

**IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT TEXTS  
USING BURGER STRATEGY AT THE EIGHTH GRADE OF STATE  
JUNIOR HIGH SCHOOL 9SUNGAI PENUH  
ACADEMIC YEAR 2021/2022**

**A THESIS**



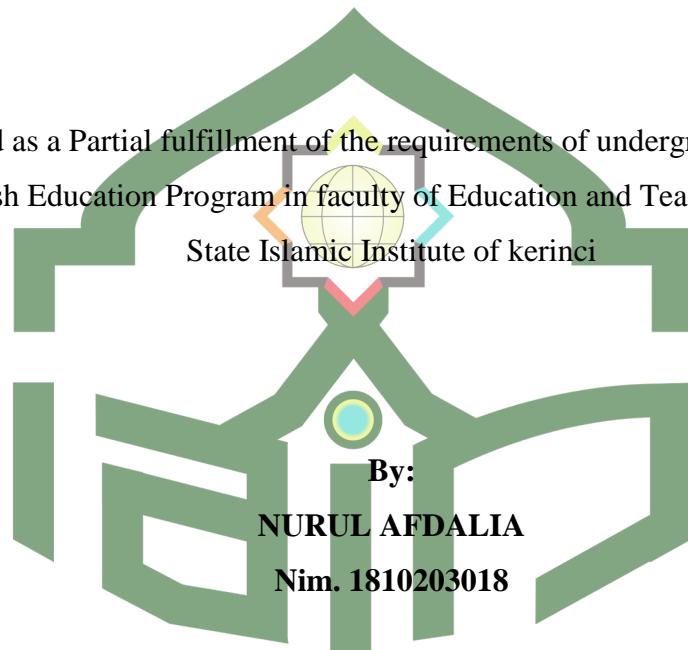
**INSTITUT AGAMA ISLAM NEGERI  
K E R I N C I**

**ENGLISH EDUCATION PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF KERINCI  
ACADEMIC YEAR 2021/2022**

**IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT TEXTS  
USING BURGER STRATEGY AT THE EIGHTH GRADE OF STATE  
JUNIOR HIGH SCHOOL 9SUNGAI PENUH ACADEMIC  
YEAR 2021/2022**

**A THESIS**

Submitted as a Partial fulfillment of the requirements of undergraduate Degree at  
English Education Program in faculty of Education and Teacher Training  
State Islamic Institute of Kerinci



**By:**  
**NURUL AFDALIA**  
**Nim. 1810203018**

**INSTITUT AGAMA ISLAM NEGERI  
K E R I N C I**

**ENGLISH EDUCATION PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF KERINCI  
ACADEMIC YEAR 2021/2022**

Dr. Dairabi Kamil, M.Ed  
Yoki Irawan, M.Pd  
LECTURES OF IAIN KERINCI

Sungai Penuh, 2022  
To:  
The Rector Of IAIN Kerinci  
At-  
Sungai Penuh

OFFICIAL NOTE


11  
28 06 2022

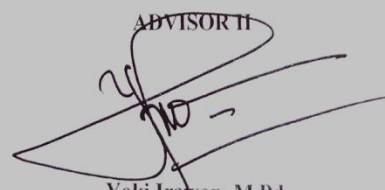
*Assalamu 'alaikum Warahmatullahi Wabarakatuh*

After reading and making necessary corrections, we are of the opinion that your thesis is NURUL AFDALIA, NIM: 1810203018 with the title "IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT TEXT USING BURGER STRATEGY AT THE EIGHTH GRADE OF STATE JUNIOR SECONDARY SCHOOL 9 KOTASUNGAI PENUH ACADEMIC YEARS 2021 /2022 "we have proposed for munaqasas to complete the task and fulfill the requirements to obtain a bachelor of education degree (S.Pd) for the Strata One Program (S1) in the Department of English Tadris, Faculty of Tarbiyah and Teacher Training at the State Islamic Institute (IAIN) Kerinci.

So hereby we propose the script. May it be well received. Thus, hopefully it will be useful for religion, homeland and nation.

*Wassalamualaikum: warahmatullahi wabarakatuh.*

ADVISOR I  
  
Dr. Dairabi Kamil, M.Ed  
NIP. 197403141999031005

ADVISOR II  
  
Yoki Irawan, M.Pd  
NIP. 199009192019031003

## CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled “**IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT TEXTS USING BURGER STRATEGY AT THE EIGHTH GRADE OF STATE JUNIOR HIGH SCHOOL 9 KOTA SUNGAI PENUH ACADEMIC YEARS 2021 /2022**” is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material which to a substantial extent has been accepted for the **award** of any other educational institutions, except where due acknowledgement is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledgment.

The researcher also declares that the intellectual content of this is the product of the researcher own work, except to the extent that assistance from others in the project's design and conception or style, presentation, and linguistic expressions is acknowledgment.

**INSTITUT AGAMA ISLAM NEGERI**  
**K E R I N C I**

Sungai Penuh,

2022

The researcher

**NURUL AFDALIA**  
**NIM. 1810203018**



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
JURUSAN TADRIS BAHASA INGGRIS

Jln. Kaptenmuradisungaipeuhelp. 0748-21065 faks: 0748-22114  
Kode pos. 37112. Website: [www.iainkerinci.ac.id](http://www.iainkerinci.ac.id) email: [info@iainkerinci.ac.id](mailto:info@iainkerinci.ac.id)

APPROVAL AND ACCEPTANCE

This thesis entitled **IMPROVING STUDENTS ABILITY IN WRITING RECOUNT TEXTS USING BURGER STRATEGY AT THE EIGHT GRADE OF STATE JUNIOR HIGH SCHOOL 9 SUNGAI PENUH ACADEMIC YEAR 2021/2022** by **Nurul Afdalia** with students' number **1810203018** has been examined in the viva voce held by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on July 10<sup>th</sup> 2022. This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program, Faculty of Education and Teacher Training, State Islamic Institute of Kerinci.

**Dr. Suhaimi, S.Pd**  
NIP. 19690607 200003 1 002

The Chairman .....

**Dr. Daflizar, S.Pd.M.A**  
NIP. 197312262003121001

Examiner I .....

**Herayati, M.Pd**  
NIP. 19890322020122000

Examiner II .....

**Dr. Dairabi Kamil, M.Ed**  
NIP. 197403141999031005

Advisor I .....

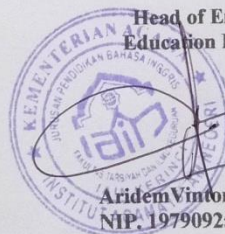
**Yoki Irawan, M.Pd**  
NIP. 19900192019031003

Advisor II .....

**Dean Faculty of Education  
And Teacher Training**

**Dr. HadiCandra, S.Ag., M.Pd**  
NIP. 19730605 199903 1 004

**Head of English  
Education Program**



**Aridem Vintoni, M.Pd**  
NIP. 19790925 200912 1 003

## ABSTRAK

Nurul Afdalia,2022.Meningkatkan kemampuan siswa menulis teks recount menggunakan strategi burger di kelas delapan smp 9 sungai penuh tahun ajaran 2021/2022 .Skripsi. tadrts bahasa inggris fakultas tarbiyah dan ilmu keguruan institut agama islam negeri kerinci (I)Dr.Dairabi kamil,M.Pd,(II)Yoki Irawan ,M.Pd.

**Kata Kunci : (Kemampuan Menulis,Strategi Burger,Penelitian Tindakan Kelas)**

Tujuan dari penelitian ini adalah untuk menyelidiki apakah penggunaan strategi Burger dapat meningkatkan teks recount siswa keterampilan menulis dan aktivitas belajar siswa., peneliti menggunakan penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi, refleksi, dan catatan lapangan. Subjek penelitian ini adalah 26 siswa kelas VIII. Dalam pengumpulan data peneliti menggunakan tes (pre-test, post-test 1 dan post-test 2), dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan seorang guru bahasa Inggris. Hasil penelitian ini menunjukkan bahwa terjadi peningkatan keterampilan menulis dan aktivitas belajar siswa. Hal ini terlihat dari rata-rata skor hasil pre-test 44, post-test I 74 dan post-test II 79. Peneliti menyimpulkan bahwa terdapat peningkatan yang signifikan dengan menggunakan strategi Burger terhadap keterampilan menulis siswa dan hasil belajar siswa. kegiatan di kelas delapan SMP 9 kota sungai penuh.Mendukung proses pembelajaran bahasa Inggris dengan mempersiapkan fasilitasi dan instrumen secara lengkap. Direkomendasikan untuk melakukan penelitian lebih lanjut tentang peningkatan penulisan melalui strategi Burger

INSTITUT AGAMA ISLAM NEGERI  
K E R I N C I

## ABSTRACT

Nurul Afdalia,2022.Improving Students'Ability in writing Recount Texts using Burger strategy At the Eight Grade of State Junior High School 9 Sungai Penuh Academic Year 2021/2022.Thesis. English Education Program, Faculty Education and Teacher Training, StateIslamic Institute of Kerinci.(I)Dr.Dairabi Kamil,M.Ed,(II)Yoki Irawan,M.Pd.

**(Keywords: Writing Ability, Burger Strategy, Classroom Action Research)**

The purpose of this study was to investigate whether the use of Burger strategy could improve students' recount text writing skills and student learning activities. The researcher used classroom action research which was carried out in two cycles. Each cycle consists of planning, action, observation, reflection, and field notes. The subjects of this study were 26 students of class VIII. In collecting data, researchers used tests (pre-test, post-test 1 and post-test 2), and documentation. This research was conducted collaboratively with an English teacher. The results of this study indicate that there is an increase in students' writing skills and learning activities. This can be seen from the average score of pre-test 44, post-test I 74 and post-test II 79. The researcher concluded that there was a significant improvement using Burger's strategy on students' writing skills and student learning outcomes. activities in the eighth grade of SMP 9 Kota Sungai Penuh. Supporting the English learning process by preparing complete facilities and instruments. It is recommended to carry out further research on improving writing through the Burger strategy.

INSTITUT AGAMA ISLAM NEGERI  
K E R I N C I

## DEDICATION AND MOTTO

### DEDICATION

*Bismillahirrahmanirrahim*

*I dedicated this thesis for :*

*My beloved Mother and Father for their endless love and affection ,  
suggestion ,encourment and praying for my succes in the future*

*To my 7 best friend whom i cherish the most : Kim Namjoon, Kim Seokjin ,Min  
Yoongi, Jung Haseok, park Jimin, Kim Taehyung and Jeon Jungkook that always  
motivate the reseacher throught their music ,lyrics,and heartwarming word while  
the reseacher starts to lose her hope.*

*And all people in my live*

*May Allah SWT. Bless them*

*I am so thankful to you all*

*Big love and hug.*

**INSTITUT AGAMA ISLAM NEGERI**

**Motto**



**(Q.S Al Insyirah : 6)**



## ACKNOWLEDGEMENT

Praise be to the presence of Allah swt. for all the abundance of His grace and gifts so that the author can complete the thesis entitled "**Improving Students' Ability in Writing Recount Texts Using Burger Strategy At The Grade Eighth of State Junior High School 9 Kota Sungai Penuh**". Blessings and greetings are always poured out to our beloved Prophet Muhammad SAW. may we all get his intercession in the last days Aamiin.

This thesis was prepared to meet one of the requirements for completing strata one (S1) education in the English education Program of the Faculty of Education and Teacher Training, State Islamic Institute of Kerinci. The writing of this thesis is inseparable from the various parties who have provided motivation and input, for that through this the author expresses his gratitude to:

1. Rector and Vice Rectors of the State Islamic Institute of Kerinci who have provided facilities and facilities
2. Mr. Dr. Hadi Candra, S.Ag., M.Pd as the Dean of the Faculty of Education and Teacher Training, State Islamic Institute of Kerinci
3. Mr. Aridem vintoni, M.Pd as the Head of the English Education Program, State Islamic Institute of Kerinci
4. Mr. Dr. Dairabi Kamil, M.Ed as the First Advisor Lecturer who has guided me in the research of this thesis
5. Mr. Yoki Irawan, M.Pd as the Second Advisor who has guided me in the research of this thesis.
6. Lecturers of English Education Program and Lecturers of Education and Teacher Training, State Islamic Institute of Kerinci who have educated and provided science during the lecture until the final stage.
7. Principal of SMP Negeri 9 Sungai Penuh Mr. Alizar, S.Pd and English Teacher Mr. Darlis, S.Pd and to the students of SMP Negeri 9 Sungai Penuh who have helped me in collecting data for the completion of this thesis.

8. Both my parents, my beloved Father Elmizar and Mother Yesrita who always prayed, gave love, and never stopped during my journey in completing this education.
9. My younger brother An Hadi Ikram who also never forgot to give me encouragement.
10. Then the whole big family from my father and mother who also always give motivation and advice.
11. Friends of the struggle of Tadris English class of 2018 class A, B and C whose names I can't name, friends of KKN 2021 and the family of PPL SMP Negeri 9 Sungai Penuh..
12. All parties who have supported and assisted the researcher in completing this thesis that the researcher can not mention one by one.



## TABLE OF CONTENT

<b>TITLE PAGE .....</b>	<b>i</b>
<b>CERTIFICATE OF ORIGINALITY.....</b>	<b>ii</b>
<b>OFFICIAL NOTE.....</b>	<b>iii</b>
<b>APPROVAL PAGE.....</b>	<b>iv</b>
<b>ABSTRACT .....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>vii</b>
<b>MOTTO&amp;DEDICATION .....</b>	<b>viii</b>
<b>TABLE OF CONTENTS .....</b>	<b>x</b>
<b>LIST OF TABLE .....</b>	<b>xii</b>
<b>LIST DOCUMENTASI .....</b>	<b>xv</b>
<b>LIST APPENDICES .....</b>	<b>xvi</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of study.....	1
B. Problem Identification .....	6
C. Limitation of problem.....	7
D. Research Question.....	7
E. Objective of the Study.....	7
F. Significances of the Study.....	7
G. Definition of key word.....	8
<b>CHAPTER II THEORETICAL REVIEW.....</b>	<b>10</b>
A. Concept writing .....	10
B. Recount text .....	14
C. Burger Strategy .....	16
D. Relevan of studies.....	21
E. Conceptual Framework.....	22
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>25</b>
A. Research Design .....	25
B. Participant of the research.....	26
C. The Writer's Role on the Study .....	27
D. The CAR Procedures .....	27
E. Collecting Data .....	34

F. Instrumen.....	36
G. Technique of Data Analysis .....	38
H. Type Data .....	44
<b>CHAPTER IV RESULT OF THE RESEARCH AND DISSCUSSION</b>	<b>48</b>
A. Description of finding.....	48
B. Interpretation.....	61
C. Disscusion.....	66
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	
A.Conclusion .....	67
B. Sugesstion .....	68
<b>BIBLIOGRAPHY .....</b>	<b>70</b>



**INSTITUT AGAMA ISLAM NEGERI**  
**K E R I N C I**

## LIST OF APPENDICES

1. Syllabus .....	73
2. Lesson Plan .....	74
3. Instrument of Pre Test .....	75
4. Instruments of Post Test Cycle I .....	76
5. Instrument of Post Test Cycle II .....	77
6. Answer Sheet .....	78
7. Attendance List .....	79
8. Field note.....	80
9. Documentation Sheet .....	81
10. Rubric of writing .....	82
11. Students writing Score in pre-test .....	83
12. Students writing Score in post-test I .....	84
13. Students writing Score in post-test II .....	85
14. Documentation of Research .....	86



**INSTITUT AGAMA ISLAM NEGERI**  
**K E R I N C I**

## LIST OF TABEL

1. The Students' english writing score on pra survey.....	86
2. The data Pra survey result.....	86
3. The rubric score .....	40
4. Table of student pre test.....	46
5. Frequency of students score at pre test .....	47
6. The students post test result cycle 1.....	50
7. Frequency of students score at post test cycle 1.....	51
8. The Result of Students writing skill Pre-test, post-test 1.....	52
9. Frequency of the students' score at post-test 1 in cycle 1.....	53
10. The students writing skill score of the post test 2.....	56
11. Frequency of Students Score at Post-test 2.....	57
12. The Result Score of Students Post-test 1 and Post test 2.....	58
13. Frequency of students' score post-test 1 and post-test 2.....	59
14. The Result Score of Students Pre test, Post test 1 and Post test 2.	64
15. Frequency of students' score pre-test, post-test 1 and post-test 2.	65

**INSTITUT AGAMA ISLAM NEGERI**  
**K E R I N C I**

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

English has been commonly accepted as an active universal language in the world. People who study English consider it as their personal proficiency. Therefore, nowadays many people, particularly students, ought to master English. Mastering English is an important value for the students to have. By mastering the language the students can improve themselves both in academic and life skill. Once the students can comprehend it, they are well accepted by the society. The language widely used as a means of communication in the world is English. It is an international language in the world. Therefore, it is important for people to learn it.

Hermer(2001) said students must master four basic language skills: listening, reading, speaking, and writing as part of learning English as a foreign language. It has been taught at all age levels from elementary school to university graduate programs. Whether at home or at school, people tend to write their personal life, school life and work life either on paper, or in digital form

A written work involves a combination of the students' grammar, diction, vocabulary, and imaginative ideas. A person has to know several aspects to make good writing which would guide them to a better result.

The writer itself believes that writing is a difficult task. Not only write sentences into paragraphs but the content must be coherent and cohesive form

Based on the regulation number 37 of *Peraturan Menteri Pendidikan Dan Kebudayaan* which issued in 2018 of The Ministry of Education and Culture in Indonesia, one of the English skills that students learn at school is writing. On the basic competency, it directly stated that the students must able write a particular text. They also need to analyze the social function, generic structure, and language

However, the Ministry of National Education in Indonesia has adjusted the curriculum, yet still, problems arises. Students are still unable to reach the functional level, particularly recount text. Problems can arise from various aspects. The author looks at some of the complex problems faced by students in writing based on pre-observations at the eight grade of smp 9 sungai penuh . The following problems are: first, students have difficulty in vocabulary. Students do not have sufficient vocabulary in developing ideas in writing a recount text. Research on teaching writing recount texts proposed by Aryanti (2015) regarding teaching writing recount texts, students cannot reach the functional level. They cannot express or organize their ideas into written form and are afraid of what will be in their writings. For example, students lack vocabulary because they do not know what to write in English



Second, students are unable to use the correct grammatical order in a text. They tend to dislike what tenses are. They have already confused and don't want to learn English tenses. So they don't know what to form tenses in a sentence. Third, students have anxiety in writing a recount text. Students were worried that their writing could be bad. They feel anxiety in their mind. They have a pessimistic feeling.

Additionally, by having a good writing, students could have chances for success. Students should improve their writing skill. The way to master it is to practice the writing skill. Good writing skill is wished for all of the students in order to reach their educational and employable requirements. Moreover, writing is very important because writing is also medium to communicate, not only speaking but writing is also needed

Related to the writing problem above, researchers have conducted preliminary observations to detect writing problems in grade VIII SMP 9 sungai penuh students. The pre-survey was conducted on February 17<sup>th</sup> 2022. The results of the pre-survey are illustrated in the following table 1. The results of the pre-survey are depicted in the Appendices.

**Table 2**

**The Data of Pre-Survey Result Categorization Writing Skill**

No	Score	Frequency	Precentages	Criteria
1	$\geq 72$	5	19%	Complete
2	$< 72$	21	81%	Incomplete
	Total	26	100%	

The pre-survey results related to writing skills above were categorized into complete and incomplete criteria based on the Minimum Mastery Criteria (MMC) of English subjects in the eighth grade of Smp 9 Kota Sungai Penuh is 70% .The results of the pre-survey results categorization are illustrated.

