

THE USE OF INSIDE OUTSIDE CIRCLE TECHNIQUE TO IMPROVE STUDENT'S WRITING ON RECOUNT TEXT

(A Classroom Action Research at Eight Grade of Islamic Junior High
School Al-Khairiyah Pulokencana)

A PAPER

Submitted to English Education Department as a Partial
Fulfillment of the Requirement for Sarjana Degree



Composed by :

MUTMAINAH
SRN : 132301411

**FACULTY OF EDUCATION AND TEACHER
TRAINING
UNIVERSITY FOR ISLAMIC STUDIES
SULTAN MAULANA HASANUDDIN BANTEN**

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STATEMENT OF ORIGINALITY

I here with declare that the researcher paper I wrote as a partial fulfillment of the requirement for the Sarjana degree and submitted to the English Education Department, the Faculty of Education and Teacher Training wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas where quoted in this paper had been referred to appropriately in accordance to the prevailing legal and intelectual ethnic in the world of scientific writing tradition.

However, if the originality of this paper either partial or wholly is later on proved or it falls under convincing plagiarism. I would be prepared to receive any consequences in the form of any sanction such as loosing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, 8 Juni 2017

Mutmainah

Mutmainah. 2017. The Use of Inside Outside Circle Technique to Improve Student's Writing on Recount Text (Classroom Action Research at the Eight Grade of MTs Al-Khairiyah Pulokencana), A Paper, English Departement, Education and Teacher Faculty of the State of Islamic Institute of Sultan Maulana Hasanuddin Banten.

ABSTRACT

Keywords : Inside Outside Circle, Writing Skill, Recount Text.

This study is to see the improvement of student's writing skill on recount text for eight grade students of MTs Al-Khairiyah Pulokencana by using Inside Outside Circle Technique. The subject of this research is the students of Eight Grade of MTs Al-Kahiriyah Pulokencana which consist of 25 students.

The method used in this study is Classroom Action Research (CAR) which the researcher works collaboratively with the observer. This study was conducted following kemmis with the following procedure of the research: Planning, Action, Observation and Reflection. The study carried out in two cycles and each cycle consist of two meetings. The observation and the test were the data gathered in this study.

The results in this study indicate that there is improvement of the students' skill in writing recount text. Most of the students gradually gained good score at the end of the cycle. The score of Minimum Mastery Criteion – *Kriteria Ketuntasan Minimal (KKM)* of English lesson was 70.00 (seventy). The researcher analyzes the writing component containing content, organization, vocabulary, languge use and mechanics. The mean score in cycle I is 65,36 and the mean score in cycle II is 76. Based on the mean score of both cycle, the mean score in cycle II is higher than cycle I. So there is improvement of writing skill of the second grade students of MTs Al-Khairiyah Pulokencana after being taught by using Inside Outside Circle Technique.

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By:

MUTMAINAH

SRN: 132301411

Under the supervisor of:

Adviser I

Adviser II

Prof. Dr. H. Ilzamudin Ma'mur, MA
NIP. 19610829 199003 1 002

Ila Amalia, M. Pd
NIP. 19770731 200604 2 002

Acknowledged by:

The Dean of Education and
Teacher Training Faculty

The Head of English
Departement

Dr. H. Subhan, M. Ed
NIP. 19680910 200003 1 001

As'ari, S. S., M. Si
NIP. 19741029 200003 1 002

THE ADVISERS' APPROVAL

This is to certify that the undergraduate researcher paper of **Mutmainah** entitled “The Use of Inside Outside Circle Technique to Improve Student’s Writing on Recount Text (A Classroom Action Research at Eight Grade of Islamic Junior High School Al-Khairiyah Pulokencana)”, has been approved by the research paper adviser for further approval by the Board of Examiners.

Serang, 8 Juni 2017

Adviser I

Adviser II

Prof. Dr. H. Ilzamudin Ma'mur, MA

NIP.19610829 199003 1 002

Ila Amalia, M. Pd

NIP.19770731 200604 2 002

THE BOARD EXAMINERS' APPROVAL

This is to certify that the undergraduate research paper of Mutmainah has been approved by the Board of Examiners as a partial fulfillment of the requirement for the degree of Sarjana in English Education.

Serang, Juli 27th 2017

The Board of Examiners

Dr. H. Nana Jumhana, M. Ag
NIP. 19711029 199903 1 002

Chairman/.....

Rohman, M.A
NIP. -

Secretary/.....

Prof. Dr. H. Ilzamuddin, M.A
NIP. 19610829 199003 1 002

Adviser I/.....

Ila Amalia, M. Pd
NIP. 19770731 200604 2 002

Adviser II/.....

Dr. Naf'an Tarihoran, M. Hum
NIP. 19700103 200312 1 001

Examiner I/.....

Dra. Hj. Fitri Hilmiyati, M. Ed
NIP. 19700614 199703 2 001

Examiner II/.....

DEDICATION

This paper is dedicated to My beloved parents, my mom Mudikhah who always give me the support and my father Samsura who never stop praying, my brothers, my younger sister and my aunt Hj. Nani Anisah who always safe me until now.

MOTTO

“Say: Verily, my prayer, my sacrifice, my living, and my dying are for Allah, the Lord of the ‘Alamin (mankind, jinn and all that exists)”.

Q. S Al – An’am: 162

A BRIEF BIOGRAPHY

The writer, Mutmainah, was born in Serang on July 15th, 1994. She is the fifth child of six siblings of Mr. Samsura and Mrs. Mudikhah. She live with her aunt at Jl. Ciptayasa Kp. Tembakang Ds. Pulokencana Kec. Pontang kab. Serang-Banten. She finished her elementary education of SDN Tembakang 1 in 2007, meanwhile junior high school education were respectively finished at MTs Al-Khairiyah Pulokencana in 2010, and senior high school education finished at MA Al-Khairiyah Pontang in 2013. She continued her education by joining undergraduate program of English Education Departement, Faculty of Education and Teacher Training, the State Institute for Islamic Studies “Sultan Maulana Hasanuddin” Banten.

Serang, 8 Juni 2017

The writer

Mutmainah

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In the name of Allah, the Most Gracious and Merciful

There is no valuable word to be said but all praise and gratitude be to Allah SWT. The King of the King, the Lord of the world and the Creator of everything. Because of His graciousness and mercifulness, the writer is able to finish this paper. Peace and solution always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness and from the bad moral to the good moral. Also he brought us from the stupidity era until modern era like today.

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Last, her very sincere thanks especially to her beloved parents, and all of those who helped her, who are not mentioned personally here, without their patience, guidance and cooperation her paper could have never been written.

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The writer

Mutmainah

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CHAPTER I

INTRODUCTION

A. BACKGROUND OF STUDY

In Modern era today, English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The area of english has always become a special interest. It is because of the importance of English in any scope of our lives, such as in bussiness, economi, technology, politic, entertainment, health and education.

As a communication device, in Indonesia, English is adopted as the foreign language. Nowday, english becomes one of the subject in the school that is taught not only in junior high school, senior high school and university but also in Elementary School even in the Kindergarten.

In learning English language, learners need to master four language skills. Those are listening, speaking, reading and writing. Listening and reading skills are regarded as receptive skills while speaking and writing skills are considered to be productive skills.¹ Productive skills allow us to hear and see the process as it is performed. Writing gives a permanent product in the form of a written piece.² It's mean that writing involves producing language rather than receiveing it.

According to the Psycholinguist theory, Eric Lenneberg, in a discussion of species specific, states that “ writing is like swimming. Human beings universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behaviour.³ The statement above means that writing need and extra effort than other skills.

Anna Raimes in her book said that writing helps the student learn, detail as follow:

¹ Jeremy Harmer, *The Practice of English Language Teaching*, (Longman: Pearson Education,), Third Edition, 199.

² H. Douglas Brown, *Language Assessment; Principles and Classroom Practice*, (Longman: Pearson Education, 2004), 113.

³ H. Douglas Brown, *Teaching by Principle; An Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2001), 334.

“Writing helps the student learn Why? First, writing reinforce the grammatical stuctures, idioms and vocabulary that have been taught by the students. Second, when the students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say. Third, when they write, they necessarily become very involved with the new language, the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning”.⁴

In the Curricullum 2013, one of the competence that should be mastered by the student is be able to write the example of recount text, it is written in the syllabus KI 4 KD 15⁵ ;

“Drafting recount text oral and written, short and simple about the activities, the accidents or events to pay attention to the social function, text structure and the laguage feature based on the context” (*menyusun teks recount lisan dan tulis, pendek dan sederhana tentang kegiatan, kejadian, atau peristiwa dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks*)⁶.

But in fact, most of the students still have difficulties in english moreover in writing skill, especially the students of MTs Al-Khairiyah Pulokencana.

⁴ Ann Raimes, *Techniques in Teaching Writing*, (New York : Oxford University Press, 1983), first edition, 3

⁵ KI (kompetensi Inti), KD (Kompetensi Dasar).

⁶ Peraturan Menteri Pendidikan dan Kebudayaan Nomor 68 Tahun 2013 Tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah.

The students of grade VIII have difficulties in learning writing recount text, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. For example, the grammatical of indonesian language is different form english language. while, writing is not only write the sentence to be a paragraph but also it should use the correct structure to make a good text. The students have to learn how english sentence are formed and how paragraph and longer pieces are constructed.⁷ Another problem According to William Zinsser (1988) in Richard's book, why writing is difficult? It is because teachers often make the students afraid of writing at an early age by assigning topics for which young writers have no aptitude or interest.⁸

Actually there are many ways to improve student's outcome especially in writing skill, Many Techniques can be applied to create the interesting teaching related to students' condition. In

⁷ Ann Raimés, *Techniques in Teaching Writing*, 115.

⁸ Janet C. Richard, *Doing Academic Writing in Education*, (New Jersey : The Taylor and francis e-Library, 2008), 5.

this case, the writer choose the grade VIII because their writing skill is still low and to solve the students' problem in writing recount text, the writer uses Inside Outside Circle Technique.

Inside Outside Circle is one of the cooperative learning technique developed by Spencer Kagan. During Inside Outside Circle, the students stand in two concentric circle around the room with the inside circle facing in and the outside circle facing out, so each student is facing a partner.⁹ The primary reason to recommended this technique is to enable students to interact with others by using two concentric circle with which they are facing each other at the same time.¹⁰ This technique allow the student to explore and share their ideas to the others. Beside that, this technique can be applied out of the classroom, so the students can enjoy and fun to follow activities of study.

Based on the reason above, the researcher tries to identify the use of inside outside circle to improve students writing on recout

⁹ Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), 7.16.

¹⁰ M. Sudrajad and Armeria W, "The effectiveness of Inside Outside Circle By Using Cue Card for Students' Speaking Skill at seventh Graders", *Journal of English Educators Society*, Vol 1, (March, 2016), 61.

text at eight grade of MTs Al-Khairiyah Pulokencana in academic year of 2016/2017.

B. STATEMENT OF THE PROBLEM

The researcher specifies the research in improving writing by using Inside Outside Circle Technique in the class VIII of MTs Al-Khairiyah Pulokencana. Then, to make the study easy to understand, the writer formulates the problem as follows:

1. How is the student writing on recount text at Eight grade in MTs Al-Khairiyah Pulokencana?
2. How is the use of the Inside Outside Circle Technique in teaching writing?
3. How is the Inside Outside Circle Technique improved students writing on recount text?

