# THE EFFECTIVENESS OF USING DUOLINGO APPLICATION AS A LEARNING MEDIUM IN WRITING SKILLS AT EIGHTH GRADE OF SMP MUHAMMADIYAH 2 SIRAMPOG BREBES

## AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of**

**State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto**

**as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

**by**

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Declare that the thesis I have compiled with the title, **"The Effectiveness of Using Duolingo Application as a Learning Medium in Writing Skills at Eighth Grade of SMP Muhammadiyah 2 Sirampog Brebes"** is truly my work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or instutions have been properly cited.

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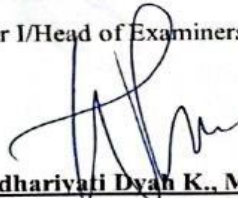
II

# APPROVAL SHEET

This thesis, entitled:

## THE EFFECTIVENESS OF USING DUOLINGO APPLICATION
## AS A LEARNING MEDIUM IN STUDENTS' WRITING SKILLS
## AT EIGHTH GRADE OF SMP MUHAMMADIYAH 2 SIRAMPOG BREBES

Written by Bulan Suci Ramadhani (Student Number. 2017404045) English Education Study Program, Education Program, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on July 1, 2024 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree by the examiners.
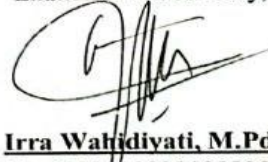
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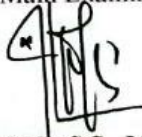Examiner I/Head of Examiners / Supervisor,

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*Assalamu'alaikum Wr.Wb.*

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I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain Sarjana Pendidikan (S.Pd.) / Undergraduate Degree in English Education

*Wassalamu'alaikum Wr.Wb.*

Purwokerto, June 14 2024

**Windhariyati Dyah K., M.A., M.Pd.**
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# MOTTO

*"Life is like a game. We have to unlock each level to change for the better"*

Bulan Suci Ramadhani

# DEDICATION

*I dedicate this thesis to,*
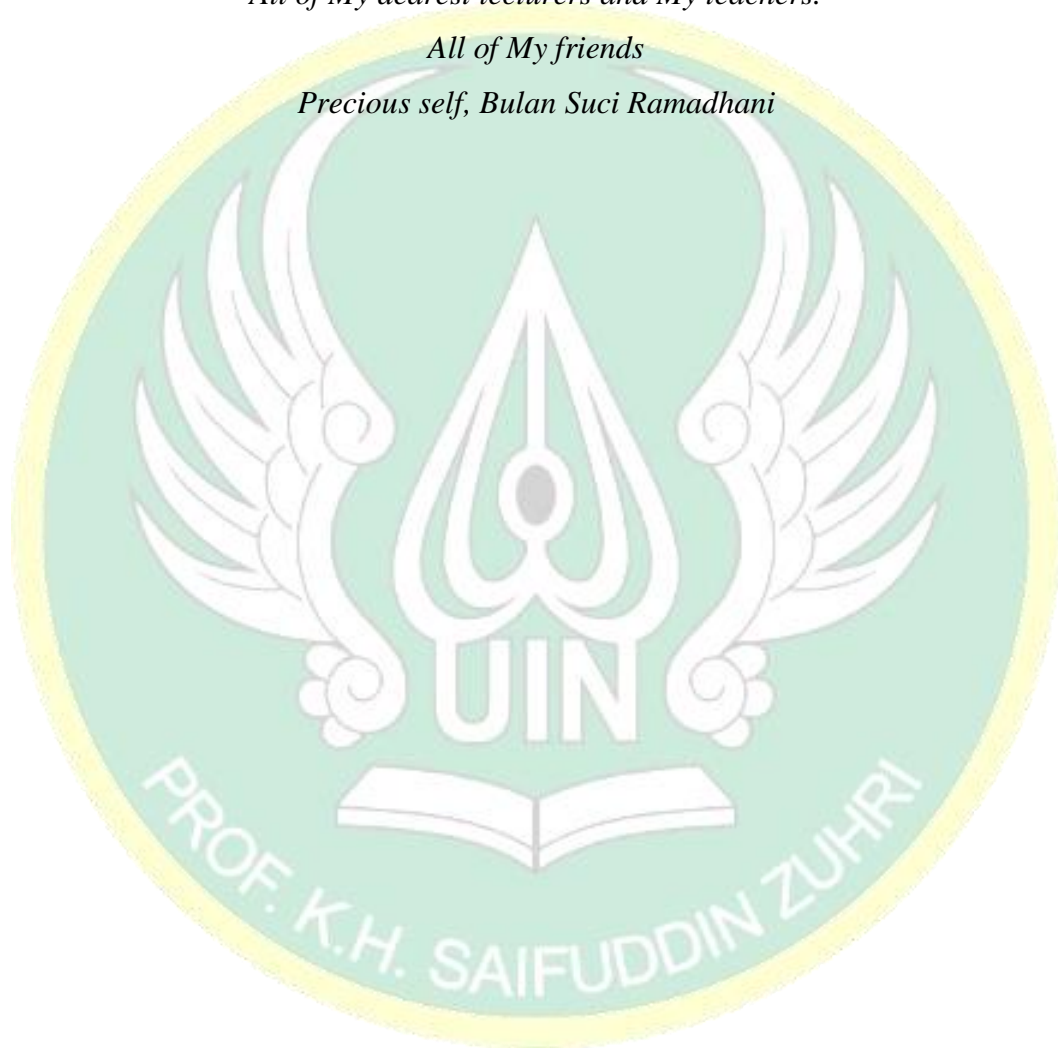*My parents, especially My beloved Mom, Siti Khodijah*
*And My Dad, Khamami.*
*My dearest sister, Mutiara Senja.*
*All of My Family especially Mbah Kholid Family.*
*All of My dearest lecturers and My teachers.*
*All of My friends*
*Precious self, Bulan Suci Ramadhani*