The results of the pre-survey above show that the percentage of students whose writing skills are able to reach the Minimum Mastery Criteria (MMC) is 19%. While the percentage of students who are unable to write reaches the MMC is 81%. This means that the percentage of students who are able to achieve the MMC is smaller than the percentage of students who are not able to achieve the MMC. Therefore, it can be concluded that the writing skills of students in grade VIII SMP 9 sungai penuh are inadequate

Based on the problems stated earlier, the writer thinks one way or solution to overcome the problems students faces in writing recount text. Many studies provide several strategies, media or resources that can improve students' writing skill. Therefore this research acquires one strategy that can guide students with more writing abilities in recount text. It is a Burger strategy. Choosing a right strategy is really important as it can help students feel engaged and motivated in the learning process. Therefore, the writer feels interested in improving students' writing skills by using the Burger strategy in recount text. The author believes that the Burger strategy can help students develop paragraphs and

help students remember detailed information in writing recount texts. The burger Strategy is a simple way to structure the generic recount text. Students can classify them more easily and in a more fun way. For example, if students want to make recount text, they can make Burgers first, whether they color it or not, and lastly it is easier to see what recount text stories they have made.

As stated earlier on the background problem, the burger strategy can provide a solution. for the problems faced by students and teachers in the teaching and learning process of writing, the author wants to try the Improving students ability in writing recount text using burger strategy at the eighth grade of state junior secondary school 9 sungai penuh academic year 2021/2022.

### **B.The Identification of the Problems**

Based on the background of the study, the writer identified some problems:

1. The eighth -grade students of smp 9 sungai penuh have limited vocabulary thus the students feel it difficult in expressing their ideas.
2. The students have lack comprehension of grammar knowledge.
3. The students have low interest in writing

### **C. The Limitation of the Study**

The writer limits the study in Improving students ability in writing recount texts using burger strategy at the eighth grade of state junior highschool 9 Sungai Penuh academic year 2021/2022.

### **D. The Research Questions**

According to the limitation, the writer formulates the Research question :

1. To what extent is Burger strategy effective in improving students' skills in writing recount texts at the Eighth grade of Junior High School 9 Sungai Penuh ?
2. What are the benefits of burger strategy in teaching recount texts in class VIII Junior High School 9 Sungai Penuh?

### **E. The Objective of the Study**

According to background of the study above, the objectives of the study are as follow: To know to what extent Burger strategy is effective in improving students' skills in writing recount texts at the Eighth grade of Junior High School 9 Sungai Penuh

1. To know the benefits of burger strategy in teaching recount texts in class VIII Junior High School 9 Sungai Penuh

## F. The Significances of the Study

The research is hoped to give practically contributions to English learning and beneficial for teachers, students, and further researchers. The hamburger strategy can optionally be used as a strategy in teaching writing especially in making recount text. Hopefully, the outcome of this research can help students to solve the difficulty of writing afterward, and also it can develop students' writing skills. And also it has an advantage for further researchers who will be conducting the same research as it may help researchers developing sources, variable consideration, or make the experiment with different language skills.

## G. Definesion of key word

In order to clarify the key terms used in this study, some definitions are put forward

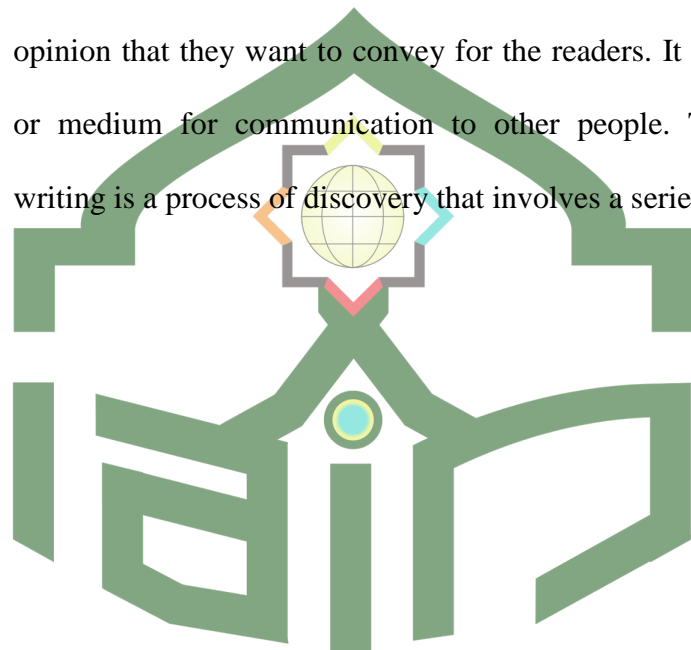
### 1. Burger strategy

Burger strategy is one by using a picture of Burger. It creates a picture of burger which divided into three main components: top buns –it states the introduction and topic statements, the fillings –it states the arguments that support the topic, and bottom buns –it states the conclusion or the authors' opinion about the experience, in order to strengthen the information and store it into students' memory

### 2. Writing skill

Writing is one of language skills that conveys meaningful information from the writer to the reader in written form. By writing,

learners can express their feelings, ideas, thoughts, emotions, and attitudes. In writing the writers have to produce words, phrase, sentences, and paragraphs at the same time. Furthermore, writing is the process of arranging words to sentences or paragraphs which are meaningful. The sentences or the paragraphs are the result of someone's ideas and thought, their feeling and sometimes their opinion that they want to convey for the readers. It can be a message or medium for communication to other people. The truth is that writing is a process of discovery that involves a series of steps.



**INSTITUT AGAMA ISLAM NEGERI**  
**K E R I N C I**



INSTITUT AGAMA ISLAM NEGERI  
**K E R I N C I**

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Writing

##### 1. Definition of Writing

People have a various of ways to communicate. One way to communicate is writing. There are also other interpretations of writing referred by experts. asserted that writing is one of four fundamental skills that always been given as part of a syllabus on teaching English. It helps students to concentrate on the accurate use of language. While students writing, they may thinking and it may well trigger the development of language as enables students solving the problem on their minds. Harmer also gave statement about writing that (Harmer 2004) said “writing is a process that what writers write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities”.

Writing is both a physical and a mental act. The physical act brings ideas into the medium and the mental act that generates and expresses ideas in a sentence or paragraph to make a clear understanding to the reader (Harmer 2014)

(Nunan 2003) stated writing is both a physical and a mental act. The physical act brings ideas into the medium. And the mental act that



generates and expresses ideas in a sentence or paragraph to make a clear understanding to the reader. (p. 88)

Martin Hewings state that writing is becoming the norm in postmodern academic literature and it is also of value pedagogically as students become more generalist and less specialist in their subject areas. In addition Williams state that, writing is writing is a broad term that usually refers to fiction and journalism, whereas composition refers to academic writing, particularly the sort of writing that students produce in an English or composition class (Williams2003).Based on explanation above, it can be inferred that writing is human communication that represents language and emotion by signs and symbols

## 2. Characteristics of Writing

The characteristics of writing(BrownDouglas 2001) are as follows:

### a. Permanence

Once something is written down and delivered in its final form to its intended audience, obviously the researcher abdicates the power. The work is written in the paper, become a permanence work. Therefore, the teacher can do as a guide and facilitator to help students to revise and to refine their work.

b. Production time

The good writing is that, given appropriate stretches of time, a researcher can indeed become a good researcher by developing efficient processes for achieving the final product. The bad writing is that many educational context demand student writing within time limits or writing for display as noted in the previous section (examination writing, for example).

c. Distance

The good researcher can read their own writing from the perspective of the mind of the targeted audience. The researchers need to predict the audience's general knowledge, cultural, and literacy schemata, specific subject-matter knowledge, and very important, how their choice of language will be interpreted

d. Complexity

Researchers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in text, how to create syntactic and lexical variety, and much more.

e. Vocabulary

Written language places a heavier demand on vocabulary use than does speaking. Good writing will learn to take advantage of the richness of English vocabulary.

### 3. Process of Writing

Hyland (2009) stated that writing is an activity that requires steps to get good and accurate writing. In essence, the writing process includes producing texts that the author believes can be recognized and considered good by the reader in the reading process. It involves drawing assumptions about what the author is trying to do

According to Harmer the four steps in writing process is following the steps below Harmer(2004):

#### a. Planning

Planning as the first step is along with three main concerns. First, the writer must consider the purposes of writing product as this affects certain aspects, such as the texts will be produced, the language, and the selected information. Second, the writer must consider whoever audiences will read and it also determines the language choices. Third, the writer will find the stricter of the written text material that is the best way to sequence the facts, thoughts, or arguments which the writer has already decided to include.

#### b. Drafting

The first version of writing is a draft. A piece of writing the writers will write introductory concept related to the topic to be written without focusing on errors

c. Editing (Reflecting and Revising)

When the writer has already created the first draft, they reread it to see where the wrong part is of what they have written. The other readers or editors are often helped by commenting and making suggestions in reviewing and revising the writers' draft.

d. Final Version

After the editing process, the writers might make the changes to their work which they consider is needed. Next, they will produce the final version. In general, the final version of the written document will be different from the first draft after such steps have been taken.

**B. Recount text**

**1. Definition of Recount text**

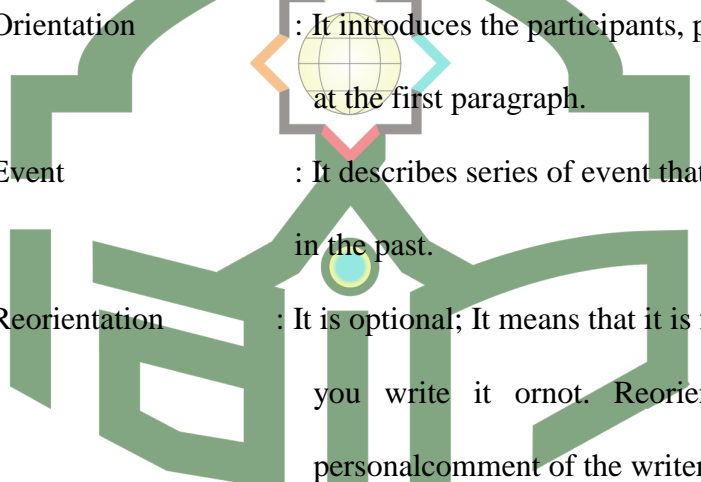
Recount text is a text describes a story, experience, actions, information, facts, and others. Recount text was particularly telling the story in the past. The aim is to entertain or inform the reader. Lee (2017) stated a good recount text starts with an introduction to decide who was participating, where, and when the events occurred. The series of past event must be in clear sequence, using the past tense, and adverb of time in an appropriate way.

Hyland (2003) uttered a statement that recount text aims to reconstruct past experiences by recalling occasions or events in the

original sequences. (p. 20). Derewianka added that recount text aims to provide details on whatever the occasion may have taken place. (Derewianka, 2003, pp. 133-154). Hence, it can be inferred that recount text is a text of events that describe past events, encounters with the intention of retelling in written form in chronological order of time

## 2. Generic Structures and Language Features of Recount text

There are three generic structures of recount text:

- 
- 1) Orientation : It introduces the participants, place and time at the first paragraph.
  - 2) Event : It describes series of event that happened in the past.
  - 3) Reorientation : It is optional; It means that it is fine whether you write it or not. Reorientation explains personal comment of the writer to the story)

### INSTITUT AGAMA ISLAM NEGERI

### K E R I N C I

Beside, they also add the grammatical features of recount text as follows: it uses simple past tense, action verbs such as hit, jump, sit, etc., chronological connector such as then, first, etc., and linking verb such as was, were, etc Here are the example of recount text :

**Orientation** On Friday, we went to the Blue Mountain. We stayed at David and Della's house. At their house, there was a big garden with lots of colourful flowers and a tennis court.

**Event** Then, in the garden, I saw white tulips. It was so beautiful and smelled good. After that, we played tennis at tennis court. I beat my friends there.

**Reorientation** The last, at 5 p.m. on Sunday, we went home. It was an amazing holiday that I have ever had.

### C. Burger Strategy

#### 1. Definition of burger Strategy

**INSTITUT AGAMA ISLAM NEGERI**  
**K E R I N C T**

The word "Burger" is a food that comes from the city in German. The definition of the German adjective "Burger" is from Hamburg. As a recipe for food, the Burger depicts the baked ground beef mixed with onion and pepper. Burger is not a food mentioned in the research. It is a teaching strategy that helps students' learning

In addition, Rog and Kropp suggest that paragraph Burger strategy can be a strong starting point for writing in the classroom as it

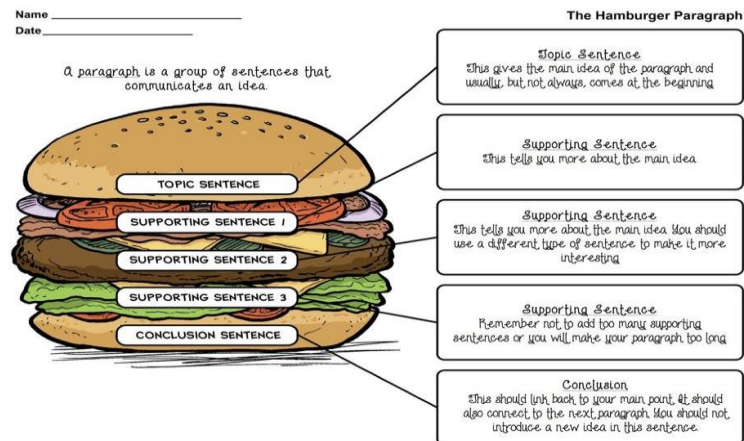
encourages writing with clarity, elegance, and brilliant flashes. It is recommended that the Burger concept can be used in very long paragraphs where the main idea may have been lost in a mire of detail. It motivates students to make such a good writing as a delicious burger. It helps encourage students' thoughts in the writing of paragraphs (J.L.Rog et.al 2004)

According to (Goodwyn 2002-66), The Burger strategy is the strategy with the introduction at the top of the burger, the main part of the essay as the filling and the conclusion at the bottom (Muñoz-Luna dkk20018-69) state that, The Burger strategy is the strategy consisting of five essay paragraphs, these paragraphs are explained to students from a theoretical point of view accepted at the school level (primary, secondary and higher education)

Moreover (Armstrong et.al 2017-144) state that Burger strategy is the strategy to help bring the wonders to emergent writers, that can also be used to guide them to add new words exchange tired words in their writing

In brief, Burger strategy by the viewpoint of the writer of this research, it is a writing strategy that could help the teachers to deliver a lesson. It is an attractive strategy through the presentation of Burger's part as a parable to write a paragraph. Burger strategy is purposed for teaching recount text. The use of Burger image as the writing organizer is

hoped by the teachers as students understand writing a recount text. Example of burger strategy in writing recount text



#### D. Teaching Writing Through Burger Strategy

In addition, to know what the steps are included while writing Burger strategy, Reading Rockets as national multimedia project website based form, made statement about Burger paragraph strategy as writing organizer. Burger strategy describes main elements of a paragraph in a visual way. Essential elements of a good paragraph, such as topic sentences, detailed sentences, and closing sentences, each representing a different component of the Burger strategy. Similarly, the following steps are taken to implement the Burger strategy, as follows (Wangshiton 2010):



- a. Talk to your student about what a burger looks like. Ask: What students' of things do you absolutely need to make a burger? What kinds of things can you add to the burger to make it better?
- b. Explain that a paragraph is like a Burger. The burger is made of three basic parts: the top bun, the patty, and the bottom bun. A paragraph also consists of three basic parts opening sentence, a supporting argument, and a closing sentence.
- c. Ask your students if the burger tastes better when students add pickles, lettuce, ketchup, and/or other condiments. (Some students will say no, where you can say you think it tastes better that way.) Tell them that the teacher thinks the reason burgers taste better when there's more is because there's more to enjoy. Explain that a paragraph is more fun if it has more than that.
- d. Have your student draw a burger or give him a copy of the burger Graphics Manager. Tell him you will help him write a paragraph about Burgers.
- e. Using the graphic organizer, ask him to write down the idea for the opening sentence in the top bun. The opening sentence states the thesis, or what your child believes to be true. For example, students might write, "A burger tastes best when it contains more than just bread and a patty."

- f. Next, ask students to write supporting sentences on the patty. This is the crux of his argument, one might say. For example, students might say, “Without seasoning, the patty sticks to the bun and makes the burger dry and hard to swallow.”
- g. Show him how to write other supporting details on the lettuce and cheese from the graphic organizer. These details support the opening sentence and provide more information. Just like the burger, your student paragraph can have many layers, or just a few. students might say things like, "Lettuce adds texture," or "Pickles make the flavor of the meat stand out."
- h. Finally, ask your students to write the closing sentence in the bottom bun. This is a sentence that summarizes his argument and relates the supporting details to his thesis
- i. Once the Burger Graphic Organizer is filled in, it's time to write the whole paragraph

### **E. Review of Previous Studies**

The research was conducted by considering several previous studies as a basic guideline for researchers to determine each important step in this research. The research was conducted by Clara Oktaviani et.al (2018: 1). With the research title The Effect of Using Paragraph Burger

Strategy on Students' Writing Achievement. The first research method is a quasi-experimental research design. The sample of the first preliminary study was 30 seventh grade students. The research objective of the first study was to determine the effect of the Paragraph Burger Strategy on the writing skill achievement of seventh grade students at SMPN 15 Palu. The variables studied in the first study include writing. The results of the first study indicate that the use of the Paragraph Burger strategy has a positive effect on the writing achievement of the seventh grade students of SMPN 15 Palu in descriptive text. This study and the first study have similarities and differences. The similarity between this study and previous research lies in the similarity of the variables studied, namely the Burger strategy. The following equation lies in the similarity of the research objectives. This research and previous studies have different methodologies. This research uses a quasi-experimental research design. While the preliminary research also uses classroom action research.

## INSTITUT AGAMA ISLAM NEGERI

K E R I N C I

In addition, the second research was conducted by Fenty Napitupulu (2017:15). Entitled The Effect of Burger Strategy in Writing Descriptive Text for First Semester Students of English Department at Nommensen University. The second research method is quantitative research. The second preliminary research sample was 50 first semester students of the English Department of Nommensen Medan. The research objective of the second study was to determine the effect of Burger Strategy in Writing Descriptive Text for First Semester Students of the

English Department at Nommensen University. The variables studied by the second previous study included writing descriptive text. The results of the second previous study showed that Burger's strategy had a significant effect on writing descriptive texts for the first semester students of the English Department at Nommensen University Medan in the 2016/2017 academic year.

This study and the previous two studies have similarities and differences. The similarity between this study and the previous two studies lies in the similarity of the variables studied, namely the Burger strategy and writing. There are also differences in the methods used in the previous second study which used quantitative research, while this study also used classroom action research. Another difference is between this study and previous studies in the study sample. This is because this research will examine the full river in class VIII SMP 9 . While the second study examined a sample of 50 first semester students of the English Department at Nommensen University as a sample.

