

THESIS
IMPLEMENTING LEE-MIN HO'S LIFESTYLE VIDEO TO IMPROVE
STUDENTS' WRITING SKILLS IN WRITING BIOGRAPHY TEXT
AT THE TENTH GRADE STUDENTS OF MADRASAH
ALIYAH NEGERI 3 BANYUWANGI IN THE
ACADEMIC YEAR 2019/2020



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ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI

2020

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THESIS

Presented to the Faculty of Education and Teacher Training
in a Partial Fulfillment of the Requirement for the Degree of Strata 1
in English Education Department

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BLOKAGUNG BANYUWANGI
2020

APPROVAL SHEET

This is certifying that Sarjana's thesis of **Mohamad Sunyoto** has been approved
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Banyuwangi, 29th July 2020

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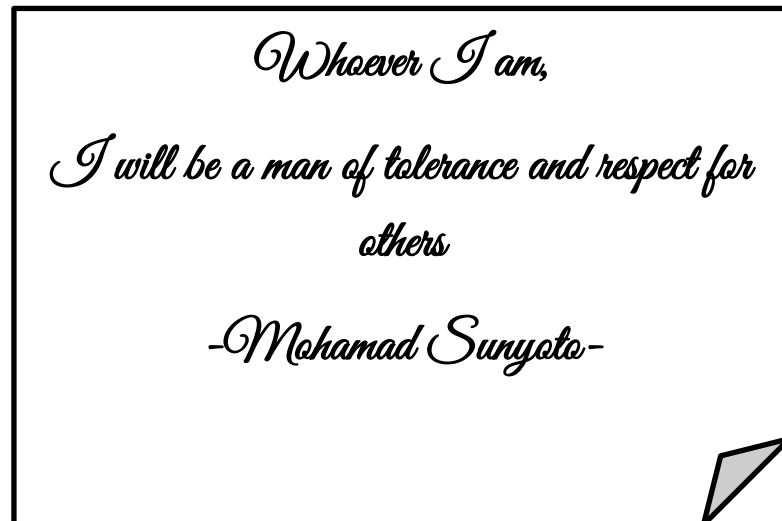
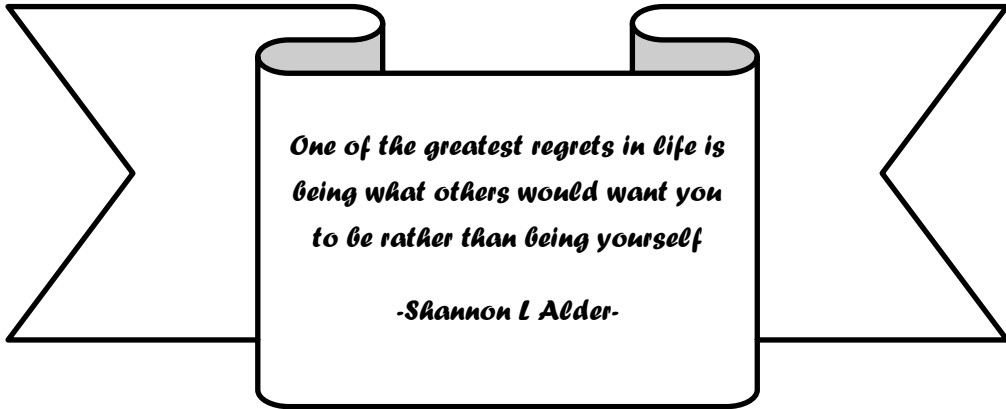
DEDICATION

*I dedicate my thesis to my
Beloved mother*

(Mrs. Semu)

*The one person who always
gives me sincere love, and
support since I was a baby
until right now*

MOTTO



ACKNOWLEDGMENT

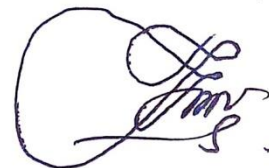
All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer can finish his 'Thesis' after a long effort of writing. Peace, blessing and salutation be upon our great prophet Muhammad, his family, his descendants, and his followers who strived in Islam.

The gratitude and appreciation are addressed to:

1. H. Ahmad Munib Syafa'at, Lc., M.E.I. The Rector of Islamic Institut of Darussalam
2. Dr. Siti Aimah, S.Pd.I., M.Si. Dean of the Faculty of Education and Teacher Training
3. Adib Ahmada, M.Pd. Head of Undergraduate Program In English Education Departement
4. Ridwan, M.Pd. as my advisor who has given me sincere advice and available guidance during the preparation and completion of this thesis.
5. All of my family and friends who have supported my spirit and have helped me to finish this thesis.

I do expect this Thesis gives advantages to the world of education. For improvement of this Thesis, I welcome warmly for any constructive and suggestions. Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Aamiin.

Banyuwangi, 29th July, 2020



The Writer

ABSTRACT

Sunyoto, M. 2020. *Implementing Lee-Min Ho's lifestyle video to improve students' writing skills in writing Biography text at the Tenth grade students of Madrasah Aliyah Negeri 3 Banyuwangi in the Academic year 2019/2020.*

Key Word: Writing skill, Lee-Min Ho' lifestyle video, Biography Text.

By writing, everyone can express what they think or feel by using a language either indirectly or directly. Besides, writing is one of the most important skill in the English language that students must master at school, while the tenth grade students of Madrasah Aliyah Negeri 3 Banyuwangi still had problems in writing, especially in writing Biography text, most of them were difficult to explore their ideas and to design their sentences. Besides they were also less vocabulary in writing Biography text. So this aim of research is to describe the process of Implementing Lee-Min Ho's lifestyle video to improve students' writing skills in writing Biography text at the tenth grade students of Madrasah Aliyah Negeri 3 Banyuwangi in the academic year 2019/2020.

This research method used Classroom Action Research as design, and this study consists of two cycles which each cycle consists of two meetings. In addition, this research implemented based on Classroom Action Research procedures, as follows: Preliminary study, planning, acting, observing and reflecting. And this classroom action research involved thirty-three students at eleventh grade students of social department 4 in Madrasah Aliyah Negeri 3 Banyuwangi as population. There were twenty five female students and eight male students. In addition, the researcher used a qualitative approach, there were data collection techniques used to collect data such as the interview, observation, and tests. And the researcher analyzes the data by using score rubric and microsoft excel as technique. There were several aspects of writing that student's increased in writing Biography texts such as (content, organization, discourse, syntax, vocabulary, and mechanics). Furthermore, Students were also more enthusiastic and enjoy being taught by implementing Lee Min Ho's lifestyle video.

According to analyzed data, it showed that there was improvement of students' scores in writing Biography text, from the preliminary study until the cycle II. By applying the score of criteria success (SKM) 73, 42 % of students passed from the score of criteria success (SKM) in preliminary study, and then it was improved in the cycle I, There were 76% of students passed from the score of criteria success (SKM). Finally, students got an improvement in the cycle II. 100 % of students passed from the score of criteria success (SKM). from these results the researcher concluded that implementing Lee-Min Ho's lifestyle video was been successful in increasing students' abilities in writing Biography texts. Therefore, the implementation of Lee-Min Ho's Lifestyle video to improve writing skill by following few steps such as: 1). The teacher introduces Lee-Min

Ho's lifestyle video model as the purpose of activity. 2). The teacher explains the step of Lee-Min Ho's lifestyle video model in writing Biography text. 3). Students are shown to watch Lee-Min Ho's lifestyle sample from the video. 4). Students are divided in some groups to analyze Lee-Min Ho's Lifestyle. 5). The teacher asks students to collect information of Lee-Min Ho's Lifestyle video. 6). The teacher asks the student to create a Biography text based on the Lee-Min Ho's lifestyle video. 7). The activity is conducted and students make Biography text. 8). The teacher and collaborator gives positive feedback to make students interested and motivated in writing Biography text. 9). The teacher and collaborator evaluate the result of the activity.

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CHAPTER I

INTRODUCTION

This chapter presents an Introduction such as: The Background of study, The Formulation of research problem, The scope of the study, The purpose of the study, The Significance of the study, The previous study, and the definition of key terms.

A. Background of the study

Language has a big role in our daily life. All people apply a language to explore their ideas, express their thought and share their opinion. Nowadays the English language becomes the global language which considered as a foreign language in Indonesia. Besides, the English language has a significant in some aspects, such as: to get an education access in overseas countries, to have an international business, and to join in politics (Asiti, 2012:1). Furthermore, The existence of the English language is considered in Indonesia education. According to Sari (2015: 1), English major becomes a compulsory major in English teaching-learning at school. Besides, as mentioned curriculum 2013, English teaching-learning is implemented at survival level till university.

The English language consists of several skills such as: Listening, Speaking, Reading, and Writing. From those skills, writing skill is very important and useful for everyone in the world, According to Hayati (2017:10) “If you want to write, it is as simple as that. Writing is a skill, like driving or word processing that you can master with hard work. If you believe this, you are ready to learn how to become a component writer”.

Allah SWT said that in Al Qur'an in Al Alaq Verse 4-5

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

The meaning is: “*Who was taught (the writing) by the pen. He has taught man that which he knows not*” (Q.S Al-Alaq:4-5)(Hayati,2017:10)

Allah said in the Qur'an in Al-Qalam verse 1:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ (١)

The meaning “*Nun, by the pen and what they write*”(Q.S Al-Qalam:1) (Hayati, 2017:10)

However, among four skills in the English language, writing is considered as the most bothersome a skill. “Writing is a language skill that is used to communicate indirectly” (Fitriani, Sutama and Astika, 2018:3) According to their statement above, writing is considered a skill which can not orally directly. Otherwise, it is different from the other skills. Zulfanita (2019:1) argues that, by writing, student can transfer their information, thought, and an idea. Besides, everyone should be apprehending how to create good writing so do students, it is supported by the concept of Lestyaningsih (2017:1) writing skills is advisable to be mastered by all people. However, “Writing takes the most students’ attention” (Asiti, 2012:1) it means, students need much time to create it. In the result, they can produce a correct writing. However, To produce correct writing, we have to understand all aspects of writing, such as vocabulary, grammar, sentences and, etc. Besides, Virtually writing is hard to create, According to Ahzurah (2018:2) writing is complex, on the other hand, as the student should know how to write

correctly. It is also supported by Prasetya and Komarudin (2017:25) students of Senior high school should learn English major especially in writing. The one of motive why they have to write is because writing is one of productive skill which can do for every student, it is also mentioned by Hayati (2017:5) writing is one of productive skill which can do all people.

According to the complexity of the writing skills above, teachers should have suitable media. Furthermore, to achieve the best result in teaching writing, the teacher should understand what the most appropriate media is. It is strengthened by Zuhra (2018:2) the way to solve the problem in the classroom is by using the media. In short, the media can solve a problem dealing with writing. "To make an enjoyable learning, teachers have to choose the appropriate and interesting media for teaching-learning process such as games, pictures, card songs, video, stories, etc." (Racmah, 2011:3) In this line of that statement, there are various media which make students are better in learning English major especially in writing skill. In this research, the researcher focuses more on using video as the most appropriate media. Because of writing, the researcher uses Lee-Min Ho's lifestyle as a content of video to improve students' writing skills in writing Biography text. By the length of duration 04:28, the video can be downloaded on YouTube, here is the link of the source (<https://www.youtube.com/watch?v=ZkNTBq42kN4> Accessed on 15th April 2020 at 10.10 Am) in short, to approach teaching in writing Biography text, video can be considered as one of the media in teaching writing.

Madrasah Aliyah Negeri 3 Banyuwangi is one of Senior high school which located in Srono district exactly Banyuwangi Regency. The researcher has the intention to conduct research studies in this school because of some reasons, The first, this school is a place where the researcher had PPL before, The second, According to the article which the researcher reads, It mentions that Madrasah Aliyah Negeri 3 Banyuwangi is the best accreditation in East Java Province (<https://radarbanyuwangi.jawapos.com/read/2018/02/27/52793/man3banyuwangi-akreditasi-terbaik-se-jatim&hl=ID#a.modalSearch> Accessed on 16th March 2020 at 3.22 Pm). The third, Madrasah Aliyah Negeri 3 Banyuwangi has good facilities, good staff and, students who support this research. In short, this school is very supportive to be conducted research studies.

Moreover, According to the researcher's observation when conducted the preliminary study, The researcher finds that the student still has problems in writing Biography text. The first, mostly they feel writing is hard, they have to deal with grammar, it is also known by their writing from their task, it shows that they are still low in grammar. Besides, They still have lack vocabulary. The second, students feel not only less vocabulary, but also lack an idea. They said that they feel confused to create new sentences in writing in Biography text. The cause is they do not find any idea on their mind. Furthermore, the effect of the problem above, makes it difficult to organize sentences. In short, they need an idea to create a sentence to improve their skill in writing Biography text. The third, when the students write down their thought they feel hopeless and not confident. Mostly, they are worried when they are going to write a sentence in a paragraph. In short, students need much motivation and practice in writing

Biography text. The fourth, students do not enjoy when they are getting the researcher's explanation by using traditional teaching in the first meeting in preliminary study. When the researcher teaches them by using traditional teaching, mostly they do not pay much attention to the researcher's presentation. The fifth is students feel hard to create Biography text because they are seldom practice writing. Moreover, those problems begot the student to be able not to achieve the criteria maximum of the score (SKM). Those problems school conditions above were proven by observation by the researcher when the researcher had had preliminary study. it is also proved by checking the score in the researcher's PPL Finding. It shows that there are many students get under criteria maximum of the score, whereas the minimal completeness criteria of success (SKM) is 73, in contradiction, there is student who get 48, it means students are not reached yet, those happens were proven when the researcher conducts a preliminary study. Due to the problems above, The most appropriate media must be implemented by teachers. And video is one of the media which expected to solve those students' problems in writing Biography text. It is supported by the concept of Lestyaningsih (2017:3) video that can be implemented to transfer material which related to the topic is. It is also supported by Fatmawati (2017:2). "There is reason to believe that video would be helpful" based on those concepts, video is believed that it is effective to transfer knowledge when teaching-learning in the classroom.

So that's why the researcher chooses Lee-Min Ho's lifestyle video as media which gives benefit for students who learn to write in Biography text. The reason is by applying Lee-Min Ho's lifestyle, it can provoke students to write Biography text more intentionally. There are some reason by implementing it, the first, students can get information of Biography from the point sentence of Lee-Min Ho's lifestyle which appears on videos, with the result that students can create an idea based on valid information, the second students are expected to be interested with the picture and the song that shows in Lee-Min Ho's lifestyle video, the third they can be more eager to learn to write Biography text because of nowadays many teenagers are admired by Lee-Min ho. Korean actor and actress is the proclivity of interest in the teenager cycle. As mentioned by Putri (2016:2) "Community of *K-Popers* becomes a separate phenomenon for the young sister in the middle of society." Based on her perspective, it is clear enough that many teenagers are admiring with Korean Pop or popular with the acronym *K-Popers*. And the *K-Popers* enthusiasts are in the form of a community, and in his research there is a community of five people. Besides, Putri (2016:2) states in her research study result that "Two kinds motives of community members to join the community *K-Popers* Pekanbaru such as because of a hobby and dancing". From preliminary study activities in this research, it can be concluded that 100% of students all pay attention and listen to Lee Minho's video when it is played by researchers. The conclusion is all students has been enjoyed in social tenth grade.

The biography text material has been listed in the tenth grade learning plan for social majors. According to the basic competencies in the learning plan, namely to differentiate social functions, text structure, and linguistic elements of some recount texts; Information about oral and written biography by giving and requesting information related to the actual issue, according to the context of its use (lesson plan X grade social 2020: 1). Therefore, researchers use biography material as a learning topic. According to the school problem condition above. The researcher has the intention to conduct research study which entitled **“Implementing Lee-Min Ho’s lifestyle video to improve students’ writing skills in writing Biography text at the tenth grade students of Madrasah Aliyah Negeri 3 Banyuwangi in the Academic year 2019/2020”** it is strengthened by some researchers’ thesis such as: Improving students’ vocabulary mastery by using charades. (*A classroom Action Research at second Grade of MTs Assyafi’iyah Gondang Tulungagung in the Academic Year of 2015/2016*) By Hayan Ayu Nur Cahyani. The Use of Video To Improve The students’ Speaking Skill at Class VII of SMPN 2 Patuk in the Academic Year of 2014/2015 (*Action Research Study*) By Sinta Prasetia Tria Sari, The Effect of Tutorial Video on Students’ writing of Procedure Text (*A Quasi-experimental Study at the Eighth Grade Students of MTs Negeri 13 Jakarta in the Academic Year 2017/2018*) by Meyla Azuhrah, The Use of YouTube to improve students’ ability in writing (*A Classroom action research of the tenth-grade students of SMK Negeri 1 Bawen in the academic year 2019/2020*) By Ninda Septia Zulfanita and The Effectiveness of Using Video for Teaching Procedure Text (*An Experimental Research to the*

Eleventh Grade Students of SMA Negeri 1 Banyudono in the academic year of 2015/2016) By Rina Lestiyaningsih.

B. Formulation of The research problem

Due to the background of the study above, the researcher formulates the research problem such as How is the implementation of Lee-Min Ho's lifestyle video able to improve students' writing skills in writing Biography text at Tenth grade students of Madrasah Aliyah Negeri 3 Banyuwangi in the academic year 2019/2020?