## PREFACE

In the name of Allah, the most graceful, the most praise be to Allah for blessing me with his mercy and guidance to finish this thesis entitled "The Effectiveness of Using Duolingo Application as a Learning Medium in Writing Skills at Eighth Grade of SMP Muhammadiyah 2 Sirampog Brebes" could be completed. Sholawat and salam are given upon our prophet Muhammad SAW, who has guided us the way of truth and brought us to the real light of life.

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4. Prof. Dr. Subur, M.Ag., the III Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.

5. Dr. Maria Ulpah, M.Si., the head of Education Department of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.

6. Desi Wijayanti Ma'rufah, M. Pd., the English Education Study Program Coordinator in in Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.

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# THE EFFECTIVENESS OF USING DUOLINGO APPLICATION
# AS A LEARNING MEDIUM IN WRITING SKILLS
# AT EIGHTH GRADE OF SMP MUHAMMADIYAH 2 SIRAMPOG BREBES

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**Abstract**: Based on the preliminary research at the eighth grade of SMP Muhammadiyah 2 Sirampog Brebes, it was found that the students' mastery of English learning, especially in writing skills, was still low. Therefore, using the Duolingo application was proposed as a learning medium for writing skills. This research aimed to find out whether there was a significant effect of using the Duolingo application as a learning medium on writing skills in the eighth grade of SMP Muhammadiyah 2 Sirampog Brebes. The method used in this research was quantitative with a quasi-experimental design. There were two classes involved in this study, namely VIII B as the experimental class and VIII A as the control class. To collect data, the researcher conducted a pretest and posttest. Then, the test results were analyzed by IBM SPSS V 25 for Windows by using the N-gain score. The N-gain score of the experimental class was 0.57, while the N-gain of the control class was 0.13. Based on the level of effectiveness, if the score is $0.3 < \text{N-gain} < 0.7$, it means the level of effectiveness is medium. The experimental class had an N-gain value higher than the control class. The difference in the average N-gain score between the experiment class and the control class showed that this Duolingo was medium effective as a learning medium in writing skills.

