APPENDICES

Appendix 1

SYLLABUS

School : SMA N 2 Bae Kudus

Class : X Subject: English

Semester : 1

Competency Standard : Writing

Expressing the meaning of short written functional text in essay form *recount, narrative,* and *procedure* in daily life context

Competency Standard	Basic Competence	Indicator	Major Material	Learning Activity	Syncronisation comp, stand, basic comp	Syncronisation	Evaluation	Time	Source	Character building
1.1 Writing	6.1 Express the meaning and retoric a steps written essai text accurat	• Use *past tense* sentences in one activity • Use *imperative* sentence in	○ **Written Narrative text** ○ **Written procedure text**	**Teaching learning activity** • Reading *narative procedur recount* **Structurally task**			**Kinds of task** individually task, group task, daily test **Task form** Written report	**3 hours** **3 hours**	**Look A Head, English Text in Use, English for A Better life**	

	ly, fluent in daily life context an for accessi ng science in text *recoun t, narrati ve,* and *proced ure*	making a receipt or direction • Use direct and indirect speech in written narrative text • Produce *recount* text • Produce *narrative* text • Produce *procedur e* text		• Make *draft* of *narrative, recount* or *procedure* text using*chain writing*. • Doing correction with a friend to make perfectly *draft* **Independent task** • Make a story in *narrative, procedure* , or *recount* text						

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Menulis 6. Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *recount, narrative,* dan *procedure* dalam konteks kehidupan sehari-hari	Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount, narrative,* dan *procedure*	Teks tulis berbentuk *Recount* Teks tulis berbentuk *Narrative* Teks tulis berbentuk *Procedure*	Membuat *draft* teks *narrative, recount* atau *procedure* dengan melakukan *chain writing*. Melakukan koreksi teman sejawat untuk menyempurnakan *draft*. Menyempurnakan *draft* berdasarkan koreksi teman.	• Menggunakan kalimat *past tense* dalam menyampaikan sebuah peristiwa • Menggunakan kalimat *imperative* dalam membuat sebuah resep atau petunjuk • Menggunakan kalimat langsung dan tak langsung dalam menulis sebuah narasi • Menghasilkan teks berbentuk *recount*	**Ulangan tertulis**	**2 x 45**	English Online Jakarta Post
Menulis Mengungkapkan makna dalam teks tulis fungsional pendek dalam konteks kehidupan sehari-hari	6.2 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks		• Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok • Membuat pengumuman tertulis secara berpasangan dan mempublikasikannya di kelas /sekolah	• Menghasilkan teks berbentuk *narrative* • Menghasilkan teks berbentuk *procedure* • Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat • Menulis gagasan utama • Mengelaborasi	**Performans**	**2 x 45**	

				gagasan utama • Membuat draft, merevisi, menyunting • Menghasilkan teks fungsional pendek			

Appendix 3

LESSON PLAN

(MEETING I-Saturday, April 21, 2012)

School	**: SMA N 2 Bae Kudus**
Subject	**: English**
Grade/ Semester	**: X/ 1**
Time Allocation	**: 2 x 45 Minutes**
Academic Year	**: 2011/2012**

A. Standard Competence

1.1 Reading

Understanding the meaning of short functional written text and simple essay of *Recount, Narrative and Procedure* in daily life context and to access knowledge.

1.2 Writing

Expressing the meaning of functional written *recount* text and simple short essay in daily life context.

B. Basic Competence

1.1.1 Respond the meaning and rhetorical step with accurate, fluent, and acceptable way of short essay (recount text) that related in daily context.

1.2.2 Express the meaning and rhetorical step of simple short functional text (recount text) with accurate, fluent, and acceptable way to interact in daily context of recount text.

C. Indicator

1. Read loudly short functional test based on correct pronunciation.
2. Indentify information of recount text.
3. Identify rhetorical step of recount text.
4. Respond the meaning of recount text.
5. Create recount text.

D. Skill

Writing

E. The Purpose of Learning

1. The students are able to read loudly short functional text based on correct pronunciation.
2. The students are able to identify the information of recount text.
3. The students are able to respond the meaning of recount text.
4. The students are able to create recount text.
5. The students are able to identify the rhetorical step of recount text.

F. Material of Learning

1. Recount text is to retell an experience/ activity/ event in the past.
2. Social function: to retell events for the purpose of informing entertaining/ to retell past experience for the purpose.
3. Generic structure:

- Orientation : introducing the participant, using first person point of view.
- Events : describing a series of event which happened.
- Re – orientation: starting the writer's personal note.

4. Language Features:

- Using personal participant (he, she, I, Andhika, the cat, the librarian, etc)
- Using chronological connectives (after, after that, and, then, but)
- Using action verb (go, help, jump, etc)
- Using simple past tense (they went…., I was there..)
- Conjunction and time connectives (and, but, then, after that, after)

- Adverb and adverb phrases (tomorrow, quickly, yesterday, at home)

G. Method

PPP (Presentation Practice Produce)

H. Stage of Teaching

Steps	**Students / Teacher Activity**
Pre- Teaching	• The teacher checks the students' attendance list. • The teacher giving the motivation to the students. • Teacher gives simple question to make students' interest and ready to accept the materials
Whilst Teaching a. Exploration b. Elaboration c. Confirmation	• Teacher explains about the material (recount text) • Teacher divides the student in each group • Teacher gives a text from the Researcher's Diary to the students • Teacher asks some students to read it in front of class • The students answer the question based on the text • The teachers explain about how to write diary. • The teacher ask to the students to write their Diary about their experience or their past activities and analyze it

	(language feature and generic structure)
Post Teaching	• The teacher concludes for lesson today (recount text). • The teacher gives chance the students to ask about the materials. • The teacher gives home work the students to write a Diary. • The teacher closes teaching learning process.