C. LIMITATION OF THE PROBLEM

The researcher conducts a research about the use of inside outside circle to improve student's writing on recount text. It is conducted only for students of the second grade Islamic Junior High School "Pulokencana" Academic Year 2016/2017.

This research is trying to develop students' skill in writing especially on recount text. The researcher takes recount text because most of the student still find many difficulties in writing recount text.

D. OBJECTIVES OF RESEARCH

Based on the formulation of the problems above, the researcher can formulate this study with the following objectives:

1. To know how the student writing on recount text at Eight grade in MTs Al-Khairiyah Pulokencana.
2. To know how the use of Inside Outside Circle Technique in teaching writing.
3. To know how the Inside Outside Circle Technique improved student writing on recount text.

E. BENEFITS OF RESEARCH

The results of this study are expected to contribute in improving student learning outcomes in class VIII MTs Al-Khairiyah Pulokencana on subjects in English. As in detail the

expected benefits of this research are theoretical and practical benefits:

1. The theoretical benefits

- a. Being a science and knowledge for researchers.
- b. Adding to the treasures of knowledge as a provision become professional teachers in the future and to know the extent to which the student's skill in capturing the lessons that have been delivered.

2. Practical benefits

- a. For the teacher

The application of this Technique is expected to contribute ideas determining the curriculum, provide feedback to teachers, especially teacher of English, so that was not so authoritarian and monotonous in teaching and learning in the classroom. An English teacher can give students the chance to develop any material which has been taught so that students truly understand and correct implementation in everyday life. And by this technique is expected to further increase student learning, especially in English lesson.

b. For the students

It helps the students to write recount text by using Inside Outside Circle because this technique give them the chance to explore their ideas so it makes esiaer to write recount text.

F. ORGANIZATION OF WRITING

The paper is consisting of five chapters as follow:

The first chapter discusses about an introduction that conclude about the background of study, the formulation of problems, the objective of research, the benefits of research and the organization of writing.

The second chapter explain about review of related literature those are definition of writing, process of writing, types of writing performance, genres of writing, definition of recount text, generic structure of recount text, langauge feature of recount text, kind of recount text, definition of inside outside cirlen (IOC), the procedure of IOC, advantages of IOC and disadvantages of IOC.

The third chapter discusses about methodology of research that consist of place and time of research, subject and object of

research, method of research, procedure of research, technique of collecting data, and technique of data analysis.

The fourth chapter discusses about data analysis conclude of descriptive of data and technique of data analysis.

The fifth chapter closing conclude of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. WRITING

1. Definiton of Writing

Writing is one of four language skill that should be mastered by by the students. Many expert have defined writing in many context. Hyland define writing as “sociocognitive activities which involves skills in planning and drafting as well as knowledge of language, context and audience”.¹¹

Writing, however is more than a matter of arranging elements in the best order, and writing instruction is more than assisting learners to remember and execute the patterns. Writing is seen as a product constructed from the writer’s command of grammatical and lexical knowledge. According to Fletcher in Janet C Richard’s book, Good writing isn’t forged by magic or hatched

¹¹ Ken Hyland, *Second Language writing*, (New York: Cambridge University Press, 2004), 23.

out of thin air. Good writing happens when human beings take particular steps to take control of their sentences, to make their words do what they want them to do.¹²

From some definition of writing above the researcher can conclude that Writing is a way of sharing personal meaning in written context and emphasize the power of the individual to construct his or her own views on a topic.

2. The Process of writing

Writing is not like reading or listening, to make a product of writing, it needs some process in it. Many expert explain about the stage of writing process. Tricia Hedge divided the process of writing in 4 stages, they are communicating, composing, crafting and improving.¹³ According to Jeremy Harmer, writing as a process has some stages they are planning, drafting, editing (reflecting and revising) and final version.¹⁴ Meanwhile in Barbara Fine Clouse's book, successful writers typically engage

¹² Janet C. Richard, *Doing Academic Writing in Education*, 1.

¹³ Tricia Hedge, *RBT Writing; Resource Book for Teacher*, (New York: Oxford University Press, 2008), 17.

¹⁴ Jeremy Harmer, *How to teach Writing*, (Longman : Pearson Education, 2004), 4-5.

in a number of activities, and do so takes time. They are prewriting, drafting, revising and editing.¹⁵ The process of writing detail as follow:

a. Prewriting

Prewriting is the first step of writing. It is the process which the writer try to get many ideas to write about. The activities in prewriting are brainstorming, collecting data, note taking and outlining.¹⁶

b. Drafting

After getting some ideas, the next step is drafting. In this step the writer make the first attempt getting those ideas down.

c. Revising

Revising can be defined as the process wich the writer reading over the draft and fixing spelling and punctuation. According to Tobi Fulwiler, revising means plan to rewrite everything more

¹⁵ Barbara Fine Clouse, *A troubleshooting Guide Strategies and Process for Writes*, (New York: McGraw-Hill, 2005), xii-xiii.

¹⁶ Ken Hyland, *Second Language writing*, (New York: Cambridge University Press, 2004), 11.

than once, Rereading the first words and determining whether or not they do the job that want them to do.¹⁷

d. Editing

Editing is the last stage of writing process. In this stage, the writer hunt for errors and mistakes especially in grammatical errors, so they do not distract the reader.

3. Types of Writing Performance

According to Brown there are four major categories of classroom writing performance, those are imitative, intensive, responsive, extensive.¹⁸

a. Imitative or writing down

At the beginning level of learning to write, students will simply “write down” english letters, words, and possibly sentences in order to learn the conventions of the orthographic code.¹⁹ Some forms of dictation fall into this category, although dictation can serve to teach and set higher-order processing as

¹⁷ Tobi Fulwiler, *College Writing; A Personal Approach to Academic Writing*, (The United States of America; Boynton/Cook Publisher, 2002), Third Edition, 20.

¹⁸ H. Douglas Brown, *Language Assesment*, 219.

¹⁹ H. Douglas Brown, *Teaching by Principles*, 343.

well. The examples of this writing performance are copying, picture-cued tasks, form completion tasks and converting numbers and abbreviation to words.

b. Intensive or controlled

This intensive writing typically appears in controlled, written grammar exercises. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. Some examples of this type are dictation, grammatical transformation tasks and ordering tasks.²⁰

c. Responsive

Responsive performance requires learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs.

d. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes. The writers

²⁰ H. Douglas Brown, *Language Assessment*, 225.

focus on achieving a purpose, organizing and developing ideas logically.

In this research the writer focus on extensive writing where the students were asked to organize and develop their ideas to make a good short paragraph of recount text.

4. The Reason of Writing

Based on Tricia Hedge's book, there some purpose of writing why someone writes something, as follow:²¹

- a. For paedagogic purposes, to help students learnh the system of language.
- b. For assessment purposes, as a way of astablishing a learner's progress or proficiency.
- c. For real purposes, as a goal of learning, to meet student's needs.
- d. For humanistic purposes, to allow quieter students to show their strenghts.
- e. For creative purposes, to develop self-expression.

²¹ Tricia Hedge, *RBT Writing; Resource Book for Teacher*, 9.

- f. For classroom management purposes, as a careful mode of working with settles students down.
- g. For acquisitional purposes, as a careful mode of working with language which enable students to explore and reflect in language in a conscious way.
- h. For educational purposes, to contribute to intellectual development and to develop self-esteem and confidence.

5. Genres of Writing

There are many genre of writing. Every genre has its own purpose. According to Brown, writing has 3 genres as follow:²²

- a. Academic writing

Academic writing is a style of writing governed by rules and practices such as a formal strucutre and order, citation of research to support ideas, and the use of correct spelling, grammar and punctuation. Some example of academic writing are paper and general reports, essays, journal, technical report, theses, and dissertations.

²² H. Douglas Brown, *Language Assesment*, 219.

b. Job related writing

It is a style of written communication used in workplace environment that allows professionals to make informed decisions. The purpose of this genres writing is to convey information to readers within workplace. Some writing product that include in this genre are messages, letters/emails, memos, advertisements, announcements, schedules and labels.

c. Personal writing

Peronal writing can be defined as atype of writing that usually concerns personal matters and it can be sent from one individual to another. Some examples of personal writing are letters, greeting cards, invitation, diary, personal journal, medical report and notes.

In this research the researcher focus on writing personal writing in Classroom Action Research application to improve student writing on Recount Text.

B. RECOUNT TEXT

1. Definiton of Recount Text

Mark and Kathy Anderson defined a recount as “a piece of text that retell past event, usually in the order in which they happened”.²³ According to Hyland, “Recount is a kind of text that has social function to reconstruct past experiences by retelling events in original sequence”.²⁴ From the explanation above it can be understood that recount text is a text that retell about someone’s experiences or activities in the past time. The purpose of a recount is to give the audience a description of what occurred and where it occurred.

Some example of recount text are personal letter, television interview, speeches, newspaper report and eyewitness account.

2. Generic Structure of Recount Text

Recount Text has three generic Structures as follow:²⁵

²³ Mark Anderson and Kathy Anderson, *Text Type in englis 1-2*,(South Yarra: Macmillan, 1997), 48.

²⁴ Ken Hyland, *Second Language writing*, (New York: Cambridge University Press, 2004), 20.

²⁵ Mark Anderson and Kathy Anderson, *Text Type in English 1-2*, 50.

- a. *Orientation* : It can be define as a first paragraph that gives background information about who, what, where, and when the event happened.
- b. *Events* : It is a series of paragraphs that retell the events in the order in which they happened.
- c. *Re-orientation* : It is a concluding Paragraph (not always necessary).

3. Language Feature in a Recount Text

The common language feature of recount text are:

- a. Proper nouns to identify those involved in the text
- b. Descriptive word to give details about who, what, when, where and how.
- c. The use of past tense to retell the event.
- d. Words that shows the order of events, for example :
first, after that, then.

C. INSIDE OUTSIDE CIRCLE TECHNIQUE

1. Definition of Inside Outside Circle Technique

Inside Outside Circle is one of Cooperative learning techniques which involve the students to work in group. Wendy Jolliffe stated in her book that: “ in essence cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others”.²⁶ According to Robert E Slavin, the effects of cooperative methods have been studied in two principal areas: student achievement and student social relationships.²⁷ Positive effects on achievement in a cooperative group means students are likely to encourage and help one another to learn meanwhile positive effects on social relationships, such as improved race relations and attitudes toward academically handicapped classmates, are also expected because cooperative learning creates the conditions of nonsuperficial, cooperative contact long believed to improve relationships across such boundaries as race or ethnicity.

²⁶ Wendy Jolliffe, *Cooperative Learning in The Classroom Putting into Practice*, (London: Paul Chapman Publishing, 2007), 3.

²⁷ Robert Slavin, Shlomo Sharan, Spencer Kagan, Rachel Hertz L, *et al.*, *Learning to Cooperate; Cooperating to Learn*, (New York: Plenum Press, 1985), 9.

