IMPLEMENTATION OF BRAINSTORMING TECHNIQUE TO IMPROVE STUDENTS' WRITING IN RECOUNT TEXT

THESIS

Submitted by

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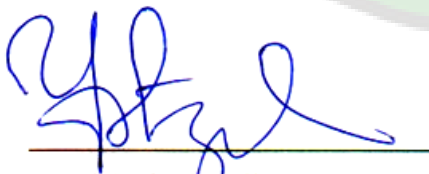
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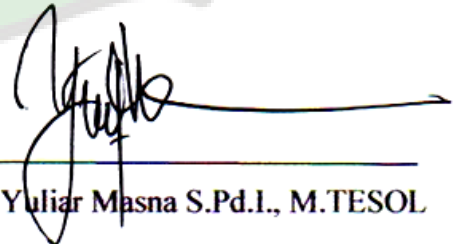Department of English Language Education

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SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

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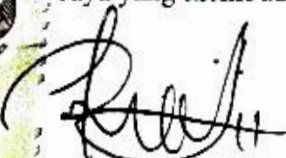Alamat   : Jln. Banda Aceh-Meulaboh, Km, 11, No.55, Kueh, Keude-Bieng, Lhoknga, Aceh Besar.

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul: **Implementation of Brainstorming Technique to Improve Students' Writing in Recount Text** adalah benar – benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, **maka akan** sepenuhnya menjadi tanggungjawab saya. Demikianlah surat **pernyataan** ini saya buat dengan sesungguhnya.

Banda Aceh, 31 Desember 2019
Saya yang membuat surat pernyataan,

Rahmi Hijriyanti

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ABSTRACT

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Thesis title   : Implementation of Brainstorming Technique To Improve Students' Writing in Recount Text
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The background of this study was based on the problem found in the field that most of the students still do not like writing because they were confused to start writing and the lack of practice. The purpose of this research is to find out whether Brainstorming can improve students' writing in Recount text. In solving the problem, this research was applied Classroom Action Research that consisted of two cycles where 20 students of X Bahasa at MAN 2 Banda Aceh were chosen as the sample by using purposive sampling and the quantitative data were conducted from tests and observation sheets. The result of this research shows that the use of Brainstorming technique can improve students' writing in recount text, it can be seen from the test results that have increased to 34% from pre-test to post-test while the observation sheet shows the very good criteria of Brainstorming technique in writing recount text. In conclusion, Brainstorming technique helps students to improve their writing skills, especially in writing recount text.

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CHAPTER I

INTRODUCTION

A. Background of Study

Writing is one of the language skills that are needed to improve in the learning activity and taught in school for students to express their thoughts, ideas, and feelings in written form. Writing is a complex process that requires background knowledge of the writer about the given topic. According to Brown (2001), writing is a thinking process because it represents what people think.

According to Richard and Renandya (2002), writing is the most difficult skill to master because in writing students need to generate and organize the ideas so it becomes a readable text. In writing, students also should string up a word then becomes a sentence and an interconnected paragraph. Also, students are often confused to make sentences because of the writing skill and the lack of vocabularies so it makes them cannot improve their idea to write a sentence.

The problems faced in the classroom are sometimes students have difficulties to build and develop their ideas, use grammar and unity in writing. So then it will be hard for them to organise ideas into a paragraph. It can be concluded that students are confused about what to start and where to start while ideas are important to write. It is impossible for someone to write without having any idea. Writing problems also exist because of the students' reluctance in writing. Harmer (2004) stated the students are reluctant to write because they

rarely write, even in their own language. The lack of writing practice makes students perform poorly in writing and uninterested with the conventional strategy of teaching.

This is happening at MAN 2 Banda Aceh. Based on the interview with an English teacher in this school, most students have poor writing due to looking at practice and vocabulary. They also rarely use the dictionary to support their English in the learning process in the classroom.

Because of the reason above, the writer proposes a technique to improve students' writing skill and gain students' attention in writing by using Brainstorming technique. Richard and Rodgers (2001) stated that by using brainstorming technique students enjoy writing and putting ideas down on paper, the teacher just needs to give some motivation or direction to develop it. So, brainstorming technique is an adequate technique to help students for getting ideas and write it all the possible raw materials on the paper. In this technique, students concentrate on writing situations without caring for grammar or spelling, they just write everything that comes to mind as much as possible. Turkenik (1998) stated the best way to get ideas is to focus your thought about the subject and then let your mind run free in all directions around it, let your mind release a storm of ideas. This process is called brainstorming. Thus, writing down all the ideas on the paper helps students remember what they want to write and organize the ideas before they write into a paragraph.

Some related researches that attempted to improve students' writing skill by using brainstorming technique. Research conducted by Phimmasenh (2011),

entitled *"Using Brainstorming Technique to Improve Students' Writing Ability in Descriptive Text"* found that students are interested and interactive in writing descriptive text by using brainstorming technique. The result showed that students improved in organization, grammar, vocabulary, content and mechanics. Another research related to this study is the research entitled *"Improving Students' Writing Skills of Narrative Text through Brainstorming Technique"* conducted by Budiyanti (2009), the result of this study showed that Brainstorming technique was successful to improve students' motivation in learning writing because in this technique students were listing everything related to the topic then it made writing better.

Based on the explanation above, the writer wants to apply the same technique in writing paragraph but in recount text which has different generic structure from descriptive and narrative text to examine whether brainstorming improve students in writing or not as proven by previous researches.

B. Research Question

Based on the description of the background above, the problem formulated in this research is "How does the implementation of Brainstorming Technique improve students' writing skill in Recount text?"

C. Research Aim

Based on the problem of the research above, the writer objective is to find out whether Brainstorming technique can improve students' writing skill.

D. Significant of Study

The significance of this research is expected to provide benefits to all parties in the field of education in improving the quality of education. The expected benefits of this research are:

a. For students

In this research, students are expected to be more interested in learning the writing process and can increase learning achievement.

b. For teacher

In this research, teachers are expected that they can implement this method in writing learning process and improve their teaching strategies to be more creative in the teaching-learning process, particularly in teaching writing.

c. For researcher

With this research can be used as a reference to other researchers as a data source and can develop another researcher that related to this study.

E. Terminology

1. *Brainstorming*

Brainstorming is one of the prewriting techniques consisting of freewriting, clustering, and mapping that is very helpful for a writer in writing a paragraph. Prewriting technique is used in writing before the writer writes into the paragraph to find ideas without worrying about

grammar errors or spelling. Fitzpatrick (2005) explained that brainstorming serves to collect and find ideas about the important topics for the writer. In this research, brainstorming is a technique used by researchers to help students find as many ideas as they can then developed in a text or paragraph.

2. *Students' writing*

Writing is one of the four language skills which involved letters to give the information in written form. Brown (2000) stated writing requires thinking, drafting and revising to make a good written. So it makes students must go through several stages to write. In this context, students' writing is written works produced by students of MAN 2 Banda Aceh.

3. *Recount text*

Recount text is a text that tells about things that have happened in the past as a description of what occurred and when it occurred that consists of an orientation, events, and re-orientation. According to Coogan (2006), the purpose of recount text is to inform the audience about the past experience or last event.

CHAPTER II

LITERATURE REVIEW

A. Writing

1. *Definition of writing*

In learning English, four skills should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learnt because writing is the productive skill that needs time to produce. This opinion is supported by Richards and Renandya (2002), writing is the most difficult skill for second language learners to master. The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text. The weakness of language skills comes from students' reluctance to learn these skills intensively. This statements are supported by Harmer (2004), when reluctance might stem from the anxiety that students have about their handwriting, their spelling or their ability to arrange sentences and paragraphs. It makes writing hard to learn when students have negative thinking when they start to write then students' attitudes toward writing tend to become increasingly negative, such as the concern because they are unable to complete writing assignment. Spratt, Pulverness and William (2005) stated writing is a solitary struggle means that every students has to master this skill individually to produce a text or a message to

communicate with others. It makes writing hard to mastered instantly but it takes time to master this skill. Writing has to be learned by the students well because writing is very important in their professional life not only for academics.

There are many definitions about writing given by experts from many resources. According to Brown (2001), writing represents what the writer thinks and writing is the process of thinking that has two processes. The first process is to find out the meaning and the second process is to put the meaning into the language which means the writing process reflects the things that have in mind then written. When students start to write, they find some difficulties such as looking for ideas and producing the ideas into the written sentences thus making students who are not used to writing often suffer for this activities. Harmer (2005) stated writing is a recursive process which means students revise through the process and writing encourages students to focus on using good language. That is because students consider the use of language when students are involved in writing process.

From the definitions above, it can be said that writing is a complex activity that is to explore and transmit ideas, thoughts and feelings into written forms which is accompanied by a revising process so that it produces a readable text. Writing is more than a communication. It is a way of remembering and a way of thinking. Therefore, writing is not easy, it needs a hard work. In writing students have to produce words, phrase,

sentences, and paragraphs at the same time. It is a way of learning. Students cannot write without first thinking, probing, observing, experimenting and reading.

2. *Writing process*

As one of the productive skills, the way to make good writing is the writing process. The process of writing is complicated because the process of writing includes explore the ideas and process the ideas into a well written form. There are several steps and practice to follow to make a good writing, students will find it easier by practice often. Richard and Renandya (2002) stated there are four main stages in writing; there are planning, drafting (writing), revising and editing.

a. Planning

Planning is the first step and it makes important because in this stage students need to develop idea. This affects students' goals for writing in terms of the language they use, the text they want to produce, and also the information they choose to include. Hutchinson (2005) suggests making developing idea more interesting by developing ideas clearly and easy to understand, including specific details and examples. The purpose of this step is to explore student's ideas as in the specified time period.

b. Drafting

After the first stage of planning, the next step is drafting. Drafting is the process of putting ideas and thoughts into sentences. According to Harmer (2004), during this step students must concentrate to get their

ideas on paper, organize their information logically, develop their topics in sufficient details and focused on the fluency of the writing. After getting the draft, the students will have the first product of writing.

c. Revising

Revising includes checking for language errors, content and ideas organization. Robert (1999) stated that revising is the activity that makes the better draft by rereading and correcting.

d. Editing

Editing is the end of the stage of writing process to make product of writing. Harmer (2004) said, editing is important to see whether there are unclear words, ambiguous words or confusing words to understand. In this stage, students have edited their draft and made changes if necessary in order to produce the final draft. It is possible for students to master the writing process by following the steps.

B. Recount Text

1. *Definition of recount text*

According to Coogan (2006), recount text is written to retell the past event in the order which they happened by telling the reader who was involved, what happened, where the event took place and when it happened. Knapp and Watkins (2005) said a recount text is a sequential text that does little more than sequencing a series of events. Another view comes from recount text can be in the form of letter, interview, newspaper, conversation, and speech.

2. *Purpose of recount text*

According to Anderson (1997) the purpose of the recount text is to tell the audience about what happened and when it happened in the past. Which means recount text is to list and describe past experiences by retelling events in chronological order that will inform or entertain reader, it is a common thing to tell someone a story in both oral and written form.