I. Source

- www.sekolahoke.com (soal recount text)
- http://www.sekolahoke.com/2011/02/pembahasan-soal-ujian-nasional-sma.html
- References: Look a Head, English for a Better Life. English Text in Use
- Diary

J. Assessment

- Written form : write the student diary (the student's experience).

STUDENT'S WORKSHEET

I. Read the text and answers the questions!

Going to Solo with My Family

Last Sunday, I and my family went to Solo to visit a relative.

First, I prepared clothes of my husband, and my sons. We went there by car. Then we left home about 7.a.m. We drove along the rough roads of Purwodadi and arrived there 4 hours later.

After chatting, praying, and having lunch, we took a rest for a while. Then, at about 2.p.m., we left the city for home.

On the way home, we dropped at Gajah Mungkur dam to buy some fresh fish. There were plenty of fish, and the price was reasonable. Next, we continued our way home.

We got home at 7.p.m. feeling tired and sleepy.

1. What is the type of the text above?
2. What is paragraph that tells orientation?
3. What are paragraph that tell series of event?
4. What is paragraph that tells re- orientation?
5. What is the social function of the text?

- **The Answers:**

1. Recount text.
2. The first paragraph.
3. The Second, third, and fourth paragraphs.
4. The last paragraph.
5. To give a description of what happened and when it happened.

II. Make your Diary (about your experience or what you did last week) and analyze it (Generic Structure and Language Feature) on your own Diary!

Kudus, 21 April 2012

Practioner

Fazar Muzdalifah

NIM.2008-32-154

Authorized by

The Principal of SMA N 2 BAE

Drs. Supriyo

NIP. 196307171986011002

The advisor of English teacher

H. Muhadi, S.Pd.

NIP.195611271985031005

LESSON PLAN

(MEETING II- Wednesday, April 25, 2012)

School	**: SMA N 2 Bae Kudus**
Subject	**: English**
Class/ Semester	**: X/ 1**
Time Allocation	**: 2 x 45 Minutes**
Academic Year	**: 2011/2012**

A. Standard Competence

1.1 Reading

Understanding the meaning of short functional written text and simple essay of *Recount, Narrative and Procedure* in daily life context and to access knowledge.

1.2 Writing

Expressing the meaning of functional written *recount* text and simple short essay in daily life context.

B. Basic Competence

1.1.1 Respond the meaning and rhetorical step with accurate, fluent, and acceptable way of short essay (recount text) that related in daily context.

1.2.2 Express the meaning and rhetorical step of simple short functional text (recount text) with accurate, fluent, and acceptable way to interact in daily context of recount text.

C. Indicator

1. Read loudly short functional test based on correct pronunciation.
2. Indentify information of recount text.
3. Identify rhetorical step of recount text.
4. Respond the meaning of recount text.

5. Create recount text.

D. Skill

Writing

E. The Purpose of Learning

1. The students are able to read loudly short functional text based on correct pronunciation.
2. The students are able to identify the information of recount text.
3. The students are able to respond the meaning of recount text.
4. The students are able to create recount text.
5. The students are able to identify the rhetorical step of recount text.

F. Material of Learning

1. Recount text is to retell an experience/ activity/ event in the past.
2. Social function: to retell events for the purpose of informing entertaining/ to retell past experience for the purpose.
3. Generic structure:
   - Orientation : introducing the participant, using first person point of view.
   - Events : describing a series of event which happened.
   - Re – orientation: starting the writer's personal note.
4. Language Features:
   - Using personal participant (he, she, I, Andhika, the cat, the librarian, etc)
   - Using chronological connectives (after, after that, and, then, but)
   - Using action verb (go, help, jump, etc)
   - Using simple past tense (they went…., I was there..)
   - Conjunction and time connectives (and, but, then, after that, after)
   - Adverb and adverb phrases (tomorrow, quickly, yesterday, at home)

G. Method

PPP (Presentation Practice Produce)

H. Stage of Teaching

Steps	Students / Teacher Activity
Pre- Teaching	• The teacher checks the students' attendance list. • The teacher giving the motivation to the students. • Teacher gives simple question to make students' interest and ready to accept the materials
Whilst Teaching a. Exploration b. Elaboration c. Confirmation	• Teacher explains about the material (recount text) • Teacher divides the student in each group • Teacher gives a text from the Researcher' Diary to the students • Teacher asks some students to read it in front of class • The students answer the question based on the text • The teachers explain about how to write diary. • The teacher ask to the students to write their Diary about their experience or their past activities and analyze it (language feature and generic structure)
Post Teaching	• The teacher concludes for lesson today (recount text). • The teacher gives chance the students to ask about the materials. • The teacher gives home work the students to write a Diary. • The teacher closes teaching learning process.

I. Source

- www.sekolahoke.com (soal recount text)

- http://www.sekolahoke.com/2011/02/pembahasan-soal-ujian-nasional-sma.html
- References: Look a Head, English for a Better Life. English text in use.
- Diary

J. Assessment

- Written form : write the student diary (the student's experience).

UNIVERSITAS MURIA KUDUS

STUDENT'S WORKSHEET

I. Read the text and answers the questions!

[My name is Susanti. I lived in Jepara city. I liked riding bicycle.]

My beloved bicycle

Last week, my friend and I rode our bikes to the beach. It was only five kilometers from our houses.

It was quite windy and there was hardly anyone there. It surprised us because there were always many people coming there on the weekends. So, we had the beach on our own. We bought some hot chips, rode our bikes, played in the water and sat under the trees. We really had a great time.