As one of cooperative learning techniques, Inside Outside Circle facilitates verbal interaction between learners, which give them opportunity to practice more with their rolling pairs in two concentric circles.²⁸ It was introduced by Spencer Kagan. According to Spencer Kagan, "Inside Outside Circle is used to have students respond to teacher's question, but we can use the structure to move smoothly from Inside Outside Circle random teams".²⁹

In the Inside Outside Circle, the students stand in two concentric circles, the first is inside circle which the students facing outward, and the second is outside circle which the students facing toward the students in the inside circle. This technique allows the students to share information with their partner in the same time.³⁰

Inside Outside Circle technique can be applied in the classroom or out of the class. This will make the students out of

²⁸ Dewi Sri Wahyuni, Mukhayar and Kusni, "Improving Students' Speaking Skill by Using Inside-Outside Circle Technique", *Journal English Language Teaching*, Vol. 1 Numb. 2, (July, 2013), 18.

²⁹ Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, 7.16.

³⁰ M. Sudrajad and Armeria W, "The effectiveness of Inside Outside Circle By Using Cue Card for Students' Speaking Skill at seventh Graders", *Journal of English Educators Socie*, Vol 1, (March, 2016), 61.

boredom of the routine activities in the classroom, so they will enjoy to follow the class. Beside that, the teacher can ask the one line rotates and the other remains in the place, so the students will find a new partner to share information.

2. Inside Outside Circle Procedure

Before applying the inside outside circle technique in teaching process, there are several preparation that should be done by the teacher.

- a. Determine the material which suitable with the technique.
- b. Write list steps to make easy the teacher when explaining the technique to the students, so the students more understand with the process that will be done in the learning activities.

According to Spencer Kagan, there are four steps in applying the Inside Outside Circle in teaching process. They are fun interview, pair selected, pairs pair, and timed roundrobin.³¹

³¹ Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, 7.16 - 7.17.

a. Step 1 : Fun interview

Before doing the fun interview, the students are divided into two equal group and stand to make two concentric circle. the first group is called inside circle and other group is called outside circle, and they face each other.

While students are standing in the Inside Outside Circle, they do a pair interview with their face partner. The students of inside circle ask the students of outside circle about some topic such as vacation, dream or favourite food, and they answer the question of their partner. After that, one line rotates, and the other line remains in place to find a new partner and they do interview again, and it is time for the students of outside circle to ask the students of inside circle.

b. Step 2 : Pair selected

In this step the teacher selects two adjacent pairs to team up to form a team of four and sit down as a team.

c. Step 3 : Pairs pair

The third step is pairs pair. In this step the selected pair from the second step walk toward each other to close the gap, and they leave to sit down as a team.

d. Step 4 : Time RoundRobin

Time RoundRobin is the last step of Inside Outside Circle. when the students are stated as a team, they share the information about their partner in the group about what they have learned in the pair interview.

At the end of the process, to close the teaching process, the teacher can make a conclusion about the material that have been taught or evaluate the learning process that have been done.

3. The Advantages of Inside Outside Circle Technique

As one of the cooperative learning technique which give the students chance to work in group, Inside Outside Circle technique has some advantages, such as:

- a. Inside Outside Circle Technique gives the students opportunity to share the information with different partner in the same time.

- b. This technique can improve student's communication ability and explore their ideas.
- c. As one of the cooperative learning technique, Inside Outside Circle can sets the stage for students to learn very valuable collaboration and social skills that they will use throughout their lives.³²
- d. This technique engages all students to active in learning process.
- e. This technique has a clear structure, so the teaching process will be effective to improve the student's learning outcome.
- f. This technique can minimize the student's of boredom of the classroom activities.³³

4. Disadvantages of Inside Outside Circle Technique

It is like another technique in teaching process, Beside having advantages, Inside Outside Circle also have disadvantages, such as:

³² Richard I Arends, *Learning to Teach*,(New York: McGraw-Hill, 2002), Ninth Edition, 361.

³³ I. K Premiawan, "The Application of Inside Outside Circle Based Problem Solving in Competences Achievement", *International Conference on Mathematics, Science and Education*, (2014), C-2.

- a. This technique requires a large classroom if applied in the class, because it will be difficult if the class too small.
- b. This technique has long process, so it requires long time to do.

D. PREVIOUS STUDY

The researcher found some previous studies inside outside circle as follow:

1. Mala Alfiana (11310061). *Improving Student's Speaking Mastery Through Inside Outside Circle (IOC) Technique in The Second Year Students of SMA Negeri 1 Welahan, Jepara*. She is the student university of State Institute for Islamic Studies (STAIN) Salatiga. She did a Classroom Action Research in the second year of SMA Negeri 1 Welahan in Academic Year 2013/2014. From her research can be conclude that there was influence of the use of Inside Outside Circle in teaching speaking. It is can be seen on the pre-test and post test score. The pre-test score was 59,44 and the post-test score was 68,33 in

cycle. In the cycle 2, the pre-test score was 63,22 and the post-test score was 70,55. It's mean that the use of Inside Outside Circle Technique can improve student's speaking ability.³⁴

2. **Mochamad Sudrajad** and **Armeria Wijaya**. *The Effectiveness of Inside Outside Circle by Using Cue Card for Students' Speaking Ability at Seventh Graders*. This is an experimental research that has been done in 2016 in Surabaya. From this research can be concluded that Inside Outside Circle gives a significant result in students' speaking ability. It can be proved that the scores of the students in the experimental group of posttest are higher than those in the pretest.³⁵
3. **Marini Pusva Dewi, Atni Purwati** and **M Syarfi**. *The Use of Inside Outside Circle Strategy to Improve the Ability of the First Year Students of SMPN 2 Kuantan*

³⁴ Mala Alfiana, "Improving Student's Speaking Mastery Through Inside Outside Circle Technique in The Second Year of SMA Negeri 1 Welahan Jepara", (A Graduating Paper, State Institute for Islamic Studies Salatiga, 2014).

³⁵ M. Sudrajad and Armeria W, "The effectiveness of Inside Outside Circle By Using Cue Card for Students' Speaking Skill at seventh Graders", *Journal of English Educators Socie*, Vol 1, (March, 2016), 59-70.

Hilir in Comprehending Descriptive Text. This is a classroom action reserach which had conducted at SMPN2 Kuantan Hilir, Riau. From this research the writer stated that the implementation of Inside Outside Circle can improve the students' reading ability. It can be seen from the pre-test to post-test I until pos-test II. The average score of the pre-test was 57,89 (poor to average level), while the average score of post-test I was 64,4 (average to good) and the average score of post-test II was 75,15 (average to good level). It proved that Inside Outside Circle Technique makes the students can keep developing their thinking and leads the students have a good concentration toward the reading material.³⁶

In this research, the writer try to use Inside Oustide Circle Technique to improve student's writing ability especially on recount text.

³⁶ Marini Pusva Dewi, Atni Purwanti, M. Syarfi, "The Use of Inside Outside Circle Strategy to Improve the Ability of the First Year Students of SMPN 2 Kuantan Hilir in Comprehending Descriptive Text", *Academic Journal of University of Riau*, (November, 2012), 1-12.

CHAPTER III

RESEARCH METHODOLOGY

A. METHOD OF THE RESEARCH

This research used a Classroom Action Research is commonly called the CAR. CAR can be interpreted as a class of research that aims to improve the quality of the process and outcomes of education through learning in the classroom. CAR is also an effort to improve the quality of learning.

According to David Hopkins “Classroom Action Research is an act undertaken by teachers, to enhance their own or a colleague’s teaching, to test the assumptions of educational theory in practice, or as a means of evaluating and implementing whole school priorities”.³⁷ Meanwhile Nunan define Classroom Action Research as follow:

Action research is a systematic, interactive process of (1) identifying an issue, problem, or puzzle we wish to investigate in our own context, (2) thinking and planning an appropriate action to address that concern, (3) carrying out the action, (4)

³⁷ David Hopkins, *A teacher's Guide to Classroom Research*, (New York: Open University Press, 2008), Fourth Edition, 1.

observing the apparent outcomes of the action, (5) reflecting on the outcomes and on other possibilities, and (6) repeating these steps again.³⁸

Wilfred Carr and Stephen Kemmis also defined Classroom action research as follow:

Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out.³⁹

Thus, clear that classroom action research is evaluate and reflective as it aims to bring out change and improvement in practice.

Based on the statements above, Classroom Action Research is a method carried out as a device to overcome diagnosed problem in learning activity in the class. It might be essential to improve the quality of teachers, administrators, students, the teaching process and certain community personel. Furthermore, it will give

³⁸ David Nunan and Kathleen M. Bailey, *Exploring Second Language Classroom Research*, (Boston : Heinle Cengage Learning, 2009), 227.

³⁹ Wilfred Carr and Stephen Kemmis, *Becoming Critical; Education, Knowledge, and Action Research*, (New York: Deakin University Press, 2004), 162.

the better result when done collaboratively of teaching learning process in education.

B. SUBJECTS OF THE RESEARCH

The subject of this research is the students in VIII class of MTs Al-Khairiyah Pulokencana, academic year 2016/2017. The number of the students consist of twenty five students, nineteen girls and six boys. This class is chosen based upon the writer's observation at the class proving that they are not enthusiastic and not courage enough to involve in the writing learning process. That is why they need an appropriate technique to help them improve their writing skill.

C. PLACE AND TIME

This research carried out for 2 months started from April 27th 2 up to Mei 20th 2017. The place is in the VIII class of MTs Al-Khairiyah Pulokencana academic year 2016/2017. MTs Al-Khairiyah Pulokencana is one of the Islamic Junior High Schools in Pontang. It is located in Ciptayasa Street, Pulokencana Pontang.

D. PROCEDURES OF THE RESEARCH

This research used Classroom Action research. It consist of two cycles in which each cycle contains four stages, namely: Planning, acting, observing and reflecting. Moreover, in this research the writer will conduct this classroom action research into two cycle. As stated in Class action reeseach cycle by Kemmis and Taggart stated in McNiff's book , a classroom action research should be conducted at least in two cycles. If the result are less satisfactory, researcher can perform the cycle once again in order to achieve the crietria that have been determined.

Classroom action research procedure consists of four stages in one cycle, they are planning, Action, observation and reflection.⁴⁰

1. Planning

Planning usually start with something like a general idea. For one reason or another it seems desirable to reach certain objectives. This stage was the first step of research procedure. This was the most important step in conducting Action Research as by knowing the problems, the writer and the teacher could find

⁴⁰ Jean McNiff and Jack Whitehead, *Action Research; Princilpes and Practice*, (New York: The Taylor and Francis e-Library, 2002), 41.

a good solution to solve the problem. Three steps that have to do in planning stage:

- a. Make lesson plan
- b. Make a LOS (Student Observation Sheet)
- c. Make a question/test

2. Action

After obtained a picture of the class, attention interests of learners, learning tools, then the action is with the learning by using Inside Outside Circle Technique. Activities carried out in this stage is to carry out learning scenarios that have been planned.

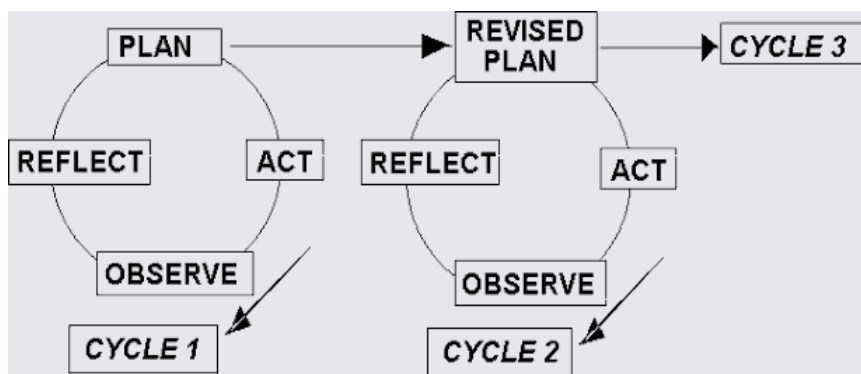
3. Observation

This phase is carried out observations on the implementation of the action by using observations that have been set up to determine the condition of the class, so the data is collected in this cycle.