3. *Structure of recount text*

This is important when the writer tries to write a recount text, Anderson (1997) states three main parts of recount text, there are:

- Orientation : the opening of the text, gives background information of event about what, where, when, who (setting, character, time period)

- Event : retell the events in order in which they happened or it is called chronological order

- Re-orientation: as the closing statement, it is paragraph which consists of a personal comment or summary.

4. *Language features*

According to Anderson (1997) found that language features of recount text are:

- The use of past tenses.

- The use of proper nouns.

- These are arranged in chronological order, using time connectors that indicate sequences or events, such as then, later, next, after, in the meantime, they function as connectors.

- The use of adjectives and adverbs for details.

5. *Types of recount text*

According to Department for Education and Child Development, recount text can be classified into several types. There are:

a. Personal recount, this paragraph retells about writers' personal experiences.

b. Factual recount, this paragraph retells about personal experience or the factual event that really happened in the past.

c. Imaginative recount, this paragraph retells about writers' imagination or based on fiction and giving details of events.

C. Brainstorming Technique

1. *Definition of brainstorming*

Brainstorming means the use of brain to the active problem solving and the aims to develop creative solutions to problem. A good writing involves a process that begins with prewriting and end with proofreading. According to McDowell (1999), brainstorming is the act of defining problem or idea and coming up with anything related to the topic as in step to generate ideas. In this state, students are able to write down any idea that comes into their mind as quickly as they can base on the topic given by the teacher. The more ideas that arise, the better the quality of writing will be. Boardman (2008) said that brainstorming means write all kinds of ideas whether is good

or bad based on the topic given in a sort of time and do some organizing later. Here, students are required to write down their idea that seems related to the topic whether is that valid or usable. When students can't find anything to add to the list, read and specify what is important that must be included and what must be deleted.

Furthermore, Fitzpatrick (2005) also said that brainstorming can help students to gather ideas and discover the important topic needed, he divided some technique into prewriting called brainstorming, there are clustering, listing, and freewriting. All of them are used before writing by finding ideas without editing thoughts and limiting ideas without concerning about grammar or spelling. It is supported by Coffin (2003), stated that brainstorming as one of the prewritings is very useful in finding the ideas, collecting the information and organising thoughts. It is clear that brainstorming is one of the helpful technique to find as many ideas as possible without needing any specific skill before starting writing, it also have an important role in order to do the creative thinking and to find the focus before starting the first draft of writing.

2. *Procedures of brainstorming technique*

Simon and Schuster (2003) mention some formula to brainstorm there are writing the topic in the piece of paper, listing everything that related to the topic given by the teacher in the classroom by using simple words and phrases, selecting the best ideas and grouping the ideas.

Based on McDowell (1999), there are some procedures of brainstorming.

1. Select a leader.

2. Define or write a brief description of the problem or idea to be brainstormed.

3. Set up the rules for the session which include stating that no answer is wrong, setting a time limit and stopping when that time is up.

4. Start the brainstorming.

5. Make sure not to evaluate or criticize any answer until brainstorming has been done.

6. Go through the results and begin evaluating the responses by eliminating answers that repeated or do not fit to the topic.

3. *The advantages of brainstorming technique*

Brainstorming can be done individually or in a group and have a great importance in the teaching learning process, the advantages are presented below:

1. Brainstorming as an innovative solution and help students to solve problems.

2. Brainstorming is a quick way of generating ideas.

3. Brainstorming technique is easy to understand.

4. Students are encouraged to learn about the subject by actively sharing information.

5. Help students to express their opinions freely.

4. *The disadvantages of brainstorming technique*

Besides the advantages above, Brainstorming technique also has some disadvantages that can occur:

1. Limited time for students who have no ideas.

2. Brainstorming technique cannot solve the problem because some of students do not have enough time to develop the idea.

D. Implementation of Brainstorming Technique in Writing Recount Text

Writing is one of the basic language skills that important in learning English such as speaking, listening and reading. According to Brown (2001), writing is a thinking process which means writing reflects the things that remain in the mind then write in written form. Writing required good planned and revisions so that makes writing took a long time to produce a text, students who are reluctant to write suffer for this activity. It makes writing hard for students to learn without any supporting technique. In this research, the researcher would apply brainstorming technique to improve students' writing skill in order to help students to start gathering and developing ideas before writing. The researcher chooses recount text so students more easily write their ideas based on their own experiences in the past, the researcher believes that students have started writing from something familiar to them like pleasant or sad memories that happened in the past which can encourage them to write. So, writing a recount text using brainstorming help students to improve their writing abilities.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research applied Classroom Action Research to describe the process of the improvement of students' writing skills on recount text. The researcher works together with the English teacher at the school in conducting the research. Mills (2000) said the action research is done by the teacher or other (researcher) to gather information then improve the ways of teachers' teaching process and students' learning. This statement is supported by Wallace (2004), who said that classroom action research is basically how to reflect the way of teacher teaching by collecting the data in the daily activity in the classroom and analysing it with the aim of preparing what material will be taught in the next meeting. Classroom action research is conducted by the teacher who teaches in the classroom or with one or more collaborators to obtain the solution in the classroom to help students to improve their achievement.

To achieve the objectives of this research, there are several steps as stated by Kemmis (1990). The model describes the process of action research as a series of cycling activities including four steps each cycle, they are planning, acting, observing and reflecting.

a. Planning

In this steps, the researcher collaboratively with the English teacher to prepare what the needs before doing the next step such as constructing lesson plan, selecting the material, preparing the observation checklist, preparing how to score students' writing test to get optimum result.

b. Acting

After planning, the researcher did the action in the classroom. In this activity, the researcher explained the materials about recount text such as the generic structure and the grammatical features of the recount text. The researchers also explained about the brainstorming technique in order to make students are able to practice their writing skills by using brainstorming technique.

c. Observing

In this step, students were observed by the researcher that focused on the students' activities in the teaching learning process that all happened in the classroom. The researcher used observation sheet to know the students' behaviour during the teaching learning process when the treatment was given.

d. Reflecting

In this step, reflecting is the analysis of the observation result and to evaluate each cycle also the students' improvement after treated by usiing brainstorming technique. The problem in the first cycle that has not been solved will be discussed in the next cycle.

B. **Participants**

1. *Population*

According to Ary (2002), the population consists of people, events or objects that are determined by the researcher to be studied and drawn a conclusion. The population of this study was all of the first-grade students at Islamic Senior High School (MAN 2) Banda Aceh divided into five classes. There are class X Bahasa that consists of 20 students, class X MIA I consists of 29 students, class X MIA II consists of 26 students, class X IPS I consists of 30 students and class X IPS II consists of 28 students. The population of these classes is 133 students.

2. *Sample*

Ary (2002) stated sample is part of population which is the small proportion of the population. The number of the population is so big to conduct the research, so the researcher selected several students as the sample. The sample for this research is class X Bahasa that consists of 20 students, 11 girls and 9 boys which were chosen by using purposive sampling. According to Bernard (2002), purposive sampling is called judgment sampling that chooses participants based on the abilities possessed by participants and it is a non-random technique that does not need underlying theories.

The researcher used purposive sampling as personal judgment based on the interviewed with the English teacher of the school to

choose subjects that are considered to represent the population. The researcher selects this class because the researcher found some students faced difficulties in writing such as students do not know how to write a good paragraph due to lack of understanding of how to write correctly and lack of practice writing in the classroom even in their daily life. Thus, making it is difficult for students to string or find the right words when they want to write recount text.

C. Procedure of Data Collection

The data in this research is attained from the instrument. In collecting the data, the researcher used three techniques below:

1. Test

According to Brown (2004), test is a method to measure a person's ability, knowledge, or performance. There are pre- action and post- action used in this research. Pre- action is the test given before the treatment in order to measure students' writing skill before the treatment. Post- action is test given after the treatment to know whether students improved their writing skill or not after the treatments given by the researcher.

Before the researcher explained about the brainstorming technique, the researcher gave the pre- action to write recount text based on the topic given by the researcher. After the treatment, the researcher gave post-

action based on the topic that similar type to pre-test to find out if there is any improvement after the treatment.

2. *Observation sheet*

Observation sheet used to check the implementation of brainstorming technique can improve students' behaviour, response, and participation in writing recount text in the classroom during the learning process. Observation sheet provided by the researcher given to the English teacher who acts as the observer that observed students' behaviour during learning activity used Brainstorming technique in writing recount text, and a friend who acts as an observer in the class to observe the researcher who acts as an English teacher who taught in the classroom.

The observation sheet compared time to time from the first cycle to the second cycle whether there were improvements of students and researcher during the research. This observation sheet was used in every meeting.

D. Technique of Data Analysis

1. *Tests*

Tests are questions or exercises as well as other tools used to measure the skills, knowledge of intelligence, abilities or talents possessed by individuals or groups. The purpose of the test was to see an increase in students' writing test results in every meeting (Arikunto,2006). To know

the ability of the students, the researcher firstly computed the individual score by using the formula recommended by Arikunto (2006):

$$\Sigma = \frac{X}{N} x\ 100$$

Where:

Σ = Mean score

X = Sum of correct answer

N = Maximum score

100 = Fixed score

The researcher calculated the mean score of students in each test. Then the researcher computed mean deviation between pre- action and post- action used formula by Arikunto (2006) as follows:

$$Md = \frac{\Sigma d}{N}$$

Where:

Md = Mean score

Σd = The total score of deviaton

N = Number of students

Next, the researcher computed the square deviation used formula by Arikunto (2006) as follows:

$$\sum X^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Where:

$\sum X^2 d$ = The sum of squared deviation

$\sum d^2$ = The sum of deviation

In order to know whether students' score of pre-action and post- action has significant difference or not, the researcher used formula by Arikunto (2006) as follows:

$$t = \frac{Md}{\sqrt{\dfrac{\sum x^2 d}{N(n-1)}}}$$

Where:

t = t-test score

Md = Mean from pre- action and post- action

$\sum x^2 d$ = Sum of squared deviation

N = Number of students

2. *Observation sheet*

In giving the value of the observation sheet, the data was obtained from the English teacher who played as a collaborator monitored the students' participation and monitored the researcher during the learning

process while used Brainstorming technique in writing recount text. The observation sheet has three parts of activities, there are; warm-up, main activities and closing activities. The result of the observation sheet was analysed into the script based on the result in the classroom X Bahasa. To find out the quality of the observations, the researcher used assessment criteria from Arikunto (2010) as follows:

81% – 100% = very good

61% – 80% = good

41% – 60% = enough

21% – 40% = poor

$\leq$ - 20% = very poor

E. Procedure of the Research

1. Reconnaissance

In the reconnaissance step, the researcher was focused on collecting information related to the students writing abilities, especially on recount text before the researcher implementing the brainstorming technique. The purpose of this step is to see what problems and reasons that caused those problems. The Pre-action research has been conducted in the classroom to determine student difficulties and the researcher had an interview with the English teacher in purpose to identify the problem from both parties, the students of MAN 2 Banda Aceh class X Bahasa and Miss Nushraini as the

English teacher in MAN 2 Banda Aceh. From those actions, the researcher found some problems related to the students. They lacked of aspects of writing such as grammar, vocabulary and idea. It can be concluded that the students lacking skills in writing were caused by many factors, they felt not confident with their abilities in writing a text. Moreover, there were also few writing activities in the classroom so that students less practice. In order to more familiar with writing, they must be given time and practice as often as possible also provided some technique to make students enjoy writing.