C. Scope of the study

This research study is limited to the process of Implementing Lee-Min Ho's lifestyle video to improve students' writing skills in writing Biography text at the tenth grade students of Madrasah Aliyah Negeri 3 Banyuwangi in the Academic year 2019/2020.

D. The aim of the study

This action classroom research has a purpose based on the problem research above. And the purpose is To describe the process of Implementing Lee-Min Ho's lifestyle video to improve students' writing skills in writing Biography text at Tenth grade students of Madrasah Aliyah Negeri 3 Banyuwangi in the academic year 2019/2020.

E. Significance of the study

Here are some benefits of this research study which, expected to give input to:

1. The student

This result of the study gives benefits to students to improve their ability in learning Biography text.

2. The teacher

This result of the study gives an input to the teacher in teaching Biography text. Besides, it becomes an alternative technique to enrich each technique.

3. The other researchers

This research study can give literature and information for the next researchers who conducts the researcher which related to writing Biography text.

F. The Previous studies

There are some previous studies, which related to this research study as follows

- a. Improving students' vocabulary mastery by using charades. (*A classroom Action Research at second Grade of MTs Assyafi'iyah Gondang Tulungagung in the Academic Year of 2015/2016*) By Hayan Ayu Nur Cahyani. Based on Cahyanai (2016:17). As mentioned in her result of

research study “Based on the result of this research showed that there was an improvement on students’ vocabulary mastery”

1. Similarities

The first Previous study has some similarities with this research study, either this research study or the first previous study used car (classroom action research) as the design of a research study. Besides, both of them used a qualitative approach include the procedure of research such as planning, acting, observing, and reflecting based on the model of Kemmis and Mc Taggart.

2. Differences

The first Previous study used charades as media of improvement students’ vocabulary, on the other hand, this research study implemented a video that focused more on Lee-min Ho’s lifestyle as content in the improvement of writing Biography text. However the first previous study conducted a research study involving second grade students of Mts Assyafi’iyah as population, but this research study was conducted by involving the Tenth Grade students of Madrasah Aliyah Negeri 3 Banyuwangi as population or subject of the research study.

- b. The Use of Video To Improve The students’ Speaking Skill at Class VII of SMPN 2 Patuk in the Academic Year of 2014/2015 (*Action Research Study*) By Sinta Prasetya Tria Sari, the result of research study Sari, (2015:16) “The result of this research showed that using videos in the of

speaking was proved to improve the students' speaking skills in five aspects: vocabulary, pronunciation, grammar, fluency and, comprehension”

1. Similarities

The second Previous study has a qualitative approach as research methodology so did this research study. Furthermore, both of them implemented a video as media in teaching.

2. Differences

The second previous study implemented a video to improve students' speaking skill. On the other hand, this research used a video to improve writing skills, especially in Biography text.

- c. The Effect of Tutorial Video on Students' writing of Procedure Text(*A Quasi-experimental research Study at the Eighth Grade Students of MTs Negeri 13 Jakarta in the Academic Year 2017/2018*) by Meyla Azuhrah. She states in the result of research study, Azuhrah(2018:4) “ It proved that tutorial video gave moderate effect and it can be concluded that there was a significant effect of tutorial video on students' writing of procedure text”

1. Similarities

The third Previous study used video as media for teaching so did this research. Besides, both of them did an improvement in students' writing skills.

2. Differences

In contradiction, The third Previous study implemented a tutorial video as content in writing procedure text but this research used Lee-Meen Ho's lifestyle video as content in writing Biography text. Meanwhile, the third previous study used quantitative as an approach but this research used qualitative as approach. This research involved students at The Eleventh Grade In Senior High School. On the other hand, the third Previous study involved The Eighth Grade Students of Mts Negeri 13 Jakarta.

- d. The Use of YouTube to improve students' ability in writing (*A Classroom action research of the tenth-grade students of SMK Negeri 1 Bawen in the academic year 2019/2020*) By Ninda Septia Zulfanita. The result of the research study by Zulfanita (2019:4). "From the result, the researcher concluded that using Youtube can improve the eleventh-grade students' ability in writing at SMK Negeri 1 Bawen"

1. Similarities

The fourth research study conducted an improvement in students' writing skills. Besides this research did an improvement in writing. In addition, either this research study or the fourth previous study used a qualitative as an approach.

2. Differences

The fourth Previous study was conducted by using Youtube in teaching students at Eleventh Grade Students of Smk Negeri 1 Bawen. Moreover, this research study implemented a video to improve students' skills in writing Biography text at the Tenth Grade Students of Madrasah Aliyah Negeri 3 Banyuwangi.

- e. The Effectiveness of Using Video for Teaching Procedure Text (*An Experimental Research to the Eleventh Grade Students of SMA Negeri 1 Banyudono in the academic year of 2015/2016*) By Rina Lestyaningsih. Based on Lestyaningsih's abstract "based explanation above the researcher concludes that using video is effective to teach procedure text writing." (Lestyaningsih, 2017:7).

1. Similarities

This research study and the fifth Previous study conducted an improvement in students' ability in writing skills. furthermore, a video was used not only in this research study but also the fifth Previous study

2. Differences

The fifth Previous study conducted experimental research in teaching writing procedure text, moreover, this research study conducted classroom action research in writing Biography text.

G. Definition of key terms

1. Writing

Writing is one work which can be used to develop an opinion and idea become words in sentences. Asiti (2012:7).

2. Biography text

Biography, it means the reader reads a story start beginning, medium till the end, it contains the main character who has the struggle, conflict and, achievement. (Fitriani, Sutama, and Astika, 2018:4).

3. Video

Moreover, video is a visual tool that can present some displays, either verbal or nonverbal presentations Sari (2015:31).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter shows a Review of the theoretical background such as: Writing, Biography text, and Lee-Min Ho's lifestyle video.

A. Writing

1. Definition of Writing

There are many definitions of writing. Based on Asiti (2012:7) Writing is one work which can be used to develop an opinion and idea become words in sentences. It is supported by Lestiyaningsih (2017:8) "Writing is the process of thinking about how to express in good writing and arrange the ideas into statement and paragraph clearly", According to the statement above, our thought and idea can be realized correct writing by creating sentences in a paragraph. Furthermore, Zulfanita (2019:14) States that everyone can create writing text because writing is considered as productive skill. Besides, among four skills in English, writing is one of skill which is used for students to learn the language more accurately (Ahzuhra, 6:2018), It means that when students create a writing, all the components in writing is developed by students too. Moreover, as mentioned by Sholihah (2010:5) in thesis of Mulyani, Tavriyanti, and Septy, Writing is a tool to communicate among the writer and the reader in line with that concept. Everyone can communicate indirectly by using writing text. In this result, they can share what they think and feel by writing. Furthermore, it is read by someone else.

The conclusion is writing is a skill that is used to communicate indirectly with the reader by involving all knowledge aspects such as grammar, an idea, and other components that are created in the correct sentences.

2. Purpose of Writing

There so many Aims of writing, According to Ahzuhra (2018:8) as mentions in her thesis, there are several purposes in writing such as:

a. Persuasive purpose

This aim is to convince the reader with the writer's idea by adding the evidence from the writer. In this result, the reader will be persuaded.

b. Analytical purpose

This Aim is to give information to the reader about a topic related to the investigation of causality, evaluation of effectiveness, and access to solve a problem. Furthermore, the example of writing can be found in an analysis paper and critical analyses.

c. Informative purpose

This aim is to present an answer which related that topic of the reader question, as can as possible. Moreover, as a reader can get new knowledge by comprehending that writing

3. Process of Writing

According to Zulfanita (2019:17), there are four steps which can be applied in writing

a. Planning

At this stage, the writer can provide ideas to generate in their writing.

b. Drafting

At this stage, the idea which has created is ready to be started. It does not get to create writing, because it is still needed to be stronger and more advanced.

c. Revising

In this stage, after the drafting, the writers can assess their writing. In result, they can present their writing more appropriately

d. Final draft

In this stage, the writer should consider the correctness of punctuation, spelling, grammar in their writing.

4. Teaching of Writing

By teaching writing, it makes students can be able to creative and innovative based on their ideas and thought. it is supported by Raimes (2010:18) Mulyani, Tavriyanti and, Primasepti study “Teaching writing is a process that makes the student learn to do something”. Whereas Teaching is not easy to do, many kinds of element of writing, wich the writers need to be understandable, it is strengthened by Racmah (2011:15) “Teaching writing is a complex process, a teacher should consider the communication competencies” furthermore, as English teacher, they should understand what the components

of teaching are: the first, as the teacher must be able to have competence in grammatical in. Besides they can be mastered in linguistics components such as: morphology, syntax, semantic Pragmaticetc. Here are some competencies which teachers must have:

a. Competence of grammatical

The teacher must be mastering many vocabularies in the structural sentences, and they have to know what the aspects of linguistic are.

b. Competence of Sociolinguistic

The appropriateness of language and the correct grammatical form must be applied in different sociolinguistic contexts.

c. Competence of discourse

The Teacher must be comprehensive not only in sociolinguistic but also discourse, the knowledge also needs to combine in all their competences. Moreover, there some elements which must be known by all teachers as follows: topic sentence, paragraph unity transition and, etc.

d. Competence of strategic

Strategy competence is also recognized as communicative competence in teaching classrooms with that competence as teachers can measure which one the most effective strategy in teaching.

5. Micro and Macro skills in Teaching writing

Brown argues that “Following the format from the previous three chapters, micro-and macro skills for writing production are enumerated

Table 2.1
Micro and Macro skills for writing

Micro skills

1. Produce graphemes and orthographic patterns of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical systems (e.g., tenses, agreement, pluralization), patterns, and rules.
5. Express a particular meaning in different grammatical forms

Macro skills

6. Use cohesive devices in written discourse.
7. Use the rhetorical forms and conventions of written discourse.
8. Appropriately accomplish the communicative functions of written texts according to forms and purpose.
9. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
10. Distinguish between literal and implied meanings when writing.
11. Correctly convey culturally specific references in the context of the written text.
12. Develop and use a battery of writing strategies, such as accurately assessing the audience’s interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

6. Types of classroom writing performance

Brown (2017:399), presents some five major categories of types of classroom writing performance such as:

a. Imitative, or writing down

The basic learner can write down English letters, words, and sentences by serving the teacher's dictation. The dictation serves not only for the student at the beginning level but also test higher-order processing as well.

b. Intensive, or controlled

Writing always involves grammar as an aspect in writing paragraphs, so intensive or controlled usually appears on the detailed grammar of writing. For example: students change the simple present tense to simple past tenses in a paragraph. Furthermore, teachers can guide them in applying grammar in their writing.

c. Self-writing.

The beneficial part of classroom writing can be immortalized to self-writing. Students can make notes based on the teacher's lecturing and then, they can create a summary based on their mind as an audience. There is an example of writing-self as follows: journal, diary, etc.

d. Display writing

Display writing consists of all the languages of students such as: short-answer exercises, essay examinations, and even research reports involves a display. Especially for students, they need to learn about the technique of displaying.

e. Real writing.

Besides displaying writing, real writing can also appear in writing teaching. There are combinations between displaying writing and real writing as follows Academic writing (Group problem-solving tasks), vocational/technical (students studying English for advancement in their occupation) and Personal (diaries, letters, postcard, notes, and personal messages).

7. Principles for teaching writing skills.

As teacher should have some principles for their teaching in writing skill such as:

a. Incorporate practices “good’ writers

To create good writing the teacher must consider the technique in achieving good writing.

b. Balance process and product.

To create writing, it is needed a process based on the appropriate stage. Furthermore, a student needs to create multiple drafts before an effective product created, in short, it must be worth the effort in this final creation

- c. Account for cultural/literary backgrounds.

Do not think that students understand the rhetorical conventions of English. If few students are contradicted in their native tradition and those, the teacher must teach and try to help them to understand what it is.

- d. Connect reading and writing.

Students learn to write after they have read, something which, already written, it helps students to get new reference which related to their topic of the writing.

- e. Provide as much authentic as possible.

The authentic is provided in whether real writing or display writing, and the purposes of them are to present meaning. And it can be added by the student to other students. Example: Publishing a class news, letter, writing a letter to people outside of the class and, writing a script for a skit or dramatic presentation.

- f. Frame your technique in terms of prewriting, drafting, and revising stages. There are three stages of writing which, can be framed by process writing approaches such as: the prewriting stage, the drafting, and revising stages.

8. Assessment of writing

To find out students' progress as a teacher can conduct an assessment, besides assessment also can use to evaluate the teacher strategy is effective or not. Based on Brown (2017:412) "If you are a guide and facilitator of students' performance in the ongoing process of developing a piece of written work, how

can you also be the judge? What do you judge?” According to that concept, there are techniques to determine the students’ progress in developing their writing and it is called as Scoring rubric

9. Evaluation Checklists in writing

Based on Brown (2017:413) one of the methods to examine students’ writing is by using the Rating checklist. It can indicate students’ strengths and weaknesses. Brown (2017:413) states that “Table 21.2 is a typical list of general categories, that are often the basis for the evaluation of student writing.

Table 2.2.

Categories for evaluating writing

Content	Organization	Discourse	Syntax	Vocabulary	Mechanics
Thesis statement	effectiveness of introduction	Topic sentences			Spelling
Related ideas	logical sequence of ideas	Paragraph unity			Punctuation
Use of description, cause/effect, comparison/contrast	Appropriate length	Discourse Markers			Neatness and appearance
		Rhetorical Conventions			
		Reference			
		Fluency			
		Economy			
		Variation			

(Adapted from H. Douglas Brown 413, 2017)

Besides, to evaluate students also need a scoring rubric to get feedback from students' writing, according to Brown (2017:414) there are six categories. And each score has different categories. then, it helps the teacher to analyze and focus on the specific student's problem. Furthermore, the teacher can give special attention to them. In afterward to get successful teaching-learning activity it needs to prove by understanding students' scores, in this result the teacher can give them a comment. Based on Brown (2017:414) "The six-category list in table 2.3. can serve as the basis for such evaluations"

Table 2.3
Score rubric

Content	0-24
Organization	0-20
Discourse	0-20
Syntax	0-12
Vocabulary	0-12
Mechanics	0-12
Total	100

Adapted from H. Douglas Brown (2017:414)

B. Biography text

1. Definition of Biography text

There are some interpretations based on some experts. According to Echols (1975:65) Biography/bai'agrefie/kb/biografi, in Bahasa is *Riwayat hidup*. Biography, it means the reader reads a story start beginning, medium till the end, it contains the main character who has the struggle, conflict and, achievement. Writing Biography text is An explanation of writing, which is written by other people (Fitriani, Sutama, and Astika, 2018:4). Besides, students can take a moral lesson of the main character from the Biography text. Usually, Biography text uses an explanation of famous people. Moreover, A Biography text presents the real description of a person life include their factual detail. Besides, Biography text gives the contribution of motivation to readers which taken from people who are well known, it may be political, actor, athletes and, etc. Furthermore, Biography text is one personality recount text which, retelling an event And it has purpose to entertain the reader or both (Hayati, 2017:16).

2. Generic structure of Biography text

According to (Fitriani, Sutama, and Astika, 2018:4) there are several structures of a Biography text such as orientation, Event, and Reorientation.

a. Orientation

In this part, the reader is presented with a background of information, it tells about a place, birth, etc.

b. Events

In this part, presents the chronological order, which means, the event tells about their problem and attainment. Furthermore, it can give a motivation or moral lesson to readers.

c. Reorientation

In this part, the writer can comment on their attainment or contribution of that person.

3. Language features of writing Biography text

There are some language features of Biography text according to Wahyu and Rukmini (2015:66) as follows:

a. Using Simple Past Tense

Example: Lee-Min Ho was born on 22 nd Jun 1987 and he began to be an actor since he was young

b. The Temporal sequence

The temporal sequence consists of: Temporal sequence of time and a Temporal sequence of conjunction.

c. Focus on specific participant

Explains about something actively made by that person by using some verbs in the past form.

4. Example of Biography text

Here is the one of example of Biography text which adapted from Sumarsih (2013:29).

Cristine Hakim

Cristine Hakim is one of the most famous Indonesian actresses. She was born in a faithful Muslim family. She was born in Jambi on December 25th, 1957.

Christine Hakim has been a multitalented film actress since 1970. Her father is Hakim Thahar while her husband is Edo Eduard Jeroen Lezer. She made the debut by becoming the actress in “*Cinta Pertama*” in 1973. This film led her to win “Piala Citra” in the Indonesian film Festival. She continued her success in later films. Up to now, she has been involved in more than 30 films.

Winning “Piala Citra” for six times area a recognition for her acting. *Tjoet Nja Dhien* was the most well-known film of Christine Hakim. It was released in 1988. It tells about the struggle of the people in Aceh, led by *Tjoet Nja Dhien*, to gain the independence

Source: Sumarsih (2013:29)

C. Lee-Min Ho’s lifestyle video

1. Lee-Min Ho’s lifestyle

The one of Korean actors who admired by teenagers nowadays is Lee-Min Ho. He was born on 22nd Jun 1987. Lee- Min Ho is a popular Man who is considered a South Korean actor. It is supported by (www.onetvasia.com Accessed on 19th April at 6.55 Pm) “He is arguably one of the most recognized South Korean”. Besides, Lee has been being A Stardom since he was young. Moreover, Lee-Min Ho’s is an actor who starring The Movie of Boys Over Flower/BOF (2019). (Www.Kepogaul.com, accessed on 19th April At 07.04 Pm).