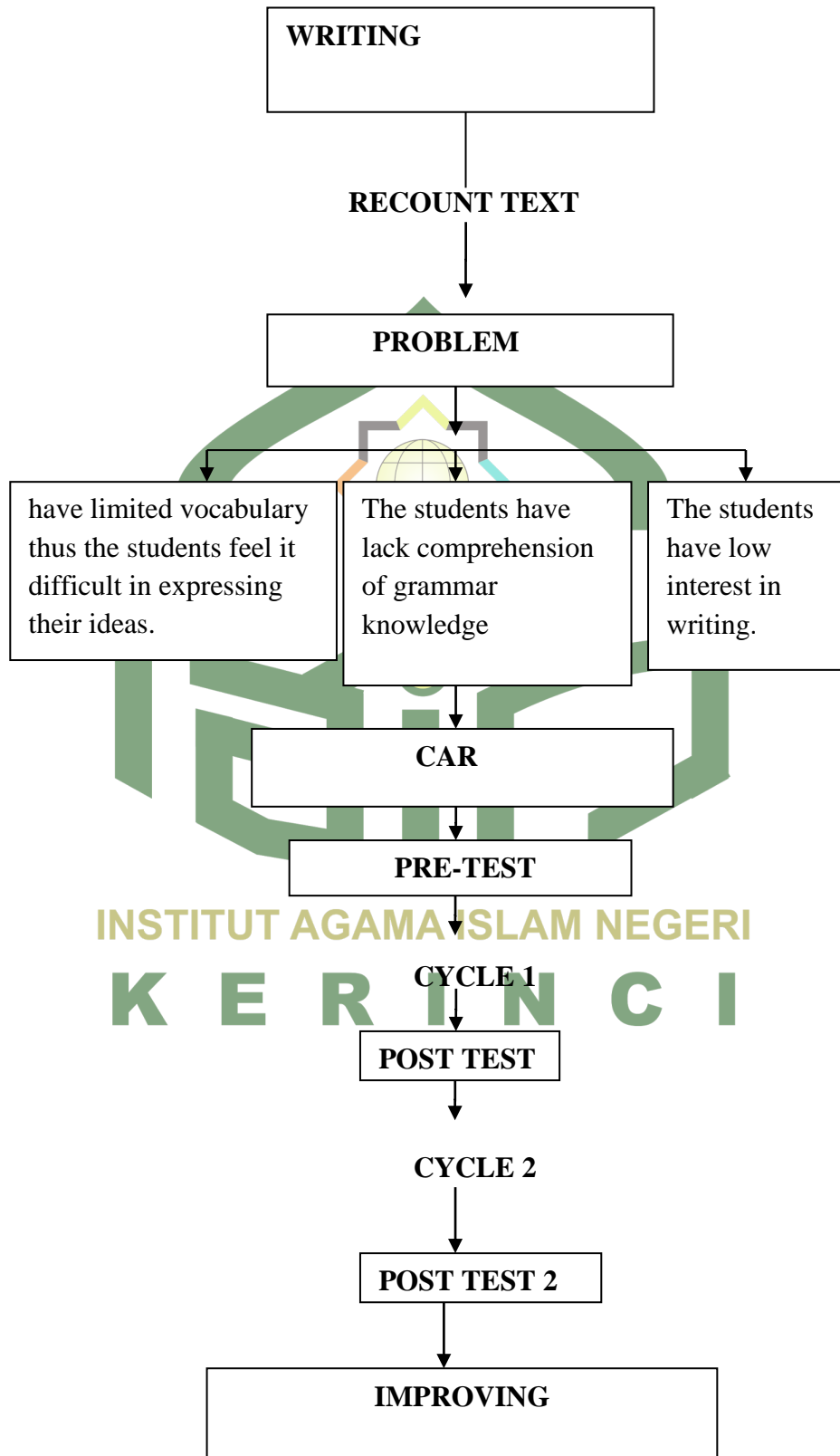
Based on all the descriptions of the previous research above, the researcher intends to continue the previous research above by applying classroom action research through applications. principle strategy in learning to write in grade VIII SMP 9 full river. Understanding the procedures and results of all the previous research above, the researcher

can take important essence, and clear instructions regarding the implementation of this research.

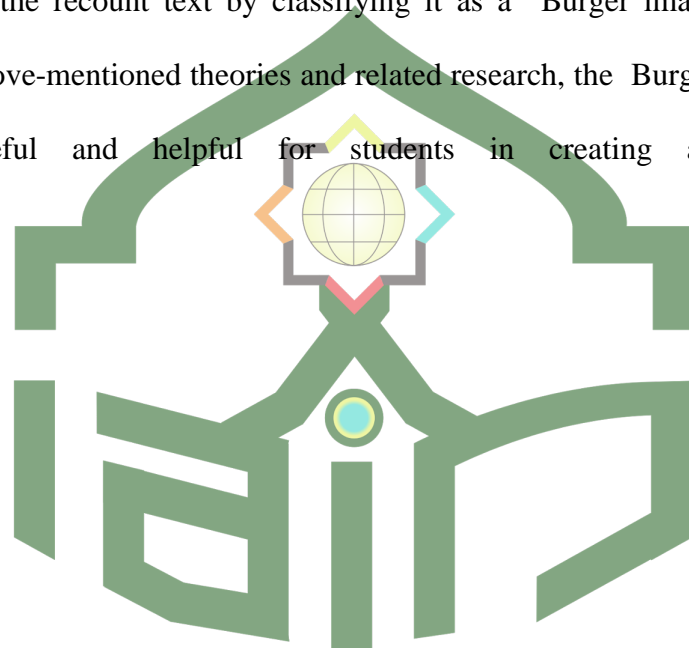


**INSTITUT AGAMA ISLAM NEGERI**  
**K E R I N C I**

## E. Conceptual Framework



To reduce some problems that have stated before in background of this research, the teacher has to implement strategy to overcome students' problem in writing recount text. Burger strategy is considered as one of strategy that leads students to understand more about the general structure of the recount text by classifying it as a Burger image. Based on the above-mentioned theories and related research, the Burger strategy can be useful and helpful for students in creating a recount text.



**INSTITUT AGAMA ISLAM NEGERI**  
**K E R I N C I**

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The objective of the research is to improve the students writing ability in recount text through of burger strategy at the Eightgrade students of Smp 9sungaipeh. Therefore, this research uses CAR to solve a specific classrooms' or schools' problem, improve teaching and other educational strategies, or make a decision at a specific level.

“Classroom Action Research (CAR) is a way for Teacher to discover what work best in their own classroom situation (Mettetal 2012) classroom action research involves repeated cycles. It means there is continuity from one cycle to the next cycle (Latief 2009). In addition in each cycle includes plan, act (do), observe, and reflect. More over, there are four basic steps in the action research. They are planning, acting, observing, and reflecting. The model of action research is illustrated in Figure 3.1 below:

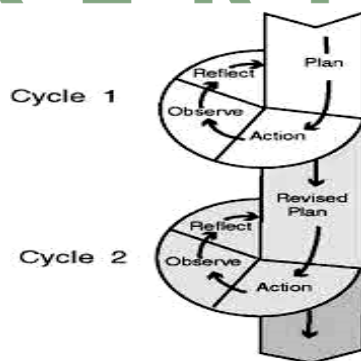


Figure 3.1.

*Cycle of classroom Action Research adapted from Kemmis and McTaggart (1990)*



## **B. Participant of the Research**

Research participants are 8<sup>th</sup>A academic year 2021/2022 grade students of SMP 9 in Sungai Penuh City. The class consists of 26 students; 17 Males and 9 Females.

## **C. The Writer's Role on the Study**

The writer acted as the teacher's collaborator and the observer in the Class she made a lesson plan and post-test conducted a class in each cycle. Then, the writer carried out the action based on the lesson plan that had been made. Furthermore, the writer also collected and interpreted data and then reported the result of the study

## **D. The CAR Procedures**

CAR typically involves four broad phases in a cycle of research. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop (Kemmis et .al 1988)

In the classroom action research, the researcher would like to hole the research in two cycles. The steps of cycle 1 will be as follows:

### **1. Cycle 1**

#### **a. Planning**

Planning is the first steps in each activity. In this cycle, with the teacher prepare some plans to conduct four steps such as planning, acting,

observing, and reflecting in the classroom, In this step, the researcher can make in planning as follow:

- 1) The researcher prepared the lesson plan, procedure, media and material to be applied in the classroom.
- 2) The researcher prepared the learning source for the student.
- 3) The researcher established the strategy. The researcher will use Burger strategy to improving students writing skill. The researcher with the collaborate make the criteria for success

#### **b. Acting**

This step is the implementation of planning. This step must follow the plan that had been planned in the planning step. The second step in every cycle is active. In which the researcher put the plan into action through the following step:

- 1) Pre-teaching activity
  - a) The researcher started the lesson by greeting the students.
  - b) The researcher and students prayed together.
  - c) The researcher checked student attendance.
  - d) The researcher informed the students about the competence, the indicators, and objectives that should be achieved.
- 2) While teaching activity
  - a) Talk about what a Burger looks like. Ask What kinds of things do you absolutely need to make a Burger? What kinds of things can you add to the burger to make it better?

b) Explain that a paragraph is like a Burger. The Burger is made of three basic parts: the top bun, the patty, and the bottom bun. A paragraph also consists of three basic parts: an opening sentence, a supporting argument, and a closing sentence.

c) Ask whether students burger tastes better when students adds pickles, lettuce, ketchup, and/or other condiments. Let Then know that the reason a burger tastes better when there"s more to it is because there is more to enjoy. Explain that a paragraph is more enjoyable when it has more to it as well.

d) draw a Burger or give students a copy of the Burger Graphic Organizer. Tell students you"re going to help students write a paragraph about Burgers.

e) Using the graphic organizer, have write an idea for an opening sentence on the top bun. The opening sentence states the thesis, or what your students believes to be true. For 36 example, students might write, "Burgers taste best when they contain more than just a bun and patty."

f) Next, have students write a supporting sentence on the patty. This is the meat of their argument, so to speak. For instance, students might say, "Without condiments, the patty sticks to the bun and makes the Burger dry and hard to swallow."

g) Show students how to write other supporting details on the lettuce and cheese of the graphic organizer. These details both back up students opening sentence and provide more information. Much like her burger, your students paragraph can have many layers to it, or just a few. students might say things like, “Lettuce adds texture,” or “Pickles make the flavor of the meat stand out.”

h) Lastly, ask your students to write students closing line on the bottom bun. This is the sentence that sums up students argument and ties her supporting details in to students thesis.

i) Once the Burger Graphic Organizer is filled in, its time to write the whole paragraph. (Amanda Morin 2013 p-108)

### **c. Observing**

Observation done to investigate the learning activity in this classroom action research. By the process of observation, the researcher know the action achieves the aim of the researcher goals. The researcher observes them in every activity.

### **d. Reflecting**

By reflecting, the researcher can get information about the strength and the weakness of the action that the researcher has been done. (Adapted from Kemmis&McTaggart, 1988, pp. 11–14)

## 2. Cycle 2

### a. Re-Planning

When the researcher found the problem in the first cycle, the researcher was repair the problem in the next cycle. It was explained as a following:

- 1) The researcher studied the reflection result to obtain the Solution
- 2) The researcher created the material and revises the lesson plan including the media, and teaching procedure based on the problem that appears in cycle 1.
- 3) The researcher rearranges the observation format and also reform the evaluation format to improve the planned indicators that have not been achieved yet in the previous cycle.

### b. Acting

The researcher applied the same step in the previous cycle but they applied the revised plan such as lesson plan, material, and instrument for evaluation.

### c. Observing

In the third phase, the researcher observes students' activity, their participation, and makes the note about the learning process

### d. Reflecting

After contrasting the score distribution of pre-test and post-test, the researcher reviewed and reflect on the view and teacher performance whether is positive or negative

## E. Technique of Collecting Data

In order for collecting the data, the researcher use the following technique

### 1. Observation

In this present research, observation was used to know the student writing skill in the learning procedure. The writer use this strategy to get the data about students' activities such as students' writing activity and students' participation in learning process. The learning activities observed and noted by the observer.

### 2. Interview

One way to get in-depth information in the classroom is to interview English students for observation. Unstructured and structured interviews were used by the authors for this study. Structured interviews were conducted using interview guidelines and were conducted before and after the implementation of classroom action research. The interview was about the teaching and learning process of English at SMPN 9 Sungai Penuh. Especially, about the process of teaching and learning English, especially in writing skills

### 3. Test

Brown maintains (Douglas Brown 2001 p-384) that a test, in plain words is a method of measuring a person's ability or knowledge in a given domain.<sup>28</sup> It is a set of techniques, procedures, and items that constitute an

instrument of some sort that requires performance or activity on the part of the test taker

a. Pre-test

The pre-test conducted before implementing Burger strategy in preparations study. Pre-test of this research will be in the form of essay test that ask the students to write a short composition of recount text in English.

b. Post-test

Post-test give in the last meeting after implementing the strategy, in order to know whether the strategy give good contribution to the students. The improvement known if the score of post-test is higher than pre-test and the score will achieve the minimum mastery criteria

4. Documentation

Documentation is the method which is used to get information from the written source or document. In this present researcher, the 42 researcher also employs documentation to know all data of the students in Smp 9 Kota Sungai Penuh.

**F. Instrument**

The author uses observation, interviews and tests as research instruments.

1. Field Note

Table Field notes were also applied during classroom observation. Field notes means transcribing notes or the written argumentative that have been gained from data gathered during observation. In this case, field notes helps the researcher to gain more information that could not be recorded by video or voice note. This instrument use for supporting the data gained from observation sheet of feedback implementation.

In other word, field notes use to help answering the research question. The main instrument that used for field notes taking is paper and pencil.

The format of the paper used for the field notes uses three columns. The column on the right side contained the content portion of field notes, and the left column contained notes consisting of the reflection and comments concerning to the specific parts in the content part. Moreover, before beginning to write notes in the columns provided, the researcher attempted to enclose the short information dealing with the observation conducted. That information was the name of observer, location of observation, date, and time, object, and short title for helping to identify the aim of the observation process.

## 2. interview

Researchers used structured interviews, which were addressed to students related to data acquisition. The interview guide that will be used is in the form of an outline of the problem to be asked to the



informant. This technique is useful for writers to dig up information directly to informants. a. Students at SMPN 9 Sungai Penuh

### 3. Test

The author uses the test as a research instrument.

the writer used the first kind of test in this research. Moreover, a written evaluation of the research instrument was carried out in the pre-test and post-test. The pre-test and post-test had a separate theme for recount text that the writer had intended. In the pre-test, the writer asked students to create a recount text of memorable moments, while in the post-test, students were free to choose the topic.

### 4. Documentation

Documentary study technique is a technique of collecting data by collecting and analyzing documents, both written documents, pictures, and electronic documents. The documentation to be taken during the research is used as evidence that the researcher has actually researched the research conducted in junior high schools. Examples of documentation in this study are student identities, English lesson plans, and photos while learning English using the burger strategy

## G. Technique of Data Analysis

The data Obtained in this research are in the form of qualitative data and quantitative data. Below will be described qualitative and quantitative analysis, among others, as follows:

## 1. Qualitative Data Analysis

Data analysis in this study used data analysis techniques on the site developed by Miles Huberman. The data that had been collected is made into a matrix. In the matrix descriptive data about certain events presented fragments or experiences that isolate the data before and after it. After the data was entered into the matrix, a checklist was made, Miles and Huberman in Sugiyono suggests that activities in qualitative data analysis must be carried out continuously until complete, so that the data is saturated. Data analysis in this study was carried out at the time of data collection in a certain period. At the time of the interview, the researcher had analyzed the answers of the interviewees. If the answers submitted by interviewees or informants after being analyzed are deemed unsatisfactory, then the researcher will continue the question again, to a certain stage so that more credible data or information is obtained. To present the data so that it is easy to understand, the data analysis steps used in this study are the Analysis Interactive Model from Miles and Huberman, which divides the steps in data analysis activities into several parts, namely data collection (data collection), data reduction (data reduction), presentation of data (data display), and drawing conclusions or verification (conclusions) (Huberman et.al 2007-237)

### 1. Data Collection

In the first model analysis, data collected from interviews, observations, and various documents based on categorization in

accordance with the research problem were then developed to sharpen data through further data searches Data

## 2. Data reduction

A reduction is a form of analysis that sharpens, classifies, directs, discards unnecessary data. and organizing data in such a way that final conclusions can be drawn and verified. data reduction takes place continuously as long as the research has not been concluded. The product of data reduction is a summary of field notes, both from initial notes, expansions, and additions.

## 3. Data display

Data presentation is a series of information organizations that allow research conclusions to be made. The presentation of the data is intended to find meaningful patterns and provide the possibility of drawing conclusions and providing actions to state that the data presentation is in the form of sentence narratives, pictures/schemas, networks and tables as narratives.

## 4. conclusions

Drawing conclusions is part of a complete configuration activity. Conclusions are also verified during the research. Conclusions were drawn since the researchers compiled notes, patterns, statements, configurations, causal directions, and various propositions.

The guidelines used in the data analysis process can be stated as follows :

- a. From the results of interviews, observations, document recording, complete field notes were made. This field note consists of description and reflection
- b. Based on field notes, data reduction is then made. This data reduction is in the form of important findings
- c. Data reduction is followed by the preparation of data presentations in the form of stories systematically edited by researchers so that the meaning is more clearly understood. The presentation of this data is complemented by supporting factors, including methods, schemes, charts, tables, etc
- d. Based on the presentation of the data, temporary conclusions are then formulated.
- e. The temporary conclusions are always will continue to develop in line with the discovery of new data and new understanding, so that can be concluded that is solid and really in accordance with the actual situation. And so on, this research activity takes place, that is, there is continuous interaction between the three components of the analysis together with the collection of new data that is felt to produce complete data so that final conclusions can be formulated.
- f. In formulating the final conclusion, in order to avoid subjective elements, efforts were made to:
  - Complete qualitative data.
  - Develop “intersubjectivity”, through discussion with others

## 2. Quantitative Data Analysis

Data analysis method conducted by taking the average of the pre test, and post test. To know students achievements after the actions are conducted and given test at the early and the last cycles.

Even though a recount text has been studied since Junior High School, sometimes students have difficulties in writing it. According to (Anderson and Anderson 200), one of the difficulties is the students should be aware in using the generic structure of recount text including orientation, sequence of events and reorientation. The structure of the text is analyzed based on the generic structure of the recount text. The study is expected to solve students' difficulties in writing so that they can write recount text well

**Table 1**  
**Scoring Rubric of Students' Writing Ability of the Recount Text**  
**Generic Structure**

Aspect of Scoring Generic Structure of Recount Text	Score	Level	Criteria
Orientation	24 – 28	Excellent	Relevant orientation in detail Simple past tense mastery
	19 – 23	Good	Rather less relevant detail of orientation Simple past tense mastery

	14 – 18	Average	Less relevant detail of orientation Frequent error simple past tense
	9 – 13	Poor	Unrelated orientation Error simple past tense
Event	56 – 60	Excellent	Relevant event in detail Clearly ideas Simple past tense mastery
	51 – 55	Good	Rather less relevant detail of event Logical idea but incomplete sequence Simple past tense mastery
	46 – 50	Average	Less relevant detail of event Ideas confused Frequent error simple past tense
	41 – 45	Poor	Unrelated event Lack of idea Error simple past tense
	10 – 12	Excellent	Relevant reorientation in detail Simple past tense mastery
Reorientation	7 – 9	Good	Rather less detail of reorientation Simple past tense mastery
	4 – 6	Average	Less relevant detail of reorientation Frequent error simple past tense
	1 – 3	Poor	Unrelated reorientation Error simple past tense

(Source: Husna,multazim 2019-vol 9 )

$$P = \frac{F}{N} \times 100 \%$$

To know the class percentage, the writer uses the formula (Sudjono 2008 -43):

P : the class percentage

F : total percentage score

N : number of students

## H. Type Of Data

### I. Quantitative

Data Quantitative data in this study are student learning outcomes. Data on student learning outcomes obtained from the pre-cycle results as described in the background of the problem, the results of the first cycle and the second cycle. For learning outcomes in cycle I and cycle II, it is necessary to make corrections to student work results to be scored and then assessed..

The way to assign a score is to convert the raw score obtained into a standardized score of 100 as follows:

$$N = \frac{\text{Score obtained}}{\text{Maximum Score}} \times 100\%$$

#### a. Calculating the average learning outcomes

calculate the average learning outcomes can be obtained using the formula:

Description:

$$\bar{X} = \frac{\sum X}{N}$$

N : number of cases (Arye et.al 2010)

the sum of all scores divided by the number of students who have scores

b . Determining the criteria for individual learning

completeness learning mastery is Students'determined by comparing it with the KKM that has been determined by SMP 9 Sungai penuh for grade  $\geq 7.2$ .

2. Qualitative

In this study, qualitative data were obtained from the results of reflections obtained at the end of the observation cycle of teacher and student activities in learning using the burger strategy and teacher and student interviews.

The observation sheet used is in the form of field notes and the results of student interviews

**INSTITUT AGAMA ISLAM NEGERI**

**K E R I N C I**

**I. The Trustworthiness of Study**

Checking the validity of the data is very necessary in qualitative research for the validity and reliability and the level of trustworthiness of the data that has been collected. Technique of data validity is by using triangulated technique.(Creswell 2009-191) *“triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes*



This means that the source of the data is obtained by examining the evidence from the source and using a coherent justification so that the theme is built.