2. *Planning*

After identifying the problems, the next step is to consider plans to be implemented in the field to make improvements in teaching learning in the classroom. In this step, the researcher and the English teacher worked together to prepare the materials during the research.

3. *Action*

When the plans were evident by the researcher and the English teacher, the actions were performed in the classroom. The action was done in four actions when cycle one took two meetings and cycle two took two meetings.

4. *Observation*

The English teacher acts as an observer during the research to observed students interesting and behaviours while learning process and researchers' friend acts as an observer to observed the researcher while teaching

process in the classroom. After this step, the researcher made reflection and decided on the next action.

5. *Reflection*

After completing the action, the researcher conducted some reflections on whether the action was done successfully and effectively in the learning process or no. If the action was done successfully, the research would continue to apply it to the next topic. If the action was done unsuccessfully, the researcher decided to implement brainstorming technique to solve the students' problems in writing. The researcher analyzed students' writing text used scoring scheme adopted from Arikunto (2006).
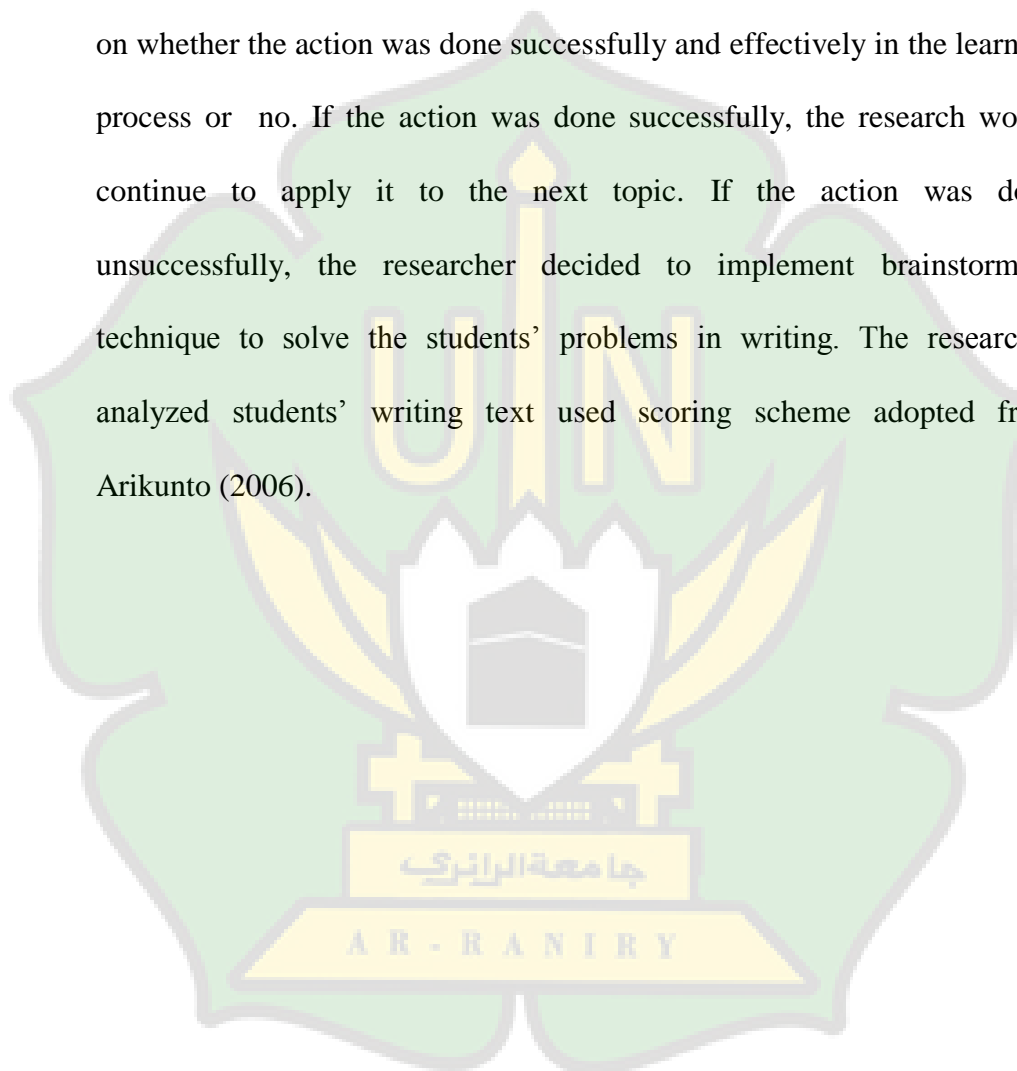
CHAPTER IV

RESEARCH FINDINGS

A.   Description of Research Results

Research data obtained from the implementation of action research on students X Bahasa at MAN 2 Banda Aceh. This research conducted into two cycles, the first cycle had two meetings and the second cycle also had two meetings. The data of this research was obtained from observations and tests which have done in each cycle, also questionnaire was distributed to students at the end of the cycle 2.

1. *Pre-action*

Pre-action was done on Monday, 29 July 2019 at MAN 2 Banda Aceh by researcher before conducting the research to see the students' writing abilities in classroom X Bahasa. This action was conducted during the English learning process when students learned about recount text. After doing this action, the researcher obtained a picture of learning activities that occur before the implementation of the research that teaching learning did not use any method and the media used only textbooks. From the results of the writing test at this action, the school set 80 as the completeness criteria but there were still many students whose grades were below the standard. The result of students' writing as follows:

Table 4.1
The result of students' writing

No	Name	Score	KKM
1	GS	10	not complete
2	F	40	not complete
3	AR	40	not complete
4	FFA	25	not complete
5	AS	70	not complete
6	B	10	not complete
7	AHH	80	Complete
8	S	60	not complete
9	MH	75	not complete
10	ZW	85	Complete
11	Z	15	not complete
12	M	15	not complete
13	YF	50	not complete
14	SR	15	not complete
15	MS	55	not complete
16	RH	35	not complete
17	SAP	40	not complete
18	IM	40	not complete
19	R	15	not complete
20	AS	65	not complete
Total		840	
Average		41.5	
Percentage			
Completeness		10%	

Based on the table above, it can be explained as follows:

a. The number of students was 20 and those who meet the completeness criteria only 10%, which means only 2 students have passed.

b. The incompleteness criteria were 90%, which means there were 18 students has not passed the test.

c. The average of this data was 41,5. In this action, only 2 from 20 students have passed and 18 did not pass the completeness criteria that have been set from the school.

Based on the results obtained from the table above, the researcher intended to improve students' writing skill by applying the Brainstorming technique in writing recount text with the intention that learning process becomes more interesting for students.

B.   Research Process

This research was conducted into two cycles, each meeting took 90 minutes. Cycle 1 was done for two meetings on Monday, 7 October 2019 and Wednesday, 9 October 2019. While cycle two was done on Monday, 14 October 2019 and Wednesday, 16 October 2019. In this part, the process of the research is described in detail. The discussion on the report of the first cycle is presented below.

1. Report cycle I

In the first cycle, the plans decided by the researcher and the English teacher to be performed in two days of the classroom meeting.

a. Planning

Based on the Pre Action, students' writing skill was below average and insufficient minimal completeness. Therefore, the researcher and English teacher used Brainstorming technique to improve students' writing skill. The planning of cycle 1 as follows:

1) First Meeting

a) The researcher and English teacher made a plan to explain about the generic structure and language feature of recount text to the students, this aims to provide knowledge to students about recount text.

b) The researcher and English teacher planned to provide the example of recount text.

c) The researcher and English teacher planned to give the task about recount text from the example that was done in pairs.

d) The researcher and English teacher planned to introduce brainstorming technique to students in writing.

e) The researcher and English teacher planned to give students writing task by using brainstorming technique.

f) The result of students writing tasks would not be criticized.

g) The researcher provided the observation sheet to the English teacher to observe the teaching learning in the classroom during the research.

2) Second Meeting

a) The researcher and English teacher made a plan to ask some questions related to the previous meeting as reviewed.

b) The researcher and English teacher planned to explain about the use of simple past tense in recount text.

c) The researcher and English teacher planned to give the example of simple past tense.

d) The researcher and English teacher planned to give students a writing task by using brainstorming technique using simple past tense.

e) The result of students writing tasks would not be criticized.

f) The researcher provided observation sheet to the English teacher to observe the teaching learning in the classroom during the research.

b. Action

After the planning step, the next step in this cycle is action that was done in two meetings. The description of the implementation of the action in cycle I as follows:

The first meeting was done on Monday, 7 October 2019. The researcher asked students about the generic structure and language feature of recount text to see students' initial knowledge. As the writing task, the researcher asked students to write their experienced during junior high school.