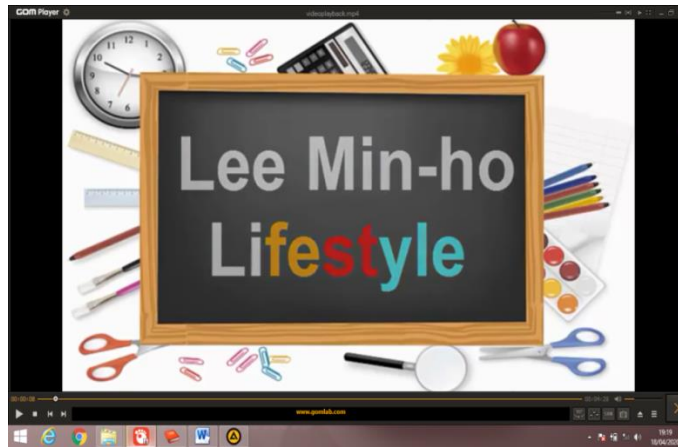


Picture 2.1. Lee-Min Ho's photo

2. Video

Video can provoke students more intentionally in writing, as mentioned by Sari (2015:31) video is one multimedia which shows a picture include Narration. So video is a visual tool that can present some displays, either verbal or nonverbal presentations. Besides, video produces not only visual but also audio. Besides, by video students can watch and listen to something. Furthermore, videos can give significant for students, they can use video as their media to get an idea and the text on a screen. It is supported by Canny (2000:25) in Mulyani, Tkuryanti and, Primasepti study, Video is digital media which has benefited to enhance students' writing skills. Afterwords, video can be utilized by the student to create a writing, Besides, Based on Prasetya and Komarudin, (2017:28) "A video is a small section of larger video presentation A series of video frames are run in succession to produce a short video". While this research study implements Lee-Min Ho's lifestyle video to improve students' writing skills in writing Biography text, according to definitions of

video and Lee-Min Ho's Lifestyle above, the researcher can conclude that Lee-Min Ho's Lifestyle video is a video which presents a piece of information in narrative related to Lee-Min Ho's Lifestyle.



Picture 2.2. Lee-Min Ho's lifestyle video

According to Zuhra (2018:14-15) when the teacher conducts a video as their media, it gives not only advantages but also disadvantages for students.

a. The advantage of using video

There few advantages by implementing video in teaching-learning activities, as follows :

1. To see language in-use

Students get not only audio and visual on video but also knowledge which related to linguistic. As a result, they can learn of elements of English more intensively from a video.

2. Cross-cultural awareness

various videos can take students' attention to know the culture of the situation in other countries. So they can understand and become new information for them.

3. The power of creation

In nowadays, students can create a video by their camera, students can be a director of their camera itself. Then, they can create content which enjoyable and creative.

4. Motivation

According to those advantages above, students can improve their ability more deeply and interesting by using video as a media in language learning.

b. The disadvantage of using video.

As teacher should aware that video has disadvantages for students, Here are some disadvantages of using videos:

1. The nothing syndrome

When the teacher presents a video in the classroom, they can provide video which varieties, as can as possible, because just turn on video on the monitor, can make teaching-learning becomes less interesting.

2. The Length of extracts

Teachers should be conscious of the length of video duration. Many people have the idea that the over-long of duration can be bringing students to be sleep or doze.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the setting of research, Research design, instrument of the study, Technique of data collection, and Technique of Data Analysis.

A. Subject and Setting

1. The profile of English teacher of students tenth grade social departement 4 Madrasah Aliyah Negeri 3 Banyuwangi

Mrs. Sulastri Prambahan S.Pd, was born on September 23rd 1969. Her hometown is Manado but she lives in Banyuwangi regency, East java Province, Indonesia right now. She is The English teacher of students of social 4. Besides, she is being a homeroom teacher in XII MIPA.

2. The profile of students of the tenth-grade social departement

Students of the tenth-grade social departement is involved as a population in this research study. There are eight male students and twenty five females student which the total is thirty three.

3. Length and time of the study

This research study is conducted from preliminary study I until the cycle II is around 31 days. There is a schedule of research study as follows

Table 3.1.
Time of research study

NUM	ACTIVITY	DATE	MONTH	YEAR	
1	Preliminary study (reconnaissance)	24 th	October	2019	
2	The cycle I	1 st meeting	31 st	October	2019
		2 nd meeting	7 th	November	2019
3	The cycle II	1 st meeting	14 th	November	2019
		2 nd meeting	21 st	November	2019

B. Research Design

This research uses CAR (Classroom Action Research) as research design by using a qualitative approach. Classroom Action Research is one of the research which brings a change in teaching-learning developments, As mentioned by Cahyani (30: 2016). It is also supported by Sari (49: 2015), she mentions that “Action research carried out by a team that encompasses professional action researcher and the member of an organization, community the participant situation” Istiqomah (2018:6) argues that class action research is an investigation which conducted by the researcher, and it can be conducted in any circles it may be school, counselor or other environments. Besides, according to Stringer (2017:1). Classroom Action Research an investigation of a systematic approach that uses to find effectiveness and solution to solve the problem in their situation. Stringer states that there is a basic action research routine as follows:

Table 3.2**Basic action research routine**

Look	<ul style="list-style-type: none"> • Gather relevant information • Build a picture: Describe the situation (define and describe)
Think	<ul style="list-style-type: none"> • Explore and analyze: what is happening here? (Analyze) • Interpret and explain: How/why are things as they are (theorize)
Act	<ul style="list-style-type: none"> • Plan (report) • Implement

Adapted from Stringer (2017:1)

1. Classroom Action Research principles

There are several Classroom Action Research principles according to Purrohman (2011:6) as follows:

- a. Classroom Action Research never annoys the teacher's activity when they conduct an instruction process. Whereas, the Classroom Action Research that tries to develop the teacher's professional character can be more effective.
- b. Classroom Action Research makes the researcher spend their short time to gather data. Besides, the researcher must be accurate in the arrangement because Classroom Action Research uses an appropriate method including initial collection data before the research begins.
- c. The appropriate and reliable methods must be used in the Classroom Action Research, in this line a teacher has chances to create a formulation of action.

2. Characteristic of Classroom Action Research

There are some characteristics of Classroom Action Research according to Purrohman (2011:6) which viewed based on Santaya (2007) and Winter (1996) Kemmis and Taggar, the researcher summarizes as follows:

- a. Classroom Action Research has an intention to solve a problem that happens in the classroom, and it is supported by scientific procedures. Moreover, the teacher as the researcher can be closer to the student so they can be easier to find out the problem of students.
- b. Classroom Action Research must be conducted focus because, Classroom action research needs a plan, a performance and, evaluation to find out the effectiveness of problem-solving.
- c. Classroom Action Research has a significant for teachers, they can develop their effort by using their critical thinking and it can produce new knowledge for them and the other researchers.

3. Objective of Classroom Action Research

There are some main objects of Classroom Action Research according to Purrohman (2011:6) as follows:

- a. Classroom Action Research has a purpose to increase and upgrade teachers' professional services in the teaching-learning process
- b. Classroom Action Research has the purpose to develop teacher skills in solving the problem to the learning-teaching process.

- c. Classroom Action Research has a purpose to grow up the millennial teacher in the teacher's community.

4. The benefit of Classroom Action Research

Classroom Action Research has some benefits as follows

- a. Classroom Action Research gives an advantage as innovation of education which develops from that start because teachers are recognized as an educational practice
- b. The outcome of the Classroom Action Research can be used as output in curriculum development
- c. Classroom Action Research develop teacher's skill as professionalism of teacher.

5. Procedure of Classroom Action Research

There are some stages of Classroom Action Research such as

a. Planning

Planning is an engaged process of idea and an appraisal to reflect an occurrence that has been occurring attempted to know a manner to solve the problem encountered.

b. Implementing

Implementing or acting, in this step the researcher thinks and mulls what the action was finished, how the method going to be implemented, and what the appropriate material will be prepared

c. Observing

Several activities which consist of collecting data to find out the outcome of the action. Gathering data can be considered by students and teachers.

d. Reflecting

Reflecting is an activity to examine a probity data and interpret the data for carrying out the betterment or advancement to include revision in the next heighten the success of teaching.

C. Procedure of the study

This research study uses a procedure based on Kemmis and McTaggart model (1988) as quoted by Sari (2015:56). There are four steps according to Kemmis and Mc Taggrat such as Planning, acting, observing, and reflecting. And the cycle is made at least in two cycles.

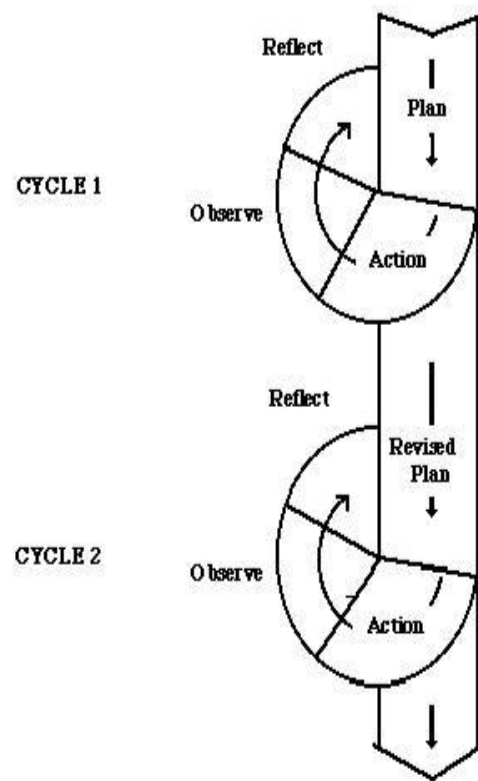


Figure 3.1. The Action Research Model based on Kemmis and McTaggart (1988)

Before the researcher applied those steps, the researcher has done to identify the student's problem in writing Biography text in the preliminary study. Besides, the researcher uses the concept of Kemmis and Mc Taggrat as procedure of research as bellow

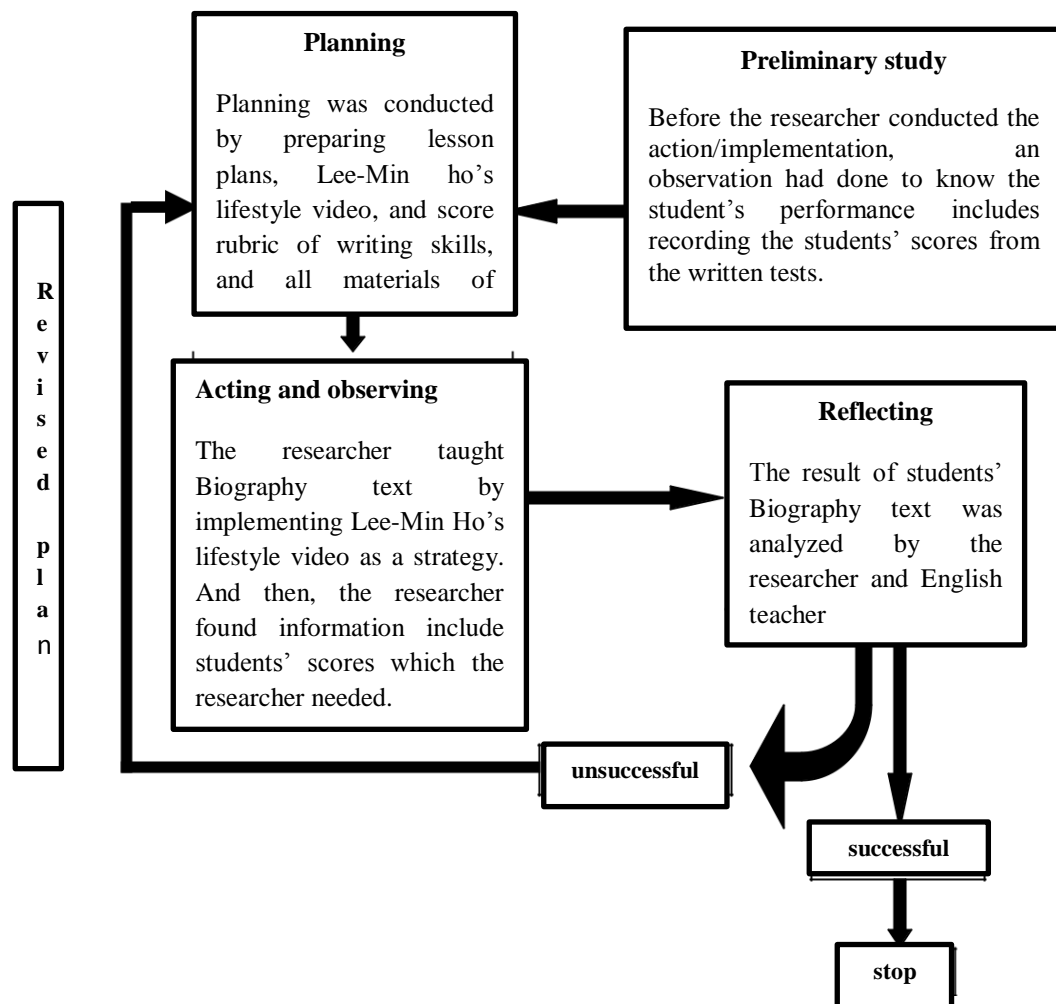


Figure 3.2. The Action Research Model based on Kemmis and McTaggart (1988) on (Cahyani 2016:35)

1. Reconnaissance

Before the researcher conducts the action, the researcher has conducted an observation to know all conditions and situations in the learning activity, furthermore, all information related to students' activity in writing Biography text is identified by the researcher. And then, after the interview and an observation is done by the researcher, the researcher finds that students still have a problem and a weakness related to writing a Biography text.

2. The cycle I

The first cycle is conducted on 31st October and 7th November 2019 by some steps, as follows

a. Planning

The researcher plans to choose an appropriate action to be implemented while collaborating with the teacher. Besides, In this step, the researcher prepares all necessities which are needed in the research process such as:

1. Provide a lesson plans

The one of a requirement that the researcher need is lesson plans which consists of the standard of competence, basic competence, indicators, objectives, teaching method, teaching procedures, learning sources, and assessment procedure. and It is presented in **the appendix**

2. Provide a material of teaching

The material of Biography text is presented include all aspects in that needed and It is Presented in **the appendix**

3. Provide an instructional strategy

Lee-Min Ho's lifestyle video is prepared as a strategy in teaching writing in Biography text.

4. Provide students test

Provide students test sheets to carry out the test include the scoring rubrics which is adapted from Brown, and It was presented in **the appendix**

5. Provide the material

Because the topic is the Biography text, the researcher provides an essay test, and it is given by the researcher to every student, and It is presented in **the appendix**

6. Prepare criteria of success

There is 73 for the criteria of success, so the goal of this research is to improve students' score more than 73 which is as the score of criteria success (SKM)

b. Implementing (Acting)

In this step, the researcher carries out the action-based plan which is made. Afterward, the researcher implements Lee-Min Ho's lifestyle video as the strategy to improve students' writing skills in writing Biography text. And some activities are done by the researcher all at once as the teacher role, such as

1. The teacher greets students and it is continued by checking their attending list.
2. The teacher introduces what the topic is going to be learned.
3. The teacher explains Biography text includes the definition, generic structure, and grammatical aspect in Biography text
4. The teacher asks students to ask the difficulties Biography text.
5. The teacher presents a video of Lee-Min Ho's lifestyle to be a media in teaching and learning Biography text.
6. The teacher gives an essay test to measure how much the students progress is

c. Observing

In this step, the researcher's role as the teacher. The researcher and the teacher observes all happens during in the teaching-learning in the classroom. The researcher uses observation guide to know the outcome of objective research, there are several stages such as

1. The English teacher observes the student's interest in the classroom during the process of teaching-learning.
2. The English teacher observes the activeness of students.
3. The English teacher monitors all works which were done by an individual student.
4. The English teacher observes students' capability in the mastering of using vocabulary in writing Biography text.
5. The English teacher observes students' capability in the mastering of using an idea in writing Biography text.
6. The English teacher observes students' capability in the mastering of the organization of paragraphs in writing Biography text.
- g. The English teacher observes the participation of students in writing Biography text.