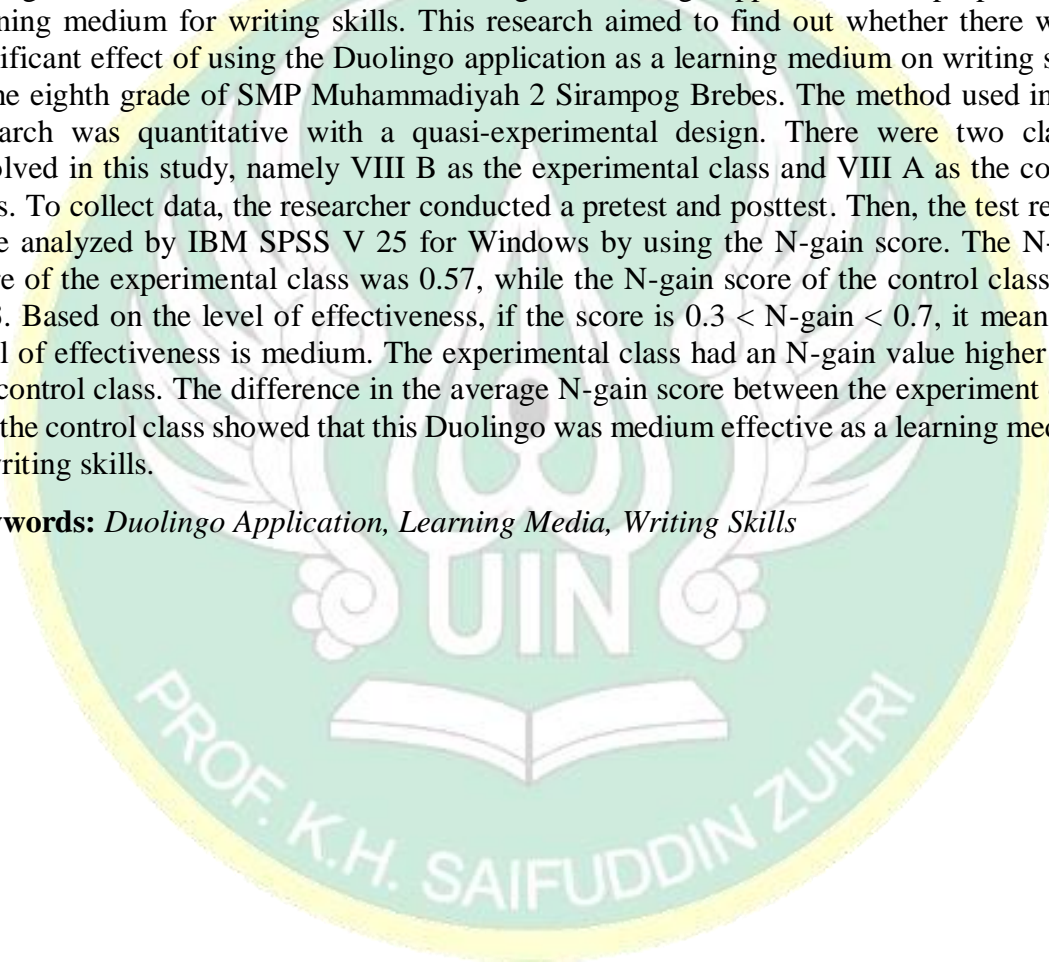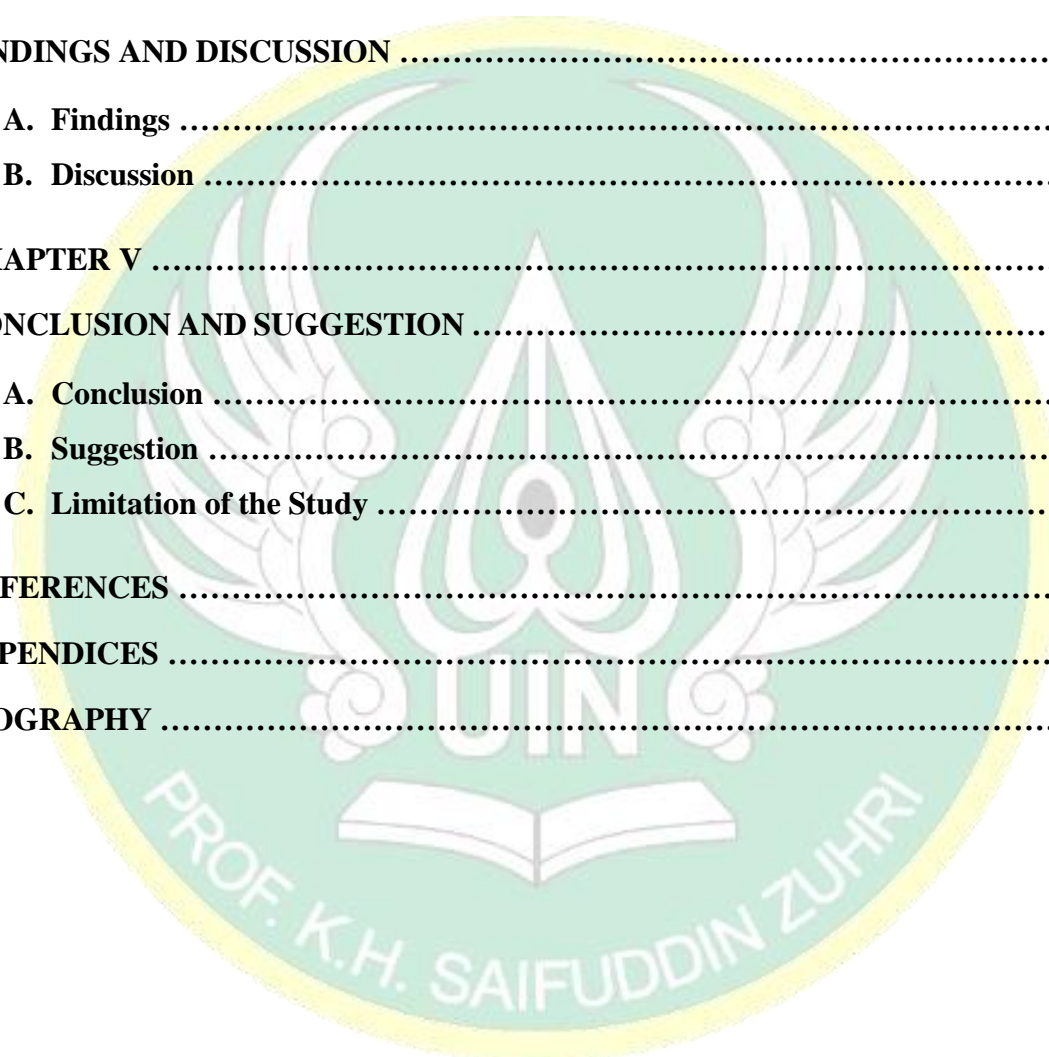**Keywords:** *Duolingo Application, Learning