4. Reflection

The data obtained through observations collected and analyzed. Furthermore, researcher take remedial action in the

next cycle. Based on the results of this reflection will be known the weaknesses of the learning activities conducted by the teacher so that it can be used to determine the class action in the next cycle.



The Action Research Cycles ⁴¹

E. TECHNIQUES OF COLLECTING DATA

Technique of collecting data in this research used qualitative and quantitative data. The qualitative data consist of observation. Meanwhile, the quantitative data, the writer used, pre-test and post-test.

1. Observation

⁴¹ Jean McNiff and Jack Whitehead, *Action Research; Principles and Practice*, 41.

Observation is done to identify teaching and learning activities, especially writing activities directed by the real teacher and to reveal problem of writing activity in a classroom. It may be about the teacher's performance during Classroom Action Research and students' response concerning the use of Inside Outside Circle technique.

2. Test

The test used in this research is written test. To know students' existing knowledge of writing skill, the writer will give written test to the students. Because the test is written test, the writer divides the score into five criteria, which are the scores of content, organization, vocabularies, language use and mechanics.⁴²

Table 3.1
Writing Criteria Assessment

Criteria	Score	Explanation
Content	30-27	<i>EXCELLENT TO VERY GOOD</i> Knowledgeable, substantive,

⁴² Sara Chusing Weigle, *Assessing Writing*, (Cambridge : Cambridge University Press, 2009), 116.

	<p>relevant to assigned topic.</p> <p>26-22 <i>GOOD TO AVERAGE</i> Some knowledge of subject, adequate range, mostly relevant to topic but lacks detail.</p> <p>21-17 <i>FAIR TO POOR</i> Limited knowledge of subject, little substance, inadequate development of topic.</p> <p>16-13 <i>VERY POOR</i> Doesn't show knowledge of subject, on-substantive, not pertinent, or not enough to evaluate.</p>
Organization	<p>20-18 <i>EXCELLENT TO VERY GOOD</i> Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.</p> <p>17-14 <i>GOOD TO AVERAGE</i> Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.</p> <p>13-10 <i>FAIR TO POOR</i> Non-fluent, ideas confused or disconnected, lacks logical sequencing and development.</p>

	9-7	<i>VERY POOR</i> Does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18	<i>EXCELLENT TO VERY GOOD</i> Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17-14	<i>GOOD TO AVERAGE</i> Adequate range, occasional error of word/idiom form, choice, usage but meaning not obscured.
	13-10	<i>FAIR TO POOR</i> Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
	9-7	<i>VERY POOR</i> Essentially translation, little knowledge of english vocabulary, idiom or word form.
Language Use	25-22	<i>EXCELLENT TO VERY GOOD</i> Effective complex constructions, few errors of agreement-tense - number - word order – articles – pronouns - preposition.
	21-18	<i>GOOD TO AVERAGE</i> Effective but simple

	<p>17-11</p> <p><i>FAIR TO POOR</i></p> <p>Major problem in simplex/problem construction, frequent errors of negation – agreement – tense – articles – pronouns – preposition – deletion, meaning confused or obscured.</p> <p>10-5</p> <p><i>VERY POOR</i></p> <p>Virtually no mastery of sentence construction rules, dominated by errors, does not communicate.</p>	<p>construction, minor problems in complex constructions, several errors of agreement – tense – number - word order – articles – pronouns - preposition but meaning seldom obscured.</p>
Mechanic	<p>5</p> <p><i>EXCELLENT TO VERY GOOD</i></p> <p>Demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.</p> <p>4</p> <p><i>GOOD TO AVERAGE</i></p> <p>Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.</p>	

	3	<i>FAIR TO POOR</i> Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	<i>VERY POOR</i> No mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragtaphing, handwriting illegible.

F. TECHNIQUES OF DATA ANALYSIS

To analyze the data, the researcher will apply the following step:

- a. Collecting and submitting the data (student's test sheet)
- b. Analyzing and scoring the student's test sheet
- c. To identify student's score in writing, the researcher will use this formula of writing test as follow:

S:Content+Vocabulary+Language Use+Organization+Mechanic

- d. Accounting the average of student's score. It is used to know how well students' score as a whole on writing skill. It uses the formula:⁴³

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

\bar{X} = mean

x = total of individual score

n = number of students

- e. After get the average of student's score the researcher tries to get the class percentage which pass the KKM 70 (seventy). It uses the formula:⁴⁴

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

P = The Class Percentage

F = number of student's who pass the KKM

N = Number of Students

⁴³ Anas Sudijono, *Pengantar Statistika Pendidikan*, (Jakarta: RT Raja Grafindo Persada, 2008), 81.

⁴⁴ Anas Sudijono, *Pengantar Statistika Pendidikan*, 43.

G. THE SUCCESS OF ACTION RESEACRH STANDARD

The success of the action research standard is set up to determine whether the action in the research is successfully completed or not. In line with this study, the criteria of action success is decided as follow:

- The student's writing score could achieve the target of the Minimum Mastery Criteria-Kriteri Ketuntasan Minimal (KKM) of English (70.0) or above. It is considered successful if 75% of the students with individual score in writing recount text at least the same as or above 70.0.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Description

After conducting classroom action research, the writer could analyze the result of the student's writing ability by using Inside Outside Circle technique in each cycle of action and result of the test. The data of the research taken from writing ability test which given the student of the second grade of MTs Al-Khairiyah Pulokencana, and the writer took 25 students as a subject of the research. This research consist of two cycle, each cycle consist of twomeetings. The first meeting of first cycle discussed the topic about *What Did You Yesterday?*, the second meeting of the first cycle discussed about *Unforgottable Experience* and the second cycle discussed about *Holiday*.

The reseracher chose the second grade of MTs Al-Khairiyah Pulokencana to impelement the Classroom Action research, beacuse from the result of the observation, this class shown that

most of them find some difficulties in learning English especially on writing recount text and their score is still low and below the KKM. It can be seen from their middle test score below:

Table 4.1
The Students' Score in Middle Test

No	Students' Name	Score	Note
1	Aslifah Safitri	43	Below the KKM
2	Banun	39	Below the KKM
3	Deva Sunatri	35	Below the KKM
4	Elsa	46	Below the KKM
5	Erna Rosita	45	Below the KKM
6	Erni Rosmawati	52	Below the KKM
7	Faradila	43	Below the KKM
8	Ida Farida	40	Below the KKM
9	Jove Bintang Grisseldi	75	<i>Pass the KKM</i>
10	Junariyah	40	Below the KKM
11	Kameliyah	38	Below the KKM
12	Kartika	45	Below the KKM
13	Kusniyah	62	Below the KKM
14	Lilis	49	Below the KKM
15	Marisa Ramadhani	48	Below the KKM
16	Maulana Andreas	41	Below the KKM
17	Mestianah	40	Below the KKM
18	Muhammad Dodi	30	Below the KKM
19	Nurafiyah	70	<i>Pass the KKM</i>
20	Sanawati	37	Below the KKM
21	Sarmilah	30	Below the KKM
22	Sofianah	72	<i>Pass the KKM</i>
23	Sukmaraja	38	Below the KKM
24	Taufik Hidayat	34	Below the KKM
25	Yahya	32	Below the KKM
TOTAL		1122	

MEAN	43,2	
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From the table above, the researcher can conclude that most of the students of eight grade get the low score or below the KKM that is 70,00. They still found many problems and difficulties in learning English, especially in writing skill. So that the researcher try to implement the classroom action research to improve students scores in English lesson by using inside outside circle technique in teaching writing.

1. Cycle 1

a. Planning

Planning is the first stage in the classroom action research. Planning is made based on the diagnosed problem faced by studentst toward writing skill of recount text. When the researcher and the collaborator planned the procedure in the classroom action research, the researcher prepared the teacheing material, lesson plan,and also developed teaching procedure through the activity of students in the classroom. The researcher

prepared the instrument of research such as observation sheet, example of recount text script and test.

b. Action

The action of the cycle 1 was done on Friday, April 28th 2017 at 07.30-09.00 a.m and on Saturday, April 29th at 07.15-08.50 a.m. this was the first acting in the implementing of classroom action research. In this cycle, there was two meetings. The researcher as a teacher implemented the teaching learning process based on the lesson plan which made by the researcher.

In the first meeting, the teacher taught the recount text. The teacher explained about definition, social function, generic structure and language features of recount text. The teacher also explain about past tense because before they try to write example of recount text at the end of the cycle, they have to understand about past tense itself. the topic of this meeting is about *what did you do yesterday?*. After explaining about recount text, the teacher ask the students to read an example of recount text and find out some example of past tense of the text. It was done to

know whether the students have understood about the material or not.

In the second meeting, the teacher reviewed the material. after that, the teacher gave the student a text about someone's unforgettable experience. The topic in the second meeting is about Unforgettable Experience. In this meeting, the teacher implemented the inside outside technique to improve student writing especially on recount text. the teacher divided the students into two groups called inside circle and outside circle. They make circle and faced each other. They shared about their unforgettable experience and rewrite it in their book.

c. Observation

This is the third stage in classroom action research. In this stage, the teacher observed student's performance in the teaching and learning process, especially when the students were asking their partner and writing the text. in this stage, the students asked the teacher about the translation from Bahasa to English and how to write the sentences. Also the collaborator as an observer helped the researcher to observe the teaching and learning activity. In

this cycle the students' enthusiasm was good enough because the teacher provided a good class and students' condition by using game before the students started the material. But some of them still confuse about the procedures of the technique that will be done at the time in learning activities, because it was the first time they studied by using this technique. In other hand, they are more interested to learn the material.

d. Reflection

Base on the observation in teaching and learning process that had been done in the first cycle, the researcher and the observer discussed the conclusion that was taken from the cycle 1. The conclusion are:

- 1) There were some students who still confuse about the procedure of learning activities that will be done.
- 2) There were some students who had not finished yet their assignment, it was caused the time was not enough.
- 3) There were some students who still got difficulties to translate and write the sentences in a good order, it was

because they did not understand about the structure and lack of vocabularies.

So, from the reflection above the researcher will conduct the next cycle to solve these problems and emphasize the students' writing by using inside outside circle technique.