Besides, the activity and a condition that occurs during the classroom is written and analyzed. In the result, the data may be useful for the next researches.

d. Reflecting

In this step, the researcher and the teacher make the reflection based on the implementation which has been done in the cycle I, there are reflections which are done by the researcher as such as

1. The data of the test is taken by the researcher from in the first cycle
2. The activity that is done is evaluated by the observer
3. The researcher makes the solving which can overcome problems that appears in the cycle I
4. The data of the cycle I is analyzed by the researcher
5. The researcher concludes for Classroom Action Research in the cycle I.
Whether, the action is successful or not success, the action is revised in the next the cycle to solve students' problems in writing Biography text

3. The cycle II

While, the second cycle is conducted on 14th and 2st November by several revised steps such as:

a. The Revised plan

There are several activities in the revised plan in the second Cycle, as bellow:

1. The researcher identifies the problem and make the solution or problem solving related to the problem that appeared in the cycle I.
2. The researcher provides the second video about Lee-Min Ho's lifestyle video which downloaded from Youtube.
3. The researcher provides students test sheets to carry out the test in the cycle II.

b. Revised plan for implementing

In this stage, the researcher's role as a teacher, and he treats them more intensively. Furthermore, the researcher carries out the action-based plan which is made. Afterward, the researcher implements the second Lee-Min Ho's lifestyle video and some activities are done by the researcher in the cycle II, such as

1. The teacher greets students and it is continued by checking their attending list.
2. The teacher introduces what the topic is going to be learned.
3. The teacher explains Biography text includes the definition, generic structure, and grammatical aspect in the Biography text.
5. The teacher asks students to ask the difficulties about Biography text
4. The teacher presents the second video of Lee-Min Ho's lifestyle to be a media in teaching and learning in Biography text In the cycle II
6. The teacher gives an essay test in the cycle II

c. Revised plan for observing

The researcher does some activities in Revised plan for observing as follows:

1. The English teacher observes the student's interest in the classroom during the process of teaching-learning.
2. The English teacher observes the activeness of students.
3. The English teacher monitors all works which will have been done by an individual student.
4. The English teacher observed students' capability in the mastering of using vocabulary in writing Biography text.
5. The English teacher observes students' capability in the mastering of using an idea in writing Biography text.
6. The English teacher observes students' capability in the mastering of the organization of paragraphs in writing Biography text.
7. The English teacher observes the participation of students in writing Biography text.

d. Revised plan for reflecting

In the cycle II, the researcher analyzes the revised plan for reflecting as follows:

1. The activity which has been finished is evaluated by the researcher.
2. The data from the test in the cycle II is analyzed by the researcher
3. The problems which happens in implementing activity is analyzes by the researcher.
4. The researcher analyzes the data from the observation sheet and students' score of the test in the cycle II.

D. Instrument of the study

The qualitative data is acquired from some instruments as follows

1. Observation checklist

An observation is made to analyzed all conditions appears in classroom. By using the observation checklist, the researcher can find out the students' behavior that indicates students are understood to write Biography text in teaching and learning activities.

2. The interview transcript

The interview transcript is made by the researcher to collect data that sources from students

3. By applying the test, the researcher can find out students' achievement after taught Biography text by implementing Lee-Min Ho's Lifestyle video. Besides, the test is used based on the step, as bellow
 - a. The material is limited in Biography text.
 - b. Using the term to create the test

E. Technique of data collection

This research uses qualitative as an approach. with the result, the data is taken by using based on the Technique of qualitative approach such as.

1. Observation

In the reconnaissance stage, classroom observation is conducted by the researcher. The researcher observes all students' activity during the teaching-learning process, and then all the conditions in the classroom are written and then transferred to the observation guideline.

2. Interview

The researcher also conducts an interview to students In the reconnaissance stage to collect information about their difficulties in the process. Furthermore, the researcher and the teacher discuss what the appropriate action which can be applied.

3. Test

The test is an essay test that orders students to create Biography text presented by the teacher. Besides, the test has a purpose to measure

students' achievement or ability in writing Biography text. The reason for conducting this test is to find out the students achievement after taught Biography text material.

F. Technique of Data Analysis

The researcher analyzes all process teaching and learning which are happened in preliminary study, the cycle I, And the cycle II by identifying students' categories abilities in writing Biography text, such as content, organization, discourse, syntax, vocabulary, and mechanics. There are techniques that researchers use in technique of data analysis such as

1. Using Score rubric (Adapted from H. Douglas Brown 413, 2017)

The researcher used score rubric to analyzed students' score in writing Biography text. There is score rubric that adapted from H. Douglas Brown (2017:414) that researcher uses to convert students score as follows

Table 3.3.
Categories for evaluating writing

Content	Organization	Discourse	Syntax	Vocabulary	Mechanics
Thesis statement	effectiveness of introduction	Topic sentences			Spelling
Related ideas	logical sequence of ideas	Paragraph unity			Punctuation
Use of description, cause/effect, comparison/contrast	Appropriate length	Discourse Markers			Neatness and appearance

Content	Organization	Discourse	Syntax	Vocabulary	Mechanics
		Rhetorical Conventions			
		Reference			
		Fluency			
		Economy			
		Variation			

(Adapted from H. Douglas Brown 413, 2017)

Table 3.4.
Score rubric

Content	0-24
Organization	0-20
Discourse	0-20
Syntax	0-12
Vocabulary	0-12
Mechanics	0-12
Total	100

Adapted from H. Douglas Brown (2017:414)

2. Microsoft excel

The researcher also uses Microsoft excel to find out the averages, presentations of students who passed and did not pass, the lowest student scores, the highest student scores and the total of student scores.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the result of this Classroom Action Research that used Lee-Min Ho's lifestyle video to improve students' writing skill in writing Biography text. Besides, the research was conducted the research started from preliminary study until two cycles.

A. The history of Madrasah Aliyah Negeri 3 Banyuwangi

1. Geographical Location of Madrasah 3 Negeri Banyuwangi, Srono

MA 3 Banyuwangi which is used as a place of research is located in the District of Srono - Banyuwangi precisely on Jalan Raya Srono Kebaman Srono Village, while the limits are:

1. Northside : Paddy land
2. SouthSide : Village Road
3. Westside : Paddy land
4. Eastside : Paddy land

2. At a glance Madrasah 3 Negeri Banyuwangi, Srono

Building for study rooms and offices on the land mentioned above. The first building in the Srono State Aliyah Madrasah Semula was from a faraway class (filial) from MAN Banyuwangi located in the village of Parijatah, Srono

District. Because in Parijatah the development seems relatively slow due to its less strategic location, the MAN Filial Parijatah was moved to the city of Srono, with status as a distant class, with the name Madrasah Aliyah Banyuwangi Filial Srono State. study room and 1 office room. It turns out that from year to year this filial madrasah has experienced a pretty good development, as seen from the development of the number of students and the quality of graduates who are getting better. Even in 1989 he was able to conquer the construction of a 5440 m² building. The doubling of this land is the result of collaboration between Madrasahs and the Education Administration Support Agency (BP3) and the students' parents. In 1991 the building began to consist of 3 study rooms, 2 office space (terraced) and 2 bathrooms

3. The organization structure of Madrasah Aliyah Negeri 3 Banyuwangi

The organizational structure of the Banyuwangi 3 Madrasah 3 basically refers to the Decree of the Minister of Religion and the Decree of the Head of the 3 Madrasah Negeri Banyuwangi. For complete organizational structure as follows:

Table 4.1.

The composition of the assistant head of Banyuwangi State Madrasah 3

NU	NAME	POSITION/GROUP	POSITION
1	Eny Susiani, S. Pd NIP 197007032005012003	Stylist III / d	Wakamad Curriculum
2	Defit Setiawan, S.Si		Curriculum Assistant
3	Syamsul Ma'arif, S.Ag NIP 196907132007011028	Administrative Director III / b	Deputy Chief of Student Affairs
4	4 Masrukhin, S.Pd.I NIP 197308172007101004	Youth Director III / b	Deputy of Public Relations
5	Nur Dwi Utami, S.Pd Nip 197207051998032004	Stylist III / c	Deputy Head of Sarpras
6	6 Wilis Anggraeni, S.Si NIP 197901092005012005	Stylist III / d	Deputy of Quality Control
7	7 M. Ali Mansyur, M.Pd.I NIP 197005182005011003	Stylist III / c	Quality Control Deputy II

B. Preliminary of observation (Reconnaissance)

The researcher observed the teaching-learning in the tenth grade students of Social departement 4 on 24th October 2019, There was schedule of research as follows,

Table 4.2. Schedule of research

Activity		Date		
		24 th October 2019	7 th November 2019	21 st November 2019
Pre-study	Conventional			
	Test			
The cycle I	Treatment			
	Formative Test			
The cycle II	Treatment			
	Test			

The observation was started to conduct teaching-learning activities In the pre-activity, the researcher started the teaching and learning activity by greeting them, and the researcher introduced by him self. And then the researcher checked their attendance lists. Furthermore, in main activity, the researcher presented and explained the Biography material include all aspects such as definition of Biography text, example of Biography text, structure of generic in Biography text and etc. And then, In the main-activity, the researcher found some problems related to teaching and learning Biography text. The first, when the researcher taught them in the classroom, not all students paid attention, their

attention was mostly spent to chat with each other. The second, Because they were allowed to bring mobile phones, so not a few students were focused on their handphones, even their reason was to translate or to surf information related to the lesson. And the third, students who sat down on the corner of classrooms slept. The forth, sometimes students spoke so rudely and impolite. The fifth, most students still did not understand how to apply past verb into Biography text. Moreover, students also need more guidance or control in writing grammar. Furthermore, to analyze all conditions in the classroom, the observation was also supported by an observation checklist, as bellow.

Table 4.3. Observation checklist for students

Nu	Name	Paying attention	Asking the question	Responding to the question	Accomplishing the task	Student were active in doing the task of Biography text
1	ARJ				✓	✓
2	AAZ	✓	✓	✓	✓	✓
3	ARP	✓			✓	✓
4	ABP				✓	✓
5	ASR	✓			✓	✓
6	AZV	✓			✓	✓
7	BPR	✓	✓	✓	✓	✓
8	DS				✓	✓
9	DBS	✓	✓	✓	✓	✓
10	DM	✓			✓	✓
11	DEZ	✓			✓	✓
12	FA	✓			✓	✓
13	JDT	✓		✓	✓	✓
14	LH	✓	✓		✓	✓
15	LA				✓	✓
16	MMK	✓			✓	✓
17	MZ	✓			✓	✓

Nu	Name	Paying attention	Asking the question	Responding to the question	Accomplishing the task	Student were active in doing the task of Biography text
18	MPH	✓	✓	✓	✓	✓
19	MR				✓	✓
20	NAK				✓	✓
21	NAR	✓			✓	✓
22	NDA	✓	✓		✓	✓
23	PV	✓		✓	✓	✓
24	RUL		✓	✓	✓	✓
25	RA	✓			✓	✓
26	SJM		✓		✓	✓
27	SNA	✓			✓	✓
28	SUK	✓			✓	✓
29	SO	✓	✓	✓	✓	✓
30	VT	✓			✓	✓
31	VLH				✓	✓
32	VAN	✓		✓	✓	✓
33	YNA	✓		✓	✓	

Table 4.4. Observation checklist for the teacher

Num	The teacher activities	Yes	No	Description
1	Providing a material well	✓		The teacher prepared the material as well as possible
2	Greeting students	✓		The teacher began the teaching-learning by greeting students
3	Checking students' attending lists	✓		The teacher checked students' attending list by calling them one by one
4	Giving a motivation	✓		The teacher gave the motivation in teaching and learning
5	Explaining the Material	✓		The teacher presented and explained the materials
6	Giving a traditional media to teach	✓		The teacher gave a media to deliver the material such as PowerPoint, picture and etc.
7	Giving the difficult for students to ask	✓		The teacher gave students' time to ask what made they still confused were
8	Helping students' difficulty during learning	✓		The teacher helped them to solve the difficulty in teaching and learning
9	Giving the feedback after the lesson ended	✓		The teacher gave the feed back according to the resut of the teaching and learning

Based on that observation checklist above, the researcher could conclude that, There were nine students still did not pay attention, as mentioned in the description of observation above, their attention was not only for paying in teacher explanation, but they divided to talk each other, slept and, focus on their mobile phones. Furthermore, when the researcher gave a question to them. Students answered rarely. Even, the researcher gave them a simple question like “Anybody knows, why do we have to use simple past tense in writing Biography text?” and it was not many students to respond the researchers’ question. There were only ten students who responded to the other researcher’s question during teaching-learning Biography text. Besides, when the researcher let them ask questions related to writing Biography text, most students were not active to give questions. Moreover, just some students who were eager to have a question, there were nine students who active to ask related to Biography text. Meanwhile, mostly students were active in did and accomplished a task. Besides, to find out students’ achievement in writing Biography text, the observation was completed by conducting an essay test by the researcher in post-activity. Every student wrote their works according to the picture of the public figure was given.



Picture 4.1. Conducting an essay test in preliminary study

In the result, the researcher analyzed their works by using a scoring rubric which adapted from Brown as bellows

Table 4.5. Score rubric

Content	0-24
Organization	0-20
Discourse	0-20
Syntax	0-12
Vocabulary	0-12
Mechanics	0-12
Total	100

Adapted from H. Douglas Brown (2017:414)

Besides, after students finished their works in essay test, students' score was converted as follows

Table 4.6. Students' score in preliminary study

NO.	NAME	SCORE PRE. STUDY
1	ARJ	58
2	AAZ	48
3	ARP	79
4	ABP	60
5	ASR	55
6	AZV	61
7	BPR	86
8	DS	71
9	DBS	88
10	DM	67
11	DEZ	60
12	FA	66
13	JDT	74
14	LH	52
15	LA	83
16	MMK	68
17	MZ	69
18	MPH	83
19	MR	83
20	NAK	67
21	NAR	81
22	NDA	81
23	PV	71
24	RUL	82
25	RA	66
26	SJM	83
27	SNA	74
28	SUK	73
29	SO	73
30	VT	52
31	VLH	66
32	VAN	70
33	YNA	70
TOTAL SCORE		2320
MEAN/AVERAGE		70,3
LOWEST SCORE		48
HIGHEST SCORE		88

According to the table of students' scores in observation above, Therefore 33-student joined the test. Besides their score was analyzed by using score rubric, while the standard criteria score (SKM) was 73. Moreover, there were 57.5 % of students were not successful in writing Biography text. And 42.4 % of students were success.

Besides, the interview was conducted on 24th Oktober 2019 to complete the field problem. And the interview was transferred to be interview transcript. According to data from the interview, it can be known that. Students were very interested to learn English. Moreover, they think English was not easy enough. Furthermore, as mentioned by the informant, if they don't learn English, it will be more complex. In addition, students also still faced the problem related to vocabularies. As she mentioned in the interview, she said that she still lacked vocabulary when teaching-learning was conducted.

According to informant "In our class, the teacher always gives assignments to do a task related to writing (writing) such as preaching every day, making biographies, etc." Besides, the English teacher's teaching used some media such as a dictionary and the internet. Besides, the teacher usually used the book in the library as media.

Based on the informant's opinion, the teacher should use modern media for teaching and learning in the classroom, such as movies and other media that made students were more fun. In the result, the students can understand the teacher's explanation.

C. Description of Lee-Min Ho's lifestyle video implementation

The researcher described the proces of Lee-Min Ho's lifestyle video implementation as bellows

1. Report of The cycle I

a. Planning of action

The researcher provided some needs related to research, as bellow

1. Provide a lesson plans

The lesson plans were used to manage activities and time. and it was guided by using lesson plans

2. Provide a material of teaching

Biography text was presented includes other components such as definition, generic structure, language feature, etc. Furthermore, the researcher also presented a PowerPoint to explained the Biography text.

3. Provide an instructional strategy

The researcher used a video of Lee-Min Ho's lifestyle as the strategy in teaching Biography text, this video has contents such as picture, song, and all information that related to Lee-Min Ho's lifestyle video.

4. Prepare Essay test

The test was presented to each student, the kind of test was an essay test, in the result, each student could create a Biography text based on the picture in the task.

e. Prepare criteria of success

There was 73 for the criteria of success, so the goal of this research is to improve students' score more than 73 which was as SKM.

b. Acting/Implementing

There were two meetings in implementing as follows

1. The first meeting

The first meeting in The cycle I was done on Thursday, 31st October 2019. And the duration of teaching was applied based on the lesson plans, exactly 2 hours @ 45 minute. Besides, in this meeting, the researcher's role was as the teacher. There were activities as bellow.

a. Pre activity

The researcher started the teaching by greeting Assalamualaikum Wr. Wb to class, and then the researcher continued to lead praying by reading Bassamallah together. Furthermore, the teacher checked the attendance list. After that, the researcher showed the Lee-Min Ho's lifestyle video to warm them up. And then, the researcher asked about the picture after they

had paid attention it. “Anybody knows who he is?” asked by the researcher.

b. Main activity

The researcher represented about Biography text. Include all components in Biography text such as the definition of Biography text, the generic structure of Biography text, the language features of Biography text, etc. After the material of Biography text was explained by the researcher to students, the researcher offered a question related to Biography text to students. ‘Ok from here, anybody has a question

c. Post activity

And then student continued to make Biography text. Finally. After all teaching and learning was done. It was closed by reading allhamdullilah together which led by the researcher.



Picture 4.2. Teaching and learning at the 1st meeting in the cycle I

2. The second meeting

The second meeting in the cycle I was done on Thursday, 7th November 2019. There were activities as bellow.

1. Pre activity

The researcher started the teaching by greeting Assalamualaikum Wr. Wb to class, and then the researcher continued to lead praying by reading Bassamallah together. The researcher asked about the last material that explained in the first meeting. And then the researcher also gave some questions related about Biography text.