Media, Writing Skills*
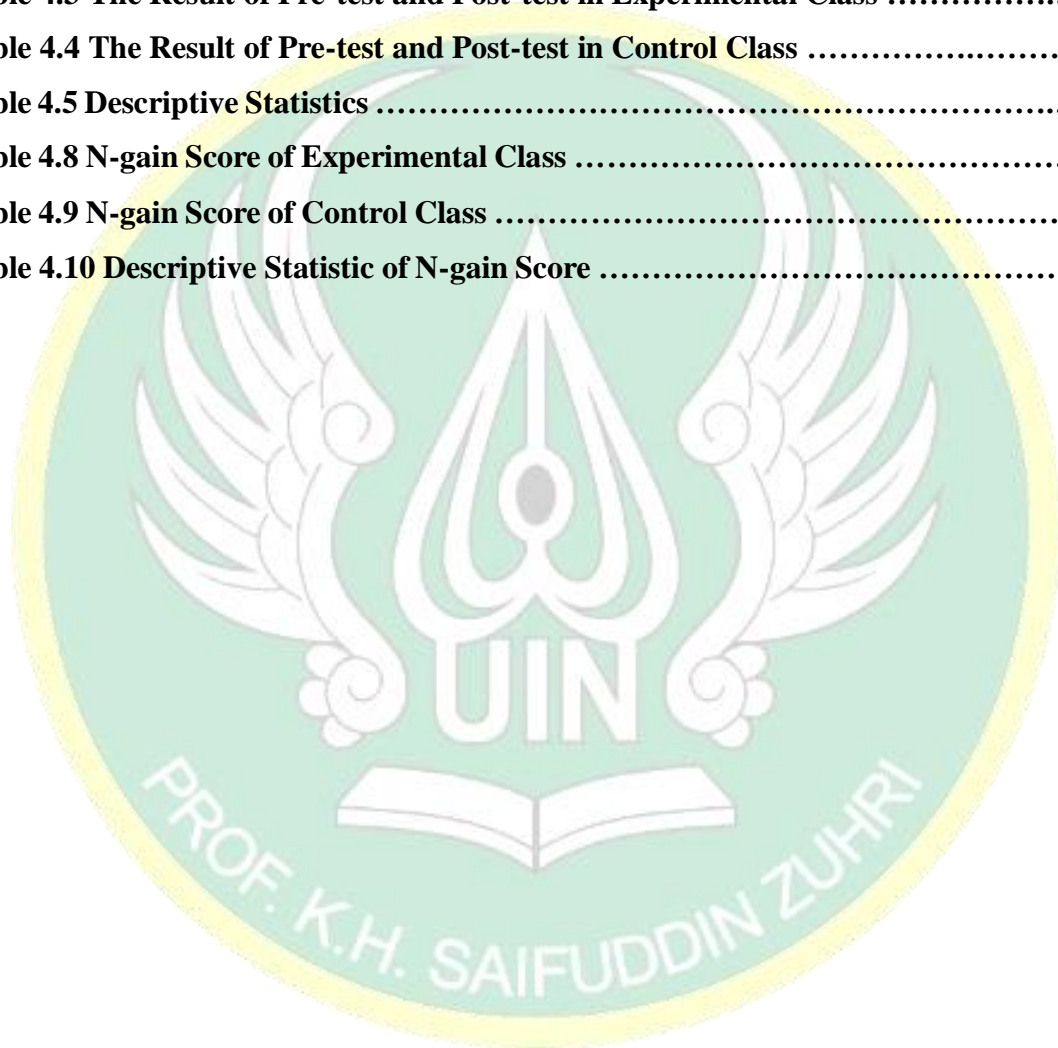
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# CHAPTER I