(Susanti's Diary- friend of the researcher)

1. Where did the story happen?
2. How did they go to the beach?
3. Who did the writer and her friend find when they reached the beach?
4. How did the writer think about the trip?
5. a. Analyze the Generic Structure of the text!

   b. Analyze the Language Feature of the text!

➢ **The Answers:**

1. In beach, Jepara.
2. By bicycle.
3. They saw many people coming there.
4. They felt really had a great time.

   Orientation in paragraph I.

   Event in paragraph 2.

   Re- orientation in the last paragraph.

5. Rode, was, was, was, surprised, were, had, bought, rode, played, and had.

II. Make your Diary (about your experience or what you did last week) and analyze it (Generic Structure and Language Feature) on your own Diary!

Kudus, 25 April 2012

Researcher

Fazar Muzdalifah

NIM.2008-32-154

Authorized by

The Principal of SMA N 2 BAE	The advisor of English teacher
Drs. Sugiyo	H. Muhadi, S.Pd.
NIP. 196307171986011002	**NIP.195611271985031005**

LESSON PLAN

(MEETING III- Saturday, April 28, 2012)

School	**: SMA N 2 Bae Kudus**
Subject	**: English**
Class/ Semester	**: X/ 1**
Time Allocation	**: 2 x 45 Minutes**
Academic Year	**: 2011/ 2012**

A. Standard Competence

1.1 Reading

Understanding the meaning of short functional written text and simple essay of *Recount, Narrative and Procedure* in daily life context and to access knowledge.

1.2 Writing

Expressing the meaning of functional written *recount* text and simple short essay in daily life context.

B. Basic Competence

1.1.1 Respond the meaning and rhetorical step with accurate, fluent, and acceptable way of short essay (recount text) that related in daily context.

1.2.2 Express the meaning and rhetorical step of simple short functional text with accurate, fluent, and acceptable way to interact in daily context of recount text.

C. Indicator

1. Read loudly short functional test based on correct pronunciation.
2. Indentify information of recount text.
3. Identify rhetorical step of recount text.
4. Respond the meaning of recount text.
5. Create recount text.

D. Skill

Writing

E. The Purpose of Learning

1. The students are able to read loudly short functional text based on correct pronunciation.
2. The students are able to identify the information of recount text.
3. The students are able to respond the meaning of recount text.
4. The students are able to create recount text.
5. The students are able to identify the rhetorical step of recount text.

F. Material of Learning

1. Recount text is to retell an experience/ activity/ event in the past.
2. Social function: to retell events for the purpose of informing entertaining/ to retell past experience for the purpose.
3. Generic structure:

- Orientation : introducing the participant, using first person point of view.
- Events : describing a series of event which happened.
- Re – orientation: starting the writer's personal note.

4. Language Features:

- Using personal participant (he, she, I, Andhika, the cat, the librarian, etc)
- Using chronological connectives (after, after that, and, then, but)
- Using action verb (go, help, jump, etc)
- Using simple past tense (they went…., I was there..)
- Conjunction and time connectives (and, but, then, after that, after)

- Adverb and adverb phrases (tomorrow, quickly, yesterday, at home)

G. Method

PPP (Presentation Practice Produce)

H. Stage of Teaching

Steps	**Students / Teacher Activity**
Pre- Teaching	• The teacher checks the students' attendance list. • The teacher giving the motivation to the students. • Teacher gives simple question to make students' interest and ready to accept the materials
Whilst Teaching a. Exploration b. Elaboration c. Confirmation	• Teacher explains about the material (recount text) • Teacher divides the student in each group • Teacher gives a text from the Researcher's Diary to the students • Teacher asks some students to read it in front of class • The students answer the question based on the text • The teachers explain about how to write diary. • The teacher ask to the students to write their Diary about their experience or their past activities and analyze it (language feature and generic structure)
Post Teaching	• The teacher concludes for lesson today (recount text). • The teacher gives chance the students to ask about the materials. • The teacher gives home work the students to write a Diary.

	• The teacher closes teaching learning process.

I. Source

- www.sekolahoke.com (soal recount text)
- http://www.sekolahoke.com/2011/02/pembahasan-soal-ujian-nasional-sma.html
- References: Look a Head, English for a Better Life. English text in use.
- Diary

J. Assessment

- Written form : write the student diary (the students experience).

STUDENT'S WORKSHEET

I. Read the text and answers the questions!

[My name is Khoirunnisa'. I stayed in Kudus. But I came from Karimun Jawa Island. I am homesick now. So I want to tell you about my experience on last some months.]

Refresh My Mind

It was Sunday morning January 2, 2012.I went home in Island of my birth place was Karimun Jawa. When I arrived at my home. I invited my younger cousin and my sister and my brother went to beach near from our house. After studying hard, we want to refresh our mind and enjoyed the fresh air. We went there early in the morning by motorcycle. Many people were there when we arrived.

After parking the motorcycle, we walked along the beach barefooted. We could feel the smoothness of the sand. The cold sea water touches our feet.

Then, we looked for a place to take a rest. We rolled out the mat on the ground and had meals together. While eating, we saw many things. We saw many children build sand castles. Some of them played with their balls. We also saw some people sunbathe. After having meals, we were interested in doing something.

We were so happy and really enjoyed that day.

(Khoirunnisa's Diary- friend of Researcher)

1. When did the writer and her relative go to the beach?
2. Why did they go to there?
3. How did they go there?
4. Why did they like to walk along the beach barefooted?
5. What is the main idea of the third paragraph?
6. a. Analyze the Generic Structure of the text!

   b. What tense is mostly used in the text?

- **The Answers:**

1. When the writer arrived at her home.
2. Because they want to refresh our mind and enjoyed the fresh air, after study hard.
3. By motorcycle.
4. Because they could feel the smoothness of the sand.
5. They take a rest.
6. a. Orientation is in the first paragraph.
   Events are in the second and three paragraphs.
   Re- orientation is in the last paragraph.
   b. Simple past tense.