2. Main activity

After that, the teacher remained and explained again about the Biography text. In this meeting the researcher focuses more in expalining of simple past tense and leaded student to analyzed the Biography text example. *Ok class do you know why do we have to use simple past tense in writing Biography text?* asked by the researcher. But nobody answered correctly. After the researcher explained the simple past tense, the researcher asked students to analyzed the employing of simple past tense in Biography text paragraph. Finally, After the material was explained by the researcher to students, the researcher offered a question related to the usage of simple past tense in Biography text to students. 'Ok from here, anybody has a question?'

3. Post activity

the Researcher said, *“Ok I am going to play the Lee-Min Ho’s lifestyle video, and you have to watch it intensionally, you can write any information that appeared on video to create Biography text according to Lee-Min Ho’s lifestyle video to create Biography Text.”* And one of them said that *“Pak boleh buka kamus?”* *“ may I use dictionary?”* and the researcher said that *“ Ok please”* and the one of students said *“ Lihat google translate boleh pak?”* *“May I use google translate?”* And the researcher answered *“Ok”*. When the Lee- Min Ho’s lifestyle video was played all students were amazed and scream. Mostly the female students said that *“ he was handsome and cool”*. And then students continued to make Biography text. Finally. After all teaching and learning was done. It was closed by reading allhamdullilah together which led by the researcher.



Picture 4.3. Teaching and learning at the 2nd meeting in the cycle I

c. Observing

In The third step, the researcher observed the condition and process which happened in the cycle I more intensively. The teaching and learning also supported by using observation checklist, as bellow

Table 4.7. Observation checklist for students

Nu	Name	Paying attention	Asking the question	Responding to the question	Accomplishing the task	Being enthusiastic in implementing Lee-Min Ho's lifestyle video
1	A RJ	✓			✓	✓
2	AAZ	✓			✓	✓
3	ARP	✓			✓	✓
4	ABP	✓			✓	✓
5	ASR	✓			✓	✓
6	AZV	✓			✓	✓
7	BPR	✓	✓	✓	✓	✓
8	DS	✓			✓	✓
9	DBS	✓		✓	✓	✓
10	DM	✓	✓	✓	✓	✓
11	DEZ	✓			✓	✓
12	FA	✓			✓	✓
13	JDT	✓		✓	✓	✓
14	LH	✓			✓	✓
15	LA	✓			✓	✓
16	MMK	✓			✓	✓
17	MZ	✓			✓	✓
18	MPH	✓	✓	✓	✓	✓
19	MR	✓			✓	✓
20	NAK	✓			✓	✓
21	NAR	✓			✓	✓
22	NDA	✓	✓		✓	✓
23	PV	✓			✓	✓
24	RUL	✓			✓	✓
25	RA	✓			✓	✓

Nu	Name	Paying attention	Asking the question	Responding to the question	Accomplishing the task	Being enthusiastic in implementing Lee-Min Ho's lifestyle video
26	SJM	✓	✓		✓	✓
27	SNA	✓			✓	✓
28	SUK	✓			✓	✓
29	SO	✓	✓		✓	✓
30	VT	✓			✓	✓
31	VLH	✓			✓	✓
32	VAN	✓			✓	✓
33	YNA	✓			✓	✓

Table 4.8. Observation checklist for teacher

Num	The teacher activities	Yes	No	Description
1	Providing a material well	✓		The teacher prepared the material as well as possible
2	Greeting students	✓		The teacher began the teaching-learning by greeting students
3	Checking students' attending lists	✓		The teacher checked students' attending list by calling them one by one
4	Giving a motivation	✓		The teacher gave the motivation in teaching and learning
5	Reminding the Material	✓		The teacher reminded the previous material of Biography text.
6	Implementing Lee-Min Ho's lifestyle video	✓		The teacher implemented Lee-Min Ho' Lifestyle Video in writing Biography text
7	Giving the opportunity for students to ask	✓		The teacher gave students' time to ask what made them still confused were
8	Helping students' difficulty during learning	✓		The teacher helped them to solve the difficulty in teaching and learning
9	Giving the feedback after the lesson ended	✓		The teacher gave the feedback according to the result of the teaching and learning

According to the observation checklist above, it presented that all students were paid attention when the researcher explained Biography. Besides, students enjoyed the video of Lee-Min Ho's lifestyle. Furthermore, they also were active in Accomplishing the task. In contradiction, mostly students were not active either

to ask or to respond to the researcher's teaching. there were six students asked and five students responded to the researcher's question. Furthermore, the score of the student was converted by the researcher as bellow

Table 4.9. Students' score in The cycle I

Nu.	NAME	SCORE CYCLE 1
1	ARJ	64
2	AAZ	60
3	ARP	81
4	ABP	73
5	ASR	80
6	AZV	66
7	BPR	87
8	DS	81
9	DBS	88
10	DM	80
11	DEZ	80
12	FA	86
13	JDT	74
14	LH	52
15	LA	83
16	MMK	71
17	MZ	69
18	MPH	80
19	MR	81
20	NAK	74
21	NAR	78
22	NDA	81
23	PV	73
24	RUL	83
25	RA	60
26	SJM	83
27	SNA	74
28	SUK	73
29	SO	73
30	VT	73
31	VLH	66
32	VAN	74
33	YNA	76
TOTAL SCORE		2477
MEAN/AVERAGE		75
LOWEST SCORE		52
HIGHEST SCORE		88

d. Reflecting

Based on the analysis of the cycle I, it can be concluded that the cycle I was considered unsuccessful because there were some students did not get a standard score yet, remember that a criterion for minimum achievement (SKM) was 73. And, 24 % of students were not successful yet. Moreover, 75% of students who were success. However, based on the result above, students' scores were increased in the cycle I than score in preliminary study. Furthermore, the researcher found that the using Lee-Min Ho's lifestyle video made them interested in learning Biography text. Meanwhile, Students were still confused about organized sentences based on the generic structure of the Biography text. Besides, The students' writing content was not typically Biography text, moreover their writing similar to descriptive text. Besides, mostly they used google translate to finish it so the inappropriate word choice was used by students in their writing the Biography text.

e. Revision of the strategy implemented in the cycle I

Based on the result students score in the cycle I, the Researcher did a revision of the strategy that implemented in the cycle I. The researcher used the Lee-Min Ho's Lifestyle video in the cycle II which was different from video was used in the cycle I. The differences both of them was the information the second Lee-Min Ho's Lifestyle video was more complete than before. In addition, students could write Lee-Min Ho's Biography text according to completed information.

2. Report of the cycle II

1. Planning

The researcher provided all instruments were related to teaching and learning in the cycle II, such as

a. Provide a lesson plans

The lesson plans was used to manage activities, time and activities were guided by using lesson plans.

b. Provide a material of teaching

Biography text material was presented include other components such as definition, generic structure, language feature, etc. Furthermore, the researcher also presented a PowerPoint to explain the material of Biography text.

c. Provide an instructional strategy

The researcher used the second video of Lee-Min Ho's lifestyle as the strategy in teaching Biography text, this video has contents such as picture, song, and all information that related to Lee-Min Ho's lifestyle video.

d. Prepare Essay test

The test was presented to each student, the test was used an essay test, in the result, each student could create the Biography text based on the picture in the task.

e. Prepare criteria of success

The criteria of success was 73, so the goal of this research is improving students' score becomes more than 73 which was as SKM

2. Acting/Implementing

There were two meetings in implementation of the cycle II as follows

1. The first meeting

The first meeting in the cycle II was done on Thursday, 14th October 2019. And the duration of teaching was applied based on the lesson plans, exactly 2 hours @ 45 minute. Besides, in this meeting the researcher's role was as the teacher. There were activities as bellow.

a. Pre activity

As usual, the researcher's role as teacher. And then, the researcher started the meeting by reading *Bassmalah* and greeting the how are you to them, and they answered together. And then, the researcher checked their attendance lists, after that, the research played the second Lee-Min Ho's lifestyle video and asked them to analyze the differences between 1st video and the 2nd video

b. Main activity

Next, the teacher explained the material about Biography, in this teaching the researcher focused more on the students' weaknesses and obstacles in writing Biography text in the first Cycle.

c. Post activity

After all teaching and learning was done. It was closed by reading *allhamdullilah* together which led by the researcher.



Picture 4.4. Teaching and learning at the 1st meeting in the cycle II

2. The second meeting

The second meeting in the cycle II was done on Thursday, 21st November 2019. There were activities as bellow.

1. Pre activity

The researcher started the teaching by greeting *Assalamualaikum Wr. Wb* to class, and then the researcher continued to lead praying by reading *Bassamallah* together. And continued by saying how are you to students. The next, the researcher asked about the last material that explained in the meeting in the cycle II. And then the researcher also gave the some questions related to Biography text.

2. Main activity

The researcher represented about Biography text material Include all components in Biography text such as the definition of Biography text, the generic structure of Biography text, the language features of Biography text, etc. After the material of Biography text was explained by the researcher to students, the researcher offered a question related to Biography text to students. “*Ok from here, anybody has a question*” asked by researcher.

3. Post activity

After the presentation of the material was done, the researcher continued to give them the second Lee-Min Ho’s lifestyle video, in this video was a little bit different from the first video, the content of the second video was more complete than before, so they could write Biography to be better than before. Finally, after teaching and learning were done, it was closed by reading *allhamdallah* together.



Picture 4.5. Teaching and learning at the 2nd meeting in the cycle I

3. Observing

The researcher used the second observation checklist to monitor all students' activities during the teaching and learning activities in the cycle II

Table 4.10. Observation checklist for students

Nu	Name	Paying attention	Asking the question	Responding to the question	Accomplishing the task	Being enthusiastic in implementing Lee-Min Ho's lifestyle video
1	A RJ	✓			✓	✓
2	AAZ	✓	✓	✓	✓	✓
3	ARP	✓			✓	✓
4	ABP	✓			✓	✓
5	ASR	✓			✓	✓
6	AZV	✓			✓	✓
7	BPR	✓	✓	✓	✓	✓
8	DS	✓			✓	✓
9	DBS	✓	✓	✓	✓	✓
10	DM	✓		✓	✓	✓
11	DEZ	✓			✓	✓
12	FA	✓			✓	✓
13	JDT	✓		✓	✓	✓
14	LH	✓	✓		✓	✓
15	LA	✓			✓	✓
16	MMK	✓			✓	✓
17	MZ	✓			✓	✓
18	MPH	✓	✓	✓	✓	✓
19	MR	✓			✓	✓
20	NAK	✓			✓	✓
21	NAR	✓			✓	✓
22	NDA	✓	✓		✓	✓
23	PV	✓		✓	✓	✓
24	RUL	✓	✓	✓	✓	✓
25	RA	✓			✓	✓
26	SJM	✓	✓		✓	✓

Nu	Name	Paying attention	Asking the question	Responding to the question	Accomplishing the task	Being enthusiastic in implementing Lee-Min Ho's lifestyle video
27	SNA	✓			✓	✓
28	SUK	✓			✓	✓
29	SO	✓	✓	✓	✓	✓
30	VT	✓			✓	✓
31	VLH	✓			✓	✓
32	VAN	✓		✓	✓	✓
33	YNA	✓		✓	✓	

Table 4.11. Observation checklist for teacher

Num	The teacher activities	Yes	No	Description
1	Providing a material well	✓		The teacher prepared the material as well as possible
2	Greeting students	✓		The teacher began the teaching-learning by greeting students
3	Checking students' attending lists	✓		The teacher checked students' attending list by calling them one by one
4	Giving a motivation	✓		The teacher gave the motivation in teaching and learning
5	Remainding the Material	✓		The teachher remained the previous material of Biography text.
6	Implementing Lee-Min Ho's lifestyle video	✓		The teacher implemented Lee-Min Ho' Lifestyle Video in writing Biography text
7	Giving the opportunity for students to ask	✓		The teacher gave students' time to ask what made they still confused were
8	Helping students' difficulty during learning	✓		The teacher helped them to solve the difficulty in teaching and learning
9	Giving the feedback after the lesson ended	✓		The teacher gave the feed back according to the resut of the teaching and learning

Therefore students' score from the test in the cycle II as bellows.

Table 4.12. Students' score in the cycle II

NU.	NAME	SCORE CYCLE 2
1	ARJ	73
2	AAZ	76
3	ARP	84
4	ABP	73
5	ASR	88
6	AZV	77
7	BPR	94
8	DS	93
9	DBS	94
10	DM	80
11	DEZ	81
12	FA	82
13	JDT	94
14	LH	80
15	LA	83
16	MMK	76
17	MZ	79
18	MPH	95
19	MR	83
20	NAK	74
21	NAR	95
22	NDA	82
23	PV	93
24	RUL	84
25	RA	75
26	SJM	83
27	SNA	74
28	SUK	74
29	SO	76
30	VT	75
31	VLH	73
32	VAN	79
33	YNA	88
TOTAL SCORE		2710
MEAN/AVERAGE		82,1
LOWEST SCORE		73
HIGHEST SCORE		95

According to the result of the test in the cycle II, 100 % of students passed from SKM, and the mean of students scores was 82. And then The lowest students' score was 73. Meanwhile, The highest students' score was 95.

4. Improvement of Reflecting

In this stage, the researcher analyzed the students' score from the test that was got from the preliminary study, the cycle I, and the cycle II, as follows

Table 4.13. Improvement of the students' whole test

NU.	NAME	SCORE PRE. STUDY	SCORE CYCLE 1	SCORE CYCLE 2
1	ARJ	58	64	73
2	AAZ	48	60	76
3	ARP	79	81	84
4	ABP	60	73	73
5	ASR	55	80	88
6	AZV	61	66	77
7	BPR	86	87	94
8	DS	71	81	93
9	DBS	88	88	94
10	DM	67	80	80
11	DEZ	60	80	81
12	FA	66	86	82
13	JDT	74	74	94
14	LH	52	52	80
15	LA	83	83	83
16	MMK	68	71	76
17	MZ	69	69	79
18	MPH	83	80	95
19	MR	83	81	83
20	NAK	67	74	74
21	NAR	81	78	95
22	NDA	81	81	82
23	PV	71	73	93
24	RUL	82	83	84
25	RA	66	60	75
26	SJM	83	83	83
27	SNA	74	74	74
28	SUK	73	73	74
29	SO	73	73	76
30	VT	52	73	75
31	VLH	66	66	73
32	VAN	70	74	79

NU.	NAME	SCORE	SCORE	SCORE
		PRE. STUDY	CYCLE 1	CYCLE 2
33	YNA	70	76	88
TOTAL SCORE		2320	2477	2710
MEAN/AVERAGE		70,3	75	82,1
LOWEST SCORE		48	52	73
HIGHEST SCORE		88	88	95

Table 4.14. The category of the students' whole test result

Interval	Pre. Study		The cycle I		The cycle II		Category
	Freq	%	Freq	%	Freq	%	
73-100	14	42	25	76	33	100	Passed the SKM
>73	19	58	8	24	0	0	Did not pass the SKM
Total	33	100	33	100	33	100	

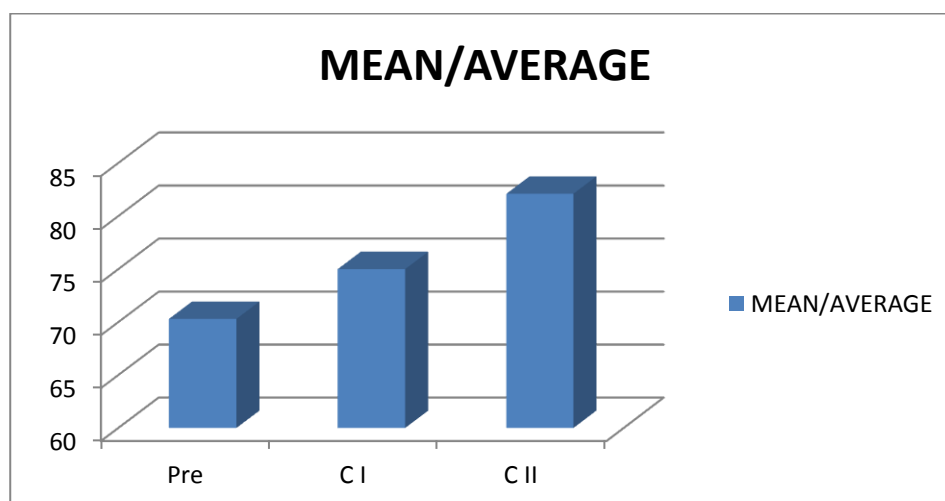
According to the table above, it showed that there was improvement of students' score in writing Biography text from the preliminary study test until the cycle II. The improvement also happened in the cycle I to the cycle II. By applying the score of criteria success, 42 % of students passed from SKM in Preliminary study, and then it was improved in the cycle I. There were 76% of students passed from the SKM. Finally, students got an improvement in The cycle II, 100 % of students passed from SKM. In short, the researcher concluded that implementing Lee-Min Ho's lifestyle video improved students' ability in writing Biography text. And it solved students' problem in writing Biography text.