# INTRODUCTION

This chapter analyzes and expands the concepts that serve as the foundation for why this study is worthwhile. This chapter consists of the background of the study, operational definition, research question, aims and significances of the study, and organization of the paper.

## A. Background of the Study

Mastering writing skills is important due to its need in almost all professions that need documentation, especially in this era. It is necessary to enter any modern workplace with good writing skills (Selvaraj & Aziz, 2019). Writing has a unique position in language teaching since its acquisition involves the practice and knowledge of three language skills, such as listening, reading, and speaking. Moreover, it requires mastering other skills, such as metacognitive skills (Klimova, 2014). According to Walsh (2010), writing is crucial as it plays a significant role in both higher education and professional settings. Without proficient writing skills, students may struggle to convey students' thoughts and ideas, hindering students' ability to communicate effectively with professors, employers, peers, and others. Therefore, knowing how to write in a second language is a valuable asset in foreign language communication.

However, Indonesian students as English foreign language learners have some difficulties mastering English. For junior high school learners, students have to master all of their language skills, and writing skills also included in these skills. Whereas, students usually have some problems when students try to construct a sentence, a paragraph, or a text (Alisha et al., 2019). There are many factors that cause students to be less able in writing skills, such as the lack of use the media, teaching materials and appropriate learning methods used by teachers in the teaching and learning process (Suwandi & Wardhani, 2021).

In addition, some problems could be found in writing text is that the students who rarely write in English always face some difficulties when the teacher asks students to write down their ideas, thoughts, or experiences. In 2013 curriculum, students have to master several kinds of genres. Sometimes it makes students

feel difficult to express their ideas when students try to write because every genre has a specific purpose, specific language features, and generic structure (Ma'rufah, 2021). Thus, the problems in writing text are usually faced by writers or foreign language learners (Jayanti, 2019). Before the students want to share students thoughts, ideas, or experiences students have to understand the main purpose of the text. Besides, English teachers must have the competencies to develop and adapt the materials based on the student's needs and abilities by modifying content and tasks. In line with that statement, teachers also have to choose a good technique to support the materials to make students interested and understand the learning and teaching process, especially in English learning.

In English learning, we use the technology to support the teaching and learning process, many teachers might be familiar with yet incapable of using the technology. Nowadays, technology has a big impact on our lives, whether it is positive or negative. One of the positive impacts that can be seen is in the educational area. However, technology-based learning has become one of the highly recommended process standards in the 2013 curriculum. In the 2013 curriculum, especially in Minister of Education and Culture Regulation No. 22 of 2016, it is stated that there are some standards that must be fulfilled by the teacher. One of those standards is the use of information and communication technology (ICT) in order to improve efficiency and effectiveness in the learning process. This is the reason why technology needs to be developed in the school. To investigate the impact of technology-based instruction in the form of game-based learning, use Duolingo. Duolingo is a kind of premium language-learning platform. This application is available on iOS, Android, Windows, and another platform. It is an application that was launched in 2012 and allows the user to learn English for free. Duolingo is a language learning application which contains all aspects in writing. It will help students in grammar, translation, vocabulary and spelling.