To check the validity of the data, data inspection techniques are needed. Because this research is a qualitative research, to test the validity of the data, the researcher uses triangulation test. Triangulation in qualitative research is defined as testing the validity of the data obtained, which can be seen in the attachment table 18.

from several sources, methods, and time (Trianto 2011-294). Here is the description:

a. Triangulation of sources

Triangulation of sources to test the credibility of the data is done by interviewing and observing, written documents, notes from the author while in the field, pictures or photos

b. Triangulation of methods/techniques

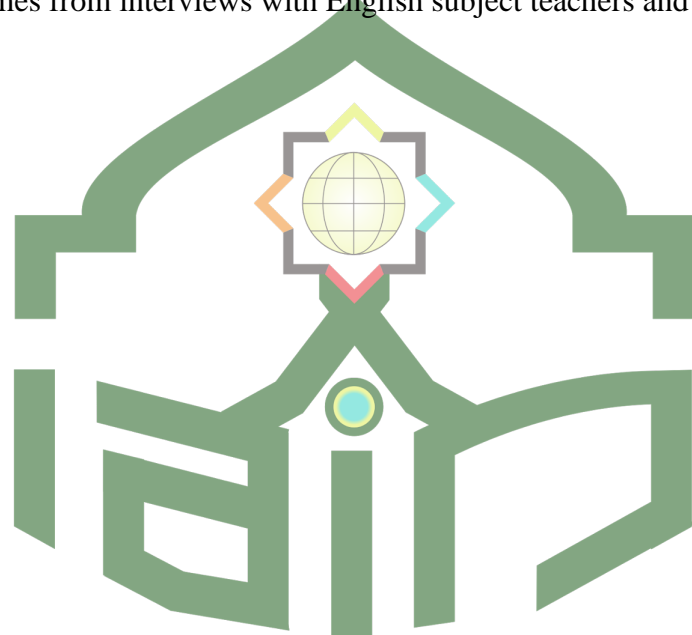
Triangulation of techniques to test the credibility of the data is done by checking the data to the same source with different techniques to get data from the same source.<sup>9</sup>(Sugiono-330)

c. Time triangulation Time

triangulation also often affects the credibility of the data. The data collected by interview technique in the morning is different in the afternoon because when the resource persons are still fresh, there are not many problems, they will provide valid data so that it is more

credible. The time used by the researchers continued once or twice a week to visit schools to search for data, interview or observe student conditions.

Triangulation in this study, researchers use as an examination through other sources. In practice, the researcher will check the data that comes from interviews with English subject teachers and students.



**INSTITUT AGAMA ISLAM NEGERI**  
**K E R I N C I**

## CHAPTER IV

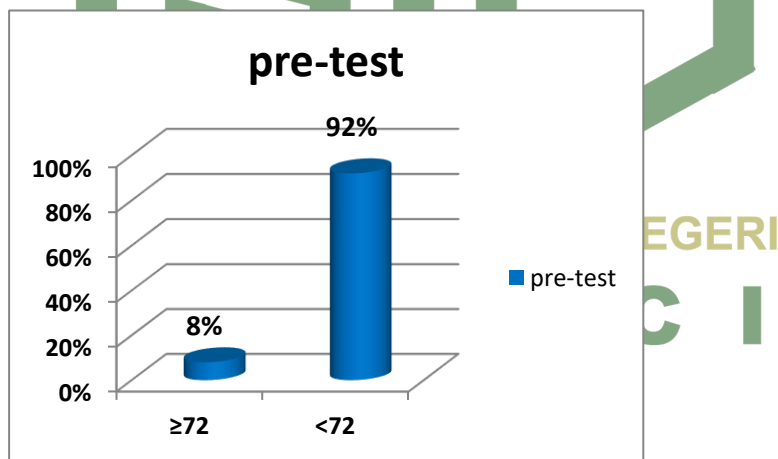
### FINDINGS AND INTERPRETATION

#### A. Result of Pre Test

In this research before the process of cycle I, the researcher conducted the pre-test on Saturday, February 19th, 2022. The result of the students' pre-test score can be seen on the Appendix table 4.1

**Table 4.2**  
**Frequency of Students' Score at Pre-test**

No	Score	Frequency	Percentages	Criteria
1	$\geq 72$	2	8%	Complete
2	$< 72$	24	92%	Incomplete
	Total	26	100%	



Based on the table above, it can be seen that only 8% (2 students) got a complete score, then 92% (24 students) got an incomplete score. There are some problems that students have difficulty in making recount texts based on interviews. Student 1 said that due to lack of vocabulary,

they did not have ideas for writing. Students lacked interest in learning to write texts. While the minimum standard for English lessons at SMP 9 Sungai Penuh is at least 72. That's the lowest value of the standard value. Therefore, the researcher chose the burger strategy to improve writing skills at SMP 9 Sungai Penuh.

## 1. Cycle 1

After analyzing and identifying the data from the pre-test. Researcher know the difficulties and problems of students in learning to write recount text. Therefore, the researcher is determined to apply the burger strategy in learning to write recount textsto overcome these problems. The implementation of the actions in the first cycle was carried out starting on February 23 2022. There were 26 students who took part in this implementation. In this cycle consists of planning, action, observation, and reflection

### a. Planning

Planning is done after the researcher completes the pretest. Then, the researcher made lesson plans by choosing recount text as material and burger strategy as an English teaching and learning strategy. The material includes definitions, generic structures, linguistic features and examples of recount text.

### b.Action

The action in cycle 1 consisted of 3 meetings. The first meeting of researchers was used to provide treatment. The second meeting was used

to provide treatment and the third meeting was used to provide post-test 1.

The explanation of each meeting will be explained as follows:

#### 1). First Meeting

The first meeting was held on Thursday 23<sup>th</sup> for 2x45 minutes. In this meeting, students provide actions. The researcher opened the class by greeting, praying, and asking about the condition of the students. Researchers provide material and explain the material to students. Students pay attention to the teacher's explanation. In this first meeting students still do not pay too much attention to the explanation of the material by the author, the class condition is still not conducive..

#### 2) Second Meeting

The second meeting will be held on Monday 26<sup>th</sup> for 2x45 minutes. The meeting began with praying and greetings, checking the attendance list, and asking the condition of the students. Based on the first meeting which was not conducive, the researcher explained the material by making pictures of burgers. The students seemed more interested in what the researcher explained with a picture. class conditions are more conducive. In the implementation of acting, the researcher acts as an English teacher who writes a recount text with a burger strategy. At the end of the meeting, the researcher motivated the students and stimulated the students to conclude the material. Then the researcher said greetings to close the meeting.

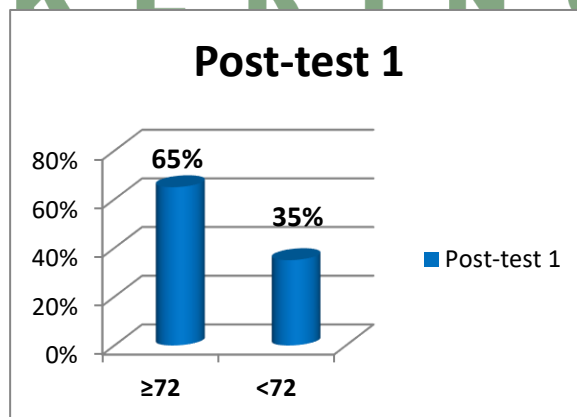
### 3) Third meeting

The third meeting was held on Thursday 2<sup>th</sup> March 2022 for 2x45 minutes. This meeting was used for post-test 1 after the students gave the action. The meeting began with greetings, praying and checking the attendance list, and asking the students' condition. Then, the researcher gave a post-test to the students. To write a recount text about a vacation experience.

In post-test 1 only 9 students got bad grades, but the student's test results were better than the student's test before being given treatment. In this session the researcher got the post-test results of 1 student in cycle 1. The results can be seen on Appendix table 5:

**Table 6**  
**Frequency of Students' Score at Post-test in Cycle I**

No	Score	Frequency	Precentages	Criteria
1	$\geq 72$	17	65%	Complete
2	$< 72$	9	35%	Incomplete
	Total	26	100%	



**Graph 2**

Based on the data above, it can be seen that 35% (9 students) got low scores, 65% (17 students). It was higher than the initial test results. The criteria for students who succeed in mastering the material are students who get a minimum score of 72. The learning process is said to be successful, if 70% gets a score above 72. The reality shows unsatisfactory results. Then the researchers conducted interviews with students who got low scores below the minimum 72. based on interviews, students still have difficulty writing recount texts because they don't pay too much attention to explanations and one student said that it was difficult to translate sentences in a short time, in interviews students said they were very happy to learn with the envisioning of a food, it became easier if it was structured in making recount texts In the interview *student 2 said this lesson was very fun because of the burger method because students were more interested and had a high enough interest in learning.*

### C. Observing

Researchers conducted 3 meetings in cycle I. Researchers provided material about recount text. Some students can actively participate in the discussion, there are students who are not active and make class conditions noisy. Based on the results of field notes and interviews, it can be concluded that the learning process is sufficient. Although there were some students who made noise, it can be concluded that the learning process had been going well. This can be seen at the first meeting the

students began to pay attention and also based on the researcher's interviews with students.

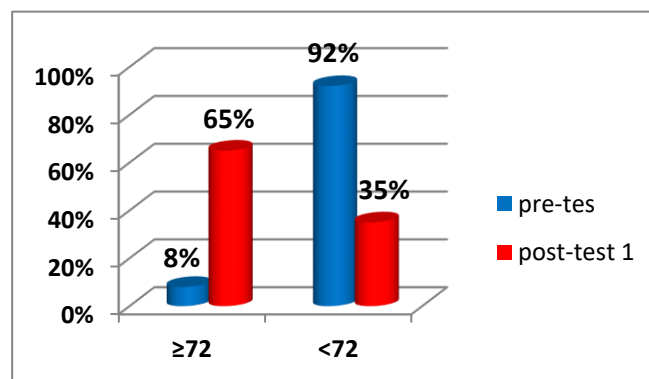
d. Reflecting

From the result of cycle I, it showed that there was an increasing of the result at pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some students still did not focus on the material, and made the condition be noise.

English learning process at cycle 1 was successful enough, although the students' average score is low. Nevertheless, there is an improvement score of the students post test 1 than pre test score. the table of illustration score in cycle 1 seen on Appendix table 7 :

**Table 9**  
frequency of students' score at pre-tes and post-test cycle 1

No	Score	Pre-test		post-test		Category
		Frequenc y	Percentage s	Frequenc y	Percentage s	
1	≥72	2	8%	17	65%	complete
2	<72	24	92%	9	35%	Incomplete
	Total	26	100%		100%	





**Graph 3**  
**The Percentage of the Students' writing skill score on pre test and post test 1**

In this study, the researcher gave a pre-test and post-test aimed at students' writing skills before being given treatment. From the average score of pre test and post test 1 above, it can be seen that there is an increase in students' writing skills. The average value in the pre-test 44 increased to 74 in post-test 1, so that there was an increase from 35% to 65%, then the results of the researcher interviews with students whose scores were higher than their pre-test said that the burger strategy made it easier for them. make a recount text, by imagining the bread alone they can make an introduction, students who get high scores pay attention to the explanation from the researcher about the recount text so they understand better we are given a test And also in the interview, *student 2 said the burger strategy was very helpful in writing student recount texts motivated to increase the value in the next meeting.*

Based on the analysis above, the researcher concludes that this research should be continued in cycle II

### **1. Cycle II**

Cycle II is almost the same as cycle I, based Reflecting cycle 1 the students were enough in learning process although the condition of learning process still uncontrolled. Some student still did not focus on the material and condition be noise.

a. Planning

In this step the researcher as a teacher in this learning process provides some additions to the lesson plans that have been made previously and revised for the better. in this process using a test which is like the test in cycle I by using different themes to choose from.

b. acting

1) The first Meeting

in this meeting, after greeting the students, the researcher asked the students to learn to write recount paragraphs again. Because students already understand the material, students are faster in making recount texts compared to cycle 1. The theme of writing recount paragraphs is different from cycle I. Students are asked to use burger strategy to write recount paragraphs. After that, the students discussed and confirmed their writing

2) The second meeting

held on Wednesday, March 16<sup>th</sup> The researcher asked the students to re-examine their writing, they were asked to present their writing in front of the class.

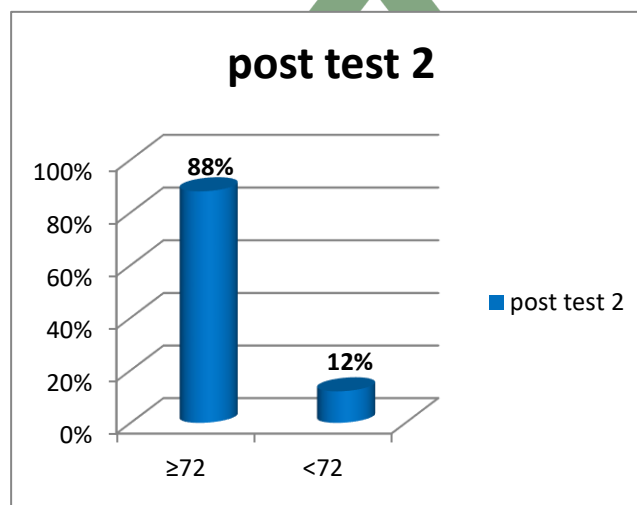
During the discussion, the collaborator observed the students' cooperativeness and activeness in discussing the material. Class conditions are more controlled than the previous meeting. After the discussion was over, the researcher closed the meeting because time had run out.

3) The third meeting was

held on Saturday, March 19<sup>th</sup>. The researcher gave post-test 2. This is similar to the tasks in post-test 1 but in this test it provides a different theme for students to choose from. Students must make a recount text by choosing a free theme given within 45 minutes.

**Tabel 11**  
**Frequency of students score of post-test 2 in cycle 2**

No	Score	Frequency	Precentages	Criteria
1	$\geq 72$	23	88%	Complete
2	$< 72$	3	12%	Incomplete
	Total	26	100%	



**Graph 4**

The table and graph above are the results of students' scores in post-test 2 in appendix Table 9. It can be seen that there is an increase in the scores of post-test 1 and post-test 2. There are 88% (23 students) who get a complete score and 12% (3 students) get a score not finished. The lowest score was 70, the highest score was 89, and the average score was 79. The

average score for post-test 1 was 74. This means that there was an increase in points from post-test 1 and post-test 2.

a. Observing

Observations were carried out by researchers who presented two meetings in cycle 2. At this stage students were more active and enthusiastic in participating in the teaching and learning process. Based on the field notes, it was concluded that the learning process was successful. It can be concluded that the learning process has been going well and students are active in class compared to cycle 1.

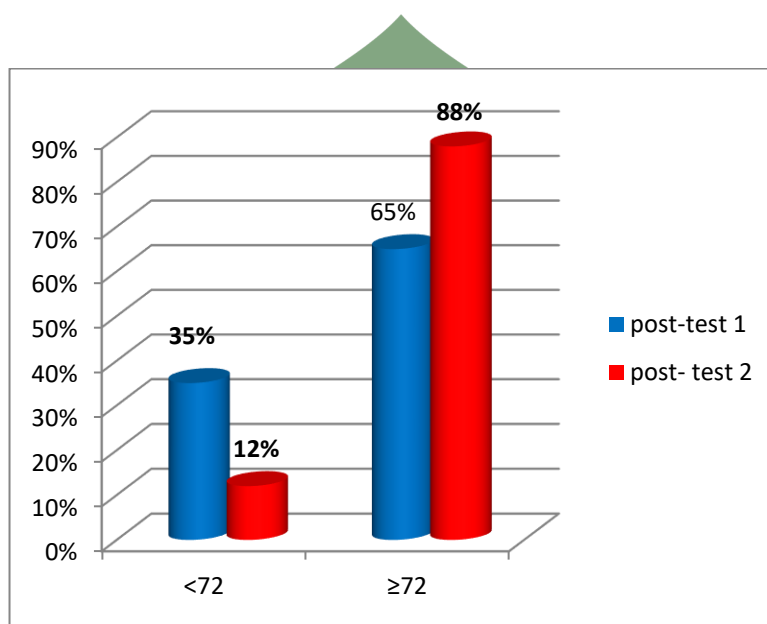
a. Reflecting

The result of cycle II was better than cycle I. There was significant improvement in this cycle. The condition of the class was getting better than before. The students listened to the teacher's explanation and did not make noisy in learning activity.

Finally, the researcher concluded that the problems has been solved by used burger strategy. The teacher should motivate students to always read a lot of English text and motivate the passive students in order to be brave to express their idea. Furthermore, it proved that burger strategy could increase the students' writing ability. table the result score of student post-test 1 and post- tes 2 seen in Appendix Table 12.

**Tabel 13**  
**frequency of students' score at post-test and post-test 2**

No	Score	Post-test 1		post-test 2		Category
		Frequency	Percentage	Frequency	Percentage	
1	$\geq 72$	17	65%	23	88%	complete
2	$< 72$	9	35%	3	12%	Incomplete
	Total	26	100%		100%	



**Graph 5**

**The Percentage of the Students' Grade of post test 1 and post test 2**

# K E R I N C I

From the table above, it can be seen that the students' scores on post-test I were inadequate. This is because 17 students (65%) succeeded and 9 (35%) other students did not succeed. Based on post-test II in cycle II, 23 students (88%) succeeded and 3 students (12%) failed. This shows that students' writing skills are increasing.

Based on the results of the research above, it can be concluded that Classroom Action Research (CAR). Successful and discontinued in the next cycle because the learning process and learning products all meet the indicators of success. This means that hamburgers are a strategy to improve students' writing skills.

from graph 5 it can be concluded that 23 students (88%) were successful and 3 other students (12%) were unsuccessful. From the results of post-test 2, researchers got an average of 79. Higher than post-test 1 in cycle I. This means that the success indicator of this research has been achieved, namely >70% of students got a score of 72. This indicates that students' writing skills have increased. based on the data above, there are students whose scores have even decreased from post test 2, the researchers conducted interviews with these students, student 3 said they were bored because the lesson was repeated with the same theme and lacked story ideas in making recount texts, but students paid attention to the lessons of student interest reduced due to repetitive learning materials but student 3 said in his interview that the burger strategy greatly increased interest in learning to write recount texts the class atmosphere also looked very fun while learning and students liked it very much.

## B. INTERPRETATION

### 1. Result of Students Learning

#### a. Result of students Pre-test

Grade In this phase, the researcher presented the pre-test to measure the students skill before implementing the treatment. The researcher

obtained the data through test in the form of written test. From the result of pre-test showed that most of the students got difficult for doing the test. Based on pre-test result, it could be inferred that 24 students (92%) were not successful and 2 other students (8%) were successful. The successful students were those who got the minimum mastery criteria at Smp 9 sungai penuh is 72.

#### b. Result of Students Post- Test I

Grade In this research, to know the students writing skill after implementing the treatment the researcher conducted the post-test I. Based on the result of post-test I, it could be seen that 17

students (65%) got grade up to the standard and 9 students (35%) got grade less than the standard. It was higher than the result of pre-test. The criteria of students who were successful in mastering the material should get minimum mastery criteria, at least 72.

Learning process was said successful when 70% students got grade  $\geq 72$ . The fact showed that the result was unsatisfied.

#### c. Result of Students' Post- Test II

Grade In this phase, the researcher continued to cycle II because the grade of post test I in cycle I did not fulfilled the MMC yet that was only 50%. The researcher presented the post- test II to measure the students skill after implementing the treatment. The researcher obtained the data through test in the from of writing test. It could be seen that the grade of the students in post-test II was various. It could be inferred that 23 students (88%) were successful and 3 other students (12%) were not successful. From the post test 2 results, the researcher got the average of 79. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was >70% students got grade 72. It indicated that the students' writing skill was improved.

d. Results of Student Learning Activities

The results of these field notes and interviews were obtained during the learning process by the researcher. The results of student activities in Cycle I and Cycle II can be seen in the appendices.