II. Please make your Diary (about your experience or your daily activity) and analyze it (Generic Structure and Language Feature) on your own Diary!

Kudus, 28 April 2012
Practioner

Fazar Muzdalifah
NIM.2008-32-154

Authorized by

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NIP. 196307171986011002	**NIP.195611271985031005**

LESSON PLAN

(MEETING IV- Wednesday, Mei 2, 2012)

School	**: SMA N 2 Bae Kudus**
Subject	**: English**
Class/ Semester	**: X/ 1**
Time Allocation	**: 2 x 45 Minutes**
Academic Year	**: 2011/ 2012**

A. Standard Competence

1.1 Reading

Understanding the meaning of short functional written text and simple essay of *Recount, Narrative and Procedure* in daily life context and to access knowledge.

1.2 Writing

Expressing the meaning of functional written *recount* text and simple short essay in daily life context.

B. Basic Competence

1.1.1 Respond the meaning and rhetorical step with accurate, fluent, and acceptable way of short essay (recount text) that related in daily context.

1.2.2 Express the meaning and rhetorical step of simple short functional text (recount text) with accurate, fluent, and acceptable way to interact in daily context of recount text.

C. Indicator

1. Read loudly short functional test based on correct pronunciation.
2. Indentify information of recount text.
3. Identify rhetorical step of recount text.
4. Respond the meaning of recount text.
5. Create recount text.

D. Skill

Writing

E. The Purpose of Learning

1. The students are able to read loudly short functional text based on correct pronunciation.
2. The students are able to identify the information of recount text.
3. The students are able to respond the meaning of recount text.
4. The students are able to create recount text.
5. The students are able to identify the rhetorical step of recount text.

F. Material of Learning

1. Recount text is to retell an experience/ activity/ event in the past.
2. Social function: to retell events for the purpose of informing entertaining/ to retell past experience for the purpose.
3. Generic structure:

- Orientation : introducing the participant, using first person point of view.
- Events : describing a series of event which happened.
- Re – orientation: starting the writer's personal note.

4. Language Features:

- Using personal participant (he, she, I, Andhika, the cat, the librarian, etc)
- Using chronological connectives (after, after that, and, then, but)
- Using action verb (go, help, jump, etc)
- Using simple past tense (they went…., I was there..)
- Conjunction and time connectives (and, but, then, after that, after)

- Adverb and adverb phrases (tomorrow, quickly, yesterday, at home)

G. Method

PPP (Presentation Practice Produce)

H. Stage of Teaching

Steps	**Students / Teacher Activity**
Pre- Teaching	• The teacher checks the students' attendance list. • The teacher giving the motivation to the students. • Teacher gives simple question to make students' interest and ready to accept the materials
Whilst Teaching a. Exploration b. Elaboration c. Confirmation	• Teacher explains about the material (recount text) • Teacher divides the student in each group • Teacher gives a text from the Researcher's Diary to the students • Teacher asks some students to read it in front of class • The students answer the question based on the text • The teachers explain about how to write diary. • The teacher ask to the students to write their Diary about their experience or their past activities and analyze it (language feature and generic structure)
Post Teaching	• The teacher concludes for lesson today (recount text). • The teacher gives chance the students to ask about the materials. • The teacher gives home work the students to write a Diary.

	• The teacher closes teaching learning process.

I. Source

- www.sekolahoke.com (soal recount text)
- http://www.sekolahoke.com/2011/02/pembahasan-soal-ujian-nasional-sma.html
- References: Look a Head, English for a Better Life. English text in use
- Diary

J. Assessment

- Written form : write the student diary (the student's experience).

STUDENT'S WORKSHEET

I. Read the text and answers the questions!

My Scaring Experience

When I was sitting in front of my store, I saw accident. A car hit a motorcycle from behind. The driver couldn't control his car because he drove so fast.

The car didn't stop after the accident. It even ran faster. No one came to help the motorcycle's rider. He was injured badly.

I was so scared at the time. Then someone who was also saw the accident at that time, called the police and tried to find help for the victim. Not long after that, the police came. The police asked the man several questions. He told them what happened.

After that, I went home because it was already dark.

It was really scaring experience.

1. When did the writer saw the accident?
2. Why did the driver hit a motorcycle?
3. Who was called the police?
4. How was felt of the writer at that time?
5. a. What is paragraph that tells orientation?
   b. What are paragraph that tell series of event?

➢ **The Answers:**

1. When she was sitting in front of her store.
2. The driver couldn't control his car because he drove so fast.
3. Someone who was also saw the accident at that time.
4. She felt that it was really her scaring experience.
5. a. The first paragraph.
   b. Second, third, and fourth paragraph.

II. Make your diary (about your experience or what you did last week) and analyze it (Generic Structure and Language Feature) on your own Diary!

Kudus, 2 Mei 2012

Practioner

Fazar Muzdalifah

NIM.2008-32-154

Authorized by

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Dr. Sugiyo	H. Muhadi, S.Pd.
NIP. 196307171986011002	**NIP.195611271985031005**

LESSON PLAN

(MEETING V-Saturday, Mei 9, 2012)

School	**: SMA N 2 Bae Kudus**
Subject	**: English**
Class/ Semester	**: X/ 1**
Time Allocation	**: 2 x 45 Minutes**
Academic Year	**: 2011/ 2012**

A. Standard Competence

1.1 Reading

Understanding the meaning of short functional written text and simple essay of *Recount, Narrative and Procedure* in daily life context and to access knowledge.

1.2 Writing

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B. Basic Competence

1.1.1 Respond the meaning and rhetorical step with accurate, fluent, and acceptable way of short essay (recount text) that related in daily context.