According to the finding research by Halimi (2020), explained the Duolingo application succeed in helping students learn to write sentences or paragraphs

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correctly, so using the Duolingo application has a positive and significant effect in English learning especially on students' writing skills. Apart from that, research by Budiani (2020), also explained that using the Duolingo application as a teaching medium in learning English also had several advantages. It was proven that Duolingo had a significant influence on students' writing competence compared to conventional teaching medium. In addition, Adawiyah (2022), also stated in her research results that the Duolingo application could be implemented as a method to improve students' writing skills.

Based on the explanation above, using the Duolingo application as a learning medium has proven to be effective in improving students' writing skills. However, most previous studies was conducted at the high school level. Unfortunately, there was still a lack of research conducted on Duolingo as a learning medium for learning English writing skills at the junior high school level. For this reason, researcher applied Duolingo as a medium for learning writing skills at the junior high school level for this research.

Based on the result of preliminary research in the eighth grade of SMP Muhammadiyah 2 Sirampog Brebes, it was shown that the students' mastery of English learning, especially in writing skills, was still low. This was caused by the lack of media that the teacher used in the learning and teaching process. They still had problems with vocabulary mastery and the students' ability to master the language skills. There is a requirement for modifications in the administration of learning activities, which involves the adoption of innovative learning approaches and engaging media. These strategies aim to enhance students' English learning experiences and, ultimately students' academic achievements.

Based on the problem above, the researcher conducted a research with the title *"The Effectiveness of Using Duolingo Application as a Learning Medium in Writing Skills at Eighth Grade of SMP Muhammadiyah 2 Sirampog Brebes"*. Using the Duolingo application places more importance on mastering vocabulary and understanding grammatical structures. These aspects are

essential for enhancing students' writing skills, which in turn play a crucial role in the overall learning process.

## B. Operational Definition

It is important to define the variables of this study to keep away from a false impression of the problem. Besides that, the definition from the variables of this study is to guide the analysis data. This study focused on the effectiveness of using Duolingo Application as a learning medium in writing skills. These are the brief definition of terms that are used in this study:

### 1. Writing Skills

Writing is a complicated process which involves a number of cognitive and metacognitive activities, for instance, brainstorming, planning, outlining, organizing, drafting and revising. Cognitive aspects of writing have received a particular attention, as investigators have attempted to understand the thought process underlying the composition of students (Flower & Hayes, 1981).

As a matter of fact, the ability to write is one aspect of language skills that is very important in human life. Through writing ability, a person can express ideas, thoughts, feelings and opinions to others. Students can communicate in writing with other people without having face to face with the person they are talking to. It can be said that morals, science and technology to students' current level of development are one of the result of the writing ability possesed by humans (Karim, 2018). Having the ability to write, students are able to make a landmark of life by writing stories, book, novel and other forms of literature which may enrich the future life of human beings. It is at least by masterig writing skills, nowadays students can compete with the development of science and technology.

### 2. Duolingo Application

Duolingo is a free online language-learning tool available on different platform (websites, Android/iOS phones, and tablets) (Tiara, 2021). The Duolingo guide book stated that Duolingo has many languages that language students can select the language that student wants to learn, for

example, English, Arabic, Spanish, French, Dutch, and other languages. Duolingo also has educators from that the users can exchange fewer lessons ideas and experiences with each other such as teachers or students, to make them more accessible in learning so that it can measure students' achievement and dedication in perfect ways. It provides data such as points earned, of course, an overview tree, the streak, and the time spent. The Google Best of the Best 2013 award has been bestowed upon Duolingo by Google Play. Duolingo makes use of gamification strategies that provide written learning together with sound, which is essential in ensuring that a large number of people are able to learn the language. It can be downloaded very quickly and at no cost from the Google Play Store (Mahfuddin, 2023). According to Jaskova (2014), Duolingo is seen as a future in learning languages in global communication and it is one of the language learning application that may help learners learn independently.