The score was obtained from the test in cycle 1. The researcher get the students' score as follow:

Table 4.2

The Score of Test in Cycle I

The students' writing score about Unforgottable Experience

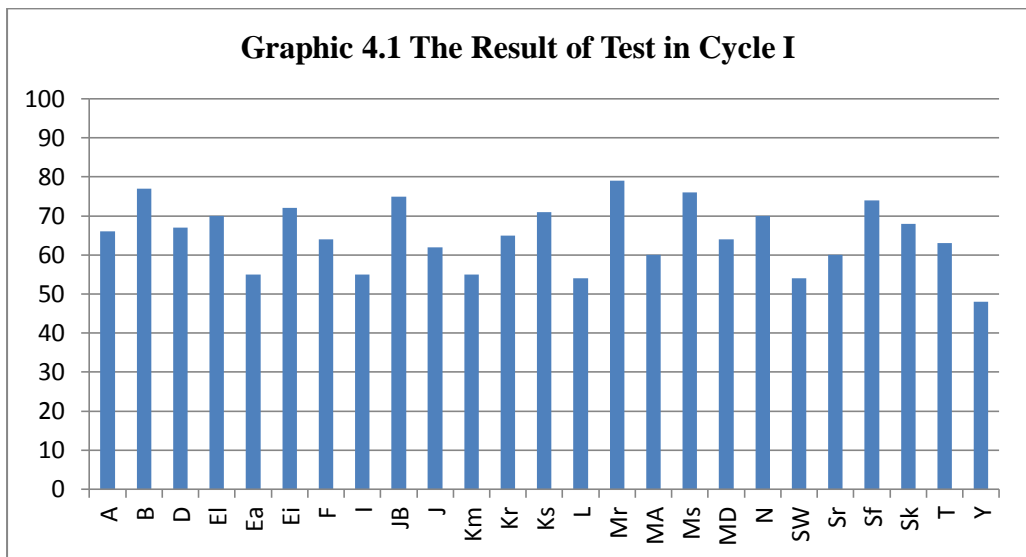
	Student's Name	Writing Criteria					Score
		Content	Organization	Language Use	Vocabulary	Mechanics	
1	A	21	13	16	12	3	66
2	B	25	16	17	16	3	77
3	D	22	14	16	13	4	67
4	El	22	13	17	14	4	70
5	Ea	18	10	12	11	4	55
6	Ei	25	13	18	14	3	72
7	F	21	12	16	12	3	64
8	I	17	11	12	12	3	55
9	JB	25	13	18	15	4	75
10	J	20	13	15	12	2	62
11	Km	18	11	12	11	3	55

12	Kr	23	15	13	12	3	65
13	Ks	24	16	13	14	4	71
14	L	18	13	11	10	2	54
15	Mr	26	16	18	17	2	79
16	MA	20	12	12	13	3	60
17	Ms	24	15	18	15	4	76
18	MD	21	12	16	12	3	64
19	N	22	13	18	14	3	70
20	SW	20	9	11	11	3	54
21	Sr	20	13	13	12	2	60
22	Sf	23	14	19	14	4	74
23	Sk	21	13	17	14	3	68
24	T	20	10	17	13	3	63
25	Y	16	9	11	10	2	48
TOTAL							1634

$$\bar{X} = \frac{1634}{25} = 65,36$$

$$P = \frac{9}{25} \times 100 \% = 36\%$$

In cycle one, the students' score of writing was still low. The result above showed that the maximum score was 77 , the minimal score was 48, and the mean score was 65,36. It is because there were some students couldn't achieve the target score of KKM that is 70,00. For detail, we can see the following graphic.



2. Cycle 2

a. Planning

In this phase the researcher made a plan for action based on the problems faced by the students in previous cycle. The researcher as a teacher reviewed the last material and give the students some tips to solve their problem in writing recount text, such as the tips about how to find out the word meaning in dictionary from Bahasa into English and remind the students about past tense. In addition, the researcher and the observer changed the learning place in the library, to make the learning process more condusive. it is because in the first cycle, the

students were very noisy and it could be disturb the other classes. the reseracher also prepared the instrument of research like observation sheets, recount text about holiday, and test for students.

The researcher and the observer planned this action because the result of the students' writing in the first cycle was still low. It could be seen in the rseult of students' writing only 9 students who passed the KKM from 25 student in the class.

b. Action

The action of the second cycle was done on Saturday, 6 Mayth 2017 at 07.30 – 09.00. This cycle is only consist of two meetings. the topic of this meeting was about *Holiday*. Before starting a learning process, the researcher as a teacher made the students' condition in order to do not make a noise in the class, ready to learn material and focuse on material and teacher's explanation. And then the teacher reviewed the material about recount text, and gave the students a text about someone's holiday. After that, the students do the activities like in cycle 1, they was asked to find out some examples of past tense from the

given text and rewrite it in their book also on the white board in front of the class one by one. In addition, the teacher asks the student to make a short sentence about what they did yesterday. It was done to make sure that they have already understood about the structure of past tense because at the end of the learning process, they have to make a simple recount text.

c. Observation

In this phase, during the implementation of classroom activity in cycle two, the observer kept observing the teaching and learning process in the class. The observer used the observation sheet to observe how the student's activities and interest. In this cycle, some students were noisy when they wrote the task. They still asked the researcher and their friends about English Translation because they did not find the meaning of the word in their dictionary. Besides that, there were still active to give their idea and enthusiastic to follow learning process.

d. Reflection

The reflection was carried out after gaining the score of writing test. The researcher and the observer felt satisfied because there was the improvement of students writing skill on recount text. The students could understand how to make recount text and could explore their ideas. It was proven by their improving score from cycle I to cycle II.

After achieving the target research that minimal 75% who passed the KKM, the researcher and observer decide to stop the CAR because it had already succeed. According to the result of evaluating between the writer and the collaborator, it could be assumed that the implemetation of CAR by using inside outside circle technique in students' writing recount text was appropriate with the planning.

Table 4.3**The Score of Test in Cycle II**

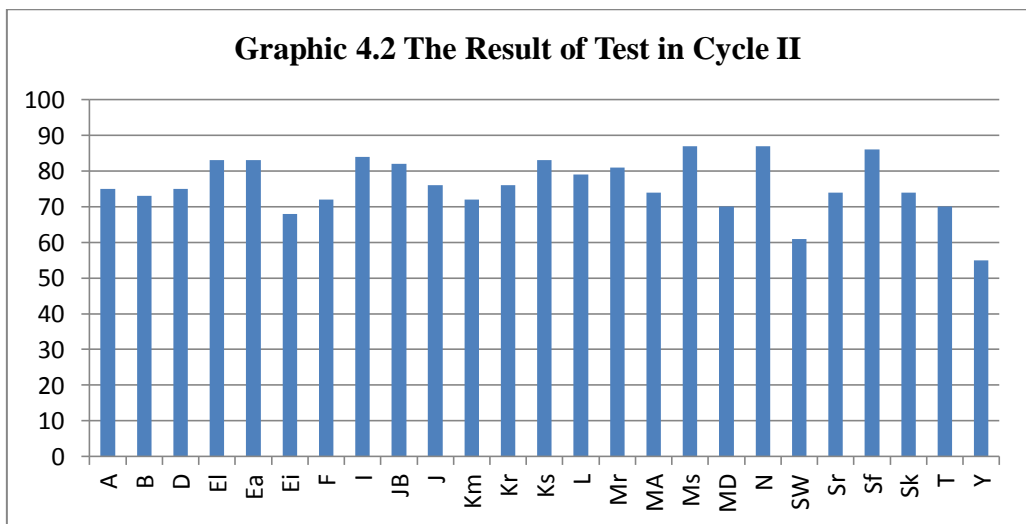
The students' writing score about My Holiday

No	Student's Name	Writing Criteria					Score
		Content	Organi zation	Language Use	Vocab ulary	Mecha nics	
1	A	22	15	20	15	3	75
2	B	21	14	20	16	2	73
3	D	22	17	18	14	4	75
4	El	23	18	20	18	4	83
5	Ea	27	16	20	16	4	83
6	Ei	21	13	17	14	4	68
7	F	22	15	18	14	3	72
8	I	27	17	20	16	4	84
9	JB	26	15	20	17	4	82
10	J	26	16	20	14	4	76
11	Km	22	15	17	15	3	72
12	Kr	22	16	19	15	4	76
13	Ks	27	17	20	15	4	83
14	L	25	14	20	17	3	79
15	Mr	27	15	20	16	3	81
16	MA	24	15	18	14	3	74
17	Ms	27	18	21	18	3	87
18	MD	22	13	17	15	3	70
19	N	27	18	20	18	4	87
20	SW	18	10	17	13	3	61
21	Sr	22	16	19	15	2	74
22	Sf	27	18	22	17	4	86
23	Sk	21	15	20	14	4	74
24	T	22	14	18	13	3	70
25	Y	18	10	12	12	3	55
TOTAL							1900

$$\bar{X} = \frac{1900}{25} = 76$$

$$P = \frac{22}{25} \times 100\% = 88\%$$

In cycle two, the students' score in writing was good. Their score had improved than before. We can see from the table above that the minimum score was 55, the maximum score was 87 and the mean score was 76, There were 22 students who pass the score target and only 3 students who get the score under the KKM. Its mean that 88 % of the students had been success to improve their score. For detail see the following graphic.



The graphic above showed that there was improvement in students' writing skill. Some students could improve their skill in content, organization, language use, vocabulary, and mechanics form when they wrote recount text. So, the researcher can conclude that in cycle II 88% students of the eight grade had improved their score in writing than cycle I.

B. Data Interpretation

1. Cycle I

After analysing the data above, the researcher can interpret that in the first cycle, there were many difficulties that faced by students in writing. For examples, they didn't understand about structure and they lacked of vocabularies. They found some difficulties in seraching the meaning of words in dictionary. Therefore the researcher revised the lesson plan and set the new design of learning scenario at cycle two. Beside, the researcher reselected the attractive topic and explained clearly.

2. Cycle II

In cycle II, the student seemed more enthusiastic and active to share their ideas. Despite they still find difficulties in searching the meaning of certain word but some of them can solve it by themselves. In addition, their score in this cycle had improved than in the previous cycle. It is because they already have prepared it well and understood about the concept.

Finally, from the explanation above, the writer has known that there is movement between the first cycle until last cycle in improving students writing using inside outside circle technique. The mean score of cycle one is 65,36 and the mean score of cycle two is 76. The data above indicates that the application of inside outside circle technique can improve students' writing. The students score improvement can be said as the result of using inside outside circle technique which applied in two cycle. For detail we can see this following table.

Table 4.4

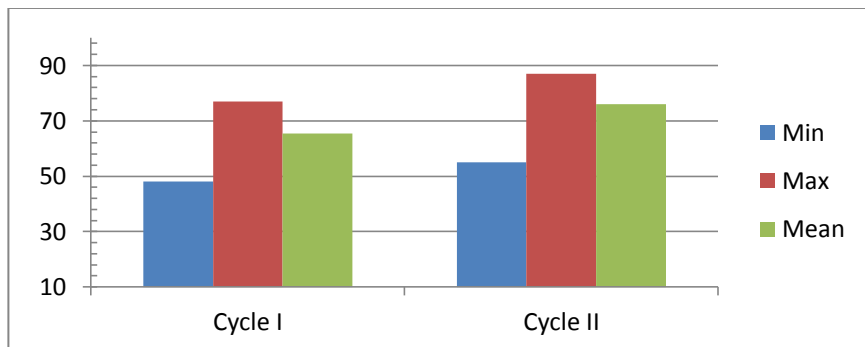
The Result of Evaluating Test in Each Cycle

Category	Cycle 1	Cycle 2
MIN	48	55
MAX	77	87
SUM	1634	1900
MEAN	65,36	76

From the table above, the researcher could compare the result test in cycle I and cycle II. There was improvement of students' skill in content, organization, vocabulary, language use and mechanics. It could be seen from the average of category in cycle I and cycle II. For detail see the following graphic.