1.2.2 Express the meaning and rhetorical step of simple short functional text (recount text) with accurate, fluent, and acceptable way to interact in daily context of recount text.

C. Indicator

1. Read loudly short functional test based on correct pronunciation.
2. Indentify information of recount text.
3. Identify rhetorical step of recount text.
4. Respond the meaning of recount text.

5. Create recount text.

D. Skill

Writing

E. The Purpose of Learning

1. The students are able to read loudly short functional text based on correct pronunciation.
2. The students are able to identify the information of recount text.
3. The students are able to respond the meaning of recount text.
4. The students are able to create recount text.
5. The students are able to identify the rhetorical step of recount text.

F. Material of Learning

1. Recount text is to retell an experience/ activity/ event in the past.
2. Social function: to retell events for the purpose of informing entertaining/ to retell past experience for the purpose.
3. Generic structure:

- Orientation : introducing the participant, using first person point of view.
- Events : describing a series of event which happened.
- Re – orientation: starting the writer's personal note.

4. Language Features:

- Using personal participant (he, she, I, Andhika, the cat, the librarian, etc)
- Using chronological connectives (after, after that, and, then, but)
- Using action verb (go, help, jump, etc)
- Using simple past tense (they went…., I was there..)
- Conjunction and time connectives (and, but, then, after that, after)
- Adverb and adverb phrases (tomorrow, quickly, yesterday, at home)

G. Method

PPP (Presentation Practice Produce)

H. Stage of Teaching

Steps	Students / Teacher Activity
Pre- Teaching	• The teacher checks the students' attendance list. • The teacher giving the motivation to the students. • Teacher gives simple question to make students' interest and ready to accept the materials
Whilst Teaching a. Exploration b. Elaboration c. Confirmation	• Teacher explains about the material (recount text) • Teacher divides the student in each group • Teacher gives a text from the Researcher's Diary to the students • Teacher asks some students to read it in front of class • The students answer the question based on the text • The teachers explain about how to write diary. • The teacher ask to the students to write their Diary about their experience or their past activities and analyze it (language feature and generic structure)
Post Teaching	• The teacher concludes for lesson today (recount text). • The teacher gives chance the students to ask about the materials. • The teacher gives home work the students to write a Diary. • The teacher closes teaching learning process.

I. Sources

- www.sekolahoke.com (soal recount text)

- http://www.sekolahoke.com/2011/02/pembahasan-soal-ujian-nasional-sma.html
- References: Look a Head, English for a Better Life. English text in use.
- Diary

J. Assessment

- Written form : write the student's Diary (the student's experience).

UNIVERSITAS MURIA KUDUS

STUDENT'S WORKSHEET

I. Read the text and answers the questions!

Have Fun in Kliwon Market

Yesterday, my friend came to my home. We had planned shopping in market. It was near from my home. I and my friend went to Kliwon market. We left home by motorcycle at 09.00 a.m. We arrived at 09.05 a.m. There were many people and so crowded in there.

First, my friend and I stopped at clothes store to buy T-shirt. Next, we went to shoes store to buy my self shoes. After shopping for more than 2 hours, we found our self starving so that was why we had meatball and ice fruits for our lunch.

After that, we went home at 13.00. We arrived at home at 13.05. We told about shopping at my home.

Finally, we tired but we felt so happy.

1. What is kind the text above?
2. What is the main idea of paragraph 2?
3. Where the writer and her friend went?
4. What are the generic structures of the text?
5. What are the language features of the text?

➢ **The Answers:**

1. Recount text.
2. The writer and friend were shopping some clothes and shoes.
3. In Kliwon market.
4. Orientation in paragraph I.
   Event in paragraph 2.
   Re- orientation in the last paragraph.
5. Came, had planned, was, went, left, were, stopped, found, had, went, arrived, told, tired.

II. Make a recount text (about your experience or what you did last week) and analyze it (Generic Structure and Language Feature)on your own Diary!

Kudus, 9 Mei 2012

Researcher

Fazar Muzdalifah

NIM.2008-32-154

Authorized by

The Principal of SMA N 2 BAE

Drs. Sugino

NIP. 196307171986011002

The advisor of English teacher

H. Muhadi, S.Pd.

NIP.195611271985031005

Appendix 4

The List Names of the Tenth Grade Students of SMA N 2 Bae Kudus in Academic Year 2011/2012

- Class: X-9 (Girl: 23, Boy: 15 = 38 Students)

SN	Name	G	SN	Name	G
1.	Adhisthy Mulya Angguna	Girl	20.	**Muhammad Bagus.R**	**Boy**
2.	**Ahmad Nurul Huda**	**Boy**	21.	Murgiyana	Girl
3.	Aldira Aris Hidayanti	Girl	22.	Naila Ainun Nisa'	Girl
4.	Dessy Bethari Anggreheni.S	Girl	23.	Noor Asih	Girl
5.	Dita Prilla Saputri	Girl	24.	Nurul Nikmah	Girl
6.	**Dwi Setyo Prakoso**	**Boy**	25.	**Raditya Arsyad.K**	**Boy**
7.	Dyah Ayu Amalia	Girl	26.	Ramuna Putri.W	Girl
8.	**Edo Cahaya Putra**	**Boy**	27.	**Reza Fiki Okvianto**	**Boy**
9.	**Eka Septian Wilda**	**Boy**	28.	Richa Meilinda	Girl
10.	Emy Wulandari	Girl	29.	**Riyan Sanjaya Aditya**	**Boy**
11.	Firda Rahmawati	Girl	30.	Sarah Azhar Sari	Girl
12.	Fitri Indah Apriliyani	Girl	31.	**Satrio Bagus Wicaksono**	**Boy**
13.	**Hadiansyah Nur Huda**	**Boy**	32.	**Sholichul Muzab**	**Boy**
14.	Hanny Widya Fatmawati	Girl	33.	**Sigit Koeswanto**	**Boy**
15.	**Henry Syahrial**	**Boy**	34.	Susi Ristiyarini	Girl
16.	Intan Alliyana Sari	Girl	35.	Tri Hesti	Girl
17.	Lisa Mayna Wulandari	Girl	36.	Uci Indah Aprilia	Girl
18.	**Melky Saifur Rohman**	**Boy**	37.	Wulan Septiani.C	Girl
19	**Muhammad Andriyanto**	**Boy**	38	Zumaela Safitri	Girl