D. Summary of the Student's Average Score in Preliminary Study, the cycle I, and the cycle II.

After the research implemented Lee-Min Ho's lifestyle video in writing Biography text, the data was gotten by him. The result presented that there were some increase of students performance in writing Biography text by using Lee-Min Ho's lifestyle video, many students were enthusiastic in learning English, exactly in writing Biography text. Besides, students paid attention when the researcher explained the material and accomplished their answer. Furthermore, it was analyzed in every cycle briefly. So it could be seen in the diagram, as follows.

4.1. Diagram

The Student's Average Score in preliminary Study, the cycle I, and the cycle II



It could be seen that, students' average score in preliminary study was 70,3. While, the average score of students in the cycle I was 75, then it was increased to be 82 in the cycle II.

E. General Findings

According to the result from the cycle I to the cycle II, it can be seen that, the score of students were improved by applying Lee-Min ho's lifestyle video. Besides, the students' score was increased from preliminary study until the cycle II. It means, the implementing Lee-Min ho's lifestyle video was improved students writing skill in Biography text. In short, Implementing Lee-Min ho's lifestyle video solved students' problems related to writing Biography text.

CHAPTER V

DISCUSSION OF FINDINGS

This chapter presents discussions of the important activities in teaching writing by using Lee Min Ho's lifestyle video, The improvement of the student's learning result, and the student's response

A. Discussion of The Important Activities In Teaching Writing By Using Lee Min Ho's Lifestyle Video

1. Specifying the objective

There were specific the objective related to implementing Lee-Min Ho's lifestyle video in this research, as follows.

- a. To give references of the model to the teacher in teaching-learning related to Biography text.
- b. To help students to create an idea and variation vocabularies in writing Biography text.
- c. To make students be more enjoyable and fun in writing Biography text because of the music and the interesting picture on video.

2. Presenting Lee-Min ho's lifestyle video

Lee-Min Ho's lifestyle video is a video that presents a piece of information in narrative related to Lee-Min Ho's lifestyle. By the length of duration 04.28, the video can be downloaded from YouTube, there were some reasons why the researcher presented the Lee-Min Ho's lifestyle video as model in teaching Biography text, such as

- a. By the video, students were provoked more eagerly and intentionally in writing Biography text because of the picture and the song that were very interesting include piece of information of Lee-Min Ho's lifestyle
- b. Nowadays, many teenagers were admired Lee-Min ho's existence. Mostly, they were like him because he is a popular actor in Korea.
- c. Community of *K-Popers* became a separate phenomenon for the younger sister in the middle social, it means, many teenagers were very admiring with the Korean actor.

3. The student's group and exploring ideas

In this teaching and learning, the teacher divided students group and command them to explore an idea which they took from the video before they wrote Biography text based on the video.

4. Applying Lee-Min Ho's video and observation

a. Applying Lee-Min Ho's video

Applying Lee-Min Ho's lifestyle video was done in each meeting in the cycle I and the cycle II. There were some activities in applying Lee-Min Ho's lifestyle video Learning Biography text. The teacher presented Lee-Min Ho's lifestyle video before and after students had gotten an explanation of the material of Biography text. Furthermore, the students paid attention and analyzed the information of narration on video. And then, after the video was finished, the teacher gave an essay test to students to create a Biography text based on the information which appeared on the video.

b. Observation

There were some activities in observation either in the cycle I or the cycle II such as, the first, the teacher observed students' interest in learning Biography text. The second, the capability of students in mastering vocabularies was observed by the teacher, besides the teacher observed students' capability in writing Biography text such as mastering in organization of paragraph in writing Biography text, generic structure of Biography text, and etc. The third, the teacher observed the students' participation in learning Biography text.

5. Reflecting

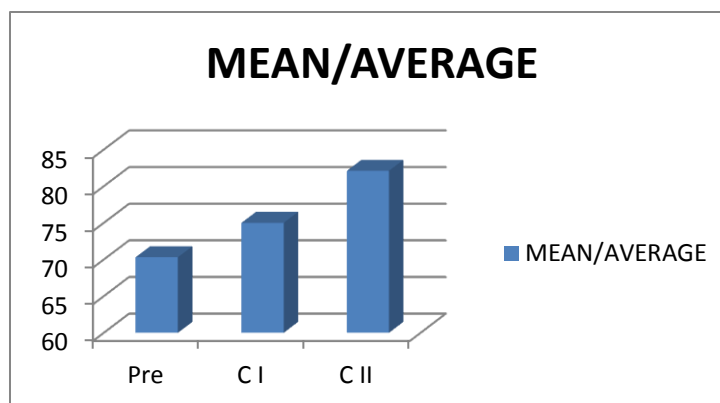
The researcher recognized that the implementing Lee-min ho's lifestyle video in the cycle I was not successful yet. There was SKM 73. Moreover, there 24% students who not passed. The problem is students' writing in the cycle I was resemble with the description text. Mainwhile, they have to write Biography text. In result, the cycle was revised in the cycle II, the first video was chaged in the cycle II. Furthermore, the students' score was improved in the cycle II, There was 100 % students who passed.

B. The improvement of the Students learning result

After students' score in pre-study until the cycle II were analyzed by the researcher, he concluded that students' score was improved by implementing Lee-Min Ho's lifestyle video in writing Biography text. Furthermore, students' improved mean score could be seen in the diagram as below,

5.1. Diagram

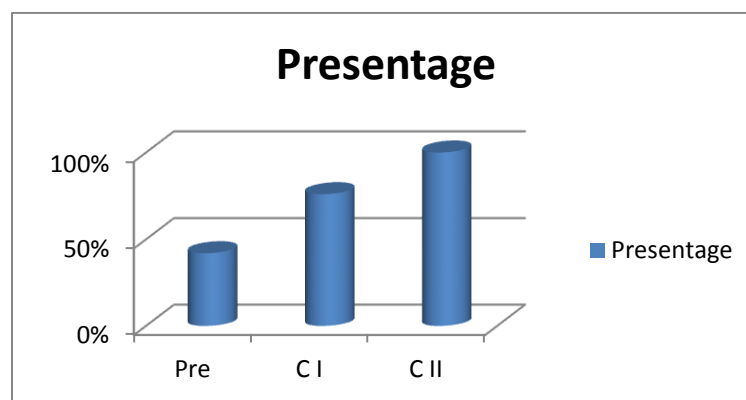
The Student's Average Score in Preliminary study, the cycle I, and the cycle II



According to the diagram above, there was students' mean score 70,3 in preliminary study. And then it was improved in the cycle I, 75 and 82,1 in the cycle II. Besides, the percentage of students' who passed can be seen the diagram as bellow.

5.2. Diagram

The Student's percentage who passed in preliminary study, the cycle I, and the cycle II



According to the diagram above, the percentage of students who passed from SKM shows that, the percentage of students who passed from SKM in the cycle I was bigger than the percentage of students who passed from SKM in preliminary study after taught by implementing Lee-Min ho's lifestyle video, there was as many as 34 % improvement, and the cycle I was improved in the cycle II, there was 24 % improvement. In short, Lee-Min Ho's lifestyle video was succes to improved students' ability in writing Biography text.

C. The student's response

After taught by Lee-Min Ho's lifestyle video, students were more enjoy in writing Biography text, they were very interested when the researcher started to play Lee-Min Ho's lifestyle video, furthermore, mostly students were eager to

write Biography text. This happening was proven by their final score in the cycle II that improved from each cycle. In short, students wrote Biography text by using this media with pleasure. According to the explanation above, the researcher concluded that implementing Lee-Min Ho's lifestyle video was successful to improve students' skill in writing Biography text. Therefore the related previous studies as bellow.

1. Based on the (Lestyaningsih, 2017:7) as mentioned oh her result research, there was significance effect in teaching procedure text by using video.
2. Based on Azuhrah (2018:4) there was a significance effect tutorial video in teaching Procedure text
3. Based on Rachmah, (2011:6) the using video clip as a media is able to improve the writing skill in writing narrative text

According to some previous studies above, the researcher concluded that as generally, the video can improve or affect the student's ability in writing, moreover this research focused more in implementing Lee Min ho's lifestyle video to improve student's writing skill in writing Biography text.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion that can be seen, as bellow.

A. Conclusion

Both the teacher and student can be more enjoyable in teaching and learning in writing Biography text by using Lee-Min Ho's Lifestyle video. In fact, students can improve their ability in writing Biography text after being taught by using Lee-Min Ho's lifestyle video. Furthermore, students' achievement of writing score in each the cycle can be seen as follows

1. There is a Mean of students in Pre-study. The achievement was 70.
2. There is a Mean of students in the cycle I. The achievement was 75.
3. There is a Mean of students in the cycle II. The achievement was 82.

Besides, after the student's ability in writing Biography test is increased as well as their motivation. They can be more understand in writing Biography text, Therefore some aspects that students improved in writing Biography text such as (Content, Organization, Discourse, Syntax, Vocabulary, and Mechanics). In short, the effectiveness and efficiently writing Biography text is done by students.

Therefore, the implementation of Lee-Min Ho's Lifestyle video to improve writing skill by following few steps such as: 1). The teacher introduces Lee-Min Ho's lifestyle video model as the purpose of activity. 2). The teacher explains the step of Lee-Min Ho's lifestyle video model in writing Biography text. 3). Students are shown to watch Lee-Min Ho's lifestyle sample from the video. 4). Students are divided in some groups to analyze Lee-Min Ho's Lifestyle. 5). The teacher asks students to collect information of Lee-Min Ho's Lifestyle video. 6). The teacher asks the student to create a Biography text based on the Lee-Min Ho's lifestyle video. 7). The activity is conducted and students make Biography text. 8). The teacher and collaborator gives positive feedback to make students interested and motivated in writing Biography text. 9). The teacher and collaborator evaluate the result of the activity.

B. Suggestion

According to the research findings above, the researcher would like to offer some suggestions which are addressed to teachers, students, and other researchers.

1. For the teacher

- a. The Teacher can teach Biography text in school to increase student's writing skills in writing Biography text by using Lee-Min Ho's lifestyle video as media. Besides, students' attention and interest can be attracted by this media.
- b. The teachers are suggested that they can use not only handbook but also interesting media to help students become easier in writing Biography text.

2. For the student

- a. Students can improve their ability and solve their problems in writing Biography text by applying Lee-Min Ho's lifestyle video as media.
- b. By using Lee-Min Ho's lifestyle video, students can be more enjoyable in writing Biography text.

3. For other researchers

- a. Improvement teaching in further studies, the researcher needed a media, implementing Lee-Min Ho's lifestyle video in writing Biography text is suggested as reference to other researchers by the researcher
- b. The finding of this research study can be used to as the reference for next researchers on similiar topic.

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APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: Madsah Aliyah Negeri 3 Banyuwangi
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/Ganjil
Materi Pokok	: Teks Recount: Biography
Alokasi Waktu	: 2 Minggu x 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa Teks Recount; Informasi tentang Biography lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Mengidentifikasi persamaan dan perbedaan fungsi sosiastuktur teks an unsur kebahasaan teks Recount • Memahami struktur Teks Recount; Informasi tentang Biography • Memahami unsur kebahasaan dari Teks Recount; Informasi tentang Biography
4.7 Teks Recount; Informasi tentang Biography	<ul style="list-style-type: none"> • Membuat uraian tentang peristiwa bersejarah di indonesia • Menempelkan karya nya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya.
4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan Teks Recount; Informasi tentang Biography lisan dan tulis, terkait	

isu aktual	
4.7.2 Menyusun Teks Recount; Informasi tentang Biography tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menganalisis unsur-unsur Teks Recount; Informasi tentang Biography dari sebuah kalimat
- Memahami struktur Teks Recount; Informasi tentang Biography
- Memahami unsur kebahasaan dari Teks Recount; Informasi tentang Biography
- Menemukan dan menyusun kembali Teks Recount; Informasi tentang Biography dari kalimat yang tersusun secara acak
- Membacakan teks-teks Recount; Informasi tentang Biography dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar
- Membuat teks Recount; Informasi tentang Biography menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya

D. Materi Pembelajaran

- Fungsi Sosial
Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan dan membanggakan
- Struktur Teks
Dapat mencakup
 - orientasi
 - urutan kejadian dan / kegiatan
 - orientasi ulang
- Unsur Kebahasaan
 - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect dan lainnya yang diperlukan
 - Ucapan, tekanan, kata intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Peristiwa sejarah yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, diskusi dan bermain peran

F. Media Pembelajaran

1. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian

2. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis
- ❖ Laptop & infocus

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1. Pertemuan pertama (2 x 45 Menit)	
Kegiatan Pendahuluan (10 Menit)	
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Aperpepsi</p> <ul style="list-style-type: none"> ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya ❖ Mengingat kembali materi prasyarat dengan bertanya. ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. ❖ Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ❖ Mengajukan pertanyaan <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ❖ Pembagian kelompok belajar ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	
Kegiatan Inti (70 Menit)	
Sintak Model	Kegiatan Pembelajaran

1. Pertemuan pertama (2 x 45 Menit)	
Pembelajaran	
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> dengan cara :</p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. ❖ Mengamati <ul style="list-style-type: none"> ➢ Lembar kerja materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i>. ➢ Pemberian contoh-contoh materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung). Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i>. ❖ Mendengar Pemberian materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> oleh guru. ❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> untuk melatih kesungguhan, ketelitian, mencari informasi.
Problem statemen (pertanyaan/ identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <ul style="list-style-type: none"> ❖ Mengajukan pertanyaan tentang materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p>

1. Pertemuan pertama (2 x 45 Menit)	
data)	<ul style="list-style-type: none"> ❖ Mengamati obyek/kejadian Mengamati dengan seksama materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya. ❖ Membaca sumber lain selain buku teks Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang sedang dipelajari. ❖ Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang sedang dipelajari. ❖ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang telah disusun dalam daftar pertanyaan kepada guru. <p style="text-align: center;"><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> ❖ Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i>. ❖ Mengumpulkan informasi Mencatat semua informasi tentang materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. ❖ Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> sesuai dengan pemahamannya. ❖ Saling tukar informasi tentang materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.

1. Pertemuan pertama (2 x 45 Menit)	
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> ❖ Berdiskusi tentang data dari Materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> ❖ Mengolah informasi dari materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ Peserta didik mengerjakan beberapa soal mengenai materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i>.
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi tentang materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> dan ditanggapi oleh kelompok yang mempresentasikan. ❖ Bertanya atas presentasi tentang materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang

1. Pertemuan pertama (2 x 45 Menit)	
	<p>dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</p> <p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> ❖ Menjawab pertanyaan tentang materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang akan selesai dipelajari ❖ Menyelesaikan uji kompetensi untuk materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
<p>Catatan : Selama pembelajaran <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: <u>nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</u></p>	
Kegiatan Penutup (10 Menit)	
<p>Peserta didik :</p> <ul style="list-style-type: none"> ❖ Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang baru dilakukan. ❖ Mengagendakan pekerjaan rumah untuk materi pelajaran <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang baru diselesaikan. ❖ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i>. ❖ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas projek/produk/portofolio/unjuk kerja pada materi pelajaran <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i>. ❖ Memberikan penghargaan untuk materi pelajaran <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> kepada kelompok yang memiliki kinerja dan kerjasama yang baik. 	