Graphic 4.3

The Improvement of Each Cycle



Based on the graphic above, we can see that score of students had improved in cycle II than in cycle I. The mean score in cycle I was 65,36 which is not pass the KKM. But in cycle two the mean score was 76, which is 88% of students in the class had passed the KKM. So, from the interpretation above the researcher can conclude that the implementation of classroom action research by using inside outside circle technique can improve students' writing especially on recount text of second grade of MTs Al-Khairiyah Pulokencana.

CHAPTER V

CONCLUSION AND SUGGESTION

After accomplishing the entire steps of the classroom action research, the researcher made the conclusion and suggestion based on the result of this research.

A. Conclusion

Based on the analysis and interpretation in the previous chapter, it can be concluded as follow:

1. The student writing skill on recount text before applying inside outside circle is still low. Most of the student faced many problem in writing such the still confuse between Indonesian and English structure, they lack of vocabularies and can't find the meaning of certain words in the dictionary. It can be seen in the middle score of the students that showed most of the students can't achieve the target score.

2. The use of inside outside circle is very effective to improve the student's learning outcomes, because this technique has many advantages if applied in the classroom activities. This technique engages all the student to active in the classroom and give them opportunity to share and explore their ideas in the same time with their partner.
3. The process of students' writing in recount text through inside outside circle for eight grade of MTs Al-Khairiyah Pulokencana improved. It could be seen from the process of improving students' writing in every cycle and could be seen from the increase students' mean score among preliminary study, first cycle and second cycle in chapter four. The mean score of student's writing in cycle I was 65, 36 in which 9% of the students had achieved the target score and in cycle II was 76 in which 88% of the students passed the KKM. Its mean that the student of eight grade of MTs Al-Khairiyah Pulokencana had achieved the target of the Minimum Mastery Criteria – *Kriteria Ketuntasan*

Minimal (KKM) and the implementation of classroom action research was categorized to be success.

B. Suggestion

Based on the research result, the researcher give some suggestions as follow:

1. For teacher
 - a. In teaching writing skill, the teacher is hoped more active in teaching his/her students in order to maximize teaching learning process and does not make the students to be bored.
 - b. The teacher should be active to involve his/her students in teaching learning process by using different technique in every material.
 - c. Inside outside circle can be applied in English teaching learning process, particularly the attempt of improving student's writing in recount text.

2. For students

- a. The students have to pay attention when the teacher give them the intruction and explanation about the material of learning process.
- b. The student should not be shy to ask about everything that they still confuse and more active to share their ideas.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs Al-Khairiyah Pulokencana
Mata Pelajaran : Bahasa Inggris
Materi : Recount Text
Topic : what did you do yesterday
Kelas/Semester : VIII/1
Alokasi Waktu : 2 × 40 menit

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional
- 2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

1. Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks *recount* lisan dan tulis tentang pengalaman/kegiatan,/kejadian/ peristiwa, sangat pendek dan sederhana.
- 4.6 Menyusun teks *recount* lisan dan tulis, sangat pendek dan sederhana,tentang pengalaman/kegiatan,/kejadian/peristiwa, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
- 4.7 Menangkap makna dalam teks *recount* lisan dan tulis, sangat pendek dan sederhana.

C. TUJUAN PEMBELAJARAN

- a. Siswa mampu mendentifikasi recount text yang disajikan.
- b. Siswa mampu mengidentifikasi struktur bahasa recount text
- c. Siswa mampu menemukan contoh kalimat past tense dalam recount text yang diberikan.
- d. Siswa mampu menuliskan contoh kalimat past tense dengan topic what did you do yesterday.

D. MATERI PEMBELAJARAN

Recount Text

1. What is Recount Text
Recount Text is a text that telling the reader about one story, action or activity. Its goal is to entertain and inform the reader.
2. General structure of recount text
 - Orientation : tells who was involved, what happened, where the events took place, and when it happened.
 - Events : tells what happened and in what sequence.
 - Reorientation : consist of optional-closure of events/ending.

3. Contoh Recount Text

I had a busy day yesterday. When I was free from the school activity, my mother asked me to help her making a cake for my little brother's birthday. It was his fifth birthday. After making a cake, I cleaned up the kitchen and washed the plates. Then we went to my little brother's room and gave him a surprise. He seemed so happy when I brought a cake for him. After that I gave him a new bag as a gift. He said to me that he liked it so much and I was very happy to hear that. I wish he can be a good boy in the future.

4. Tata bahasa

Past Tense :

Subject+Verb2+Object/Adverb/Complement.

Example :

I cleaned up the kitchen

I washed the plates

It was his fifth birthday

E. SUMBER/MEDIA PEMBELAJARAN

- a. Sumber belajar : English in Focus for Grade VIII
- b. Media belajar : teks recount, gambar.

F. METODE PEMBELAJARAN

- a. Pendekatan : Scientific approach
- b. Metode : Cooperative Learning
- c. Teknik : discussion, work in pair

G. LANGKAH-LANGKAH PEMBELAJARAN

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	1. Guru masuk kelas dan meminta siswa untuk berdoa sebelum belajar 2. Guru menyapa siswa serta menanyakan kesiapan belajar siswa.	10 menit

	<p>3. Guru Mengecek kehadiran siswa</p> <p>4. Mengaitkan materi yang akan dipelajari dengan pengalaman dan kehidupan peserta didik.</p> <p>5. Peserta didik menerima informasi kompetensi, tujuan, dan langkah pembelajaran yang akan dilaksanakan.</p>	
Kegiatan Inti	<p>Observing</p> <ul style="list-style-type: none"> • Peserta didik diminta untuk melihat dan mengamati contoh teks yang ada ada di buku. • Peserta didik diminta untuk mengamati bagian-bagian dan struktur kebahasaan recount teks. <p>Questioning</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, peserta didik diberikan kesempatan untuk mempertanyakan antara lain mengenai perbedaan struktur kebahasaan recount text dengan teks yang lainnya. • Peserta didik diberikan pertanyaan-pertanyaan tentang teks yang dibagikan. • Peserta didik ditanya mengenai gambaran singkat tentang isi teks tersebut. <p>collecting Information</p> <ul style="list-style-type: none"> • Guru menjelaskan tentang isi teks tersebut. • Guru menjelaskan tentang bagian-bagian dan struktur kebahasaan recount text. 	<p>10 menit</p> <p>5 menit</p> <p>20 menit</p>

H. PENILAIAN

1. Penilaian sikap

- a. Teknik penilaian : observasi
- b. Instrumen penilaian : lembar observasi
- c. Kriteria penilaian

No	Aspek yang diamati	Kriteria	Score
1	Sopan	Sangat sering menunjukkan sikap sopan	5
		Sering menunjukkan sikap sopan	4
		Beberapa kali menunjukkan sikap sopan	3
		Pernah menunjukkan sikap sopan	2
		Tidak pernah menunjukkan sikap sopan	1
2	Peduli	Sangat sering menunjukkan sikap peduli	5
		Sering menunjukkan sikap peduli	4
		Beberapa kali menunjukkan sikap peduli	3
		Pernah menunjukkan sikap peduli	2
		Tidak pernah menunjukkan sikap peduli	1

d. Format penilaian

No	Nama Peserta Didik	SIKAP	
		Sopan	Peduli
1	Aslifah Safitri		
2	Banun		
3		
4		

e. Pedoman penilaian

$$NA = \text{Skor perolehan} \times 10$$

2. Penilaian pengetahuan

Indikator	Jenis Tes	Bentuk Tes	Instrument Soal
Menemukan contoh kalimat past tense dalam contoh recount text yang diberikan	Tulis	uraian	Please find out 5 examples of past tense from the text!

**Mengetahui;
Kepala Madrasah**

**Drs. MAD ARID
NIK : 25.050.050**

Pulokencana, 29 April 2017

Guru Bahasa Inggris,

**MUTMAINAH
NIK : 25.050.051**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs Al-Khairiyah Pulokencana
Mata Pelajaran : Bahasa Inggris
Materi : Recount Text
Topic : Unforgottable Experience
Kelas/Semester : VIII/1
Alokasi Waktu : 2 × 40 menit

A. KOMPETENSI INTI

1. Menghargai danmenghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional
- 2.2 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

3. Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks *recount* lisan dan tulis tentang pengalaman/kegiatan,/kejadian/ peristiwa, sangat pendek dan sederhana.
- 4.8 Menyusun teks *recount* lisan dan tulis, sangat pendek dan sederhana, tentang pengalaman/kegiatan,/kejadian/peristiwa, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
- 4.9 Menangkap makna dalam teks *recount* lisan dan tulis, sangat pendek dan sederhana.

C. TUJUAN PEMBELAJARAN

- a. Siswa mampu memahami recount text, struktur teks dan unsur kebahasaannya.
- b. Siswa mampu menuliskan contoh kalimat past tense dengan topic *Unforgottable Experience*.

D. MATERI PEMBELAJARAN

Recount Text

1. What is Recount Text

Recount Text is a text that telling the reader about one story, action or activity. Its goal is to entertain and inform the reader.

2. General structure of recount text

- Orientation : tells who was involved, what happened, where the events took place, and when it happened.
- Events : tells what happened and in what sequence.
- Reorientation : consist of optional-closure of events/ending.

3. Contoh Recount Text

Unforgottable Experience

Orientation : last week was a really hot day. After I had had my lunch, I went to the town square to watch a local singing contest. I went there alone.

Event : arriving there, I chose a place under a big tree. I thought it could save me from the strong sunlight. I actually did not really pay attention to the contest. I just went there to avoid a boring time at home. Suddenly, I found myself behind a young boy. I was really sure that he was my classmate, Andi. I pinched him a little and called his name. The boy was surprised when he turned around, I finally realized that he was not my classmate. I could not say a word

Reorientation : that moment was just embarrassing.

4. Tata bahasa

Past Tense :

Subject+Verb2+Object/Adverb/Complement.