Appendix 5

PRE TEST

- INSTRUCTIONS

1. Write your name, and students' number!
2. Please write a Recount Text about your experience or your past activities and analyze it about Generic Structure and Language Features!
3. Remember to Use Simple Past Tense!
4. Do it by your self!

Appendix 6

POST TEST

- INSTRUCTIONS :

1. Write your name and students number!
2. Please write a Recount Text about your experience or your past activities and analyze it about Generic Structure and Language Features!
3. Remember to Use Simple Past Tense!
4. Do it by your self!

Appendix 7

The Calculation of Pre-Test Data

The data descriptive of The Ability of Writing Recount Text to the Tenth Grade Students of SMA N 2 Bae Kudus in Academic Year 2011/2012 before Being Taught by Using Diary.

The List of the Ability of Writing Recount Text to the Tenth Grade Students of SMA N 2 Bae Kudus in Academic Year 2011/2012 before being Taught by Using Diary.

Students' Number	Score	Students' Number	Score
1.	50	20.	40
2.	48	21.	42
3.	55	22.	50
4.	50	23.	55
5.	50	24.	50
6.	48	25.	50
7.	45	26.	48
8.	44	27.	44
9.	40	28.	45
10.	**65**	29.	55
11.	45	30.	43
12.	52	31.	54
13.	48	32.	**38**
14.	55	33.	53
15.	50	34.	58
16.	56	35.	53
17.	63	36.	64
18.	50	37.	40
19.	43	38.	45

N = 38

Score max = 66

Score min = 38

The number of interval = 1+ (3.3) log N

= 1+ (3.3) log 38

= 1+ (3.3) 1.57

= 1+ 5.181

= 6.181 round up 6

The formula that is used to calculate the interval width is as follows:

$$i = \frac{\textit{the max score – the min score}}{\textit{the number of interval}}$$

$$i = \frac{65 - 38}{6}$$

$$i = \frac{27}{6}$$

i = 4. 5 rounds up 4

From the calculation above, it is found that the sum of interval 6 and width 4.

The Tabulation for Calculating Mean, Median, and Mode of the Ability of Writing Recount text to the Tenth Grade Students of SMA N 2 Bae Kudus in Academic Year 2011/2012 before being taught by Using Diary.

No.	Score	F	X	f.x
1.	63 – 67	3	65	195
2.	58 – 62	1	60	60
3.	53 – 57	8	55	440
4.	48 – 52	13	50	650
5.	43 – 47	9	45	405
6.	38 – 42	4	40	160
		$\sum N = 38$		$\sum f.x =$ 1910

Mean $(\overline{x}) = \dfrac{\Sigma fx}{N}$

$= \dfrac{1910}{38}$

= **50. 3**

Median $(\text{md}) = \text{Bmd} + \text{i}\left[\dfrac{\text{N/2} - \text{F}}{\text{fmd}}\right]$

$= 47{,}5 + 4\left[\dfrac{38/2 - 14}{13}\right]$

$= 47{,}5 + 4\left[\dfrac{19 - 14}{13}\right]$

$= 47{,}5 + 4\left[\dfrac{5}{13}\right]$

$= 47{,}5 + 4.0{,}38$

$$= 47{,}5 + 1{,}52$$

$$= 49{,}0$$

Mode $(\text{mo}) = \text{Bmo} + \text{i}\left[\dfrac{\text{b1}}{\text{b}_1 + \text{b}_2}\right]$

$$= 52{,}5 + 4\left[\frac{4}{4+5}\right]$$

$$= 52{,}5 + 4\left[\frac{4}{9}\right]$$

$$= 52{,}5 + 1{,}6$$

$$= 54{,}1$$

The Tabulation for Calculating Standard Deviation of the Ability of Writing Recount Text to the Tenth Grade Students of SMA N 2 Bae Kudus in Academic Year 2011/2012 before being Taught by Using Diary.

No.	Score	F	x_1	$f.x_1$	x_1^2	$f.x_1^2$
1.	63 – 67	3	+3	+9	9	27
2.	58 – 62	1	+2	+2	4	4
3.	53 – 57	8	+1	+ 8	1	8
4.	48 – 52	13	0	0	0	0
5.	43 – 47	9	-1	-9	1	9
6.	38 – 42	4	-2	-8	4	16
		$\sum N$ =38		$\sum f.x_1$ = 2		$\sum f.x_1^2$ =64

$$SD = i\sqrt{\frac{\Sigma f x_1^{12}}{N} - \left(\frac{\Sigma f x_1}{N}\right)^2}$$

$$= 4\sqrt{\frac{64}{38} - \left(\frac{2}{38}\right)^2}$$

$= 4\sqrt{1.7 - 0.0025}$

$= 4\sqrt{1.697}$

= 4. 1.302
= **5.21**

Appendix 8

The Calculation of Post-Test Data

The data descriptive Teaching Writing Recount Text to the Tenth Grade Students of SMA N 2 Bae Kudus in Academic Year 2011/2012 after being taught by Using Diary.