2 . Pertemuan Kedua (2 x 45 Menit)	
Kegiatan Pendahuluan (10 Menit)	
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Aperpepsi</p> <ul style="list-style-type: none"> ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya ❖ Mengingat kembali materi prasyarat dengan bertanya. ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. ❖ Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <ul style="list-style-type: none"> ➢ <i>Unsur-unsur Teks Recount; Informasi tentang Biography dari sebuah kalimat</i> ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ❖ Mengajukan pertanyaan <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ❖ Pembagian kelompok belajar ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	
Kegiatan Inti (70 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Unsur-unsur Teks Recount; Informasi tentang Biography dari sebuah kalimat</i> dengan cara :</p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. ❖ Mengamati <ul style="list-style-type: none"> ➢ Lembar kerja materi <i>Unsur-unsur Teks Recount; Informasi tentang Biography dari sebuah kalimat</i>. ➢ Pemberian contoh-contoh materi <i>Unsur-unsur Teks Recount; Informasi tentang Biography dari sebuah kalimat</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung). Membaca materi dari buku paket atau buku-buku penunjang lain, dari

2 . Pertemuan Kedua (2 x 45 Menit)	
	<p>internet/materi yang berhubungan dengan <i>Unsur-unsur Teks Recount; Informasi tentang Biography</i> dari sebuah kalimat.</p> <ul style="list-style-type: none"> ❖ Mendengar Pemberian materi <i>Unsur-unsur Teks Recount; Informasi tentang Biography</i> dari sebuah kalimat oleh guru. ❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <ul style="list-style-type: none"> ➢ <i>Unsur-unsur Teks Recount; Informasi tentang Biography</i> dari sebuah kalimat untuk melatih kesungguhan, ketelitian, mencari informasi.
Problem statemen (pertanyaan/identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <ul style="list-style-type: none"> ❖ Mengajukan pertanyaan tentang materi : <ul style="list-style-type: none"> ➢ <i>Unsur-unsur Teks Recount; Informasi tentang Biography</i> dari sebuah kalimat yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> ❖ Mengamati obyek/kejadian Mengamati dengan seksama materi <i>Unsur-unsur Teks Recount; Informasi tentang Biography</i> dari sebuah kalimat yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya. ❖ Membaca sumber lain selain buku teks Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Unsur-unsur Teks Recount; Informasi tentang Biography</i> dari sebuah kalimat yang sedang dipelajari. ❖ Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>Unsur-unsur Teks Recount; Informasi tentang Biography</i> dari sebuah kalimat yang sedang dipelajari. ❖ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi <i>Unsur-unsur Teks Recount; Informasi tentang Biography</i> dari sebuah kalimat yang telah

2 . Pertemuan Kedua (2 x 45 Menit)	
	<p>disusun dalam daftar pertanyaan kepada guru.</p> <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> ❖ Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>Unsur-unsur Teks Recount; Informasi tentang Biography</i> dari sebuah kalimat. ❖ Mengumpulkan informasi Mencatat semua informasi tentang materi <i>Unsur-unsur Teks Recount; Informasi tentang Biography</i> dari sebuah kalimat yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. ❖ Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi <i>Unsur-unsur Teks Recount; Informasi tentang Biography</i> dari sebuah kalimat sesuai dengan pemahamannya. ❖ Saling tukar informasi tentang materi : <ul style="list-style-type: none"> ➢ <i>Unsur-unsur Teks Recount; Informasi tentang Biography</i> dari sebuah kalimat dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> ❖ Berdiskusi tentang data dari Materi : <ul style="list-style-type: none"> ➢ <i>Unsur-unsur Teks Recount; Informasi tentang Biography</i> dari sebuah kalimat ❖ Mengolah informasi dari materi <i>Unsur-unsur Teks Recount; Informasi tentang Biography</i> dari sebuah kalimat yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ Peserta didik mengerjakan beberapa soal mengenai materi <i>Unsur-unsur Teks Recount; Informasi tentang Biography</i> dari sebuah kalimat.
Verification	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u>

2 . Pertemuan Kedua (2 x 45 Menit)	
(pembuktian)	<p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <ul style="list-style-type: none"> ➢ <i>Unsur-unsur Teks Recount; Informasi tentang Biography dari sebuah kalimat</i> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi tentang materi <i>Unsur-unsur Teks Recount; Informasi tentang Biography dari sebuah kalimat</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <ul style="list-style-type: none"> ➢ <i>Unsur-unsur Teks Recount; Informasi tentang Biography dari sebuah kalimat</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Unsur-unsur Teks Recount; Informasi tentang Biography dari sebuah kalimat</i> dan ditanggapi oleh kelompok yang mempresentasikan. ❖ Bertanya atas presentasi tentang materi <i>Unsur-unsur Teks Recount; Informasi tentang Biography dari sebuah kalimat</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi : <ul style="list-style-type: none"> ➢ <i>Unsur-unsur Teks Recount; Informasi tentang Biography dari sebuah kalimat</i> ❖ Menjawab pertanyaan tentang materi <i>Unsur-unsur Teks Recount; Informasi tentang Biography dari sebuah kalimat</i> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi <i>Unsur-unsur Teks Recount; Informasi tentang Biography dari sebuah kalimat</i> yang akan selesai dipelajari ❖ Menyelesaikan uji kompetensi untuk materi <i>Unsur-unsur Teks Recount; Informasi tentang Biography dari sebuah kalimat</i> yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

2 . Pertemuan Kedua (2 x 45 Menit)
<p>Catatan : Selama pembelajaran <i>Unsur-unsur Teks Recount; Informasi tentang Biography dari sebuah kalimat</i> berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: <u><i>nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</i></u></p>
Kegiatan Penutup (10 Menit)
<p>Peserta didik :</p> <ul style="list-style-type: none"> ❖ Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi <i>Unsur-unsur Teks Recount; Informasi tentang Biography dari sebuah kalimat</i> yang baru dilakukan. ❖ Mengagendakan pekerjaan rumah untuk materi pelajaran <i>Unsur-unsur Teks Recount; Informasi tentang Biography dari sebuah kalimat</i> yang baru diselesaikan. ❖ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran <i>Unsur-unsur Teks Recount; Informasi tentang Biography dari sebuah kalimat</i>. ❖ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas projek/produk/portofolio/unjuk kerja pada materi pelajaran <i>Unsur-unsur Teks Recount; Informasi tentang Biography dari sebuah kalimat</i>. ❖ Memberikan penghargaan untuk materi pelajaran <i>Unsur-unsur Teks Recount; Informasi tentang Biography dari sebuah kalimat</i> kepada kelompok yang memiliki kinerja dan kerjasama yang baik.
1. Pertemuan ketiga(2 x 45 Menit)
Kegiatan Pendahuluan (10 Menit)
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Aperpepsi</p> <ul style="list-style-type: none"> ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya ❖ Mengingatkan kembali materi prasyarat dengan bertanya. ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. ❖ Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ❖ Mengajukan pertanyaan

1. Pertemuan ketiga(2 x 45 Menit)	
Pemberian Acuan	
<ul style="list-style-type: none"> ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ❖ Pembagian kelompok belajar ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	
Kegiatan Inti (70 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> dengan cara :</p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. ❖ Mengamati <ul style="list-style-type: none"> ➢ Lembar kerja materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i>. ➢ Pemberian contoh-contoh materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung). Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i>. ❖ Mendengar Pemberian materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> oleh guru. ❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> untuk melatih kesungguhan, ketelitian, mencari informasi.
Problem statemen (pertanyaan/ identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <ul style="list-style-type: none"> ❖ Mengajukan pertanyaan tentang materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai

1. Pertemuan ketiga(2 x 45 Menit)	
	<p>dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
Data collection (pengumpulan data)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> ❖ Mengamati obyek/kejadian Mengamati dengan seksama materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya. ❖ Membaca sumber lain selain buku teks Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang sedang dipelajari. ❖ Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang sedang dipelajari. ❖ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang telah disusun dalam daftar pertanyaan kepada guru. <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> ❖ Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i>. ❖ Mengumpulkan informasi Mencatat semua informasi tentang materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. ❖ Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> sesuai dengan pemahamannya. ❖ Saling tukar informasi tentang materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya

1. Pertemuan ketiga(2 x 45 Menit)	
	<p>sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> ❖ Berdiskusi tentang data dari Materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> ❖ Mengolah informasi dari materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ Peserta didik mengerjakan beberapa soal mengenai materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i>.
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi tentang materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.

1. Pertemuan ketiga(2 x 45 Menit)	
	<ul style="list-style-type: none"> ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> dan ditanggapi oleh kelompok yang mempresentasikan. ❖ Bertanya atas presentasi tentang materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <p style="text-align: center;"><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> ❖ Menjawab pertanyaan tentang materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang akan selesai dipelajari ❖ Menyelesaikan uji kompetensi untuk materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
<p>Catatan : Selama pembelajaran <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: <u>nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</u></p>	
Kegiatan Penutup (10 Menit)	
<p>Peserta didik :</p> <ul style="list-style-type: none"> ❖ Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang baru dilakukan. ❖ Mengagendakan pekerjaan rumah untuk materi pelajaran <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang baru diselesaikan. ❖ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i>. ❖ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan 	

1. Pertemuan ketiga(2 x 45 Menit)
<p>benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas projek/produk/portofolio/unjuk kerja pada materi pelajaran <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i>.</p> <ul style="list-style-type: none"> ❖ Memberikan penghargaan untuk materi pelajaran <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

3. Pertemuan keempat(2 x 45 Menit)	
Kegiatan Pendahuluan (10 Menit)	
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Aperpepsi</p> <ul style="list-style-type: none"> ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya ❖ Mengingat kembali materi prasyarat dengan bertanya. ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. ❖ Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ❖ Mengajukan pertanyaan <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ❖ Pembagian kelompok belajar ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	
Kegiatan Inti (70 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
<p>Stimulation</p> <p>(stimulasi/ pemberian rangsangan)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> dengan cara :</p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan Alat)

3. Pertemuan keempat(2 x 45 Menit)	
	<p>Menayangkan gambar/foto/video yang relevan.</p> <ul style="list-style-type: none"> ❖ Mengamati <ul style="list-style-type: none"> ➢ Lembar kerja materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya.</i> ➢ Pemberian contoh-contoh materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung). Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya.</i> ❖ Mendengar Pemberian materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> oleh guru. ❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> untuk melatih kesungguhan, ketelitian, mencari informasi.
Problem statemen (pertanyaan/identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <ul style="list-style-type: none"> ❖ Mengajukan pertanyaan tentang materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> ❖ Mengamati obyek/kejadian Mengamati dengan seksama materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya. ❖ Membaca sumber lain selain buku teks Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks</i>

3. Pertemuan keempat(2 x 45 Menit)	
	<p><i>penggunaannya</i> yang sedang dipelajari.</p> <ul style="list-style-type: none"> ❖ Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang sedang dipelajari. ❖ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang telah disusun dalam daftar pertanyaan kepada guru. <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> ❖ Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i>. ❖ Mengumpulkan informasi Mencatat semua informasi tentang materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. ❖ Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> sesuai dengan pemahamannya. ❖ Saling tukar informasi tentang materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> ❖ Berdiskusi tentang data dari Materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> ❖ Mengolah informasi dari materi <i>Pengertian Teks Recount; Informasi</i>

3. Pertemuan keempat(2 x 45 Menit)	
	<p><i>tentang Biography dan konteks penggunaannya</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p> <ul style="list-style-type: none"> ❖ Peserta didik mengerjakan beberapa soal mengenai materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i>.
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi tentang materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> dan ditanggapi oleh kelompok yang mempresentasikan. ❖ Bertanya atas presentasi tentang materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi : <ul style="list-style-type: none"> ➢ <i>Pengertian Teks Recount; Informasi tentang Biography dan</i>

3. Pertemuan keempat(2 x 45 Menit)	
	<p style="text-align: center;"><i>konteks penggunaannya</i></p> <ul style="list-style-type: none"> ❖ Menjawab pertanyaan tentang materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang akan selesai dipelajari ❖ Menyelesaikan uji kompetensi untuk materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
<p>Catatan : Selama pembelajaran <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: <u><i>nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</i></u></p>	
Kegiatan Penutup (10 Menit)	
<p>Peserta didik :</p> <ul style="list-style-type: none"> ❖ Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang baru dilakukan. ❖ Mengagendakan pekerjaan rumah untuk materi pelajaran <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> yang baru diselesaikan. ❖ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i>. ❖ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas projek/produk/portofolio/unjuk kerja pada materi pelajaran <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i>. ❖ Memberikan penghargaan untuk materi pelajaran <i>Pengertian Teks Recount; Informasi tentang Biography dan konteks penggunaannya</i> kepada kelompok yang memiliki kinerja dan kerjasama yang baik. 	

I. Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soedarmono	75	75	50	75	275	68,75	C
2	

secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

100 = Sangat Baik

75 = Baik

50 = Cukup

25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria
= $100 \times 4 = 400$

3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$

4. Kode nilai / predikat :

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup (C)

00,00 – 25,00 = Kurang (K)

5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- Penilaian Diri

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
 2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
 3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
 4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
 5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan
- **Penilaian Teman Sebaya**
 Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...

Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota		100			

	kelompok.					
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)

- **Penilaian Jurnal** (*Lihat lampiran*)

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat Runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1

		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan Tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan Tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		

	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta

			ada transisi
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Keterangan:**MAHIR** mendapat skor 3**MEMUASKAN** mendapat skor 2**TERBATAS** mendapat skor 1**c. Penilaian Portofolio**

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 1 Semester

Sampel yang Dikumpulkan : karangan

Nama Peserta didik : _____

Kelas : _____

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
	 dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
	 dst					

d. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
1	Keaslian Penulisan	Sangat original	5	4
		Original	4	3
		Cukup original	3	2

		Kurang memahami	Hampir tidak	2	1
		Tidak original	original	1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul		5	4
		Isi sesuai dengan judul		4	3
		Isi cukup sesuai dengan judul		3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4

		Penulisan kosakata tepat	4	3
		Penulisan kosakata cukup tepat	3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	1
		Penulisan kosakata tidak tepat		2
		Tulisan rapi dan mudah terbaca	5	4
		Tulisan tidak rapi tetapi mudah terbaca	4	3
		Tulisan tidak rapi dan tidak mudah terbaca	3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2
		Tulisan tidak rapi dan tidak terbaca		1
7	Kerapihan Tulisan			

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
1	Pengucapan (<i>pronounciation</i>)	Hampir sempurna	5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3
		Ada beberapa kesalahan dan mengganggu makna	3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu	2

		Terlalu banyak kesalahan dan mengganggu makna	makna	1	
2	Intonasi (<i>intonation</i>)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (<i>fluency</i>)	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

a. Penilaian Kemampuan Berbicara (*Speaking Skill*)

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

4. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial.

Srono, 24 Oktober 2019

Mengetahui
Peneliti

Mohamad Sunyoto
NIM, 16112210012

Catatan

.....

.....

.....

.....

.....

MATERIAL OF BIOGRAPHY TEXT

Biography Text

A. Definition of Biography Text

Biography text is a detailed description or account of a person's life and written by someone else, it is nonfiction text. (Teks Biografi adalah suatu teks yang menggambarkan detail dari riwayat hidup seseorang secara nyata dan ditulis oleh orang lain.)

B. Function of Biography

- ❖ To know a person's story about his/her life outside of any accomplishments this person may be known for.
- ❖ To give much information easily and educate the readers.

C. Characteristics of Biography

- ❖ Biography is not written by subject and always written in the third person.
- ❖ Describes the person's surroundings (where, when and how the person lived).
- ❖ Use vivid language to narrate events.

D. Generic Structure of Biography

- ❖ Orientation (Introduction)

It is the opening paragraph, gives the readers the background information of the person.

- ❖ Events In events, should be in chronological order.
- ❖ Re-Orientation (Closing)

It consists of a conclusion or comment or the writer. Tell about the achievement or the contribution of the person.

E. Grammar and Language Features of Biography

❖ Simple Past Tense

Example:

- ✓ Harry Edward Styles was born in Redditch, Worcestershire on 1 February 1994.
- ✓ He is the son of Anne Cox (née Selley) and Desmond “Des” Styles, who worked in finance.
- ✓ Many of his ancestors were farm laborers in Norfolk.
- ✓ Styles was raised in Holmes Chapel, Cheshire after his parents moved there along with his older sister, Gemma, when he was a child.
- ✓ He attended Holmes Chapel Comprehensive School.

❖ Temporal Sequence and Temporal Conjunction.

❖ Temporal Sequence (urutan waktu)

❖ Temporal Conjunction (konjungsi temporal).

Example:

Styles’ parents divorced when he was seven and his mother later was remarried to Robin Twist; he died in 2017.

❖ Focus on Specific participants

❖ Use of Action verbs.

❖ Types of Biography

- ✓ Short Biography (focuses only on highlights of a person’s life)
- ✓ Long Biography (about life and times of someone in a lot more detail)

G. Example of Biography Text

Cristine Hakim

Cristine Hakim is one of the most famous Indonesian actresses. She was born in a faithful Muslim family. She was born in Jambi on December 25th, 1957.

Christine Hakim has been a multitalented film actress since 1970. Her father is Hakim Thahar while her husband is Edo Eduard Jeroen Lezer. She made the debut by becoming the actress in “*Cinta Pertama*” in 1973. This film led her to win “Piala Citra” in the Indonesian film Festival. She continued her success in later films. Up to now, she has been involved in more than 30 films.

Winning “Piala Citra” for six times area a recognition for her acting. *Tjoet Nja Dhien* was the most well-known film of Christine Hakim. It was released in 1988. It tells about the struggle of the people in Aceh, led by *Tjoet Nja Dhien*, to gain the independence

Source: Sumarsih (2003:29)

ESSAY TEST (QUESTION)

Please take a look at the Lee-Min Hos' Lifestyle video. Then write down his success experience according to the video's information!



INTERVIEW TRANSCRIPT

The researcher : *“Apakabar dek, siapa nama nya”*

“How are you? What is your name?”

The student : *“Baik Mr, Deby Mr”*

“Fine Mr, My name is Deby Mr”

The researcher : *“Interview kita mulai ya”*

“Can we start to have an interview?”

The student : *“Ok Mr”*

“Ok Mr”

The researcher : *“Apakah anda suka pelajaran bahasa Inggris”?*

“Do you like English lessons?”

The student : *“Sangat suka, karena bahasa Inggris sangat menarik bagi saya”*

“Very like so much, because the English lesson is interesting.”

The researcher : *“Apakah menurut anda belajar menulis (writing) itu sulit? Kesulitan apa saja yang dialami?”*

“Do you think learning writing is difficult? And what the problems you faced”

The student : *“Sulit jika saya tidak mempelajari nya dengan sungguh-sungguh, untuk kesulitan yang selama ini saya alami mungkin untuk kosakata bahasa inggris yang belum saya kuasai /ketahui”*

“It is difficult if I do not study it seriously, for the difficulties I

have experienced so far maybe for English vocabulary that I have not yet mastered / know”

The researcher : *“Apa saja kegiatan yang biasa dilakukan saat belajar writing di kelas?”*

“What are the usual activities while studying writing in the classroom?”