Example :

I chose a place under a big tree

I pinched him

I went there alone

E. SUMBER/MEDIA PEMBELAJARAN

1. Sumber belajar : English in Focus for Grade VIII
2. Media belajar : teks recount, gambar.

F. METODE PEMBELAJARAN

1. Pendekatan : Scientific approach
2. Metode : Cooperative Learning
3. Teknik : Inside-Outside Circle

G. LANGKAH-LANGKAH PEMBELAJARAN

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	1. Guru masuk kelas dan meminta siswa untuk berdo'a sebelum belajar	10 menit

	<p>2. Guru menyapa siswa serta menanyakan kesiapan belajar siswa.</p> <p>3. Guru Mengecek kehadiran siswa</p> <p>6. Mengaitkan materi yang akan dipelajari dengan pengalaman dan kehidupan peserta didik.</p> <p>7. Peserta didik menerima informasi kompetensi, tujuan, dan langkah pembelajaran yang akan dilaksanakan.</p> <p>8. Guru membagi siswa kedalam 2 kelompok besar, yaitu kelompok inside circle and outside circle.</p>	
Kegiatan Inti	<p>Observing</p> <ul style="list-style-type: none"> • Peserta didik diberikan teks recount tentang perjalanan liburan seseorang. • Peserta didik diminta untuk mengamati bagian-bagian dan struktur kebahasaan recount teks. <p>Questioning</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, peserta didik diberikan kesempatan untuk mempertanyakan antara lain mengenai perbedaan struktur kebahasaan recount text dengan teks yang lainnya. • Peserta didik diberikan pertanyaan-pertanyaan tentang teks yang dibagikan. • Peserta didik ditanya mengenai gambaran singkat tentang isi teks tersebut. <p>collecting Information</p> <ul style="list-style-type: none"> • Peserta didik diminta untuk membuat catatan kecil mengenai 	<p>15 menit</p> <p>5menit</p> <p>20 menit</p>

	<p>pengalaman perjalanan liburan mereka.</p> <ul style="list-style-type: none">• Peserta didik diminta untuk membentuk 2 lingkaran yaitu lingkaran dalam dan lingkaran luar.• Peserta didik di lingkaran dalam diminta untuk berputar ke arah kiri, sedangkan peserta didik di lingkaran dalam diminta untuk berputar ke arah kanan, lalu mereka saling berhadapan untuk menemukan partnernya masing-masing.• Peserta didik di lingkaran dalam bertanya kepada Peserta didik di lingkaran luar mengenai pengalaman liburan mereka.• Peserta didik di lingkaran luar menceritakan tentang pengalaman liburan mereka berdasarkan catatan yang sudah mereka tulis.• Peserta didik di lingkaran menuliskan inti pengalaman liburan temannya.• Selanjutnya, Peserta didik diminta untuk berputar kembali, siswa di lingkaran dalam berputar ke arah kiri dan Peserta didik di lingkaran luar berputar ke arah kanan, kemudian mereka saling berhadapan dan menemukan partner yang lain.• Peserta didik di lingkaran luar diberikan kesempatan untuk bertanya kepada Peserta didik di lingkaran dalam mengenai	
--	--	--

	<p>dilakukan.</p> <p>c. memberikan umpan balik terhadap proses dan hasil pembelajaran.</p> <p>d. merencanakan kegiatan tindak lanjut dalam bentuk pemberian tugas</p> <p>e. menyampaikan rencana pembelajaran pada pertemuan berikutnya.</p>	
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H. PENILAIAN

1. Penilaian sikap

- a. Teknik penilaian : observasi
- b. Instrumen penilaian : lembar observasi
- c. Kriteria penilaian

No	Aspek yang diamati	Kriteria	Score
1	Sopan	Sangat sering menunjukkan sikap sopan	5
		Sering menunjukkan sikap sopan	4
		Beberapa kali menunjukkan sikap sopan	3
		Pernah menunjukkan sikap sopan	2
		Tidak pernah menunjukkan sikap sopan	1
2	Peduli	Sangat sering menunjukkan sikap peduli	5
		Sering menunjukkan sikap peduli	4
		Beberapa kali menunjukkan sikap peduli	3
		Pernah menunjukkan sikap peduli	2
		Tidak pernah menunjukkan sikap peduli	1

d. Format penilaian

No	Nama Peserta Didik	SIKAP	
		Sopan	Peduli
1	Aslifah Safitri		
2	Banun		
3	Deva Sunatri		
4	Elsa		
5		

e. Pedoman penilaian

NA = Skor perolehan x 10

2. Penilaian keterampilan (writing)
 - a. Teknik penilaian : tes tulis
 - b. Instrument penilaian: essay
 - c. Format penilaian

No	Aspect	score	keterangan
1	content	27-30	Very Good to Excellent
		22-26	Average to Good
		17-21	Poor to Fair
		13-16	Very Poor
2	Organization	18-20	Very Good to Excellent
		14-17	Average to Good
		10-13	Poor to Fair
		7-9	Very Poor
3	Vocabulary	18-20	Very Good to Excellent
		14-17	Average to Good
		10-13	Poor to Fair
		7-9	Very Poor
4	Language Use	22-25	Very Good to Excellent
		18-21	Average to Good
		11-17	Poor to Fair
		5-10	Very Poor
5	Mechanic	5	Very Good to Excellent
		4	Average to Good
		3	Poor to Fair
		2	Very Poor

- d. Rubrik Penilaian
NA = Nilai C+O+V+LU+M

Mengetahui;
Kepala Madrasah

Drs. MAD ARID
NIK : 25.050.050

Pulokencana, 6 Mei 2017

Guru Bahasa Inggris,

MUTMAINAH
NIK : 25.050.051

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs Al-Khairiyah Pulokencana
Mata Pelajaran : Bahasa Inggris
Materi : Recount Text
Topic : My Holiday
Kelas/Semester : VIII/1
Alokasi Waktu : 4 × 40 menit

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual,
4. dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
5. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 1.3 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional

- 2.3 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
4. Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks *recount* lisan dan tulis tentang pengalaman/kegiatan,/kejadian/ peristiwa, sangat pendek dan sederhana.
- 4.10 Menyusun teks *recount* lisan dan tulis, sangat pendek dan sederhana,tentang pengalaman/kegiatan,/kejadian/peristiwa, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
- 4.11 Menangkap makna dalam teks *recount* lisan dan tulis, sangat pendek dan sederhana.

C. TUJUAN PEMBELAJARAN

1. Siswa mampu memahami recount text, struktur teks dan unsur kebahasaannya.
2. Siswa mampu menuliskan contoh kalimat past tense dengan topic *My Holiday*.

D. MATERI PEMBELAJARAN

Recount Text

1. What is Recount Text
Recount Text is a text that telling the reader about one story, action or activity. Its goal is to entertain and inform the reader.
2. General structure of recount text
 - Orientation : tells who was involved, what happened, where the events took place, and when it happened.
 - Events : tells what happened and in what sequence.
 - Reorientation : consist of optional-closure of events/ending.
3. Contoh Recount Text
My Short Holiday in Bandung

Orientation : Last holiday, I went to Bandung with my friend, Asep. We spent our holiday there. We went to Bandung by bus. The bus schedule from Serang was at 07.00 a.m and arrived in Bandung at 11.30 a.m.

Event : In the first day, we went to Bandung zoo. The ticket price was only Rp. 30.000. The animal collection there were very complete. In the next day, we went to geological museum and talked with the guide about geology. It made us understand about geology. We saw rocks collection there. After that, I went to Bandung bus station we had to go home to Serang.

Reorientation : My holiday in Bandung was only two days but it made me happy.

4. Tata bahasa

Past Tense :

Subject+Verb2+Object/Adverb/Complement.

Example :

I went to Bandung.

We saw rocks collection there.

The ticket price was only p. 30.000

E. SUMBER/MEDIA PEMBELAJARAN

1. Sumber belajar : English in Focus for Grade VIII
2. Media belajar : teks recount, gambar.

F. METODE PEMBELAJARAN

1. Pendekatan : Scientific approach
2. Metode : Cooperative Learning
3. Teknik : Inside-Outside Circle

G. LANGKAH-LANGKAH PEMBELAJARAN

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	1. Guru masuk kelas dan meminta siswa untuk berdoa sebelum belajar	10 menit

	<p>gambaran singkat tentang isi teks tersebut.</p> <p>collecting Information</p> <ul style="list-style-type: none"> • Setelah selesai memberikan penjelasan, Peserta didik diminta untuk mencari contoh kalimat past tense yang mereka temukan dalam teks dan menuliskannya di papan tulis. • Peserta didik diminta untuk menuliskan kegiatan apa saja yang mereka lakukan kemarin dengan menggunakan pola kalimat past tense dengan menggunakan bantuan kamus dan buku. • Peserta didik diminta untuk membuat catatan kecil mengenai pengalaman perjalanan liburan mereka. • Peserta didik diminta untuk membentuk 2 lingkaran yaitu lingkaran dalam dan lingkaran luar. • Peserta didik di lingkaran dalam diminta untuk berputar ke arah kiri, sedangkan peserta didik di lingkaran dalam diminta untuk berputar ke arah kanan, lalu mereka saling berhadapan untuk menemukan partnernya masing-masing. • Peserta didik di lingkaran dalam bertanya kepada Peserta didik di lingkaran luar mengenai pengalaman liburan mereka. 	<p>20menit</p>
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	<ul style="list-style-type: none"> • Peserta didik di lingkaran luar menceritakan tentang pengalaman liburan mereka berdasarkan catatan yang sudah mereka tulis. • Peserta didik di lingkaran menuliskan inti pengalaman liburan temannya. • Selanjutnya, Peserta didik diminta untuk berputar kembali, siswa di lingkaran dalam berputar ke arah kiri dan Peserta didik di lingkaran luar berputar ke arah kanan, kemudian mereka saling berhadapan dan menemukan partner yang lain. • Peserta didik di lingkaran luar diberikan kesempatan untuk bertanya kepada Peserta didik di lingkaran dalam mengenai perjalanan liburan mereka. • Peserta didik di lingkaran dalam menceritakan pengalaman liburan mereka berdasarkan catatan yang sudah mereka tulis kepada temannya. • Peserta didik di lingkaran luar menuliskan apa saja yang mereka simak dari cerita liburan partnernya. <p>Assosiating</p> <ul style="list-style-type: none"> • Peserta didik dibagi kedalam kelompok-kelompok kecil yang terdiri dari 4 orang. • Peserta didik diminta untuk menuliskan kembali informasi yang mereka dapatkan tentang 	15 menit
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	<p>pengalamannya temannya dengan menggunakan bantuan kamus membentuk satu contoh <i>recount text</i> singkat.</p> <p>Communicating</p> <ul style="list-style-type: none"> • Peserta didik diminta untuk menceritakan kembali tentang pengalaman temannya berdasarkan informasi yang sudah mereka tulis di buku di hadapan teman kelompoknya secara bergantian. 	10 menit
Penutup	<ol style="list-style-type: none"> 1. Peserta didik bersama guru menyimpulkan pembelajaran tentang <i>recount text</i>. 2. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan. 3. memberikan umpan balik terhadap proses dan hasil pembelajaran. 4. merencanakan kegiatan tindak lanjut dalam bentuk pemberian tugas. 5. menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	5 menit

H. PENILAIAN

1. Penilaian sikap

- Teknik penilaian : observasi
- Instrumen penilaian : lembar observasi
- Kriteria penilaian

No	Aspek yang diamati	Kriteria	Score
1	Sopan	Sangat sering menunjukkan sikap sopan	5
		Sering menunjukkan sikap sopan	4

		Beberapa kali menunjukkan sikap sopan	3
		Pernah menunjukkan sikap sopan	2
		Tidak pernah menunjukkan sikap sopan	1
2	Peduli	Sangat sering menunjukkan sikap peduli	5
		Sering menunjukkan sikap peduli	4
		Beberapa kali menunjukkan sikap peduli	3
		Pernah menunjukkan sikap peduli	2
		Tidak pernah menunjukkan sikap peduli	1

e. Format penilaian

No	Nama Peserta Didik	SIKAP	
		Sopan	Peduli
1	Aslifah Safitri		
2	Banun		
3		
4		

f. Pedoman penilaian

$$NA = \text{Skor perolehan} \times 10$$

2. Penilaian keterampilan (writing)

a. Teknik penilaian : tes tulis

b. Instrument penilaian: essay

c. Format penilaian

No	Aspect	score	keterangan
1	content	27-30	Very Good to Excellent
		22-26	Average to Good
		17-21	Poor to Fair
		13-16	Very Poor
2	Organization	18-20	Very Good to Excellent
		14-17	Average to Good
		10-13	Poor to Fair
		7-9	Very Poor
3	Vocabulary	18-20	Very Good to Excellent
		14-17	Average to Good
		10-13	Poor to Fair
		7-9	Very Poor

4	Language Use	22-25	Very Good to Excellent
		18-21	Average to Good
		11-17	Poor to Fair
		5-10	Very Poor
5	Mechanic	5	Very Good to Excellent
		4	Average to Good
		3	Poor to Fair
		2	Very Poor

d. Rubrik Penilaian

NA = Nilai C+O+V+LU+M

Pulokencana, 13 Mei 2017

**Mengetahui;
Kepala Madrasah**

Guru Bahasa Inggris,

**Drs. MAD ARID
NIK : 25.050.050**

**MUTMAINAH
NIK : 25.050.051**

LEARNING MATERIAL

Text 1

What Did You Do Yesterday

I had a busy day yesterday. When I was free from the school activity, my mother asked me to help her making a cake for my little brother's birthday. It was his fifth birthday. After making a cake, I cleaned up the kitchen and washed the plates. Then we went to my little brother's room and gave him a surprise. He seemed so happy when look at us bring a cake for him. After that I gave him a new bag as a gift. He said to me that he liked it so much and I was very happy to heard that. I wish he can be a good boy in the future.