Of the First Meeting of Cycle I Some students don't pay much attention to the teacher's explanation but they get very enthusiastic when the teacher tells an interesting topic, Second meeting Some students were a little annoyed when the teacher explained the material but other students enjoyed the learning process, and Third Meeting students pay more attention when the



teacher evaluates common mistakes and they are more enthusiastic in doing the post test.

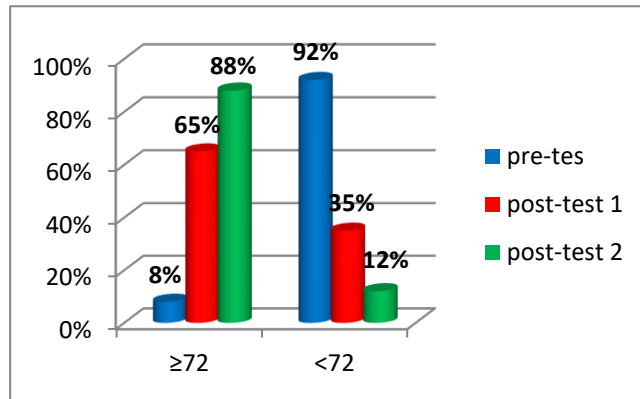
Cycle II First Meeting the students rather feel bored because they had to similiar task in every meeting but they still paid attention to the teacher. Second Meeting the students had understood the way and the rulle to follow the teacher’s instruction and feel easier to do the task together with their friends, and Third Meeting the students were very glad to do post test 2 because it was very easy after they got the treatment in very meeting and learnt their mistake.

2. **Comparison of Grade in Pre-Test, Post-Test I in cycle I, and PostTest II in Cycle II.**

English learning process was successfully in cycle I but the students’ average grade was low. While the grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students’ average grade was higher than cycle I. the table of illustration grade in cycle I and cycle II seen in Appendix table 14.

**Table 15**  
**frequency of students’ score at pre-test ,post-test 1and post-test 2**

No	Score	Pre-test		Post-test 1		post-test 2		
		frequency	percentages	frequency	Percentages	Frequency	percentages	Category
1	≥72	2	8%	17	65%	23	88%	complete
2	<72	24	92%	9	35%	3	12%	Incomplete
	Total		100%	26	100%		100%	



**Graph 4.6**

**The Percentage of the Students' Grade of the Students' at Pre test, Post Test 1 and Post test 2**

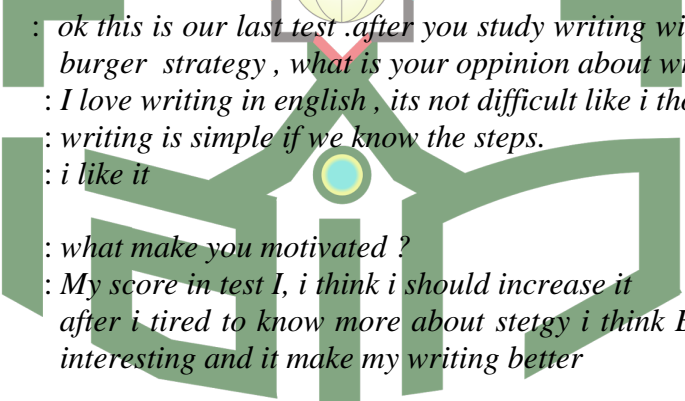
Based on the graph above, it could be inferred that hamburger as strategy could improve the students' writing skill. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

**C. What are the benefits of burger strategy in teaching recount texts in class VIII Junior High School 9 Sungai Penuh?**

The implementation of the action of the research was over. Based on the actions, observation, and reflection the research concludes that the method increased student's awareness so that the students had good skill improvement in writing. Based on the result of the field notes and interview the influence of students' ability in writing recount texts improvement were, as follows :

a. Students' Motivation

students' Motivation was one of the factors the influence students' ability in writing recount text improvement. It could be seen from the result of the field note and interview. The motivation of students' interest were higher, the response were more active, and the students' were also being brave in following all stages during the class. It was proved in cycle 1 to cycle II clearly. The sample script of the interview section also supported the factor, as follows :



R : *ok this is our last test .after you study writing with me and we use burger strategy , what is your opinion about writing*  
S : *I love writing in english , its not difficult like i thought*  
R : *writing is simple if we know the steps.*  
S : *i like it*

R : *what make you motivated ?*  
S : *My score in test I, i think i should increase it*  
S : *after i tired to know more about stetgy i think Burger stretegy is interesting and it make my writing better*

R : *will you use burger strategy*  
S : *sure*  
S : *yes, I will*

**INSTITUT AGAMA ISLAM NEGERI  
KERINCI**

Based on interview above , the students were motivated to study about writing by burger strategy . the strategy burger change their perspective on student ability in writing recount text and the strategy was interesting for students. The also had a plan to use the strategy continually

b. classroom situation

the situation of the class gave an effect on student ability in writing recount text. if the situations of the class were fun , it would make students relax and the learning process would be accepted easier by the students.

The sample of the students' interview scripts ,as follow :

1. R : *except me, according to you , what factors help you ?*

S : *The class and my friends. if they don't bother my focus, i will focus*

S : *yes i agree about the class , i mean atmosphere of the class, i love when the class was quiet, so i can listen and fokus*

S : *i don't know*

the students felt comfortable in following the class . it was proved in the process of each meeting in two cycles . in the fieldnote also showed that the situation of each meeting during the cycle 1 to cycle 2 became better and better

#### **D. DISCUSSION**

In learning to write recount texts for students of SMP 9 Sungai Penuh, especially for grade VIII students, based on the preliminary survey, there were several problems such as some students having inadequate vocabulary mastery and exploring their ideas in improving writing skills.

The researcher chose the burger strategy to improve students' writing skills.

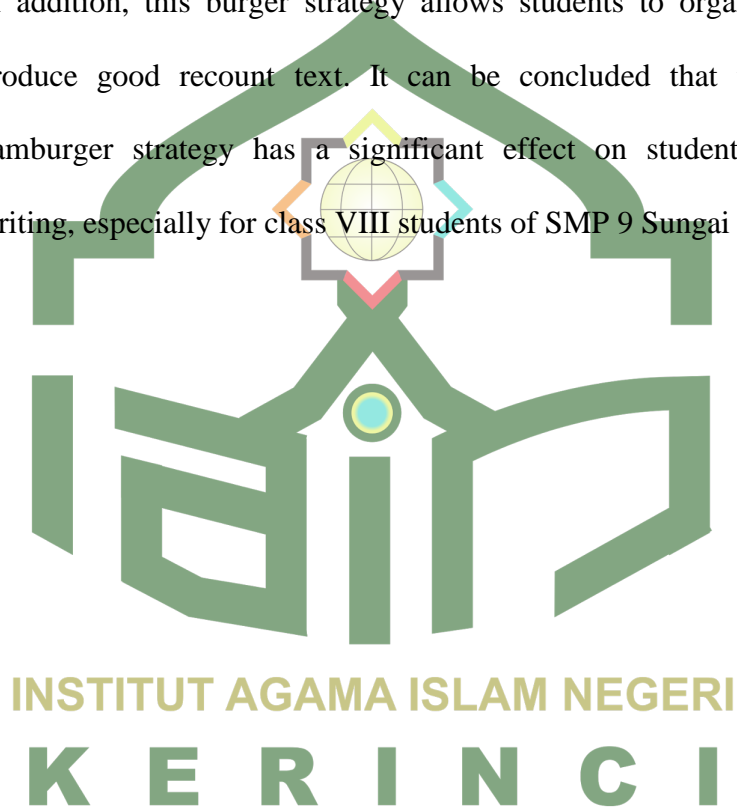
This research will be carried out by considering several previous studies, the first being conducted by Clara Oktaviani et.al (2018:1). With the research title The Effect of Using Paragraph Burger Strategy on Students' Writing Achievement. The first preliminary research method is a quasi-experimental research design. The sample of the first preliminary research was 30 students of class VII. The results of the first preliminary study showed that the use of the Paragraph Burger strategy had a positive effect on the writing achievement of seventh graders at SMPN 15 Palu in descriptive text. Comparison between previous studies showed that the burger strategy had a positive effect on student achievement, although there were differences in the text and types of research.

Researchers used this strategy to organize students' ideas and make students more active in writing skills in learning English. Therefore, it is proven that the application of the burger strategy improves student learning activities.

Based on the explanation of cycle I and cycle II, it can be shown that the use of burger strategy can improve students' writing ability. There was progress from students who scored 72 from pre-test 8% or 2 students, post-test I 65% or 17 students and post-test II to 88% or 26 students. It can be concluded that there is an increase in students' completeness scores and the

total scores of students who pass at least from pre-test, post-test I to post-test II. From this explanation, the researcher concludes that this research is successful and can be stopped in cycle II because the success indicator is achieved by 70% of students who get a score of 72.

The burger strategy will help students practice writing their recount texts. In addition, this burger strategy allows students to organize ideas, and produce good recount text. It can be concluded that the use of the hamburger strategy has a significant effect on students' recount text writing, especially for class VIII students of SMP 9 Sungai Penuh





INSTITUT AGAMA ISLAM NEGERI  
**K E R I N C I**

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Burger as a strategy can improve the ability to write recount text. This can be seen in the progress from the pre-test to cycle I and cycle II. The percentage of students' writing skills obtained from post test II cycle II is 88%. This means that the results of the second cycle have reached the indicator of success, namely 70% of students reached the MMC. This is because Burger as a strategy consists of effective teaching procedures that significantly encourage and improve students' writing skills.

In addition, burgers as a strategy can increase the learning activities of students in grade VIII SMP 9 Sungai Penuh. It is known from field notes and student interviews. This means that burgers as a strategy can improve student learning activities. This is because the use of all teaching procedures in Burger as a strategy can support researchers effectively in increasing student learning activities

#### B. Suggestion

Based on the result of the research above, the researcher would like to suggestion as follow:

1. For Students, in order to:
  - a. Active in learning process especially English writing subject.
  - b. Improve their writing skill through Burger strategy.



c. The students can understand and comprehend the material which teacher has given.

2. For English Teacher, in order to:

a. Have various strategy like Burger strategy.

b. To teach English, especially to improve the students` writing skill.

c. Prepare some books to increase their knowledge especially in English subject.

3. For Headmaster, in order to

a. Support the English learning process by the preparing the facilitations and instruments completely.

b. Recommended to make the further research about improving writing through Burger strategy



**INSTITUT AGAMA ISLAM NEGERI**  
**K E R I N C I**

## REFERENCES

- Anderson Mark and Kathy Anderson, (1998) *Text Types in English 1*,
- Anderson Mark and Kathy Anderson, (2003) *Text Types in English 3*,
- Arikunto, Suharsimi. (2012). *Penelitian Tindakan Kelas*. Jakarta : Bumi Aksara.
- Ary Donald, Lucy CheserJacops, Chris Sorensen, and AsgharRazaVieh  
(2010).*Introduction to Research in Education*
- Morin Amanda, The Everything Kids Learning Activities Book, (2013), 108.
- Armstrong Joyce, Kelley Barger, Karla James and Kristy Hill, (2017) *Guided by  
Meaning in Primary Literacy*
- Burns Anne (2009) *Doing Action Research in English Language Teaching\_ A  
Guide for Practitioners (ESL & Applied Linguistics Professional Series)*
- B. Derewianka (2003). *Trend and issues in genre-based approaches. RELC  
Journal 34.2*
- Brown Douglas H., (2001) *Teaching by Principle: An Interactive Approach to  
Language Pedagogy, ed-2*
- Creswell W, Jhon. (2018)*Educational Research: Planning, Conducting And  
Evaluating Quantitative And Qualitative Research, 4th Ed*
- Derewianka, B. (2003). Trend and issues in genre-based approaches. RELC  
Journal 34.2, 133-154.
- Donal Ary, Lucy Cheserjacops, Chris, And AsgharrazaVieh. *Introducing to  
research in education* (Canada : Wadsworth Cengage Learning 2010), 108-  
109

Goodwyn, Andrew London : Paul Chapman Publishing (2002), *Improving Literacy at KS2 and KS3*

G Mettetal. (2012). *The What, Why and How of Classroom Action Research*. Journal of the Scholarship of Teaching and Learning

Hewings (2001), *Academic writing in context*,

H. Douglas Brown, ( 2001), *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second Edition 384.

J Harmer. (2004). *How to Teach Writing*. Harlow: Pearson Education Limited

J, L Rog., & Kropp, P. (2004). *The Write Genre*. Portland: Pembroke Punlishers Limited

K. Hyland, (2009). *Teaching and Researching Writing*. Harlow: Pearson

Hyland, K. (2003). *Second Language Writing*. Cambridge: Cambridge University Press.

Husna Atikasari, Akhmad Multazim, 2019 LET linguistics, literature and english teaching jurnal

Vol 9 pp52-76

Kemmis and McTaggart (1990) classroom Action Research adapted

Kebudayaan, P. K. (2018). *Kompetensi Inti dan Kompetensi Dasar Pelajaran*

Lee, I. (2017). *Classroom Writing Assesment and Feedback in L2 School Contexts*. Singapore: Springer Nature Singapore Pte Ltd.

Latief. Adnan, Mohammd, (2009). *Classroom Action Research in Language Learning*. University of Pittsburgh State University of Malang

M. Al-Gharabally (2015). *The Writing difficulties faced by L2 Learners*

- Morin, Amanda (2013) *The Everything Kids Learning Activities Book*
- Miles, Matthew B dan Amichael Huberman. (2007). *Analisis Data Kualitatif Buku Sumber tentang Metode-Metode Baru. Terjemahan Tjetjep Rohendi Rohisi. Jakarta: Universitas Indonesia*
- Metode Statistika, (2002) , udjana
- Muñoz-Luna Rosa and Lidia Taillefer, (2018) *Integrating Information and Communication Technologies in English for Specific Purposes,*
- Napitupulu Fenty Debora, (2017) “*The Effect of Hamburger Strategy in Writing Descriptive Text of The 1st Semester Students of English Department In Nommensen University*”, *Journal of English Language and Culture*, Vol. 7 No. 1 January
- Nunan, D. (2003). *Practical English Language Teaching*. Singapore: McGrawHill.
- Oshima, A. & Hogue, A. 2007. *Introduction to Academic Writing*. New York: Addison Wesley Longman, Inc
- Lasaka, Oktaviani, Jamiluddin, Erniwati,(2008), “*Effect of Using Paragraph Hamburger Strategy on Students Writing Achievements*”, *English Education Study Program, Tadulako University, EJournal of English Language eaching,*
- Sugiono, Metode Penelitian Pendidikan Sudijono Anas *Pengantar Statistik Pendidikan,*
- Trianto, (2011), *Pengantar Penelitian Pendidikan bagi Pengembangan Profesi Pendidik & Tenaga Kependidikan,*

W, Washington. (2010). *Reading Rockets*. Retrieved December 23, 2019, from

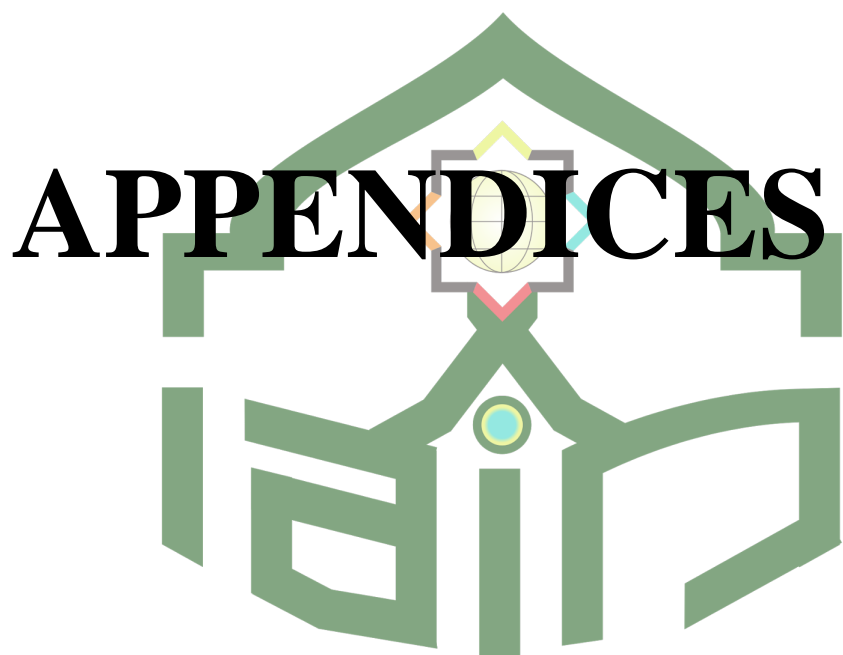
*Classroom Strategies: Paragraph Burger:*

[https://www.readingrockets.org/strategies/paragraph\\_Burger](https://www.readingrockets.org/strategies/paragraph_Burger)

Weigle, S.C. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.