The second meeting was done on Wednesday, 9 October 2019. After the writing task in the first meeting checked and the researcher found the students' difficulties in writing, the researcher found that students were lack in the use of simple past tense so the researcher decided to teach the next language feature of recount text which is the use of simple past tense. For the next writing task, the researcher asked students to write their experienced in senior high school.

c. Observation

Observation was obtained from observation sheet that was given by the researcher to the teacher to assess the researcher while teaching in the classroom. The teacher had to fill the observation sheet each meeting in each cycle to see the researchers' ability in dealing with the situation and the students in the classroom using brainstorming

technique in writing recount text. The data will count how much SD = Strongly Disagree (1), D = Disagree (2), A = Agree (3), SA = Strongly Agree (4), observation results as follows:

a) Teacher observation sheet

Based on the teacher activity, the researcher implemented learning using brainstorming technique. The following are the results of teachers' activity during cycle one:

Table 4.2
Teacher observation sheet

NO	Aspects	Meeting I	Meeting II	Average
1	The teacher prepares students physically and mentally	2	3	2,5
2	The teacher mentions the topic before starting the teaching learning	3	3	3
3	The teacher conveys learning objectives before starting the teaching learning	3	3	3
4	The teacher asked students experience to stimulate students' apperception	4	3	3,5
5	The teacher gives examples of the learning topics that will be implemented	4	3	3,5
6	The teacher introduces a new learning technique for students to facilitate the teaching and learning process.	4	4	4
7	The teacher explains the Brainstorming technique clearly.	3	4	3,5
8	The teacher can control students	3	3	3

9	The teacher facilitates and solves problems.	2	3	2,5
10	The teacher gives instructions clearly and easily understood	2	3	2,5
11	The teacher determines enough time for students to think critically	2	3	2,5
12	The teacher corrects the work of groups or individuals	2	3	2,5
13	The teacher together with students corrects the learning task	2	3	2,5
14	The teacher gives a moral message after learning process	2	3	2,5
15	The teacher together with students summarize after the teaching learning process	2	3	2,5
16	The teacher tells the learning material for the next meeting	2	4	3,5
17	If a problem occurs, the teacher can act by making the best decisions so that learning continues to take place effectively and efficiently	3	3	3
18	Learning material in accordance with the learning objectives	3	4	3,5
19	The teacher approaches the students by going around the class and not just focusing on one student	3	4	3,5
20	The teacher uses good language	3	4	3,5
	Score	54	60	57,7
	Percentage	68%	75%	72%
	Criteria	Good	Good	Good

Based on the observation table above, the percentage in first meeting has increased from 68% to 75%. So that the average percentage of teacher activity obtained by a figure of 72% with good criteria.

b) Students' observation sheet

The following are the results of students' activity during cycle one:

Table 4.3
Students' observation sheet

NO	Aspects	Meeting I	Meeting II	Score
1	Students answer the greetings given by the teacher	3	4	3,5
2	Students listen to the topic and learning objectives conveyed by the teacher	2	3	2,5
3	Students answer the questions asked by the teacher	2	2	2
4	Students read and analyse examples of recount texts given by the teacher	2	3	2,5
5	Students listen to the teacher's explanation carefully	3	3	3
6	Students ask questions that are not understood	2	2	2
7	Students do what is instructed by the teacher based on the allotted time.	3	2	2,5
8	Students together with the teacher work together in correcting learning outcomes	2	3	2,5
9	Students summarize learning	2	2	2

10	Students listen and write what the teacher said for the next meeting	2	2	2
	Score	23	26	24,5
	Percentage	58%	65%	61%
	Criteria	Good	Good	Good

Based on the table above, students' activity has increased during the learning process in cycle one used brainstorming technique from 58% to 65%. So that obtained good criteria with average results with 61%.

    c) Students writing skill

Students' writing results in cycle 1 as the following table:

Table 4.4

The result of students writing

No.	Name	Meeting 1	Meeting 2	Average	Completeness Criteria
1.	GS	0	25	12,5	Not Complete
2.	F	10	35	22,5	Not Complete
3.	AR	80	85	82,5	Complete
4.	FFA	40	45	42,5	Not Complete
5.	AS	25	30	27,5	Not Complete
6.	B	79	83	81	Complete
7.	AHH	85	86	85,5	Complete
8.	S	75	80	77,5	Not Complete
9.	MH	80	75	77,5	Not Complete
10.	ZW	84	85	84,5	Complete
11.	Z	15	30	22,5	Not Complete
12.	M	15	60	37,5	Not Complete

13.	YF	81	80	80,5	Complete
14.	SR	15	35	25	Not Complete
15.	MS	80	85	82,5	Complete
16.	RH	35	40	37,5	Not Complete
17.	SAP	40	85	62,5	Not Complete
18.	IM	40	80	60	Not Complete
19.	R	15	80	47,5	Not Complete
20.	AS	80	90	85	Complete
Average				56,7	
Percentage				35,00%	

Based on the table above, it can be analysed as follows:

1) The total number of students was 20, there were 7 students who complete the criteria of writing task with 35,00% completeness.

2) In cycle 1 there were 13 students who did not pass the completeness of writing task with 55, 00%.

3) The average of cycle 1 obtained 56, 7.

d. Reflection

In this cycle, the researcher and the English teacher found that they succeeded in improving students' writing skill in writing recount text used brainstorming technique. The student's behaviour towards writing also changed, they were more interested in writing than the pre-action meeting. From the results of the students' writing test, it can be seen that the average writing score has increased compared to

the pre-action test result, when the average of the pre-action was 41,5 and the completeness criteria was 10% increased to 56,7 and the completeness criteria was 55,00% in cycle I. This indicates that students' writing test average has increased to 15, 2 and completeness to 35%. Although the completeness criteria have increased quite well, but the completeness criteria are still low. In the implementation in cycle 1, there was still deficiency during the learning process and need some improvement. So that in cycle II, corrective actions must be taken to improve things that were considered lacking in cycle I. Things that need to be improved by students during writing recount text were:

1) In writing recount text students still have many errors such as grammar, spelling, and punctuation.

2) Students rarely use time connective to show events.

3) The use of proper nouns is still lack.

To correct the deficiencies in the cycle I, the researcher did this:

1) The researcher explained about the structure of past tense furthermore, telling students to look at the dictionary to make sure there were no spelling errors and diligently reading books to be familiar with correct punctuation.

2) The researcher provides the example of time connective.

3) The researcher taught about the use of proper noun in text.

Based on the results of these reflections, it can be concluded that improvements will be made in the second cycle II.

2. *Report of cycle II*

Similar to cycle I, the cycle II also took two class meetings to improve students' writing skill in recount text by using brainstorming technique. The researcher with the help of the English teacher makes better plans for the action to correct the deficiencies obtained in the first cycle that would be performed in this cycle. After some discussion, several steps were determined as follows:

a. Planning

1) Third meeting

a) The researcher and English teacher planned to continue the explanation of language features of recount text such as the use of the proper noun.

b) The researcher and English teacher planned to give an example of the use of proper noun in recount text.

c) The researcher and English teacher planned to give task to write used brainstorming technique.

d) The result of students writing tasks would not be criticized.

e) The researcher provided observation sheet to the English teacher to observe the teaching learning in the classroom during the research.

2) Fourth meeting / post action

a) The researcher and English teacher planned to explain about the language feature which used the time connective in recount text.

b) The researcher and English teacher planned to give example of time connective in recount text.

c) The researcher and English teacher planned to give task to write used brainstorming technique used time connective.

d) The result of students writing tasks would not be criticized.

e) The researcher provided observation sheet to the English teacher to observe the teaching learning in the classroom during the research.

b. Action

In the cycle II, similar to cycle I there was two meetings done in the classroom. The description of the implementation of the action in cycle I as follows:

Third meeting was done on Monday, 14 October 2019. Based on the last result in cycle I, students were lack in use of the proper noun in their writing task so the researcher taught about the next language feature supported by example and exercise that was given in the classroom. The researcher also asked students to identify some adjectives and adverbs in the text. For the test, the researcher asked students to write their most sad memory in their life.

Fourth meeting as the post action was done on Wednesday, 16 October 2019. After the 3rd meeting and gets the results and found weaknesses in students, the class was begun by reviewing the materials they had in the previous meeting to make students recall what they had learned in the previous meeting. In this last meeting, students lack about the use of time connective in writing recount text. So, the researcher taught about time connective supported by example and exercise that was given in the classroom. As for the test, the researcher asked students to write their happy or unforgetful experienced used brainstorming technique that has been taught.

c. Observation

Observation was conducted from observation sheets that have been prepared by the researcher in every meeting in the classroom, it intended to see researcher and students activities while learning using brainstorming technique. The result as follows:

a) Teacher observation sheet

Based on the teacher activity, the researcher has implemented learning using brainstorming technique. The data will count how much SD = Strongly Disagree (1), D = Disagree (2), A = Agree (3), SA = Strongly Agree (4),

The following are the results of teachers' activity during cycle two:

Table 4.5
Teacher observation sheet

No	Aspects	Meeting III	Meeting IV	Average
1	The teacher prepares students physically and mentally	3	4	3,5
2	The teacher mentions the topic before starting the teaching learning	3	4	3,5
3	The teacher conveys learning objectives before starting the teaching learning	3	4	3,5
4	The teacher asked students experience to stimulate students' apperception	3	4	3,5
5	The teacher gives examples of the learning topics that will be implemented	3	4	3,5
6	The teacher introduces new learning technique to students to facilitate the teaching and learning process.	4	4	4
7	The teacher explains the Brainstorming technique clearly.	4	4	4
8	The teacher can control students	3	3	3
9	The teacher facilitates and solves problems.	3	3	3
10	The teacher gives instructions clearly and easily understood	3	4	3,5
11	The teacher determines enough time for students to think critically	3	4	3,5
12	The teacher corrects the work of groups or individuals	3	3	3
13	The teacher together with students corrects the learning task	3	3	3
14	The teacher gives a moral message	3	3	3

	after learning process			
15	The teacher together with students summarize after the teaching learning process	3	4	3,5
16	The teacher tells the learning material for the next meeting	4	4	4
17	If a problem occurs, the teacher can act by making the best decisions so that learning continues to take place effectively and efficiently	3	3	3
18	Learning material in accordance with the learning objectives	4	4	4
19	The teacher approaches the students by going around the class and not just focusing on one student	4	4	4
20	The teacher uses good language	4	4	4
	Score	66	74	70
	Percentage	83%	93%	88%
	Criteria	Very Good	Very Good	Very Good

Based on the observation table above, the percentage in the third meeting has increased from 83% to 93%. So that the average percentage of teacher activity obtained by a figure of 88% with very good criteria.

b) Students' observation sheet

The following are the results of students' activity during cycle one:

Table 4.6
Students' observation sheet

No	Aspects	Meeting III	Meeting IV	Score
1	Students answer the greetings given by the teacher	3	4	3,5
2	Students listen to the topic and learning objectives conveyed by the teacher	3	4	3,5
3	Students answer the questions asked by the teacher	3	3	3
4	Students read and analyse examples of recount texts given by the teacher	3	3	3,5
5	Students listen to the teacher's explanation carefully	3	3	3
6	Students ask questions that are not understood	2	3	2,5
7	Students do what is instructed by the teacher based on the allotted time.	3	4	3,5
8	Students together with the teacher work together in correcting learning outcomes	3	3	3
9	Students summarize learning outcomes	3	4	3,5
10	Students listen and write what the teacher said for the next meeting	3	2	2,5
	Score	29	33	31
	Percentage	73%	83%	78%
	Criteria	Very Good	Very Good	Very Good

Based on the table above, students' activity has increased during the learning process in cycle one used brainstorming technique from 73% to 83%. So that obtained very good criteria with average results with 73%.

    d) Students writing skill

Students' writing results in cycle II as the following table:

Table 4.7

The result of students' writing

No.	Name	Meeting 3	Meeting 4	Average	Completeness Criteria
1.	GS	60	80	70	Not Complete
2.	F	70	80	75	Not Complete
3.	AR	80	85	82,5	Complete
4.	FFA	80	80	80	Not Complete
5.	AS	80	85	82,5	Complete
6.	B	80	85	82,5	Complete
7.	AHH	75	85	80	Complete
8.	S	75	85	80	Complete
9.	MH	85	80	82,5	Complete
10.	ZW	80	85	82,5	Not Complete
11.	Z	70	80	75	Not Complete
12.	M	80	85	82,5	Complete
13.	YF	75	85	80	Not Complete
14.	SR	60	85	72,5	Not Complete
15.	MS	80	80	80	Not Complete
16.	RH	85	85	85	Not Complete
17.	SAP	80	85	82,5	Complete
18.	IM	80	85	82,5	Complete
19.	R	85	85	85	Complete
20.	AS	90	85	87,5	Complete

Average	80,5
Percentage	80,00%

Based on the table above, it can be analysed as follows:

1) The total number of students were 20, there were 16 students who complete the criteria of writing task with 80, 00% completeness.