The List of the Ability of Writing Recount Text to the Tenth Grade Students of SMA N 2 Bae Kudus in Academic Year 2011/2012 after being Taught by Using Diary.

Students' Number	Score	Students' Number	Score
1.	68	20.	70
2.	65	21.	72
3.	70	22.	80
4.	74	23.	74
5.	72	24.	72
6.	65	25.	65
7.	73	26.	68
8.	70	27.	65
9.	63	28.	75
10.	83	29.	66
11.	75	30.	78
12.	72	31.	59
13.	63	32.	**56**
14.	70	33..	61
15.	58	34.	79
16.	81	35.	75
17.	**86**	36.	82

18.	69	37.	78
19.	70	38.	75

N = 38

Score max = 86
Score min = 61

The number of interval = 1+ (3.3) log 38

= 1+ (3.3) log 38

= 1+ (3.3) 1.579

= 1+ 5.21

= 6.21 round up 6

The formula that is used to calculate the interval width is as follows:

$$i = \frac{\text{the max score} - \text{the min score}}{\text{the number of interval}}$$

$$= \frac{86 - 56}{6}$$

$$= \frac{30}{6}$$

$$= 5$$

From the calculation above, it is found that the sum of interval 6 and width 5.

The Tabulation for Calculating Mean, Median , and Mode of the Ability of Writing Recount text to the Tenth Grade Students of SMA N 2 Bae Kudus in Academic Year 2011/2012 before being taught by Using Diary.

No.	Score Group	F	X	f.x
1.	85 – 81	4	82	328
2.	80 – 76	10	78	780
3.	75 – 71	5	72	360
4.	70 – 66	8	68	544
5.	65 – 61	8	62	496
6.	60 – 56	3	58	174
		$\Sigma = 38$	**Total**	**2682**

Mean $(\overline{x}) = \dfrac{\Sigma fx}{N}$

$= \dfrac{2682}{38}$

$=$ **70.6**

Median $(\text{md}) = \text{Bmd} + \text{i}\left[\dfrac{\text{N/2} - \text{F}}{\text{fmd}}\right]$

$= 75{,}5 + 5\left[\dfrac{38/2 - 12}{10}\right]$

$= 75{,}5 + 5\left[\dfrac{19 - 12}{10}\right]$

$= 75{,}5 + 5\dfrac{7}{10}$

$= 75{,}5 + 5.0{,}7$

$= 75{,}5 + 3{,}5$

$= 79$

$$\textbf{Mode}\ (\text{mo}) = \text{Bmo} + \text{i}\left[\frac{\text{b1}}{\text{b}_1 + \text{b}_2}\right]$$

$$= 80{,}5 + 5\left[\frac{6}{5+5}\right]$$

$$= 80{,}5 + 5\left[\frac{6}{10}\right]$$

$$= 80{,}5 + 5.0{,}6$$

$$= 80{,}5 + 3$$

$$= 83.5$$

The Tabulation for Calculating Standard Deviation of the ability of Writing Recount Text to the Tenth Grade Students of SMA N 2 Bae Kudus in Academic Year 2011/2012 before being Taught by Using Diary.

No.	Score Group	F	x_1	$f.x_1$	x_1^2	$f.x_1^2$
1.	85 – 81	4	+1	4	1	4
2.	80 – 76	10	0	0	0	0
3.	75 – 71	5	-1	-5	1	5
4.	70 – 66	8	-2	-16	4	32
5.	65 – 61	8	-3	-24	9	72
6.	60 – 56	3	-4	-12	16	48
		$\sum N$ =38		$\sum f.x_1$ = -53		$\sum f.x_1^2$ =161

$$SD = i\sqrt{\frac{\Sigma fx_1^{12}}{N} - \left(\frac{\Sigma fx_1}{N}\right)^2}$$

$$= 5\sqrt{\frac{161}{38} - \left(\frac{-53}{38}\right)^2}$$

$$= 5\sqrt{4.236 - 1.94}$$

$$= 5\sqrt{2.296}$$

= 5. 1.515

= 7.57 rounds up 7.6

=**7.6**

Appendix 9

The t-test Result

The result of the Ability of Writing Recount Text of the Tenth Grade Students of SMA N 2 Bae Kudus in Academic Year 2011/2012 before and after Being Taught by Using English Diary.

No.	**Pre-test**	**Post-test**	**D**	**D²**
1.	50	68	18	324
2.	48	65	17	289
3.	55	70	15	225
4.	50	74	24	576
5.	50	72	22	484
6.	48	65	17	289
7.	45	73	28	784
8.	44	70	26	676
9.	40	63	23	529
10.	**65**	83	18	324
11.	45	75	30	900
12.	52	72	20	400
13.	48	63	15	225
14.	55	70	15	225
15.	50	58	8	64
16.	56	81	25	625
17.	63	**86**	23	529
18.	50	69	19	361
19.	43	70	27	729
No.	**Pre-test**	**Post-test**	**D**	**D²**

20.	40	70	30	900
21.	42	72	30	900
22.	50	80	30	900
23.	55	74	19	361
24.	50	72	22	484
25.	50	65	15	225
26.	48	68	20	400
27.	44	65	21	441
28.	45	75	30	900
29.	55	66	11	121
30.	43	78	35	1225
31.	54	59	5	25
32.	**38**	**56**	18	324
33.	53	61	8	64
34.	58	79	21	441
35.	53	75	22	484
36.	64	82	18	324
37.	40	78	38	1444
38.	45	75	30	900
			$\sum D = \mathbf{813}$	$\sum D^2 = \mathbf{19421}$