**INSTITUT AGAMA ISLAM NEGERI**  
**K E R I N C I**



# APPENDICES

INSTITUT AGAMA ISLAM NEGERI  
KERINCI

(Silabus)

**Mata Pelajaran** : Bahasa Inggris  
**Satuan Pendidikan** : SMP N 9 SUNGAI PENUH  
**Kelas / Semester** : VIII  
**Tahun Pelajaran** : 2021/2022

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya 4.1 Menyusun teks interaksi	<ul style="list-style-type: none"><li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman</li><li>• Struktur Teks<ul style="list-style-type: none"><li>- Memulai</li><li>- Menanggapi (diharapkan/di luar dugaan)</li></ul></li><li>• Unsur Kebahasaan<ul style="list-style-type: none"><li>- Ungkapan a.l. <i>Excuse me, Is</i></li></ul></li></ul>	3.1.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan meminta perhatian 3.1.2 Menyebutkan ungkapan meminta perhatian 3.1.3 Merespon ungkapan meminta perhatian 3.1.4 Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan mengecek pemahaman 3.1.5 Menyebutkan ungkapan mengecek	<ul style="list-style-type: none"><li>- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</li><li>- Mengidentifikasi ungkapan yang sedang dipelajari</li><li>- Menanyakan</li></ul>	JP	<ul style="list-style-type: none"><li>• Buku bahasa Inggris</li><li>• Kamus bahasa Inggris</li><li>• Internet</li></ul>	<ul style="list-style-type: none"><li>• Lisan</li><li>• Tertulis</li><li>• Penugasan</li><li>• Unjuk kerja</li><li>• Produk</li><li>• Portofolio</li></ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>it clear?, Great, I think so., dsb.</i></p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>• Topik</p> <p>Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan</p>	<p>pemahaman</p> <p>3.1.6 Merespon ungkapan mengecek pemahaman</p> <p>3.1.7 Mengidentifikasi fungsi social dan unsurkebahasaan dari ungkapan menghargai kinerja yang baik</p> <p>3.1.8 Menyebutkan ungkapan menghargai kinerja yang baik</p> <p>3.1.9 Merespon ungkapan menghargai kinerja yang baik</p> <p>3.1.10 Mengidentifikasi fungsi social dan unsur kebahasaan dari meminta dan mengungkapkan pendapat</p> <p>3.1.11 Menyebutkan ungkapan meminta dan mengungkapkan pendapat</p> <p>3.1.12 Merespon ungkapan</p>	<p>hal-hal yang tidak diketahui atau yang berbeda</p> <p>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</p> <p>- Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas</p> <p>- Melakukan refleksi</p>			



Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	pendapat yang dapat menumbuhkan perilaku yang termuat di KI	<p>meminta dan mengungkapkan pendapat</p> <p>4.1.1 Menulis teks lisan sederhana untuk mengungkapkan dan merespon ungkapan meminta perhatian.</p> <p>4.1.2 Menulis teks lisan sederhana untuk mengungkapkan dan merespon ungkapan mengecek pemahaman</p> <p>4.1.3 Menulis teks lisan sederhana untuk mengungkapkan dan merespon ungkapan menghargai kinerja yang baik.</p> <p>4.1.4 Menulis teks lisan sederhana untuk mengungkapkan dan merespon ungkapan meminta dan</p>	tentang proses dan hasil belajar			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		mengungkapkan pendapat.				
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can, will</i>)</p> <p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya .</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan kemampuan dan kemauan yang sesuai dengan modal: <i>can, will</i>.</li> </ul> </li> </ul>	<p>3.2.1. Mengidentifikasi fungsi social dan unsur kebahasaan dari memberi dan meminta informasi terkait kemampuan dan kemauan</p> <p>3.2.2. Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait kemampuan</p> <p>3.2.3. Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait kemauan</p> <p>4.2.1 Menulis teks lisan dan tulis sederhana untuk mengucapkan memberi dan meminta informasi</p>	<p>- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar</p> <p>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</p> <p>- Menentukan modal yang tepat untuk</p>	JP	<ul style="list-style-type: none"> <li>• Buku bahasa Inggris</li> <li>• Kamus bahasa Inggris</li> <li>Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjuk kerja</li> <li>• Produk Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat</li> </ul>	<p>terkait kemampuan dan kemauan, melakukan suatu tindakan.</p>	<ul style="list-style-type: none"> <li>- diisikan ke dalam kalimat-kalimat rumpang</li> <li>- Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan-tindakan tertentu</li> <li>- Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di</li> </ul>			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	menumbuhkan perilaku yang termuat di KI		kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya			
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan must, should) 4.3 Menyusun teks interaksi	<ul style="list-style-type: none"> <li>• Fungsi sosial Menyuruh, melarang, dan menghimbau.</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan keharusan, larangan,</li> </ul> </li> </ul>	<p>3.3.1 Mengidentifikasi fungsi social dan unsur kebahasaan memberi dan meminta informasi terkait kemampuan kemauan dan kemampuan</p> <p>3.3.2 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait keharusan dengan konteks</p> <p>3.3.3 Menyebutkan ungkapan tindakan memberi dan meminta</p>	<ul style="list-style-type: none"> <li>- Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> </ul>	JP	<ul style="list-style-type: none"> <li>• Buku bahasa Inggris</li> <li>• Kamus bahasa Inggris</li> <li>• Internet</li> </ul>	-

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>himbauan dengan modal <i>must, (don't) have to..., should,</i></p> <ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p>• Topik Interaksi antara peserta didik dan guru di</p>	<p>informasi terkait larangan sesuai dengan konteks</p> <p>3.3.4 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait himbauan sesuai dengan konteks</p> <p>4.3.1 Menulis teks lisan dan tulis sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang</li> <li>- Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakan-tindakan tertentu</li> <li>- Memaparkan hasil temuannya dalam bentuk</li> </ul>			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI		teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya			
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman.</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di</li> </ul> </li> </ul>	<p>3.4.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan dari memberi dan meminta informasi terkait menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>3.4.2 Menyebutkan ungkapan tindakan memberi dan</p>	<ul style="list-style-type: none"> <li>- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</li> </ul>	JP	<ul style="list-style-type: none"> <li>• Buku bahasa Inggris</li> <li>• Kamus bahasa Inggris</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjuk kerja</li> <li>• Produk Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>luar dugaan)</p> <ul style="list-style-type: none"> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan a.l <i>let's ..., can you ..., would you like ..., may I, please.</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Interaksi antara</li> </ul>	<p>meminta informasi terkait ungkapan menyuruh sesuai dengan konteks</p> <p>3.4.3 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan mengajak sesuai dengan konteks</p> <p>3.4.4 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan meminta ijin sesuai dengan konteks</p> <p>3.4.5 Menanggapi teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, dan meminta ijin, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>- Mengidentifikasi ungkapan yang sedang dipelajari</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>- Membiasakan menerapkan ungkapan yang sedang dipelajari dalam interaksi dengan guru dan teman</li> </ul>		<ul style="list-style-type: none"> <li>• Internet</li> </ul>	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat menumbuhkan perilaku yang termuat di KI	4.4.1 Menulis teks lisan dan tulis sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar			
3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk <i>greeting card</i> , dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya 4.5 Menyusun teks khusus	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman.</li> <li>• Struktur Teks Teks <i>greeting card</i> dapat mencakup</li> </ul>	3.5.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan teks khusus dalam bentuk <i>greeting card</i> , dengan memberi dan meminta informasi terkait dengan hari-hari spesial 3.5.2 Menyebutkan teks Kartu ucapan selamat ( <i>Greeting Cards</i> ) terkait	<ul style="list-style-type: none"> <li>- Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk hari spesial tertentu</li> <li>- Mengidentifikasi</li> </ul>	JP	<ul style="list-style-type: none"> <li>• Buku bahasa Inggris</li> <li>• Kamus bahasa Inggris</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjuk kerja</li> <li>• Produk Portofolio</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Identifikasi (nama peristiwa, hari istimewa) bersifat khusus</li> <li>- Ungkapan khusus yang relevan</li> <li>- Gambar, hiasan, komposisi warna</li> <li>• UnsurKebahasaan               <ul style="list-style-type: none"> <li>- Ungkapan a.l. <i>Congratulations. Well done. Good job.</i>, dll</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan</li> </ul> </li> </ul>	<p>dengan hari-hari spesial</p> <p>3.5.3 Merespon teks Kartu ucapan selamat (Greeting Cards) terkait dengan hari-hari spesial</p> <p>3.5.4 Menyebutkan teks Undangan pribadi</p> <p>4.5.1 Menulis informasi rinci yang terdapat pada teks greeting card</p> <p>4.5.2 Menulis teks khusus dalam bentuk greeting card sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>asi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk event lain</li> <li>- Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya</li> <li>- Membuat</li> </ul>		<ul style="list-style-type: none"> <li>• Intern et</li> </ul>	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	<p>tulisan tangan</p> <ul style="list-style-type: none"> <li>• Topik Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb. yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>		<p><i>greeting card</i> terkait hari istimewa yang relevan dengan peserta didik saat itu.</p> <ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> <li>• Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya.</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> </ul>	3.6.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya,</li> </ul>	JP	<ul style="list-style-type: none"> <li>• Buku bahasa Inggris</li> <li>• Kamus bahasa Inggris</li> <li>• Intern</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjuk kerja</li> <li>• Produk Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>(Perhatikan unsur kebahasaan <i>there is/are</i>)</p> <p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan dengan <i>There is/are</i></li> <li>- Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot (of)</i>.</li> <li>- Frasa kata depan: <i>in, on, under, in front of, below, above</i>, dan lain lain.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik</li> </ul>	<p>penggunaannya</p> <p>3.6.2 Menyebutkan tindakan memberi dan meminta informasi terkait keberadaan orang, sesuai dengan konteks penggunaannya</p> <p>3.6.3 Menyebutkan tindakan memberi dan meminta informasi terkait benda, sesuai dengan konteks penggunaannya</p> <p>3.6.4 Menyebutkan tindakan memberi dan meminta informasi terkait binatang, sesuai dengan konteks penggunaannya</p> <p>4.6.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan</p>	<p>dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</li> <li>- Mengisikan dengan</li> </ul>		<p>et</p>	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	ungkapan jumlah yang tepat pada kalimat-kalimat rumpang - Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar - Mempresentasikan di kelompok lain			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
			<p>dan bertanya jawab tentang isi teks</p> <ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjelaskan, mendeskripsikan</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam <i>Simple</i></li> </ul> </li> </ul>	<p>3.7.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai</p>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal peserta didik, dengan ucapan</li> </ul>	JP	<ul style="list-style-type: none"> <li>• Buku bahasa Inggris</li> <li>• Kamus bahasa Inggris</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjuk kerja</li> <li>• Produk Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>(Perhatikan unsur kebahasaan simple present tense)</p> <p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ ndakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>Present Tense.</i></p> <ul style="list-style-type: none"> <li>- Adverbia: <i>always, often, sometimes, never, usually, every</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p>• Topik Kegiatan/kejadian sehari-hari dan kebenaran umum yang</p>	<p>dengan konteks penggunaannya</p> <p>3.7.2 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait keadaan yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</p> <p>3.7.3 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait tindakan yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</p> <p>3.7.4 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kegiatan yang dilakukan/terjadi secara</p>	<p>dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks</li> <li>- Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain</li> <li>- Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-</li> </ul>			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	dapat menumbuhkan perilaku yang termuat di KI	<p>rutin atau merupakan kebenaran umum</p> <p>3.7.5 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</p> <p>4.7.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan</p>	<p>kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah</p> <p>- Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks-teks pendek dan sederhana</p>			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			
3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/	<ul style="list-style-type: none"> <li>• Fungsi sosial</li> <li>• Menjelaskan, mendeskripsikan</li> <li>• Struktur teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur</li> </ul>	3.8.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat</li> </ul>	JP	<ul style="list-style-type: none"> <li>• Buku bahasa Inggris</li> <li>• Kamus bahasa Inggris</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjuk kerja</li> <li>• Produk Portofolio</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)</p> <p>4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>kebahasaan</p> <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam <i>Present Continuous Tense</i></li> <li>- Adverbia: <i>now</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <ul style="list-style-type: none"> <li>• Topik Kegiatan dan kejadian yang</li> </ul>	<p>sedang dilakukan/ berlangsung saat diucapkan, dengan penggunaannya</p> <p>3.8.2 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait keadaan yang dilakukan/terjadi pada saat diucapkan</p> <p>3.8.3 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait tindakan yang dilakukan/terjadi pada saat diucapkan</p> <p>3.8.4 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kegiatan yang</p>	<p>diucapkan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi</li> <li>- Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka</li> <li>- Menyebutkan tindakan, kegiatan yang</li> </ul>		<ul style="list-style-type: none"> <li>• Internet</li> </ul>	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	<p>dilakukan/terjadi pada saat diucapkan</p> <p>3.8.5 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kejadian yang dilakukan/terjadi pada saat diucapkan</p> <p>4.8.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi</p>	<p>sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video)</p> <ul style="list-style-type: none"> <li>- Membuat teks pendek berdasarkan tampilan visual lainnya</li> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil</li> </ul>			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	belajarnya			
<p>3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>degree of comparison</i>)</p> <p>4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi.</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat perbandingan positif, komparatif dan superlatif</li> </ul> </li> </ul>	<p>3.9.1. Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya</p> <p>3.9.2. Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait perbandingan</p>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar</li> <li>- Menjawab pertanyaan dengan menggunakan informasi</li> </ul>	JP	<ul style="list-style-type: none"> <li>• Buku bahasa Inggris</li> <li>• Kamus bahasa Inggris</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjuk kerja</li> <li>• Produk Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dengan: <i>as ... as, -er, -est, more ..., the most ...</i></p> <ul style="list-style-type: none"> <li>- Perbandingan jumlah: <i>more, fewer, less</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p>• Topik Perbandingan orang, benda, binatang di</p>	<p>jumlah dan sifat orang sesuai dengan konteks penggunaannya</p> <p>3.9.3. Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait perbandingan jumlah dan sifat binatang sesuai dengan konteks penggunaannya</p> <p>3.9.4. Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait perbandingan jumlah dan sifat benda sesuai dengan konteks penggunaannya</p> <p>4.9.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan</p>	<p>yang terdapat dalam teks, secara lisan.</p> <ul style="list-style-type: none"> <li>- Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda</li> <li>- Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya</li> <li>- Membuat</li> </ul>			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	<p>kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>sedehana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui</p> <ul style="list-style-type: none"> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			
<p>3.10 Menerapkan fungsi sosial, struktur teks,</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial</li> <li>Melaporkan,</li> </ul>	<p>3.10.1 Mengidentifikasi fungsi social dan unsur</p>	<ul style="list-style-type: none"> <li>- Membaca dan mencermati</li> </ul>	<p>JP</p>	<ul style="list-style-type: none"> <li>• Buku bahas</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)</p> <p>4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan</p>	<p>menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau.</p> <ul style="list-style-type: none"> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam bentuk <i>Simple Past Tense</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a</i>,</li> </ul> </li> </ul>	<p>kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya</p> <p>3.10.2 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait keadaan yang dilakukan/terjadi, rutin maupun tidak rutin,</p>	<p>teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau</p> <ul style="list-style-type: none"> <li>- Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar</li> <li>- Bertanya jawab tentang kegiatan/peristiwa di waktu</li> </ul>		<p>• Kamus bahasa Inggris</p> <p>• Internet</p>	<ul style="list-style-type: none"> <li>• Penugasan</li> <li>• Unjuk kerja</li> <li>• Produk Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>the, this, those, my, their,</i> dsb.</p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>atau menjadi kebenaran umum di waktu lampau</p> <p>3.10.3 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait tindakan yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau</p> <p>3.10.4 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kegiatan yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau</p> <p>3.10.5 Menyebutkan teks lisan dan tulis memberi dan meminta informasi</p>	<p>lampau yang mereka dan anggota keluarga atau temannya alami</p> <ul style="list-style-type: none"> <li>- Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana</li> <li>- Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing</li> </ul>			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		<p>terkait kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau</p> <p>4.10.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan</p>	<p>dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</p> <p>- Melakukan refleksi tentang proses dan hasil belajarnya</p>			



Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks				
<p>3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.11. Teks recount</p> <p>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Melaporkan, mengambil teladan, membanggakan</li> <li>• Struktur teks Dapat mencakup <ul style="list-style-type: none"> <li>- orientasi</li> <li>- urutan kejadian/kegiatan</li> <li>- orientasi ulang</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat</li> </ul> </li> </ul>	<p>3.11.1 Mengidentifikasi fungsi social dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>3.11.2 Menyebutkan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta</p>	<ul style="list-style-type: none"> <li>- Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi seseorang</li> <li>- Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis</li> <li>- Menggunakan bagan alir untuk mempelajari alur cerita</li> </ul>	JP	<ul style="list-style-type: none"> <li>• Buku bahasa Inggris</li> <li>• Kamus bahasa Inggris</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjuk kerja</li> <li>• Produk Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p> <p>4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>deklaratif dan interogatif dalam <i>Simple Past tense</i></p> <ul style="list-style-type: none"> <li>- Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, an hour ago</i>, dan sebagainya.</li> <li>- Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dan sebagainya.</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a</i>,</li> </ul>	<p>informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana</p> <p>4.10.1 Memperesentasikan teks recount</p> <p>4.11.1.1 Menulis makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana</p> <p>4.11.2.1 Membuat teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau</p>	<ul style="list-style-type: none"> <li>- Didektekan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan.</li> <li>- Melengkapi ringkasan pengalaman tsb. dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar</li> <li>- Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk</li> </ul>			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	<p><i>the, this, those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>(<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>membuat teks-teks pendek dan sederhana</p> <ul style="list-style-type: none"> <li>- Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			
3.12 Membandingkan fungsi	• Fungsi sosial	3.12.1 Mengidentifikasi fungsi	- Membaca		• Buku	• Lisan

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p>4.12. Teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>)</p> <p>4.12.1 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/pemberitahuan</p>	<p>Memberi informasi tindakan dilaksanakan sesuai yang diharapkan.</p> <ul style="list-style-type: none"> <li>• Struktur text           <p>Dapat mencakup:</p> <ul style="list-style-type: none"> <li>- Judul atau tujuan pengumuman</li> <li>- Informasi rinci yang diumumkan</li> </ul> </li> <li>• Unsur kebahasaan           <ul style="list-style-type: none"> <li>- Ungkapan-ungkapan yang lazim digunakan dalam pengumuman</li> </ul> </li> </ul>	<p>social dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p>3.12.2 Menjelaskan teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>)</p> <p>3.12.3 Menyebutkan teks khusus dalam bentuk pesan singkat dengan memberi dan meminta</p>	<p>dengan suara lantang setiap pengumuman/pemberitahuan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis</li> <li>- Mempelajari contoh dan kemudian mempresentas</li> </ul>	<p>JP</p>	<p>bahasa Inggris</p> <ul style="list-style-type: none"> <li>• Kamus bahasa Inggris</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjuk kerja</li> <li>• Produk Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>(notice) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah</p> <p>4.12.2 Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>yang berbeda-beda</p> <ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p>• Topik Kegiatan, kejadian, peristiwa, dan hal penting bagi peserta didik dan guru yang dapat menumbuhkan</p>	<p>informasi terkait kegiatan sekolah</p> <p>3.12.4 Menyebutkan teks khusus dalam bentuk pengumuman/pemberitahuan (notice) dengan memberi dan meminta informasi terkait kegiatan sekolah</p> <p>4.12.1 Memperpresentasikan Teks pesan singkat dan pengumuman/pemberitahuan (notice)</p> <p>4.12.1.1 Meulis makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/</p>	<p>ikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Membuat pengumuman/pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	perilaku yang termuat di KI • Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik.	pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhana 4.12.2.1 Membuat teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks				
3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik	• Fungsi sosial Mengembangkan	3.13.1. Menggali fungsi sosial dan unsur kebahasaan	Membaca, menyimak, dan menirukan	JP	• Buku bahasa	• Lisan • Tertulis • Penugasan

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>lagu terkait kehidupan remaja SMP/MTs</p> <p>4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<p>n nilai-nilai kehidupan dan karakter yang positif</p> <ul style="list-style-type: none"> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik <ul style="list-style-type: none"> <li>Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang</li> </ul> </li> </ul>	<p>dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>3.13.2. Menyebutkan pesan moral dalam lagu dan menghargai lagu sebagai karya Seni sesuai konteks</p> <p>3.13.3. Merespon lagu dan memahami pesan moral lagu serta menghargai lagu sebagai karya Seni sesuai konteks</p> <p>4.13.1 Menulis makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja</p>	<p>lirik lagu secara lisan</p> <ul style="list-style-type: none"> <li>- Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		<p>linggris</p> <ul style="list-style-type: none"> <li>• Kamus bahasa Inggris</li> <li>• Internet</li> </ul>	<p>an</p> <ul style="list-style-type: none"> <li>• Unjuk kerja</li> <li>• Produk Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	termuat di KI.	SMP/MTs				

KEPALA

SUNGAI PENUH. JANUARI 2021

GURU MAPEL

MUNIR,S.Pd.MM

DARLIS,S.Pd

NIP. 19610616 198503 1 008 NIP.19640311 200604 1 001





RENCANA PELAKSANAAN PEMBELAJARAN  
RPP 1 CYCLE 1

Nama Sekolah	Smp 9 kota Sungai Penuh	
Mata pelajaran	Bahasa inggris	
Kelas/Semester	VIII/Genap	
Alokasi Waktu	4jp (2x pertemuan )	
Tujuan Pembelajaran	Kompetensi Dasar ( KD )	Indikator Pencapaian kompetensi (IPK)
	3.11 membandingkan fungsi sosial, struktur teks dan kebahasaan beberapa teks personalrecount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau pendek dan sederhana, sesuai konteks penggunaanya	3.1.1 mengidentifikasi fungsisosial dan unsur kebahasaan beberapa teks personal reocunt lisan dan tulisan dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana , sesuai dengan konteks penggunaanya.  3.11.2 menyebutkan beberapa teks personal recount lisan dan tulisan dengan memberi dan meminta informasi terkait pengalaman waktu lampai , pendek dan sederhana.
Materi Pembelajaran	<ol style="list-style-type: none"> <li>1. Teks recount</li> <li>2. Menganalisis struktur teks recount</li> </ol>	

