2019

Pengujii I

Dr. Farida Hamid, M.Pd
NIP. 1962-1010-199103-2-003

Pengujii II

Aitk Yuniati, M.A. TESOL
NIP. 1984-0510-201503-2-003
APPENDIX 10

Surat Bimbingan Skripsi

KEMENTERIAN AGAMA
UIN JAKARTA
FITK

SURAT BIMBINGAN SKRIPSI

Nomor: B-0450/F1/KM.01.3/Bulan/2019
Lamp.: -
Hal: Bimbingan Skripsi

JAKARTA, 27 MARET 2019

Kepada Yth.,

Dr. Farida Hamid, M.Pd.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu’alaikum Wr. Wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama: Faizal Azmi
NIM: 11150140000073
Jurusan: Pendidikan Bahasa Inggris
Semester: 8 (Delapan)
Judul Skripsi: The Influence of Using Dialogue Journal on Students’ Writing Skill of Recount Text.


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

[Signature]

Dekan,

[Signature]

Ketua Pendidikan Bahasa Inggris

[Signature]

[Signature]

Dekan, M.Pd.

[Signature]

[Signature]

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
KEPADA Yth.,

Atik Yuliyaani, MA. TESOL
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIIN Syarif Hidayatullah
Jakarta.

Assalamu’alaikum Wr. Wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

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NIM : 1115014000073
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (Delapan)
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Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

[Signature]

An Dekan,
Kepala Pendidikan Bahasa Inggris

[Stamp]

Tembusan:
1. Dekan FITK
2. Mahasiswa Yth.
APPENDIX 11

Surat Izin Penelitian

Nomor : B-1703/F1/KM.01.3/X/2019
Lampiran : 
Hal : Permohonan Izin Penelitian

Jakarta, 15 Oktober 2019

Kepada Yth,
Kepala SMK Darussalam Ciputat
Di Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat kami sampaikan bahwa,

Nama : Faizal Azmi
NIM : 11150140000073
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)

Judul Skripsi: "The Influence of Using 'Dialogue Journal' on Students' Writing of Recount Text"

adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun Skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Agus D. Hidayat, MA. TESOL., Ph.D
Dekan, Pendidikan Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Wakil Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
APPENDIX 12

Surat Keterangan Penelitian

Nomor : 102/146/SMK-D/VI/2016
Hal : Keterangan telah melaksanakan Penelitian

Kepala SMK Darussalam Ciputat Kota Tangerang, dengan ini menerangkan bahwa:

Nama : Faizal Azmi
NIM : 1115014000073
No. Tlp : 089636552105
Fakultas : Ilmu Tarbiyah dan Keguruan
Program Studi : Pendidikan Bahasa Inggris
Jenjang : Strata satu (S1)
Judul Skripsi : The Influence of Using Dialogue Journal on Students’ Writing of Recount Text

Telah melaksanakan penelitian dan pengumpulan data untuk keperluan penyusunan skripsi terhitung tanggal 9 September 2019 dengan catatan data yang kami berikan hanya untuk keperluan penyusunan skripsi.

Demikian surat keterangan ini dibuat untuk diketahui dan di pergunakan sesuai keperluannya.

Kepala

[Signature]
APPENDIX 13
References Examination Paper

<table>
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**Chapter II**

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<td>26</td>
<td><em>Ibid</em>, p. 36</td>
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**Chapter III**

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<th>Sara Cushing Weigle, Assessing Writing. (Cambridge University, 2002), 116.</th>
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