Appendix 10

The t-test Calculation

$$\overline{D} = \frac{\sum D}{N}$$

$$= \frac{813}{38}$$

= 21, 39

= round up 21, 4

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$= \frac{21,4}{\sqrt{\frac{19421 - \frac{(813)^2}{38}}{38(38-1)}}}$$

$$= \frac{21,4}{\sqrt{\frac{19421 - 17393,9}{1406}}}$$

$$= \frac{21,4}{\sqrt{\frac{2027,1}{1406}}}$$

$$= \frac{2,14}{\sqrt{1,442}}$$

$$= \frac{2.14}{1,2008}$$

= 1.782

t-table = 2.021

[to= 1.782 > t-table = 2.021]

Appendix 11

Table Significance at 5 % and 1% Level of Significance

Degree of freedom (df)	Value of "t" on the level of significant		Degree of freedom (df)	Value of "t" on the level of significant	
	5%	1%		5%	1%
1	12.706	62.657	18	2.101	2.878
2	4.303	9.925	19	2.093	2.861
3	3.182	5.841	20	2.086	2.845
4	2.776	4.604	21	2.080	2.831
5	2.571	4.034	22	2.074	2.819
6	2.447	3.707	23	2.069	2.807
7	2.365	3.499	24	2.064	2.797
8	2.306	3.355	25	2.060	2.787
9	2.262	3.250	26	2.056	2.779
10	2.228	3.169	27	2.052	2.771
11	2.201	3.106	28	2.048	2.763
12	2.179	3.055	29	2.045	2.756
13	2.160	3.012	30	2.042	2.750
14	2.145	2.977	40	**2.021**	2.740
15	2.130	2.947	60	2.000	2.660
16	2.120	2.971	120	1.980	2.617
17	2.110	2.898	∞	1.960	2.576

t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

CURRICULUM VITAE

Fazar Muzdalifah, She was born on January, 18nd 1985 in Bekasi. But, she grew up in Kudus. I am single child of Mr. Syarieffuddin and Mrs. Sumiyati.

I started my study in Elementary School (SD N 1 Cibitung Bekasi) in 1991 until 1993. And then she moved in Kudus of Central of Java. And she continued her study at SD N 04 Getas Pejaten. She graduated from Elementary school in 1996. Then she continued her study in SMPN 1 Jati Kudus in 1997 and graduated in 1999. Then, she entered to Senior High School in SMA N 1 Mejobo Kudus and graduated in 2002.

I continued my study at Department of English Education, Faculty of Teacher Training and Education, University of Muria Kudus in 2008. I joined in English course when I was in third semester during now.

When I was in seventh semester, I already joined the teaching practice in SMA N 2 Bae Kudus as the duty of Field Experienced Program. And also she was doing her research in there.

After graduating from University of Muria Kudus, I plan to keep teaching English because I have a dream to be a good teacher.

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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STATEMENT

I, Fazar Muzdalifah (NIM: 2008-32-154) state that my skripsi entitled: **Teaching Writing Recount text to the Tenth Grade Students of SMA N 2 Bae Kudus in Academic Year 2011/2012 Taught by Using Diary** is indeed the scientific work of mine, not that of others'. I just take some certain quotations from others' scientific works as my references.

I am fully responsible for this statement.

Kudus, July 2012

Researcher

Fazar Muzdalifah
NIM. 2008-32-154

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS

UNIVERSITAS MURIA KUDUS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Fazar Muzdalifah

NIM : 2008 – 32 – 154

Program Studi : Pendidikan Bahasa Inggris

Title : Teaching Writing Recount Text to the Tenth Grade Students of SMA N 2 Bae Kudus in Academic Year 2011/2012 Taught by Using Diary.

Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepanjang pengetahuan saya tidak berisi materi yang telah dipublikasikan atau yang ditulis oleh orang lain atau telah digunakan sebagai persyaratan penyelesaian studi pada perguruan tinggi lain kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan.

Apabila ternyata terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Kudus, July 2012

Penyusun

Fazar Muzdalifah
NIM. 2008-32-154

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kampus UMK Gondangmans Bae Kudus PO BOX 53 Telp/Fax. 0291 – 438229

KETERANGAN SELESAI BIMBINGAN

Yang bertanda tangan dibawah ini mahasiswa:

Nama : Fazar Muzdalifah

NIM/ Semester : 2008-32-154/ VIII

Program Studi : Bahasa Inggris

Telah selesai dalam menjalani bimbingan skripsi yang berjudul:

"Teaching Writing Recount text to the Tenth Grade Students of SMA N 2 Bae Kudus in Academic Year 2011/2012 Taught by Using Diary."

Demikian surat keterangan ini dibuat untuk mengajukan permohonan ujian terakhir.

Kudus, July 2012

Pembimbing I **Pembimbing II**

Mutohhar, S.Pd, M.Pd **Drs. Suprihadi, M.Pd.**
NIS.0610701000001204 **NIP. 195706161984031015**

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
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Kampus UMK Gondangmans Bae Kudus PO BOX 53 Telp/Fax. 0291 – 438229

PERMOHONAN UJIAN SKRIPSI

Yang bertanda tangan di bawah ini, saya:

Nama : Fazar Muzdalifah
NIM/ Semester : 2008-32-154/ VIII
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan menempuh ujian skripsi.

Bersama ini kami lampirkan:
1. Surat pernyataan mahasiswa tentang orisinalitas skripsi
2. Surat keterangan selesai bimbingan skripsi
3. Naskah skripsi 4 eksemplar
4. Tanda bukti pembayaran biaya bimbingan dan ujian skripsi
5. Transkrip nilai yang telah lulus dengan IPK 3,36

Kudus, July 2012

Mengetahui
Kaprogdi Pendidikan Bahasa Inggris

Pemohon

Fitri Budi Suryani, S.S, M.Pd
NIS. 0610701000001155

Fazar Muzdalifah
NIM. 2008-32-154