<p>Kegiatan pembelajaran</p>	<ol style="list-style-type: none"> <li>1. Kegiatan pendahuluan <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• melakukan absen</li> </ul> </li> <li>2. Kegiatan inti <ol style="list-style-type: none"> <li>2.1 Pra-menulis <ul style="list-style-type: none"> <li>• mengaitkan materi/ kegiatan pembelajaran yang akan di lakukan siswadengan menjelaskan yang akan di lakukan siswa dan menjelaskan definisi dari teks recount dan sturktur teks reount</li> <li>• Guru menjelaskan tentang burger strategy dan langkah pegunaan burger strategy</li> <li>• guru memberikan salin langkah langkah burger strategi ke siswa</li> </ul> </li> <li>2.2 Kegiatan menulis <ul style="list-style-type: none"> <li>• jelaskan bahwa pragraf itu seperti burger, burger terdapat tiga bagian dasar :roti bagian bawah , isian , dan roti bagian bawah roti , sebuah pragraf juga terdiri dari tiga bagian dasar pembukaan kalimat , argumen pendukung dan kalimat penutup</li> <li>•minta lah siswa anda mengambar burger atau berikan dia selinan burger Grapic Oraganizer, katakan padanya untuk membuat pragraf berdasarkan gambar burger</li> <li>• Minta lah siswa menulis ide untuk kalimat pembukaan sesuai dengan gambar burger</li> <li>• selanjut nya mintak lah siswa anda menulis kalimat pendukung untuk isian burger ini adalah</li> </ul> </li> </ol> </li> </ol>
------------------------------	---

	<p>inti dari argument</p> <ul style="list-style-type: none"> <li>•tunjukkan pada siswa bagaimana menulis detail pendukung untuk melengkapi bagian dari burger</li> <li>• Terakhir mintaklah siswa anada menulis kalimat penutup di bagian bawah burger</li> <li>• setelah Burger Grapic Organizer di isi, saat nya menulis seluruh pragraf</li> </ul> <p>2.3 setelah menulis</p> <ul style="list-style-type: none"> <li>• Melakukan Tes menulis teks recount menggunakan burger strategi.</li> </ul>
Alat ,Bahan Dan Media	<ol style="list-style-type: none"> <li>1. Buku tulis</li> <li>2. Buku cetak</li> </ol>
Penilaian hasil Pembelajaran	<ol style="list-style-type: none"> <li>1. Pengetahuan : Teknik : Tes Tulisan Bentuk Instrument : Uraian singkat</li> </ol>

Sungai Penuh ,

2022

**K E R I N C I**

The Collaborator

The Researcher

**DARLIS,S.Pd**

**NURUL AFDALIA**

**NIP 19640311 200604 01001**

**NIM 1810203018**

RENCANA PELAKSANAAN PEMBELAJARAN  
RPP 2 CYCLE 2

Nama Sekolah	Smp 9 kota Sungai Penuh	
Mata pelajaran	Bahasa inggris	
Kelas/Semester	VIII/Genap	
Alokasi Waktu	4jp (2x pertemuan )	
Tujuan Pembelajaran	Kompetensi Dasar ( KD )	Indikator Pencapaian kompetensi (IPK)
	3.11 membandingkan fungsi sosial, struktur teks dan kebahasaan beberapa teks personalrecount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau pendek dan sederhana, sesuai konteks penggunaanya	3.1.1 mengidentifikasi fungsisosial dan unsur kebahasaan beberapa teks personal reocunt lisan dan tulisan dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana , sesuai dengan konteks penggunaanya.  3.11.2 menyebutkan beberapa teks personal recount lisan dan tulisan dengan memberi dan meminta informasi terkait pengalaman waktu lampai , pendek dan sederhana.
Materi Pembelajaran	3. Teks recount 4. Menganalisis struktur teks recount	

<p>Kegiatan pembelajaran</p>	<p>3. Kegiatan pendahuluan</p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>• melakukan absen</li> </ul> <p>4. Kegiatan inti</p> <p>4.1 Pra-menulis</p> <ul style="list-style-type: none"> <li>• mengaitkan materi/ kegiatan pembelajaran yang akan di lakukan siswadengan menjelaskan yang akan di lakukan siswa dan menjelaskan definisi dari teks recount dan sturktur teks reount</li> <li>• Guru menjelaskan tentang burger strategy dan langkah pegunaan burger strategy</li> <li>• guru memberikan salin langkah langkah burger strategi ke siswa</li> </ul> <p>4.2 Kegiatan menulis</p> <ul style="list-style-type: none"> <li>• jelaskan bahwa pragraf itu seperti burger, burger terdapat tiga bagian dasar :roti bagian bawah , isian , dan roti bagian bawah roti , sebuah pragraf juga terdiri dari tiga bagian dasar pembukaan kalimat , argumen pendukung dan kalimat penutup</li> <li>•minta lah siswa anda mengambar burger atau berikan dia selinan burger Grapic Oraganizer, katakan padanya untuk membuat pragraf berdasarkan gambar burger</li> <li>• Minta lah siswa menulis ide untuk kalimat pembukaan sesuai dengan gambar burger</li> <li>• selanjut nya mintak lah siswa anda menulis kalimat pendukung untuk isian burger ini adalah</li> </ul>
------------------------------	---

	<p>inti dari argument</p> <ul style="list-style-type: none"> <li>•tunjukkan pada siswa bagaimana menulis detail pendukung untuk melengkapi bagian dari burger</li> <li>• Terakhir mintaklah siswa anada menulis kalimat penutup di bagian bawah burger</li> <li>• setelah Burger Grapic Organizer di isi, saat nya menulis seluruh pragraf</li> <li>• setelah itu siswa dimintak maju kedepan untuk membacakan teks recount da menjelaskannya.</li> </ul> <p>4.3 setelah menulis</p> <ul style="list-style-type: none"> <li>• Melakukan Tes menulis teks recount menggunakan burger strategi.</li> </ul>
Alat ,Bahan Dan Media	<p>3. Buku tulis</p> <p>4. Buku cetak</p>
Penilaian hasil Pembelajaran	<p>2. Pengetahuan :</p> <p>Teknik : Tes Tulisan</p> <p>Bentuk Instrument : Uraian singkat</p>

Sungai Penuh , 2022

The Collaborator

**DARLIS,S.Pd**

**NIP 19640311 200604 01001**

The Researcher

**NURUL AFDALIA**

**NIM 181020318**

PRE - TEST  
OF WRITING RECOUNT TEXT

Subject : English (writing)

Class : VIII A

Time allocation : 45 minutes

Direction :

- Please write your name and class on answer sheet .

Exercise :

1. Please write recount text ( story of the most memorable experience)  
4 till 5 sentences.



INSTITUT AGAMA ISLAM NEGERI  
K E R I N C I

POST - TEST 1  
OF WRITING RECOUNT TEXT

Subject : English (writing)

Class : VIII A

Time allocation : 45 minutes

Direction :

- Please write your name and class on answer sheet .

Exercise :

1. Please write recount text USING BURGER STRATEGY( story of the most memorable experience) 4 till 5 sentences.



INSTITUT AGAMA ISLAM NEGERI  
KERINCI



POST- TEST 2 INSTRUMENT

OF WRITING RECOUNT TEXT

Subject : English (writing)

Class : VIII A

Time alocation : 45 minutes

Direction :

- Please write your name and class on answer sheet .

Exercise :

1. Please write recount text USING BURGER STRATEGY free topic 4 till 5 sentences



INSTITUT AGAMA ISLAM NEGERI  
K E R I N C I

B. Higgins

Date HELENA NATASYA  
Page KIS - VIII A

On Sunday, on March 13th, we held hiking scouts at the school.

85 Starting at 7:00 a.m, we're waiting for the other friends. We're in for the first four Yuba squads.

When dahlia's I squads took the first stop we were led by our seniors, to avoid getting lost.

O = 25  
E = 52  
P = 8

When we arrived at Post 2 we were handed a cup of coffee with eggs and face pressed on and a gross tarp near our left and right hand bags, and at our arrival at Post 3 we were given a small token and all the numbers were divided.

When we arrived at post 4 we were told to lie on the ground after which we were ordered to go down the river and to the last post Post 6 in the quiet ground of the river.

MUHAMMAD ARIEL ZATIANT P  
VIII A

→ Orientation  
(Roh atas)

Yesterday I was chased by a dog,  
Mr. RT

At that time I was going to pick up my friend to play,  
I walked because it was close when I arrived in front of  
when I arrived in front of Mr. RT's house I saw Mr. RT's  
dog barking I was scared and then I ran at work not too  
far away because I was hiding

→ Event  
(Isi esai)

This is both a funny and bad experience

→ Re-orientation  
(Roh bawah)

82

- Orientasi 2 das.
- Penggunaan simple past tense sederhana.

O : 24

E : 51

R : 7

## ANSWER SHEET

Write recount text !!!

Nama : LAURA SAI NURAINI

Date : 09-03-2022

Class : V III A

Time : 45 menit

I want to tell you about my experience when participating in a taekwondo Championship. At first I was told by my coach to take part in the Championship then I followed it. Before competing I prepared myself by always practicing like kicking and others. I practiced and prepared myself for almost 4 months when the match day was over. Suddenly I was very excited when I was told that I was going to do a match. I immediately warmed up after the warm-up I immediately started a match and Alhamdulillah I won and got a Gold medal that's my experience.

77

O : 19

E : 51

R : 7

ANSWER SHEET

Write recount text !!!

Nama : Muhammad Rival

Date : 20 June 2022

Class : VIII A

Time : 45 menit

- 1 Have Experience falling out of a car
- 1 Have Experience chasing dogs
- 1 Have Experience falling from motor bike

13

O: 28

E: 0

R: 0

**Table 1**  
**Data of Pre-survey**

NO	Name	Score	Criteria
1	AI	56	incomplete
2	ATW	62	incomplete
3	ARF	55	incomplete
4	ADZ	58	incomplete
5	AT	61	incomplete
6	AGP	88	Complete
7	AD	64	incomplete
8	EA	63	incomplete
9	EF	59	incomplete
10	FN	50	incomplete
11	FP	54	incomplete
12	HN	85	Complete
13	IJ	66	incomplete
14	KDA	58	incomplete
15	KMS	58	incomplete
16	LSN	87	Complete
17	MR	58	incomplete
18	MI	54	incomplete
19	MAZ	61	incomplete
20	QI	64	incomplete
21	MRG	67	incomplete
22	RA	77	Complete
23	FCP	58	incomplete
24	SDA	61	incomplete
25	VR	77	Complete
26	ZD	58	incomplete

**Table 2**  
**The Data of Pre-Survey Result Categorization Writing Skill**

No	Score	Frequency	Precentages	Criteria
1	$\geq 72$	5	19%	Complete
2	$< 72$	21	81%	Incomplete
	Total	26	100%	

**Table 4.1**  
**of the Students Pre-test result**

NO	Name	Score	Criteria
1	AI	28	Incomplete
2	ATW	41	Incomplete
3	ARF	51	Incomplete
4	ADZ	64	Incomplete
5	AT	51	Incomplete
6	AGP	28	Incomplete
7	AD	53	Incomplete
8	EA	28	Incomplete
9	EF	28	Incomplete
10	FN	28	Incomplete
11	FP	28	Incomplete
12	HN	59	Incomplete
13	IJ	66	Incomplete
14	KDA	69	Incomplete
15	KMS	64	Incomplete
16	LSN	77	Complete
17	MR	28	Incomplete
18	MI	54	Incomplete
19	MAZ	28	Incomplete
20	QI	28	Incomplete
21	MRG	28	Incomplete
22	RA	28	Incomplete
23	FCP	28	Incomplete
24	SDA	74	Complete
25	VR	51	Incomplete
26	ZD	28	Incomplete
	Total Score		1.138
	Average		44
	Highest score		77
	lowest sore		28

**Table 5**  
**Table of the Students Post-test 1 in cycle 1**

	NO	Score	Criteria
1	AI	66	Incomplete
2	ATW	82	Complete
3	ARF	81	Complete
4	ADZ	68	Incomplete
5	AT	64	Incomplete
6	AGP	64	Incomplete
7	AD	85	Complete
8	EA	75	Complete
9	EF	75	Complete
10	FN	64	Incomplete
11	FP	75	Complete
12	HN	85	Complete
13	IJ	75	Complete
14	KDA	72	Complete
15	KMS	82	Complete
16	LSN	82	Complete
17	MR	72	Complete
18	MI	64	Incomplete
19	MAZ	66	Incomplete
20	QI	75	Complete
21	MRG	66	Incomplete
22	RA	75	Complete
23	FCP	72	Complete
24	SDA	82	Complete
25	VR	66	Incomplete
26	ZD	75	Complete
Total Score		1.908	
Average		74	
Highest score		85	
Lowest score		64	



**Table 8**  
**Table of the result score of student writing ability**  
**Pre-test ,and post-test1**

No	Name	Students' result			
		pre-test	post-test 1	improve	Category
1	AI	28	66	15	Improve
2	ATW	41	82	31	Improve
3	ARF	51	81	30	Improve
4	ADZ	64	68	4	Improve
5	AT	51	64	13	Improve
6	AGP	28	64	36	Improve
7	AD	53	85	32	Improve
8	EA	28	75	47	Improve
9	EF	28	75	47	Improve
10	FN	28	64	36	Improve
11	FP	28	75	47	Improve
12	HN	59	85	26	Improve
13	IJ	66	75	9	Improve
14	KDA	69	72	3	Improve
15	KMS	64	82	18	Improve
16	LSN	77	82	5	Improve
17	MR	28	72	44	Improve
18	MI	54	64	10	Improve
19	MAZ	28	66	38	Improve
20	QI	28	75	47	Improve
21	MRG	28	66	38	Improve
22	RA	28	75	47	Improve
23	FCP	28	72	44	Improve
24	SDA	74	82	8	Improve
25	VR	51	66	15	Improve
26	ZD	28	75	47	Improve
Total		1.138	1.908		
Average		44	74		
Highest score		77	85		
Lowest		28	64		

score				
-------	--	--	--	--

**Table 9**  
**Table of the Students Post-test 2 result in cycle 2**

NO	Name	Score	Criteria
1	AI	77	Complete
2	ATW	77	Complete
3	ARF	75	Complete
4	ADZ	89	Complete
5	AT	77	Complete
6	AGP	75	Complete
7	AD	82	Complete
8	EA	78	Complete
9	EF	70	Incomplete
10	FN	82	Complete
11	FP	77	Complete
12	HN	78	Complete
13	IJ	82	Complete
14	KDA	82	Complete
15	KMS	89	Complete
16	LSN	82	Complete
17	MR	82	Complete
18	MI	77	Complete
19	MAZ	82	Complete
20	QI	70	Incomplete
21	MRG	77	Complete
22	RA	70	Complete
23	FCP	77	Complete
24	SDA	77	Complete
25	VR	78	Complete
26	ZD	78	Complete
Total Score			2.040
Averge			79
Highest score			89
lowest sore			70

INSTITUT AGAMA ISLAM NEGERI

KERINCI

**Table 12**  
**the result score of student Post-test 1, and post-test 2**

No	Name	post-test 1	post-test 2	Improve	Category
1	AI	66	77	11	Improve
2	ATW	82	77	-5	Improve
3	ARF	81	75	6	Improve
4	ADZ	68	89	21	Improve
5	AT	64	77	13	Improve
6	AGP	64	75	11	Improve
7	AD	85	82	-3	Improve
8	EA	75	78	3	Improve
9	EF	75	70	5	Improve
10	FN	64	82	18	Improve
11	FP	75	77	2	Improve
12	HN	85	78	-7	Decrease
13	IJ	75	82	7	Improve
14	KDA	72	82	10	Improve
15	KMS	82	89	7	Improve
16	LSN	82	82	0	Improve
17	MR	72	82	10	Improve
18	MI	64	77	13	Improve
19	MAZ	66	82	18	Improve
20	QI	75	70	5	Improve
21	MRG	66	77	11	Improve
22	RA	75	70	5	Improve
23	FCP	72	77	5	Improve
24	SDA	82	77	-5	Improve
25	VR	66	78	12	Improve
26	ZD	75	78	3	Improve
	Total	1.908	2.040		
	Average	74	79		
	Highest score	85	89		
	Lowest score	64	70		

**Table 14**  
**the result score of studen Pre-test, Post-test 1, and post-test 2**

No	Name	Students' result			
		Pre-test	Post-test 1	Post-test 2	category
1	AI	28	66	77	improved
2	ATW	41	82	77	improved
3	ARF	51	81	75	improved
4	ADZ	64	68	89	improved
5	AT	51	64	77	improved
6	AGP	28	64	75	improved
7	AD	53	85	82	improved
8	EA	28	75	78	improved
9	EF	53	75	70	Decrease
10	FN	28	64	82	improved
11	FP	28	75	77	improved
12	HN	59	85	78	improved
13	IJ	66	75	82	improved
14	KDA	69	72	82	Improved
15	KMS	64	82	89	Improved
16	LSN	77	82	82	Improved
17	MR	28	72	82	Improved
18	MI	54	64	77	Imroved
19	MAZ	28	66	82	Improved
20	QI	28	75	70	Decrease
21	MRG	28	66	77	Improved
22	RA	28	75	70	Decrease
23	FCP	28	72	77	Improved
24	SDA	74	82	77	Improved
25	VR	51	66	78	Improved
26	ZD	28	75	78	Improved
Total		1.138	1.908	2.040	
Average		44	74	79	
Highest score		77	85	89	
Lowest Score		28	64	70	

### THE STUDENTS' SCORE OF POST-TEST 1

SCHOOL : SMP N 9 KOTA SUNGAI PENUH

SUBJECT : ENGLISH

DATE : March,2<sup>th</sup>2022

CLASS :VIII A

No	Name	Orientation	Event	Re-Orientation	Total	Note
1	AI	15	46	5	66	incomplete
2	ATW	24	51	7	82	complete
3	ARF	24	51	5	81	complete
4	ADZ	16	46	6	68	incomplete
5	AT	14	46	4	64	incomplete
6	AGP	14	46	6	64	incomplete
7	AD	25	52	8	85	complete
8	EA	19	51	7	75	complete
9	EF	19	51	5	75	complete
10	FN	14	46	4	64	incomplete
11	FP	19	51	5	75	complete
12	HN	25	52	8	85	complete
13	IJ	19	51	5	75	complete
14	KDA	19	47	6	72	complete
15	KMS	24	51	7	82	complete
16	LSN	24	51	7	82	complete
17	MR	19	47	6	72	complete
18	MI	14	46	4	64	incomplete
19	MAZ	16	46	4	66	incomplete
20	QI	19	51	5	75	complete
21	MRG	15	46	5	66	incomplete
22	RA	19	51	5	75	complete
23	FCP	19	47	6	72	complete
24	SDA	24	51	7	82	complete
25	VR	15	46	5	66	incomplete
26	ZD	19	51	5	75	complete
Total Score					1.908	
Average					74	
Highest Score					85	
Lowest Score					64	

## THE STUDENTS' SCORE OF POST-TEST 2

SCHOOL : SMP N 9 KOTA SUNGAI PENUH

SUBJECT : ENGLISH

DATE : March,19<sup>th</sup> 2022

CLASS :VIII A

No	Name	Orientation	Event	Re-Orientation	Total	Note
1	AI	19	51	7	77	complete
2	ATW	19	51	7	77	complete
3	ARF	19	51	5	75	complete
4	ADZ	24	56	9	89	complete
5	AT	19	51	7	77	complete
6	AGP	19	51	5	75	complete
7	AD	24	51	7	82	complete
8	EA	19	52	7	78	complete
9	EF	19	47	4	70	incomplete
10	FN	24	51	7	82	complete
11	FP	19	51	7	77	complete
12	HN	19	52	7	78	complete
13	IJ	24	51	7	82	complete
14	KDA	24	51	7	82	complete
15	KMS	24	56	9	89	complete
16	LSN	24	51	7	82	complete
17	MR	24	51	7	82	complete
18	MI	19	51	7	77	complete
19	MAZ	24	51	7	82	complete
20	QI	19	47	4	70	incomplete
21	MRG	19	51	7	77	complete
22	RA	19	47	4	70	incomplete
23	FCP	19	51	7	77	complete
24	SDA	19	51	7	77	complete
25	VR	19	52	7	78	complete
26	ZD	19	52	7	78	complete
Total Score					2.040	
Average					79	
Highest Score					89	
Lowest Score					70	