Text 2

My Unforgottable Experiences

last week was a really hot day. After I had had my lunch, I went to the town square to watch a local singing contest. I went there alone. Arriving there, I chose a place under a big tree. I thought it could save me from the strong sunlight. I actually did not really pay attention to the contest. I just went there to avoid a boring time at home. Suddenly, I found myself behind a young boy. I was really sure that he was my classmate, Andi. I pinched him a little and called his name. The boy was surprised when he turned around, I finally realized that he was not my classmate. I could not say a word. That moment was just embarrassing.

Text 3

My Holiday

Last holiday, I went to Bandung with my friend, Asep. We spent our holiday there. We went to Bandung by bus. The bus schedule from Serang was at 07.00 a.m and arrived in Bandung at 11.30 a.m. In the first day, we went to Bandung zoo. The ticket price was only Rp. 30.000. The animal collection there were very complete. In the next day, we went to geological museum and talked with the guide about geology. It made us understand about geology. We saw rocks collection there. After that, I went to Bandung bus station we had to go home to Serang. My holiday in Bandung was only two days but it made me happy.

OBSERVATION SHEET

Observation sheet cycle I first meeting

Observer : Drs. Mad Arid

Date : April 28th, 2017

Topic : What did you do yesterday

No	Teacher's Activities	Result		Student's Activities
		Yes	No	
1	A. <i>Opening</i>			
	<p>9. The teacher enter the class, ask the students to pray, check the student's attendance and ask the student' preparation.</p> <p>10. The teacher connects the material with the student's experience in their life.</p> <p>11. The teacher give information about competency, goal and the steps of learning process that will be</p>			<p>The leader of the class lead the student to pray.</p> <p>The students give the examples of the activities that they do at home.</p> <p>—</p>

	done.			
2	<i>Main activity</i>			
	<p>A. Observation</p> <p>1) The teacher ask the students to observe an example of recount text, generic sturcture and language feautres of recount text.</p> <p>2) The teacher give the second text of recount text and ask the students to observe it.</p> <p>B. Questioning</p> <p>1) The teacher give the students opportunity to ask about the material.</p> <p>C. Collecting Information</p> <p>1) The teacher explains about the main idea of the text, definiton, generic stucture,fucntion, and language feature of recount text.</p>			<p>The students read the text and observe the content of the text.</p> <p>—</p> <p>The students still shy and afraid to ask and share their arguments.</p> <p>The students hear the teacher's explanation about recount text.</p> <p>The students hear the teacher's explanation and one of them</p>

	<p>2) The teacher explains about Past Tense.</p> <p>3) The students are asked to write down their activity that have been done yesterday by using past tense pattern and they may see dictionary and book.</p> <p>D. Assosiation</p> <ul style="list-style-type: none"> • The students write down the example of past tense found from the text. • The students write down the example of past tense on their book about their activity yesterday. <p>E. Communicating</p> <p>1) The teacher and the students discuss about the example of past</p>		<p>ask about past tense.</p> <p>The student try to write an example of their activities that had been done yesterday by using past tense.</p> <p>The students write example of past tense that found from the text.</p> <p>The students write the example of their activity on their book in past tense form.</p> <p>Some student read the example of past tense that already written in thier book.</p> <p>—</p>
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	<p>tense of the text that have already written before.</p> <p>2) The teacher ask the students to come in front of the class and read the text that has been written on their book about their activity yesterday.</p> <p>3) The teacher gives the students opportunity so share their argument.</p>			<p>—</p>
3.	<p>A. Closing</p> <p>6. The teacher make conclusion about recount text.</p> <p>7. The students do reflection toward the learning activity that has been done.</p> <p>8. The teacher gives infromation about learning plan for next</p>			<p>The students hear the teacher's conclusion about recount text.</p>

	meeting.			
	TOTAL			

Observer

(Drs. Mad Arid)

OBSERVATION SHEET

Observation sheet cycle I second meeting

Observer : Drs. Mad Arid

Date : April 29th, 2017

Topic : Unforgottable Experince

No	Teacher's Activities	Result		Student's Activities
		Yes	No	
1	<i>A. Opening</i>			
	<p>1) The teacher enter the class, ask the students to pray, check the student's attendance and ask the student' preparation.</p> <p>2) The teacher connects the material with the student's experience in their life.</p> <p>3) The teacher give information about competency, goal and the steps of learning process that will be done.</p>			<p>The students pray together to start the lesson.</p> <p>Some students give examples of their unforgottable experience which connected with the material.</p> <p>The students heard the teacher's explanation about the steps of learning and teaching process, but some students feel strange and confuse about the learnig process that will be done.</p>

	4) The teacher divide the students into 2 big groups, called inside circle group and outside circle group.			The students count for making into 2 groups.
2	<i>Main Activity</i>			
	<p>A. Observation</p> <p>1) The teacher ask the students to observe an example of recount text, generic sturcture and language feautres of recount text.</p> <p>2) The teacher give the second text of recount text and ask the students to observe it.</p> <p>B. Questioning</p> <p>1) The teacher give the students opportunity to ask about the material.</p> <p>C. Collecting Information</p> <p>1) The teacher ask the</p>			<p>The students read and observe the text about someone's experience.</p> <p>The students observe the given text.</p> <p>One of the students ask about the text, but some of them still shy to ask or show their opinion.</p> <p>The students write small note about the main point of their</p>

	<p>students to make a note about their unforgettable experience.</p> <p>2) The teacher ask the students to stand and to make two big circle which is inside and outside circle.</p> <p>3) The teacher explain the procedure of the implementation of inside ourside circle technique.</p> <p>4) The teacher ask the students to ask their partner about their unforgettable experience and write it dwon on their book.</p> <p>D. Assosiation</p> <p>1) The teacher divide the students in some small group that consist of 4 students.</p>		<p>unforgottable experience in their book.</p> <p>The students make two concentric cirle form, inside circle and outside circle.</p> <p>The students heard the teacher's explanantion, some of them seem still confuse about the procedure.</p> <p>The students ask their partner about their unforgottable experience and some of them still shy to ask and tell their experience.</p> <p>The students sit in circle make a small group.</p> <p>Every students rewrite their unforgottable experience in their book to be a simple paragraph of recount text.</p>
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	<p>2) The teacher ask the student to rewrite their partner's experience become a simple recount text.</p> <p>E. Communicating</p> <p>1) The teacher ask the student to retell their partner experience to their friends based on the information that already written in their book by turns.</p>			<p>Most of the students find difficulties in searching the word meaning in dictionary and write in a good order.</p> <p>The students read their unforgettable experience to their friends in a group. Some students correct their friend's wrong in writing structure or vocabulary.</p>
3.	<p>A. Closing</p> <p>1) The teacher make conclusion about recount text.</p> <p>2) The students do reflection toward the learning activity that has been done.</p>			<p>—</p> <p>—</p> <p>The students are asked to prepare for the next learning</p>

	3) The teacher gives information about learning plan for next meeting.			and teaching process.
TOTAL				

Observer

(Drs. Mad Arid)

OBSERVATION SHEET

Observation sheet cycle II

Observer : Drs. Mad Arid

Date : May 6th, 2017

Topic : My Holiday

No	Teacher's Activities	Result		Student's Activities
		Yes	No	
1	A. <i>Opening</i>			
	<p>1) The teacher enter the class, ask the students to pray, check the student's attendance and ask the student' preparation.</p> <p>2) The teacher connects the material with the student's experience in their life.</p> <p>3) The teacher give information about competency, goal and the steps of learning process that will be</p>			<p>The students pray together to start the lesson and the show their anthusism.</p> <p>Some students give examples of their holiday which connected with the material.</p> <p>The students heard the teacher's explanation about the steps of learning and teaching process, all of the students seem understand</p>

	<p>done.</p> <p>4) The teacher divide the students into 2 big groups, called inside circle group and outside circle group.</p>		<p>about the learnig process that will be done.</p> <p>The students count for making into 2 groups.</p>
2	<i>Main Activity</i>		
	<p>A. Observation</p> <p>1) The teacher ask the students to observe an example of recount text, generic sturcture and language feautres of recount text.</p> <p>2) The teacher give the second text of recount text and ask the students to observe it.</p> <p>B. Questioning</p> <p>1) The teacher give the students opportunity to ask about the material.</p>		<p>The students read and observe the text about someone's holiday.</p> <p>The students observe the given text and discuss about the content of the text.</p> <p>Some students ask about some vocabularies of the text.</p>

	<p>C. Collecting Information</p> <ol style="list-style-type: none"> 1) The teacher ask the students to make a note about their holiday. 2) The teacher ask the students to stand and to make two big circle which is inside and outside circle. 3) The teacher explain the procedure of the implementation of inside outside circle technique. 4) The teacher ask the students to ask their partner about their holiday and write it dwon on their book. <p>D. Assosiation</p> <ol style="list-style-type: none"> 1) The teacher divide the students in some small 		<p>The students write small note about the main point of their unforgottable experience in their book.</p> <p>The students make two concentric cirle form, inside circle and outside circle.</p> <p>The students heard the teacher's explanantion, some of them seem still confuse about the procedure.</p> <p>The students ask their partner about their unforgottable experience and some of them still shy to ask and tell their experience.</p> <p>The students sit in circle make a small group.</p>
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	<p>group that consist of 4 students.</p> <p>2) The teacher ask the studentns to rewrite their partner’s experince become a simple recount text.</p> <p>E. Communicating</p> <p>1) The teacher ask the student to retell their partner experience to thier friends based on the information that already written in thier book by turns.</p>		<p>Every students rewrite their unforgottable experience in their book to be a simple paragraph of recount text. Most of the students find difficulties in searching the word meaning in dictionary and write in a good order.</p> <p>The students read their unforgottable experiece to their friends in a group. Some students correct their friend’s wrong in writing structure or vocabulary.</p>
3.	<p>A. Closing</p> <p>1) The teacher make conclusion about recount text.</p> <p>2) The students do reflection toward the</p>		<p>The students heard the conclusion about material.</p> <p>The students show their feeling, and the question about the learning and</p>

	learning activity that has been done.			teaching process that has been done.
	3) The teacher gives information about learning plan for next meeting.			The students are asked to prepare for the next learning and teaching process.
TOTAL				

Observer

(Drs. Mad Arid)