2) In cycle II there were 4 students who did not pass the completeness of writing task with 20, 00%.

3) The average of cycle II obtained 80,5.

To find out the deviation between pre- action and post- action as follows:

Table 4.8

Deviation of Pre- action and Post- action

No	Name	Students' Score		Deviation	
		Pre-action	Post- action	D =	D^2
		X^1	X^2	$X^2 - X^1$	
1	GS	10	80	70	4900
2	F	40	80	40	1600
3	AR	40	85	45	2025
4	FFA	25	80	55	3025
5	AS	70	85	15	225
6	B	10	85	75	5625

7	AHH	80	85	5	25
8	S	60	85	25	625
9	MH	75	80	5	25
10	ZW	85	85	0	0
11	Z	15	80	65	4225
12	M	15	85	70	4900
13	YF	50	85	35	1225
14	SR	15	85	70	4900
15	MS	55	80	25	625
16	RH	35	85	50	2500
17	SAP	40	85	45	2025
18	IM	40	85	45	2025
19	R	15	85	70	4900
20	AS	65	85	20	400
	Total	840	1670	830	45800
	Mean	42	83,5	41,5	2290

The researcher computed the sum of square deviation shown below:

$$\sum X^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$= 45.800 - \frac{(830)^2}{20}$$

$$= 45.800 - \frac{688,90}{20}$$

$$= 45.800 - 34445$$

$$= 11.355$$

After having the sum of square deviation, the researcher needed to analyze the data statistically in order to know the significant difference between the pre-test and the post-test by using t-test formula as shown below:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(n-1)}}}$$

$$= \frac{41,5}{\sqrt{\frac{11.355}{20(20-1)}}}$$

$$= \frac{41,5}{\sqrt{\frac{11.355}{20(19)}}}$$

$$= \frac{41,5}{\sqrt{\frac{11.355}{380}}}$$

$$= \frac{41,5}{\sqrt{29,88}}$$

$$= \frac{41,5}{5,47} = 7,59$$

From the above computation, the researcher found that the difference between the result of students' pre- action and post- action was 7,59.

d. Reflection

Reflection is the final stage in the cycle which aims to determine the next step in order to make research becomes better and have improvement in every cycle. At this stage, the researcher and English teacher evaluate the research activities that happened in cycle II. From the results from the writing test in cycle II, it can be seen that the average was 80,5 which has increased by 23,8 from cycle I that has reached 56, 7. Students' writing completeness criteria also increased by 80% which has increased by 25% from cycle I that has reached 35, 00%. Observation by the researcher and English teacher indicate that writing recount text used brainstorming technique has been done well in cycle II. This indicates that the research was successful and the study was stopped.

C. Discussion

The purpose of this research was to find out the implementation of brainstorming technique can improve students' ability in writing recount text in class X Bahasa of MAN 2 Banda Aceh.

In conducting the research, the researcher applied three kinds of instrument to get the data for this research; there are test and observation. To

answer the research question, researcher used test and observation sheet in each meeting to see the improvement in students writing and their behaviour during the teaching learning process. The result from test shows the improvement in each meeting, Hamalik (2008) stated the improvement in test is the changes behaviour in a person from not knowing to know better after the teaching learning process.

The result from observation shows that students' behaviour improved in the classroom, this indicates a positive result. Popham (1999) said that students' behaviour is important to be improved, the students' behaviour towards subjects must be more positive after learning process than before taking part in teaching learning process.
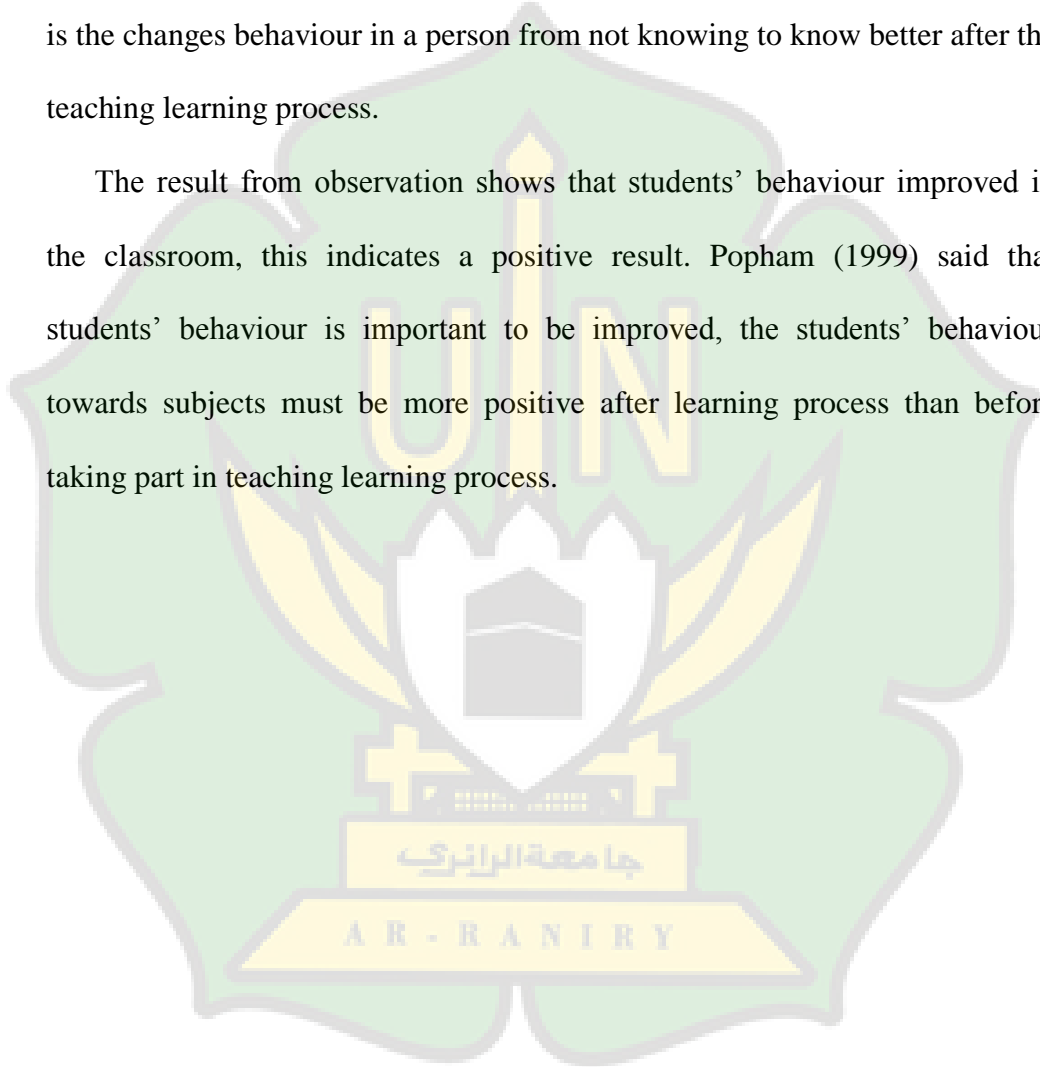
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the research findings and data analysis in the previous chapter, it can be concluded that students' writing skill in class X Bahasa improved in writing recount text used brainstorming technique. Improvement can be seen in the learning process after the researcher used the brainstorming technique to increase students' interest in writing from the test result which at the pre-action there were only 10% of students who completed in the writing test which means only 2 students have passed the writing test. In the cycle 1 the students' writing result increased to 35% who completed the test, it means 7 students have passed the test so there is an increase of 25% of students who completed the test from the pre-action. Then in cycle II there were 16 students who have passed the writing test, it means there were 80% of students who completed the test. So, there is 45% of students who completed the test that has increased from cycle II it makes students' test increased in every meeting.

The observation result shows that researchers' activity who acted as a teacher in the classroom also increased in teaching when in the first meeting teacher activity increased from 68% to 75% of teaching criteria in the second meeting. Then in the third meeting teacher activity also increased from 83%

to 93% of teaching criteria in the fourth meeting, it makes the teacher activity as very good criteria. Students' behaviour also increased in every meeting from first meeting 58% to 65% of students' criteria in the second meeting and show a good result in the next meeting which 73% in the third meeting to 83% of students' criteria in fourth meeting, it means students' behaviour obtained a very good criteria. The results were obtained from the observation sheet conducted in every meeting in each cycle.

B. Suggestions

After the researcher makes the conclusion of the students' writing of X Bahasa, some following suggestions for the teacher, students and the future researcher as follows:

For the teacher, she should pay more attention to what students need in teaching learning especially in writing because learning to write cannot be taught simply by giving a test but requires more intensive teaching using appropriate techniques that can help students in writing.

For students, students should be more confident in writing. They have to practice more often in writing without worry about grammar mistakes, spelling, and vocabulary. The more often they practice they will more familiar with writing so that worry when writing will be reduced.

For the future researchers, this research can be one of their references to conduct and help their studies in improving students' writing especially in

recount text. Brainstorming technique can also be used to improve writing skill in other types of text.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 3517/UN.08/FTK/KP.07.6/03/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah da Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnaka keputusan Dekan Nomor: B-13914/UN.08/FTK/KP.07.6/12/2018 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syar untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 2 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Nege Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapka Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepad Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Januari 2018

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-13914/UN.08/FTK/KP.07.6/12/2018 tanggal 22 Januari 2018
KEDUA	:	Menunjuk Saudara;

1. Yuni Setianingsih, M.Ag   Sebagai Pembimbing Pertama
2. Yuliar Masna, S.Pd.I., M.TESOL   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	Rahmi Hijriyanti
NIM	:	140203232
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Implementation of Brainstorming Technique To Improve Students' Writing Skill in Recount Text

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2019/2020
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 18 Maret 2019
An. Rektor
Dekan,

Mujiburrahman Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan,
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor : B-14746/Un.08/FTK.1/TL.00/10/2019   10 Oktober 2019
Lamp : -
Hal   : Mohon Izin Untuk Mengumpul Data
        Menyusun Skripsi

       Kepada Yth.

         Di -
            Tempat

      Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Rahmi Hijriyanti
N I M	:	140 203 232
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	XI
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Jl.Banda Aceh-Meulaboh No.50 Lhoknga A. Besar

Untuk mengumpulkan data pada:

MAN 2 Aceh Besar

      Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Implementation of Brainstorming Technique To Improve Students' writing Skill in Recount Text.

      Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

                              An. Dekan,
                              Wakil Dekan Bidang Akademik
                              dan Kelembagaan,

                              Mustafa

Kode 6076

Nomor   : B - 973 /Ma.01.091/TL.00/12/2019   18 Desember 2019
Lampiran   : I (Satu) eks
Hal   : Telah Pengumpulan Data Untuk
             Menyusun Skripsi.

Yth.
Dekan Bidang Akademik dan Kelembagaan
UIN Ar Raniry Banda Aceh
di-
    Banda Aceh

Dengan Hormat,

Sesuai dengan surat dari Dekan Bidang Akademik dan Kelembagaan Nomor : B-14746/Un.08/FKT.1/TL.00/10/2019 Tanggal 10 Oktober 2019 tentang Izin pengumpulan data pada MAN 2 Banda Aceh, maka bersama ini kami sampaikan bahwa mahasiswa yang tersebut dibawah ini :

Nama   : Rahmi Hijriyanti
NIM   : 140203232
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester   : XI
Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.

Telah melaksanakan pengumpulan data untuk menyusun skripsi dengan Judul "The Implementation of Brainstorming Technique To Improve Students'writing Skill in Recount Text" pada tanggal 14 s.d 21 Oktober 2019.

Demikian surat ini dibuat untuk dapat dipergunakan sebagai mestinya.

An. Kepala,
Waka Kesiswaan

Drs. Ridwan
NIP.196812311199421004
ND: No.B-969/Ma.01.091/KP.07.6/12/2019
Tanggal 16 Desember 2019

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah   : MAN 2 Banda Aceh

Mata Pelajaran   : Bahasa Inggris

Kelas/semester   : X Bahasa/I

Alokasi Waktu   : 4 x 90 menit

A. Kompetensi Inti

KI 1   : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2   :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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 dipelajarinya di

sekolah secara mandiri, dan mampu menggunakan metode sesuai

kaidah keilmuan

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya	3.7.1. Mengidentifikasi generic structure pada recount text. 3.7.2 Mengidentifikasi language feature (simple past tense, time connectives, proper noun) pada recount text. 3.7.3 Menyebutkan gambaran umum recount text 3.7.4. Menyebutkan fungsi/tujuan recount text.
4.7 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.7.1 Menyusun teks tulis recount sederhana tentang suatu kegiatan yang telah terjadi di masa lampau.

C. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasikan generic structure dari teks recount.
2. Siswa mampu mengidentifikasi unsur kebahasaan dari teks recount.

3. Siswa mampu menentukan fungsi/tujuan teks recount dengan baik dan benar.

4. Siswa mampu menulis teks recount tentang kejadian yang telah terjadi di masa lampau sesuai dengan struktur teks.

D. Materi Pembelajaran

1. Teks recount sederhana tentang pengalaman/kegiatan/peristiwa/kejadian yang telah terjadi di masa lampau.

2. Fungsi sosial: to tell or retell past events for entertaining or informing reader.

3. Generic structure:
   - Orientation: pengenalan who, when, where, dll.
   - Events: urutan peristiwa.
   - Re-orientation: penutup cerita, rangkuman.

4. Unsur kebahasaan
   - Menggunakan kata kerja dalam Simple Past Tense
   - Menggunakan kata penghubung waktu (time connectives) : then, before,when,after that, at last, finally, dsb.
   - Menggunakan preposisional penunjuk waktu : yesterday,on Sunday, last year, dsb.
   - Ejaan dan tanda baca yang baik dan benar.

E. Topik Pembelajaran

Pengalaman, kegiatan, peristiwa, kejadian yang relevan degan kehidupan siswa di masa lampau.

F. Kegiatan Pembelajaran

Pertemuan 1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	- Guru masuk ke kelas dan mengabsen siswa.	10 Menit

	- Guru mempersiapkan siswa agar siap untuk belajar. - Guru menyebutkan topik dan tujuan pembelajaran.		
Inti	- Guru memancing pengetahuan siswa dengan mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi yang akan dipelajari. Seperti : What did you do yesterday? What did you do last week?. - Guru menjelaskan kemudian memberikan contoh teks recount kepada siswa. - Guru meminta siswa untuk mengamati dan mengidentifikasi contoh teks *recount*. - Guru menjelaskan cara mengumpulkan ide menggunakan teknik Brainstorming. - Guru membagi siswa dalam kelompok yang terdiri dari empat orang. - Guru memberikan sebuah topik tentang "pengalaman yang tak terlupakan ketika di sekolah menengah pertama". - Guru memberitahukan bahwa siswa dapat menulis ide apapun yang berkaitan asalkan	65 Menit	

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	sesuai dengan topik yang diberikan.	
	- Guru memberikan waktu 5 menit kepada siswa untuk menulis ide sebanyak banyaknya.	
	- Guru memeriksa hasil ide yang telah ditulis dan mengoreksi ide yang ditulis berulang ulang atau tidak sesuai dengan topik.	
	- Guru meminta siswa secara individu untuk menulis sebuah teks *recount* berdasarkan ide-ide yang telah ditulis berdasarkan waktu yang telah ditentukan.	
Penutup	- Guru mengevaluasi dan memberi motivasi kepada siswa.	15 Menit
	- Guru bersama siswa merangkum bersama materi yang telah dipelajari.	
	- Guru memberitahukan materi untuk pertemuan selanjutnya.	

Pertemuan ke 2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	- Guru masuk ke kelas dan mengabsen siswa.	10 Menit
	- Guru mempersiapkan siswa agar siap untuk belajar.	

	- Guru menyebutkan topik dan tujuan pembelajaran.	
Inti	- Guru meng-*recall* ingatan siswa dengan menanyakan pertanyaan seperti: What did we learned yesterday? What is the generic structure of recount text? What is the language feature of recount text? - Guru menjelaskan salah satu *language featute* dari *recount text* yaitu penggunaan *simple past tense*. **S + Verb 2 + O** - Guru memberikan contoh Verb 2, seperti: Come = came Arrive = arrived Go = went Play = played - Guru memberikan contoh *simple past tense,* seperti: Last week we went to Bandung. I watched movie yesterday. - Guru memberikan sebuah topik tentang "pengalaman yang tak terlupakan ketika di sekolah menengah atas". - Guru meminta siswa secara individu untuk mengumpulkan ide menggunakan teknik	65 Menit

	Brainstorming.	
	- Guru memberikan waktu 5 menit kepada siswa untuk menulis ide sebanyak banyaknya.	
	- Guru memberitahukan bahwa siswa dapat menulis ide apapun yang berkaitan asalkan sesuai dengan topik yang diberikan.	
	- Guru memeriksa hasil ide yang telah ditulis dan mengoreksi ide yang ditulis berulang ulang atau tidak sesuai dengan topik.	
	- Guru meminta siswa secara individu untuk menulis sebuah teks *recount* berdasarkan ide-ide yang telah ditulis berdasarkan waktu yang telah ditentukan.	
Penutup	- Guru mengevaluasi dan memberi motivasi kepada siswa.	15 Menit
	- Guru bersama siswa merangkum bersama materi yang telah dipelajari.	
	- Guru memberitahukan materi untuk pertemuan selanjutnya.	

Pertemuan ke 3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	- Guru masuk ke kelas dan mengabsen siswa. - Guru mempersiapkan siswa agar siap untuk belajar. - Guru menyebutkan topik dan tujuan pembelajaran.	10 Menit
Inti	- Guru meng-*recall* ingatan siswa dengan menanyakan pertanyaan seperti: What did we learned yesterday? What is the pattern of simple past tense? - Guru menjelaskan *language feature* selanjutnya dari *recount text* yaitu penggunaan *proper noun*. - Guru memberikan contoh *proper noun*, seperti: Untuk nama tempat: Water Park Untuk nama geografis: West Java Untuk nama orang: Nirmala - Guru memberikan contoh *Adverb* dan *Adjective* unruk mendukung penggunaan *proper noun,* seperti*:* This place is beautiful The train run faster	65 Menit

	- Guru memberikan sebuah topik tentang "pengalaman yang menyedihkan atau sedih". - Guru meminta siswa secara individu untuk mengumpulkan ide menggunakan teknik Brainstorming. - Guru memberikan waktu 5 menit kepada siswa untuk menulis ide sebanyak banyaknya. - Guru memberitahukan bahwa siswa dapat menulis ide apapun yang berkaitan asalkan sesuai dengan topik yang diberikan. - Guru memeriksa hasil ide yang telah ditulis dan mengoreksi ide yang ditulis berulang ulang atau tidak sesuai dengan topik. - Guru meminta siswa secara individu untuk menulis sebuah teks *recount* berdasarkan ide-ide yang telah ditulis berdasarkan waktu yang telah ditentukan.	
Penutup	- Guru mengevaluasi dan memberi motivasi kepada siswa. - Guru bersama siswa merangkum bersama materi yang telah dipelajari. - Guru memberitahukan materi untuk pertemuan selanjutnya.	15 Menit

Pertemuan ke 4

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	- Guru masuk ke kelas dan mengabsen siswa. - Guru mempersiapkan siswa agar siap untuk belajar. - Guru menyebutkan topik dan tujuan pembelajaran.	10 Menit

Inti	- Guru meng-*recall* ingatan siswa dengan menanyakan pertanyaan seperti:
	
	What did we learned yesterday?
	
	Give an example about *proper noun*!
	
	- Guru menjelaskan *language feature* selanjutnya dari *recount text* yaitu penggunaan *time connective*.
	