The student : *“Dikelas kami guru selalu memberikan tugas untuk mengerjakan sebuah soal yang berhubungan dengan menulis (writing) seperti meneritakan keseharian, membuat biografi, dan lain-lain”*

“In our class, the teacher always gives assignments to do a problem related to writing (writing) such as preaching every day, making biographies, etc.”

The researcher : *“Bagaimana cara guru mengajar writing di kelas?”*

“How do teachers teach writing in the classroom?”

The student : *“Memberikan soal, dan meminta murid untuk bereksplorasi atau mencari jawaban dari kamus atau internet”*

“Give questions, and ask students to explore or look for answers from a dictionary or the internet”

The researcher : *“Apakah ibu guru selalu menjadi contoh atau model ketika*

mengucapkan kata atau menulis di kelas? Adakah

model lain yang digunakan?”

“Does your teacher always become an example and model when expressing a word or writing in the classroom? Are there other

models used?"

The student : “ *untuk role model saya pribadi adalah orang-orang yang fasih akan berbahsa Inggris dari kalangan artis sampai keluarga saya”* ”

“For my role models are people who are fluent in English from the artist to my family”

The researcher : “*Media apa yang biasanya dipakai saat belajar writing di kelas?*”

“What media are usually used when learning to write in the classroom?”

The student : “ *Banyak sekali media yang di pakai untuk pembelajaran, seperti video yang berkaitan dengan menulis (writing) sebelum memulai pembelajaran, buku yang ada di perpustakaan, bahkan kami selalu berada di perpustakann untuk mengerjakan tugas yang diberikan oleh para guru”* ”

“Lots of media used for learning, such as videos relating to writing (writing) before starting learning, books in the library, even we are always in the library to do the assignments given by the teachers”

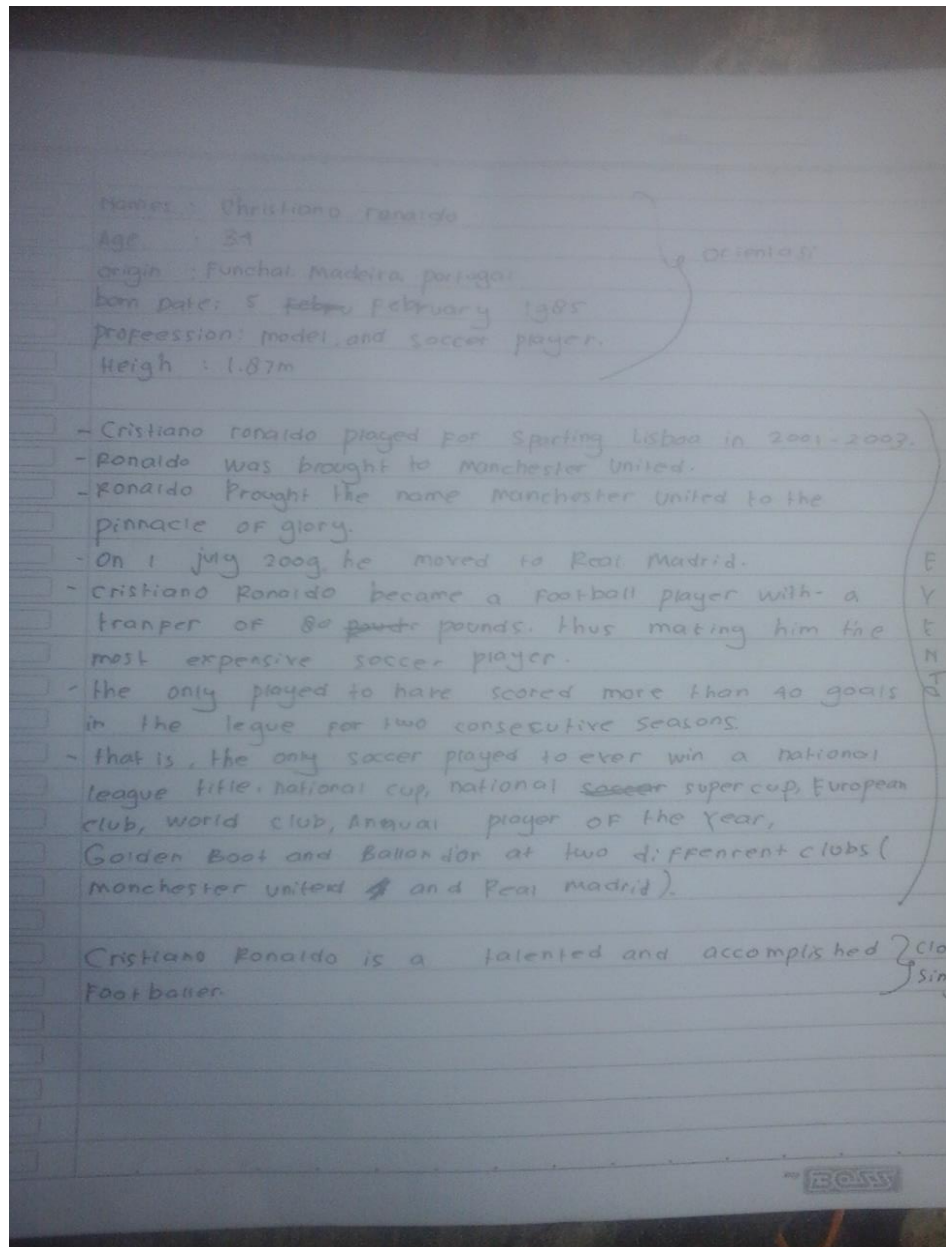
The researcher : “*Menurut adik, media seperti apa yang sebaiknya digunakan agar jadi lebih menarik?*”

“According to you what kind of media should be used to make teaching and learning more interesting?”

The student : “*Menurut saya, harus ada media yang sekiranya modern seperti: pemutaran film berbahasa Inggris dan yang sekiranya menyenangkan bagi murid untuk memahami apa yang diberikan oleh guru.”* ”

"In my opinion, there must be a medium that is modern if it is like an English film screening and if it is fun for students to understand what is given by the teacher. "

STUDENTS' WORK SHEETS IN THE PRELIMINARY STUDY



STUDENTS' WORK SHEETS IN THE CYCLE II

No. _____
Date: _____

Lee - Min Ho

Lee - Min Ho is one of the famous actors in South Korea. He is a South Korean nationality. and he was born in Heukseok - Dong June 22nd 1987. Lee Min Ho started his career in 2003 until now. Lee is a multitalent actor, he can act, sing and be a model. Although as a child he had aspirations as a professional young soccer player in the Korean manager class all the same, but he got an accident when he was in 5th grade and continuing to change his ideals to become an actor.

Early in his career Lee went to the stage name Lee Min because his agency thought his birth name was so ordinary. Lee - Min Ho debuted his career with his acting in the film Public Enemy Returns and winning it at the best new actor awards Baek Sang arts award. And the film made him more famous and continued his success in the film Boys Over Flower (2009) after that many films starring by Lee - Min Ho such as Legend of the Sea (2016), City Hunter (2011), Bounty Hunters (2016) and etc. Nowadays Lee is still recognized as an actor was the most well-known in starring in many films and successfully made his fans admire him right now.

Mechanic: 12
Content: 22
Organization: 18
Discourse: 18
Syntax: 12
Vocabulary: 1

94

SIDU

STUDENTS' SCORE

NUM.	NAME	SCORE PRE. STUDY	SCORE CYCLE 1	SCORE CYCLE 2
1	ARJ	58	64	73
2	AAZ	48	60	76
3	ARP	79	81	84
4	ABP	60	73	73
5	ASR	55	80	88
6	AZV	61	66	77
7	BPR	86	87	94
8	DS	71	81	93
9	DBS	88	88	94
10	DM	67	80	80
11	DEZ	60	80	81
12	FA	66	86	82
13	JDT	74	74	94
14	LH	52	52	80
15	LA	83	83	83
16	MMK	68	71	76
17	MZ	69	69	79
18	MPH	83	80	95
19	MR	83	81	83
20	NAK	67	74	74
21	NAR	81	78	95
22	NDA	81	81	82
23	PV	71	73	93
24	RUL	82	83	84
25	RA	66	60	75
26	SJM	83	83	83
27	SNA	74	74	74
28	SUK	73	73	74
29	SO	73	73	76
30	VT	52	73	75
31	VLH	66	66	73
32	VAN	70	74	79
33	YNA	70	76	88
TOTAL SCORE		2320	2477	2710
MEAN/AVERAGE		70,3	75	82,1
LOWEST SCORE		48	52	73
HIGHEST SCORE		88	88	95

DOCUMENTATION OF RESEARCH

Doc 1. Preliminary study activities



Doc 2. The first meeting in The cycle I



Doc 3. The second meeting in The cycle I



Doc 4. The first meeting in The cycle II



Doc 5. The second meeting in The cycle II



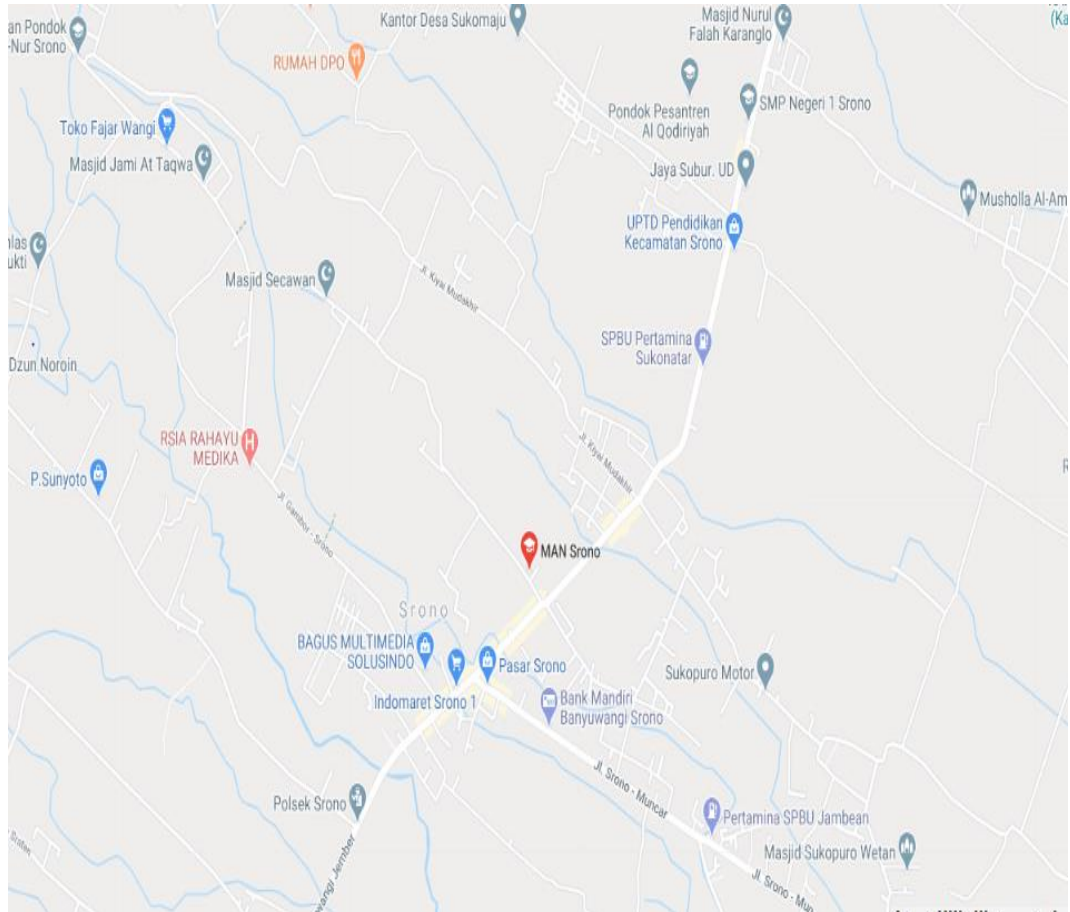
Doc 6. Discussion with the English lecturer



Doc 7. The researcher with students department of Social 4



THE MAP OF MADRASAH ALIYAH NEGERI TIGA BANYUWANGI



THE RESEARCHER'S AUTOBIOGRAPHY

Mohamad Sunyoto is the last son of the couple Semu and rangin. He was born in Banyuwangi 27th July 1996. Everyone called him Sunyoto as his called name. He started his study at 5 Kedung rejo Elementary School and graduated in 2009. Then after graduating, He continued at Kosgoro Junior high school and graduated in 2012. Besides, Sunyoto was graduated from 17 Agustus 1945 Vocational High School in 2015, while he took majoring in accounting, and then He chosed to continue his university in Islamic Institute of Darussalam Blokagung Banyuwangi (IAIDA). And He took English education Faculty of teacher training exactly English departement



RESEARCH ADMINISTRATIONS



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IAIDA
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Nomor : 31.5/166.10 /FTK/IAIDA/C.3/VI/2020

Lamp. : -

Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

Kepala Madrasah Aliyah Negeri 3
Srono, Banyuwangi

Di - Tempat

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **MOHAMAD SUNYOTO**
 TTL : Banyuwangi, 27 Juli 1996
 NIM / NIMKO : 16112210012 / 2016.4.071.0147.1.000010
 Fakultas : Tarbiyah dan Keguruan (FTK)
 Program Studi : Tadris Bahasa Inggris (TBIG)
 Alamat : Kedungrejo - Muncar - Banyuwangi - Jawa Timur
 HP : 085336145980
 Dosen Pembimbing : Ridwan, M.Pd.

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.
 Adapun judul penelitiannya adalah:

"Implementing Lee-Min Ho's Lifestyle Video To Improve Students' Writing skills In Writing Biography Text At The Tenth Grade Students of Madrasah Aliyah Negeri 3 Banyuwangi in the Academic Year 2019/2020"

Atas perkenan dan kerjasamanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum Wr. Wb.

Blokagung, 09 Juli 2020

Dekan

Dr. Siti Aimah, S.Pd.L., M.Si.
 NIPY. 3150801058001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUWANGI
MADRASAH ALIYAH NEGERI 3 BANYUWANGI**

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NIP : 196201031993031002
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Jabatan : Kepala Madrasah Aliyah Negeri 3 Banyuwangi

Menerangkan Bahwa :

Nama : Mohamad Sunyoto
NIM : 16112210012
Fakultas : Tarbiyah dan keguruan
Prodi : Tadris Bahasa Inggris
Status : Mahasiswa IAIDA Banyuwangi

Yang bersangkutan benar-benar telah melaksanakan Penelitian di MAN 3 Banyuwangi terhitung mulai tanggal 24 Oktober 2019 s.d 26 November 2019. Sesuai dengan surat dari IAIDA Banyuwangi no. 31.5/166.10/FTK/IAIDA/C.3/VI/2020 pada tanggal 21 Oktober 2019.

Demikian Surat ini dibuat dan dapat dipergunakan sebagaimana mestinya.

Srono, 18 Juli 2020

Kepala



Drs. H. Kosim, M.Pd.I
NIP. 196201031993031002



Iqbal Haja Andista, A.Md

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CHAPTER I INTRODUCTION This chapter presents an Introduction such as: The Background of the study, The Formulation of the research problem, The scope of the study, The purpose of the study, The Significance of the study, The previous study, and the concept of study. A. Background of study Language has a big role in our daily life. All people apply a language to explore their ideas, express their thought and share their opinion.

Nowadays the English language becomes the global language which considered as a foreign language in Indonesia. Besides, The English language has significant in some aspects, such as: to get an education access in overseas countries, to have an international business, and to join in politics (Asiti, 2012:1). Furthermore, The existence of the English language is considered in Indonesia education.

According to Sari (2015: 1), English major becomes a compulsory major in English teaching-learning at school. Besides, as mentioned curriculum 2013, English teaching-learning is implemented at survival level till university. The English language consists of several skills such as: Listening, Speaking, Reading, and Writing.

From those skills, writing skill is very important and useful for everyone in the world, According to Hayati (2017:10) "If you want to write, it is as simple as that. Writing is a skill, like driving or word processing that you can master with hard work. If you believe this, you are ready to learn how to become a component writer".

Allah SWT said that in Al Qur'an in Al Alaq Verse 4-5 ?????????? ?????????? ?????????? (?) ?????????? ?????????? ?????????? ?????????? (?) The meaning is: "Who was taught (the writing) by the pen. He has taught man that which he knows not" (Q.S

NIM	16112210012	
NAMA	MOHAMAD SUNYOTO	
FAKULTAS	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS	
PERIODE	20192	
JUDUL	Implementing Lee-Min Ho's life style video to improve student's writing skill in writing biography text at the tenth grade of Madrasah Aliyah Negeri 3 Banyuwangi in the academic year 20192020	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20192	20 Mei 2020	20 Juli 2020	Some problems 1. The evidence , and the previous study for differencies & similarity 2. Add for related literature 3. Points for classroom action result should explain in a detail explanation 4. The revision from cycle I to cycle II 5. Discussion of findings 6. The steps how the lee minho is implemented	1. Chapter 1, 2020-05-20 2. Chapter 2, 2020-06-23 3. Chapter 3, 2020- 06-29 4. Chaptet 4, 2020-07-06 5. Chapter 5, 2020-07-13 6. Chapter 6, 2020-07-20