### THE STUDENTS' SCORE OF PRE-TEST

SCHOOL : SMP N 9 KOTA SUNGAI PENUH

SUBJECT : ENGLISH

DATE : February,19<sup>th</sup> 2022

CLASS :VIII A

No	Name	Orientation	Event	Re-Orientation	Total	Note
1	AI	28	0	0	28	incomplete
2	ATW	0	41	0	41	incomplete
3	ARF	9	41	1	51	incomplete
4	ADZ	14	46	4	64	incomplete
5	AT	9	41	1	51	incomplete
6	AGP	28	0	0	28	incomplete
7	AD	9	41	3	53	incomplete
8	EA	28	0	0	28	incomplete
9	EF	28	0	0	28	complete
10	FN	28	0	0	28	incomplete
11	FP	28	0	0	28	incomplete
12	HN	14	41	4	59	incomplete
13	IJ	16	46	4	66	incomplete
14	KDA	16	46	7	69	incomplete
15	KMS	14	46	4	64	incomplete
16	LSN	19	51	7	77	incomplete
17	MR	28	0	0	28	incomplete
18	MI	10	41	3	54	incomplete
19	MAZ	28	0	0	28	incomplete
20	QI	28	0	0	28	incomplete
21	MRG	28	0	0	28	incomplete
22	RA	28	0	0	28	incomplete
23	FCP	28	0	0	28	incomplete
24	SDA	14	51	9	74	complete
25	VR	9	41	1	51	incomplete
26	ZD	28	0	0	28	incomplete
Total Score					1.138	
Average					44	
Highest Score					77	
Lowest Score					28	

## THE FIELD NOTE

<b>Cycle I</b>	<b>First Meeting</b>	some students did not pay much attention to the teacher explanation but they began very enthusiastic when the teacher told interesting topic
	<b>Second Meeting</b>	some students little bit annoyed when the teacher explain the material but other students felt enjoy the learning process
	<b>Third Meeting</b>	the students paid more attention when the teacher evaluated the common mistakes and they had more spirit in doing post test 1
<b>Cycle II</b>	<b>First Meeting</b>	the students rather feel bored because they had to similiar task in every meeting but they still paid attention to the teacher
	<b>Second Meeting</b>	the students had understood the way and the rulle to follow the teacher's instruction and feel easier to do the task together with their friends
	<b>Third Meeting</b>	the students were very glad to do post test 2 because it was very easy after they got the treatment in very meeting and learnt their mistake



## FAILED NOTE

### Failed Note 1 (18 februari 2022)

**Place : Ruang kepala sekolah**

**Time : 7.30 wib**

Pada pukul 7.30 wib peneliti datang ke sekolah untuk bertemu kepala sekolah menyerahkan surat izin penelitian lalu menjelaskan konsep penelitian tindakan kelas yang akan dilaksanakan ,lalu menemui pak darlis selaku guru bahasa inggris dan memintak beliu berkolaborasi dengan peneliti

### Failed note 2 ( 19 februari 2022 )

**Time : 8.00 wib**

**Topic : Pre-test**

Peneliti kembali datang ke sekolah pada tanggal 19 februari 2022 untuk mengadakanpre tes dan juga berkonsultasi mengenai rpp dan komsepmateri yang akan di ajarkan di pertemuan berikutnya.Gbi melihat rpp, lalu Gbi menanyakan kesiapan peneliti dalam melakukan penelitian ini.peneliti memasuki kelas memperkenalkandiri lalu siswa berdoa , sebelum memulai ,mengabsen siswa, kemudian peneliti menanyakan apa sebelumnya sudah belajar recount teks sebagian siswa menjawab sudah tapi belum terlalu jauh, jadi peneliti meminta siswa menuliskan teks recount di kertas yang telah di bagikan.siswa engkeran dengan suasana kelas yagsedikit ribut , mereka mengerjakan dengan kamussiswa di beri waktu sampai jam istirahat.

### Failed note 3 ( 23 februari 2022)

**Time : 8.30 wib**

**Meeting : 1 cycle 1**

**Topic : recount teks**

Peneliti emulai penelitian siklus 1 pertemuan pertama dengan siswa berdoa, mengabsen siswa, dan menjelaskan bahwa minggu kemaren sudah menulis teks recount , dan sekarang kita membuat teks recount secara rinci.peneliti meminta siswa mencatat materi di papan tulis pertama pengertian recount teks , struktur recount teks,tujuan recount teks ,dan ciri cir recount teks ,kemudian menjelaskan recount teks menggunakan past tense bentuk lampau seperti last mounth, last day bebrapa siswa tidak memperhatikan peneliti menjelskan materi.

#### **Failed note 4 (26 Februari 2022)**

**Time : 8.30 wib**

**Meeting : 2 siklus 2**

**Topic : recount teks dengan burger strategy**

Setelah mengulang kembali dan bertanya kepada siswa tentang materi hari rabu kemarin peneliti menjelaskan cara yang lebih mudah dalam membuat teks recount peneliti bertanya apa ada yang tau bagaimana bentuk burger siswa antusias menjawab mereka menyebutkan bahan bahan yang terdapat pada burger,peneliti bertanya apa kesamaan burger dengan struktur teks recount.lalu peneliti menjalskan burger bagian atas bisa kita untuk memulis bagian orientation atau pendahuluan kemudian bagian even bisa kita letakan di bagian isi roti peneliti bertanya padasiswa apa saja isi roti , siswa menjawab sayur, daging, saos nah begitu ula dengan event sama dengan inti cerita juga harus lengkap biar pembaca mersa senang kalau burger tidak lengkap tidak enak bukan bebrapa siswa mulai tertarik dengan materi.

#### **Failed note 5 ( 2 maret2022 )**

**Time: 8.30 wib**

**Meeting: 3 siklus 1**

**Topic : post test 1**

Peneliti merencanakan posttest 1 siklus 1 untuk kelas delapan A setelah action penelti memintak siswa menuliskan teks recount dengan gambar burger dengan tema liburan yang berkesan ketika mengevaluasi mereka lebih semngat membuat post tes terlihat ada peningkatan nilai siswa dari pre tes walaupun masih ada siswa yang belum memenuhi standar kkm.

Siklus 2 hampir sama dengan silus satu , siswa merasa bosan dengan materi yang di ulang ulang tapi suasana kelas lebih tenang karna siswa sudh mulai paham dengan materi

#### **Failed note 6 ( 19 maret 2022 )**

**Time : 8.300 wib**

**Meeting : 3 siklus 2**

**Topic : post test 2**

Peneliti memberika tes terakhir diakhir siklus 2 siswa merasa sedikit santai dalam mengerkannya dan senang karna sangat mudah setelah action dan siswa sangat mengetahui letak kesalahny apalagi tema yang kerjakan bebas dapat di

lihat dari nilai pretes, post tes 1, dan post tes 2 nilai siswa diatas kkm smua 26 siswa.



**INSTITUT AGAMA ISLAM NEGERI**  
**K E R I N C I**

**Table 17**  
**Trigulasi Source**

<b>Pertanyaan penelitian</b>	<b>informan</b>		<b>pola</b>
Faktor apa yang menjadi kesulitan siswa dalam menulis teks recount	<b>Student 1</b> Karena memikirkan ide dalam waktu singkat sangat sulit	<b>Student 2</b> Kesulitan dalam memikirkan kalimat yang cocok dan kurangnya dalam memperhatikan penjelasan guru	<b>•kesulitan siswa dalam menulis di sebabkan oleh :</b> <ul style="list-style-type: none"> <li>• sedikitnya kosa kata yang di miliki siswa</li> </ul>
	<b>Student 3</b> Yang menjadi kesulitan adalah kurang memperhatikan penjelasan gurudan kesulitan dalam mengolah kosa kata		
Bagaimana menurut siswa pembelajaran menulis menggunakan burger strategi	<b>Student 1</b> Dari segi pembelajaran menjadi lebih kondusif.	<b>Student 2</b> Dengan adanya sebuah gambar lebih mudah di pahami	<ul style="list-style-type: none"> <li>•siswa lebih mudah memahami dengan starategi ini</li> </ul>
	<b>Student 3</b> Dengan strategi burger menjadi lebih terstruktur dalam menulis teks		

**Table 18**  
**Trigulasi method**

Pertanyaan penelitian	Metode pengambilan data		pola
<p>Faktor apa yang menjadi kesulitan siswa dalam menulis teks recount</p>	<p><b>Wawancara</b></p> <p>Karena memikirkan ide dalam waktu singkat sangat sulit, kurangnya memperhatikan pelajaran</p>	<p><b>Observasi</b></p> <p>Dari pengamatan peneliti faktor yang mempengaruhi siswa adalah kurangnya dalam memperhatikan penjelasan materi pembelajaran dan tidak kondusifnya keadaan kelas</p>	<p><b>•kesulitan siswa dalam menulis di sebabkan oleh :</b></p> <ul style="list-style-type: none"> <li>• sedikitnya kosa kata yang di miliki siswa</li> <li>• kurangnya perhatian siswa dalam memperhatikan pembelajaran</li> </ul>
<p>Bagaimana menurut siswa pembelajaran menulis menggunakan burger strategi</p>	<p><b>Wawancara</b></p> <p>Dari segi pembelajaran menjadi lebih kondusif. Dalam membuat teks lebih terstruktur</p>	<p><b>Observasi</b></p> <p><b>Startegi burger sangat membantu daalam pembelajaran siswa lebih aktif dalam memperhatikan</b></p> <p>Dengan adanya sebuah gambar lebih mudah di pahami .</p>	<p><b>•siswa lebih mudah memahami dengan starategi ini</b></p>

## TRANSKIP WAWANCARA

Transkrip wawancara dengan siswa 1  
Identitas informan Nama : Frans Nugraha  
Kelas : VIII A  
Tanggal 2 maret 2022  
P ( peneliti )  
S (siswa )

P : Bagaimana respon siswa saat proses pembelajaran berlangsung?

S : belum kondusif

P : apakah sebelum ini sudah mengenal teks recount ?

S: sudah tapi belum terlalu mengerti

P : Bagaimana pembuatan teks recount apakah sulit ?

S: lumayan sulit karna belum belajar

P: bagaimana proses pembelajaran menggunakan strategi burger ?

S: sangat mudah dengan makanan kita bisa buat cerita dan mudah paham dengan strukturnya

P : Apa kendala yang anda alami saat proses pembelajaran

S : Kendalanya kekurangan ide cerita ,translatenya kurangny memperhatikan

## INSTITUT AGAMA ISLAM NEGERI

### TRANSKIP WAWANCARA

# K E R I N C I

Transkrip wawancara dengan siswa 2  
Identitas informan Nama : Adinda  
Kelas : VIII A  
Tanggal 16 maret 2022  
P ( peneliti )  
S (siswa )

P : Bagaimana respon siswa saat proses pembelajaran berlangsung?

S : kondusif dan menyenangkan

P : apakah sebelum ini sudah mengenal teks recount ?

S: sudah

- P : Bagaimana pembuatan teks recount apakah sulit ?
- S : tidak terlalu sulit
- P : bagaimana proses pembelajaran menggunakan strategi burger ?
- S : sangat mudah dipahami burger sama dengan struktur teks recount
- P : Apa kendala yang anda alami saat proses pembelajaran
- S : Kendalanya kekurangan waktu hanya 1 jam

#### TRANSKIP WAWANCARA

Transkrip wawancara dengan siswa 3  
Identitas informan Nama : kaviala mona  
Kelas : VIII A  
Tanggal 19 maret 2022  
P ( peneliti )  
S ( siswa )

- P : Bagaimana respon siswa saat proses pembelajaran berlangsung?
- S : kondusif dan menyenangkan
- P : apakah sebelum ini sudah mengenal teks recount ?
- S : sudah
- P : Bagaimana pembuatan teks recount apakah sulit ?
- S : sulit karna belum mengerti tentang struktur teks recount
- P : bagaimana proses pembelajaran menggunakan strategi burger ?
- S : sangat mudah di pahami dengan hanya gambar burger bisa menulis teks recount karna struktur teks recount sesuai dengan bagian bagian burger , minat belajar meningkat
- P : Apa kendala yang anda alami saat proses pembelajaran
- S : kendalanya karna materinya berulang ulang ada rasa bosan

The researcher gives pre test for the students'



The researcher gives the material in cycle 1 for students'





The reseacher gives post test 1



The reseacher gives the material in cycle 2 for students'



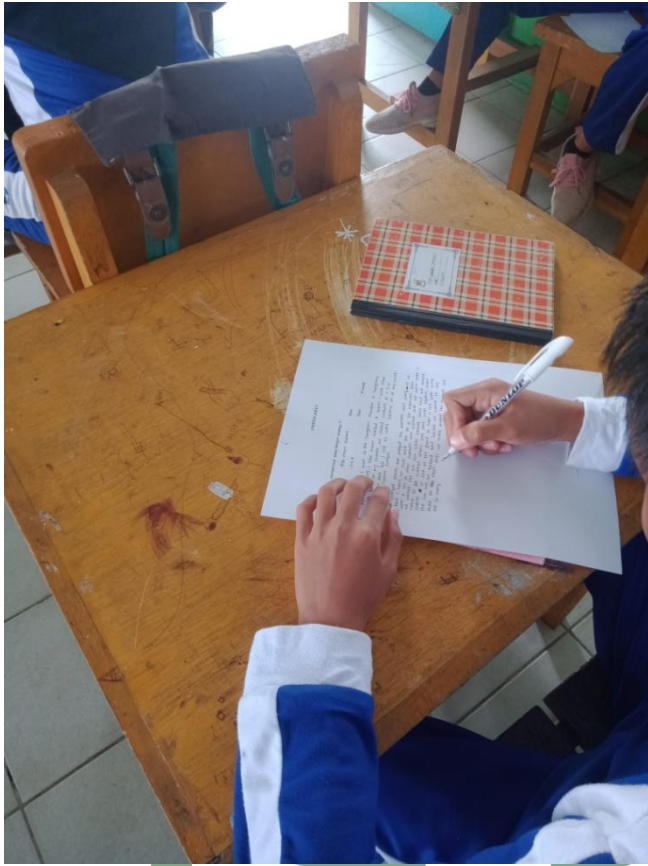
The reseacher gives post test 2



Teaching burger strategy



LAM NEGERI  
N C I



INSTITUT AGAMA ISLAM NEGERI  
**K E R I N C I**



**PEMERINTAH KOTA SUNGAI PENUH**  
**BADAN KESATUAN BANGSA DAN POLITIK**

Jln. Jend. Basuki Rahmat Telp/Fax. (0748) 22162 Sungai Penuh

**REKOMENDASI PENELITIAN**

Nomor : 070 / 2022 / Kesbangpol - 2 / II / 2022

- Dasar :
1. Permendagri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah
  2. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian
  3. Peraturan Walikota Sungai Penuh Nomor 35 Tahun 2019 Tentang Kedudukan, Susunan Organisasi, Tugas dan Fungsi Serta Tata Kerja Badan Kesatuan Bangsa dan Politik Kota Sungai Penuh

- Menimbang :
- a. Surat Institut Agama Islam Negeri (IAIN) Kerinci Fakultas Tarbiyah dan Ilmu Keguruan Nomor In.31/D.1/PP.00.9/382/2022 tanggal 17 Februari 2022 Perihal permohonan izin penelitian.
  - b. Berdasarkan pertimbangan sebagaimana dimaksud huruf (a) diatas perlu dikeluarkan rekomendasi riset / Penelitian sesuai dengan proposal yang diajukan.

Kepala Badan Kesbangpol Kota Sungai Penuh, memberikan rekomendasi kepada :

Nama : **NURUL AFDALIA**

NIM : 1810203018

Pekerjaan : MAHASISWI

Kebangsaan : INDONESIA

Alamat : Desa Gedang , Kec. Sungai Penuh, Kota Sungai Penuh

- Untuk :
- 1. Melakukan penelitian dengan judul **IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT TEXT USING BURGER STRATEGY AT THE EIGHTH GRADE OF SMP 9 SUNGAI PENUH ACADEMIC YEAR 2021/2022**

Tempat Penelitian : SMP Negeri 9 Kota Sungai Penuh

Waktu : 18 Februari 2022 s.d 18 April 2022

- Dengan Ketentuan :
1. Sebelum melakukan Riset / Penelitian terlebih dahulu melapor kepada Kepala / pimpinan dan pihak-pihak terkait setempat, untuk mendapat petunjuk seperlunya.
  2. Wajib menjaga tata tertib dan menaati ketentuan yang berlaku di tempat penelitian.
  3. Tidak dibenarkan melakukan Riset / penelitian yang tidak ada kaitannya dengan judul Riset / Penelitian dimaksud.
  4. Tidak menggunakan Rekomendasi Penelitian ini untuk tujuan tertentu, di luar rekomendasi yang diterbitkan.
  5. Rekomendasi ini akan dicabut kembali apabila pemegangnya tidak menaati ketentuan tersebut diatas.
  6. Hasil penelitian diserahkan kepada Walikota Sungai Penuh melalui Badan Kesbang dan Politik Kota Sungai Penuh 1( Satu) exemplar.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya

Sungai Penuh, Februari 2022



KEPALA BADAN

*[Signature]*  
**LEDDI SEPDINAL, SH**  
Pembina Tingkat I  
NIP. 19710905 200604 1 003

Tembusan :

1. Walikota Sungai Penuh.
2. Kepala Badan Penelitian dan Pengembangan Kota Sungai Penuh.
3. Kepala Dinas Pendidikan Kota Sungai Penuh
4. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Kerinci
5. Kepala SMP Negeri 9 Kota Sungai Penuh



**PEMERINTAH KOTA SUNGAI PENUH  
DINAS PENDIDIKAN  
SMP NEGERI 9 SUNGAI PENUH**

Jalan Kolonel M.Koekoeh.

NKP : 37114

Telepon : ( 0748 ) 21222

**SURAT KETERANGAN**

Nomor : 421/C/SMP.9 SPN/2022.

Yang bertanda tangan dibawah ini, Kepala Sekolah Menengah Pertama ( SMP ) Negeri 9 Sungai Penuh Kota Sungai Penuh dengan ini menerangkan bahwa :

- Nama : NURUL AFDALIA
- NIM : 1810203018
- Program Studi : Tadris Bahasa Inggris(TBI)
- Jurusan : Tarbiyah dan Ilmu Keguruan
- Alamat : Desa Gedang Kec. Sungai penuh

Sdri.yang tersebut diatas ini telah selesai melaksanakan Penelitian di SMP Negeri 9 Sungai Penuh, dari tanggal 18 Februari 2022 sampai dengan 19 Maret 2022. dalam rangka menyelesaikan skripsi yang berjudul " **IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT TEXT USING BURGER STRSTEGY AT THE EIGHTH GRADE OF SMP 9 SUNGAI PENUH ACADEMIC YEAR 2021/2022** " dengan hasil Baik.

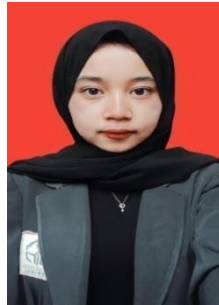
Demikianlah surat keterangan ini kami buat dengan sebenarnya, untuk dapat dipergunakan sebagai mana mestinya. Terima Kasih

Dikeluarkan di : Sungai Penuh

Pada Tanggal : 21 Maret 2022



## CURRICULUM VITAE



### I. PERSONAL INFORMATION

Name : NURUL AFDALIA  
Place/Date of Birth : SUNGAI PENUH/OCTOBER 04<sup>TH</sup>1999  
Address : SUNGAI PENUH  
Religion : MOSLEM  
Nationality : INDONESIAN  
Marital Status : SINGLE  
Father's Name : ELMIZAR  
Mother's Name : YESRITA  
Phone Number : +6282278904012

### FORMAL EDUCATION

NO	SCHOOL'S NAME	PLACE	GRADUTION
1	SDN.024/III Percontohan Desa gedang	Desa gedang	2007-2012
2	SMP N 8 Kota Sungai Penuh	Desa gedang	2012-2015
3	SMA N 4 Kota Sungai Penuh	Kota Sungai Penuh	2015-2018
4	IAIN Kerinci	Kerinci	