	- Guru memberikan contoh *time connective*,, seperti:
	
	    Later When
	
	    At last Then
	
	    Next After
	
	- Guru memberikan sebuah topik tentang
		65 Menit

	"pengalaman yang menyenangkan atau tidak terlupakan". - Guru meminta siswa secara individu untuk mengumpulkan ide menggunakan teknik Brainstorming. - Guru memberikan waktu 5 menit kepada siswa untuk menulis ide sebanyak banyaknya. - Guru memberitahukan bahwa siswa dapat menulis ide apapun yang berkaitan asalkan sesuai dengan topik yang diberikan. - Guru memeriksa hasil ide yang telah ditulis dan mengoreksi ide yang ditulis berulang ulang atau tidak sesuai dengan topik. - Guru meminta siswa secara individu untuk menulis sebuah teks *recount* berdasarkan ide-ide yang telah ditulis berdasarkan waktu yang telah ditentukan.	
Penutup	- Guru mengevaluasi dan memberi motivasi kepada siswa. - Guru bersama siswa merangkum bersama materi yang telah dipelajari. - Guru memberitahukan materi untuk pertemuan selanjutnya.	15 Menit

G. Penilaian

- Keterampilan : praktik menulis

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete, clear and details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% - Orientation - Event - Re-orientation	4	Contains three generic structures	2x
	3	Contains two generic structures	
	2	Contains one generic structures	
	1	No generic structure	
Grammar (G) 20% - Use past tense	4	Very few grammatical inaccuracies	2x
	3	Few grammatical inaccuracies but not affect the meaning	
	2	Numerous grammatical inaccuracies	
	1	Frequent grammatical inaccuracies	
Vocabulary (V) 15%	4	Effectives choice of words and word forms	1,5x
	3	Few misuse of vocabularies, word form but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word form and not understandable	
Mechanics (M) 15% - Spelling - Punctuation	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	

- Capitalization	2	It has frequent errors of spelling, punctuation and capitalization
	1	It is dominated by errors of spelling, punctuation and capitalization

Cara penilaian :
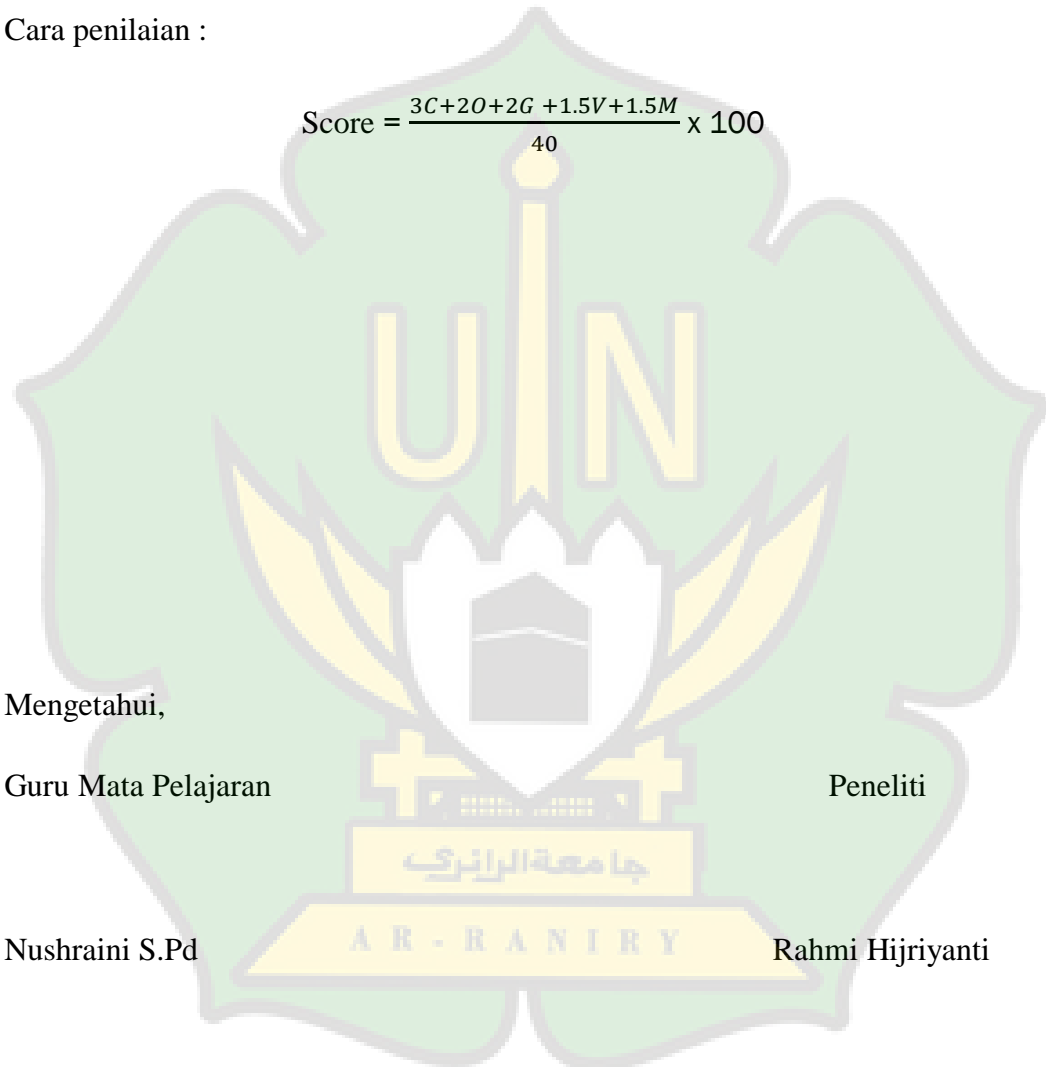
$$Score = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 100$$

Mengetahui,

Guru Mata Pelajaran   Peneliti

Nushraini S.Pd   Rahmi Hijriyanti

Rubric of Writing Recount Text

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete, clear and details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% - Orientation - Event - Re-orientation	4	Contains three generic structures	2x
	3	Contains two generic structures	
	2	Contains one generic structures	
	1	No generic structure	
Grammar (G) 20% - Use past tense	4	Very few grammatical inaccuracies	2x
	3	Few grammatical inaccuracies but not affect the meaning	
	2	Numerous grammatical inaccuracies	
	1	Frequent grammatical inaccuracies	
Vocabulary (V) 15%	4	Effectives choice of words and word forms	1,5x
	3	Few misuse of vocabularies, word form but not change the meaning	

	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word form and not understandable	
Mechanics (M) 15%	4	It uses correct spelling, punctuation and capitalization	1,5x
- Spelling	3	It has occasional errors of spelling, punctuation and capitalization	
- Punctuation			
- Capitalization	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors of spelling, punctuation and capitalization	

Adapted from Arikunto, S. (2006). *Prosedur penelitian*.

$$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 100$$

(40)

My Holiday

Orientation → : My name is ~~Ihsan Maulana~~ . my hoiday in Bayo leus

Event → I went to Aceh tengah . with my friends . right ther eat mary blum . full . a viu is beautiful . I went travelling to beach . seminatary is my friend and bang pray . we took a lot photos and arrivet come hom . | I sleep arivet morning |

Be Happy .   Re - orientation

$$C = 2 \times 3 = 6$$
$$O = 1 \times 2 = \cancel{4} 2$$
$$G = 1 \times 2 = 2$$
$$V = 2 \times 1.5 = 3$$
$$M = \frac{2 \times 1.5 = 6}{} = 16$$
$$16 / 40 = 20$$

No. Nama : ~~Rian marten~~

Brainstorming Technique

- Bandara .
- Pergi ke rumah saudara di Bandung .
- makan bersama .
- Jalan - Jalan .
- Belanja di mall .
- membeli oleh - oleh .
- dan pulang kembali

85

Orientation

On that day I woke up very suprised. my brother's color cuprised him, he said my brother woke up there was good news!

Event

It looks like that news is our plane ticket to go to bandung with family. the next two days that ~~the~~ day arrived at which time my family and I went to the airport, after that we boarded the plane and arrived to the destination that was Bandung.

I was very happy because i could go to my brother's house that had not met for a long time, then we were invited to eat together and take a walk around the city and shopping at the nearest mall, my heart was very happy the feeling did not want to go home again it was just not possible ~~because~~ ~~again my~~ heart my .

The time came when we had to
go back to my hometown, Aceh.
    I rushed to pack my things and
souvenirs. It was for my friend and for
my brother there.

Event

    We went home at 10 am we
arrived at the house where I felt very
tired and fell asleep.

Re
Orientation

    That's all my story hopefully it
will be repeated again.

$$C = 4 \times 3 = 12$$
$$O = 3 \times 2 = 6$$
$$G = 2 \times 2 = 4$$
$$V = 4 \times 1.5 = 6$$
$$M_3 = 4 \times 1.5 = 6$$

$$34/40 \times 100 = 85$$

Be Happy

Salekum

x Bahasa

Sang.

Pengalaman yang tidak bisa saya lupakan.

Brainstorming
- airport
- hotel
- field specialties
- grand mother's house
- mickey holidah
- kebun teh
- kebun jeruk.

$$C = 3 \times 3 = 9$$
$$O - 4 \times 2 = 8$$
$$G - 4 \times 2 = 8$$
$$V \quad 3 \times 1.5 = 3$$
$$M \quad 4 \times 1.5 = 6$$
$$\frac{34}{85} \Big/ \frac{140}{100}$$

Orientation

Hi everyone today I want to tell an experience that I
can't forget. So an experience that I can't forget is when
I went to the field with my best friend, at that time
my parents were in medan, and I followed my parents in
there with my best friend as well as my brother. Initially
departed I want to the airport. Of iskandar muda of kuala
namu medan. After arriving at medan was escorted
to the hotel medan. After we ate together we want back
to my grandmother's house, we took a rest. and the next
day we went to mickey holiday. after the mickey holiday I
continued to go to the tea garden and orange garden,
how happy I was to be on vacation with my family.
So that's enough of my brief experience.

Event

Re - orientation

No.

Nama : ~~Oredan~~

kelas : x Bahasa

Pel : B. Inggris

Tgl /thn : 07 / 10 /2019.

Orientation

When the new year holiday arrived I was on vacation to medan. there I went to the tea garden. there the atmosphere was very cold, full of green plants. the next day I stayed at jw marriott medan hotel.

Event

there I swaw and talked with my family. After we finished resting at the hotel, we continued to the mall center points. there I shop for clothes. shoes, bags and my needs. there I also eat with my family. how happy my new year's holiday. ▷ **Re - Orientation**

$$C = 4 \times 3 = 12$$
$$O = 2 \times 2 = 4$$
$$G = 2 \times 2 = 4$$
$$V = 3 \times 1.5 =$$
$$M = 3 \times 1.5 =$$
$$= 26 / 40 = 65$$

Lembar Observasi Guru

Nama Guru:

Kelas: X Bahasa

Hari/Tanggal: Senin, 7-10-2019
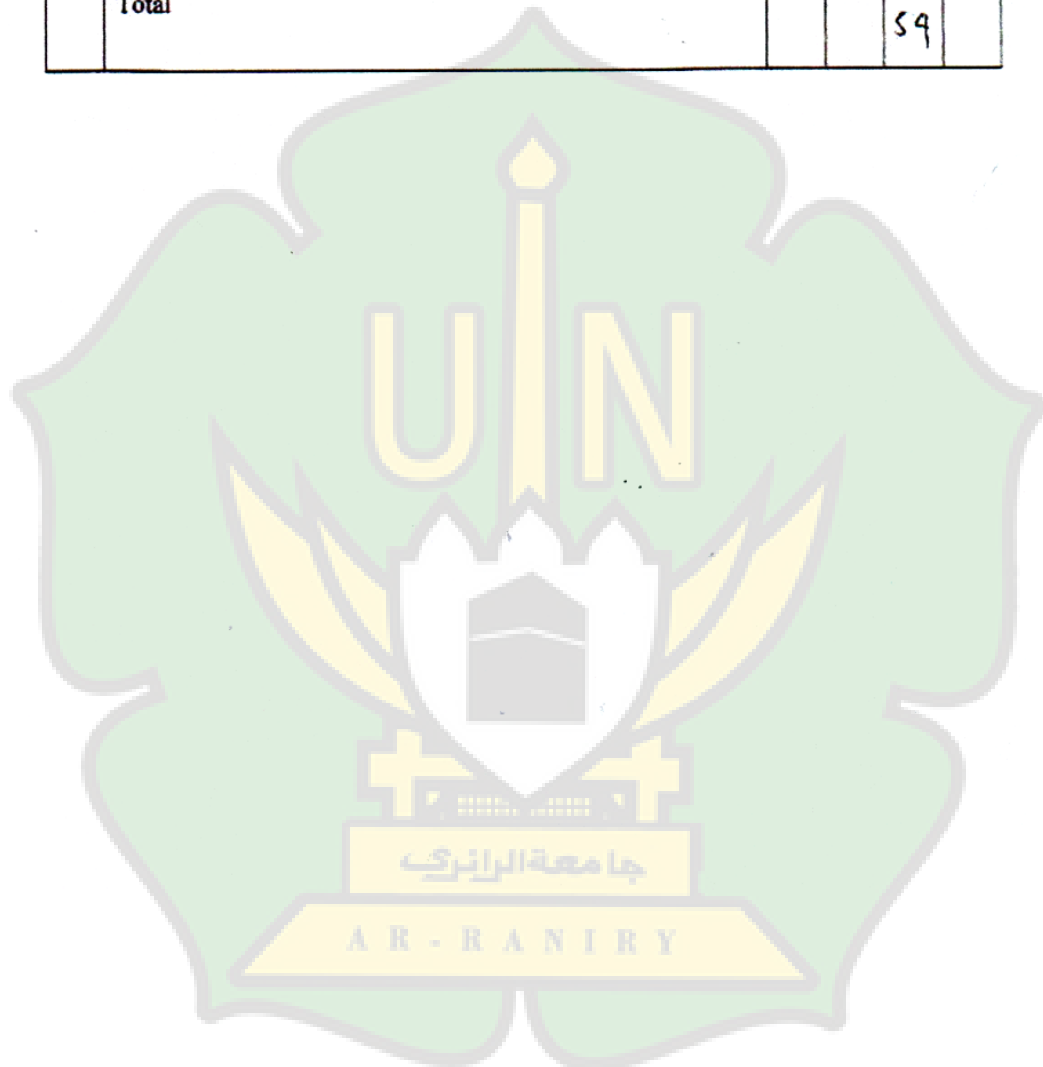
Siklus ke: I (pertemuan 1)

Petunjuk Penggunaan

Lingkarilah angka yang tepat untuk memberikan skor pada aspek-aspek penilaian aktivitas guru dalam pembelajaran. Adapun kriteria skor adalah 0 = tidak sesuai/tidak tampak; 1 = kurang baik; 2 = cukup; 3 = baik; 4 = sangat baik.

No	Hal yang Diamati	Skor			
A.	**Persiapan**	1	2	3	4
1.	Guru mempersiapkan siswa secara fisik dan mental		✓		
2.	Guru menyebutkan topik pembelajaran sebelum memulai pembelajaran			✓	
3.	Guru menyampaikan tujuan pembelajaran secara jelas sebelum memulai pembelajaran.			✓	
B.	**Presentasi/Penyampaian Pembelajaran**	1	2	3	4
1.	Guru memancing apersepsi siswa dengan pengalaman siswa				✓
2.	Guru memberikan contoh dari topik pembelajaran yang akan dilaksanakan.				✓

No.		1	2	3	4
3.	Guru memperkenalkan teknik belajar baru kepada siswa untuk mempermudah proses belajar mengajar.				✓
4.	Guru menjelaskan teknik Brainstorming dengan jelas.			✓	
5.	Guru mampu mengontrol siswa.			✓	
6.	Guru memfalitasi dan memecahkan masalah.		✓		
7.	Guru memberi instruksi dengan jelas dan mudah dipahami		✓		
8.	Guru menentukan waktu yang cukup bagi siswa untuk berfikir secara kritis		✓		
9.	Guru mengoreksi hasil kerja kelompok atau individu		✓		
10.	Guru melibatkan siswa dalam mengoreksi tugas belajar		✓		
11.	Guru memberi pesan moral sesudah pembelajaran		✓		
12.	Guru melibatkan siswa dalam merangkum hasil pembelajaran		✓		
13.	Guru memberitahukan materi pembelajaran untuk pertemuan selanjutnya		✓		
C.	**Pelaksanaan Pembelajaran**	1	2	3	4
1.	Apabila terjadi suatu permasalahan maka guru dapat bertindak dengan mengambil keputusan terbaik agar pembelajaran tetap berlangsung secara efektif dan efisien			✓	
2.	Materi pembelajaran sesuai dengan tujuan pembelajaran yang telah ditetapkan			✓	

| 3. | Selama pembelajaran berlangsung, guru mengelilingi kelas dan tidak hanya fokus pada segelintir siswa | | | ✓ | |
| 4. | Guru menggunakan bahasa yang baik | | | ✓ | |
| | Total | | | 59 | |

Lembar Observasi Siswa

Pertemuan ke ..1

Lingkarilah angka yang tepat untuk memberikan skor pada aspek-aspek penilaian aktivitas siswa dalam pembelajaran. Adapun kriteria skor adalah **0 = tidak sesuai/tidak tampak; 1 – kurang baik; 2 – cukup; 3 – baik; 4 = sangat baik.**

No	Hal yang Diamati	Skor			
	Siswa	1	2	3	4
1.	Siswa mempersiapkan diri sebelum proses belajar mengajar dimulai			✓	
2.	Siswa mendengarkan topik dan tujuan pembelajaran yang disampaikan oleh guru		✓		
3.	Siswa menjawab pertanyaan yang diberikan oleh guru		✓		
4.	Siswa membaca dan menganalisis contoh teks *recount* yang diberikan oleh guru		✓		
5.	Siswa mendengarkan penjelasan dari guru secara tenang			✓	
6.	Siswa menanyakan hal-hal yang tidak dipahami				
7.	Siswa mengerjakan apa yang diinstruksikan oleh guru berdasarkan waktu yang telah ditentukan		✓		
8.	Siswa bersama sama dengan guru mengoreksi hasil dari tugas pembelajaran			✓	

9.	Siswa ikut terlibat dalam merangkum hasil pembelajaran		✓		
10.	Siswa mendengar pesan moral yang disampaikan oleh guru sesudah pembelajaran dan mencatat topik pembelajran selanjutnya		✓		
	Total		22		
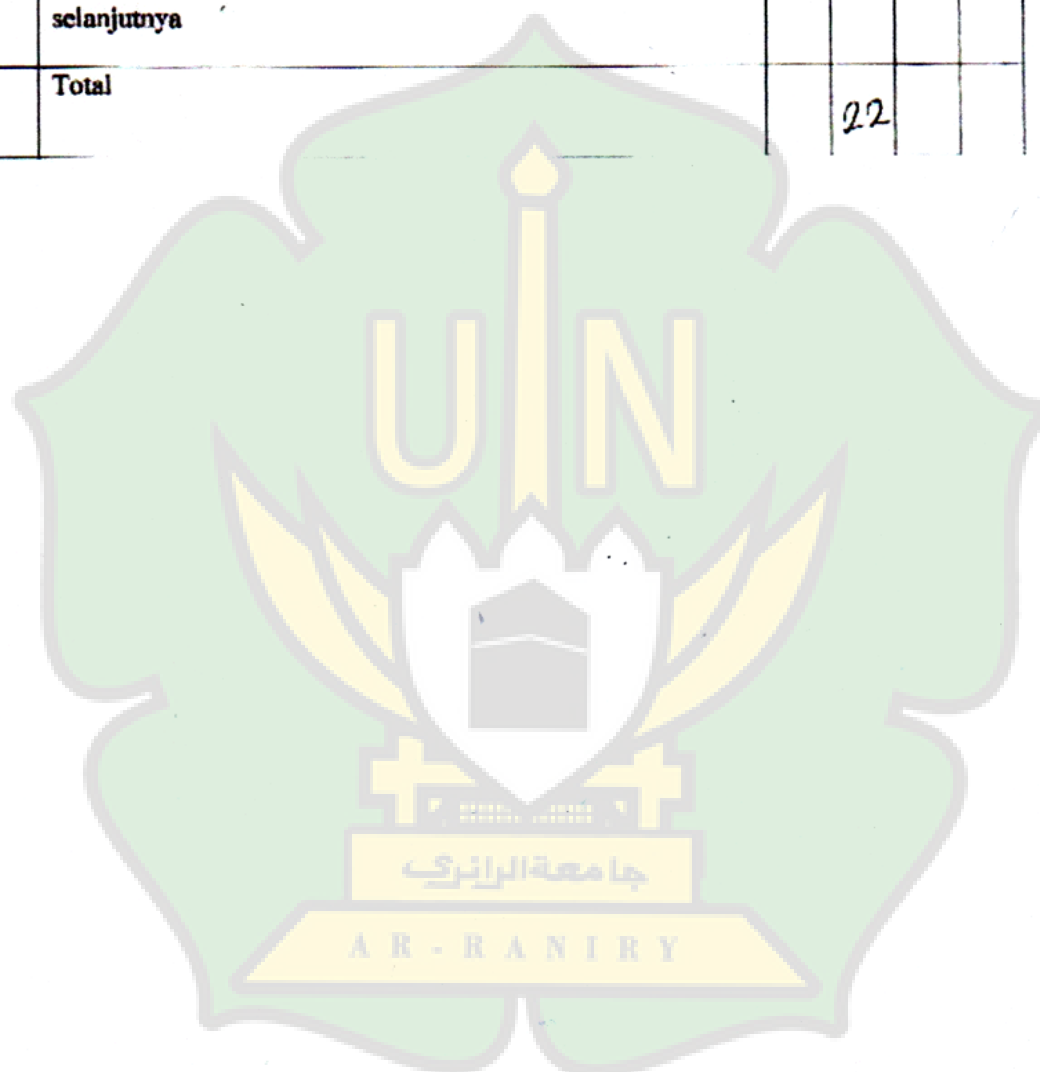
THE PHOTOGRAPH OF STUDENTS' PARTICIPATION
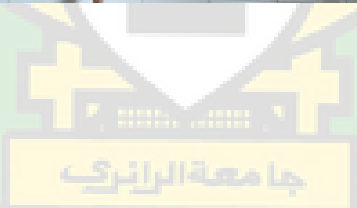
AUTOBIOGRAPHY

1. Name : Rahmi Hijriyanti
2. Pace / Date of Birth : Aceh Besar / 4 September 1996
3. Religion : Islam
4. Sex : Female
5. Nationality / Ethnic : Indonesia / Acehnese
6. Marital Status : Single
7. Occupation : Student
8. E- mail : rahmihijriyanti96@gmail.com
9. Parents
   a. Father : Muhammad Agam Budiman
   b. Mother : Muliani
   c. Father Occupation : Farmer
   d. Mother Occupation : Teacher
10. Education Background
    a. MIN 9 Peukan Bada
    b. MTsN 1 Lhoknga
    c. MAN 2 Banda Aceh
    d. UIN Ar-Raniry

Banda Aceh, December 30th, 2019

Rahmi Hijriyanti