3. **Learning Media**

The word "media" comes from the Latin medius meaning "middle", "intermediate", or "introduction". Media is human, material or events that make conditions in creating student enables to acquire knowledge, skills or attitudes (Arsyad, 2014). If the media carries messages or information which has instructional aimed or teaching objective so the media is called a media of learning. Learning media is an instrument in the learning process both inside and outside class. There are some benefits of learning media in the learning process, namely: learning will be more interesting so it will cause the learning motivation to the students, material study will be easily to understood and allows students to control and achieve the learning goals, and teaching methods will be more variative through verbal communication from the teacher explanation. Student is more doing activities in learning not only listening to the teacher description but also doing other activities such as observing, performing, demonstrating, acting and others (Sudjana, 2010).

## C. Research Question

Based on the background of study, the researcher designed the following problem for this research: "Is there any significant effect of Duolingo application as a learning medium in writing skills at eighth grade of SMP Muhammadiyah 2 Sirampog Brebes?"

## D. Aims and Significances of the Study

### a. Aim of the Research

The aim of this research is to analyze whether or not there is an influence of using the Duolingo application as learning medium on students' writing skills at eighth grade of SMP Muhammadiyah 2 Sirampog Brebes.

### b. Significances of the Research

The result of this study is expected to be usefull theoritically and practically.

1) Theoritically, the findings of the research can be useful to provide information by using Duolingo Application as a learning medium in writing skills.

2) Practically, to help the students improve their writing skills using interesting learning methods, namely Duolingo Application so students are motivated to learn. The teachers can choose new alternatives by using Duolingo Application in learning English, especially in writing skills to provide attraction to students in the learning process. Besides that, this research as a reference to help other researchers with similar interest.

## E. Organization of the Paper

To understand more clearly the contents of this research, it is classified into several sub-chapters with the delivery systematics as follow:

Chapter I is an introduction consisting of the backround of the study, operational definition, research questions, aims and significance of the research and organization of the paper.

Chapter II presents various kinds of theories about English teaching and learning, Duolingo application and writing skills.

Chapter III presents the research method. This chapter contains the types of research, sites and participants, variable of the research, population, sample, techniques of data collection, and techniques of data analysis.

Chapter IV presents the research results, which discusses the effectiveness of using Duolingo application as a learning media in writing skills.

Chapter V contains conclusion, suggestions and closing remarks.

**CHAPTER II**

**LITERATURE REVIEW**

This chapter consists of theoretical framework of writing skills, English language teaching and learning, learning media, Duolingo application, review of relevant studies, and research hypothesis.

**A. Theoretical Framework**

**1. Writing Skills**

Writing is one of the four English skills that is used to deliver ideas, opinions, thoughts and feelings in written from. According to Harmer, writing is a way to produce language and express idea, feeling and opinion (Harmer, 2011). Tarigan (2008) defines that writing skills are one of the productive and expressive language skills used to communicate indirectly and not in a manner face to face with other parties. Furthermore, writing is delivering messages (communication) using written language as media or tool. In written communication, there are four elements involved such as the author as the messenger, the contents writing or message, channel or media in the form or writing and readers as the recipient of the message. Writing is a tool for communication with other people (Suparno, 2008).

Hyland (2011) clarified that writing serves as a means of conveying personal significance, allowing individuals to express students' emotions and thoughts to others who share a similar understanding. Writing facilitates effective communication, emphasizing the importance of ensuring crality and acceptance when constructing views or ideas.

a. Types of Writing

There are several types of writing. For this section, according to Kane (2000), the type of writing are explained as follow:

1) Exposition

The exposition is written with the aim of explaining a topic of discussion through short and concise paragraphs. If an individual reads the paragraph, readers will acquire information related to the topic. Additionally, the text is designed to include sentences that

engage and capture the reader's attention. In essence, the readers is likely to be interested in pursuing or implementing what is explained in the text.

2) Description

Description is about sensory experience. How things look, sound, and feels. Mostly about visual experiences, but descriptions also relate to other types of perceptions. The description also describes a certain object. What is explained in a description text can be people, places, events, atmosphere or other things.

3) Narative

Narrative is a form of paragraph development in an essay or paper in which describes a series of events in a sequence form time to time, starting from the beginning and middle to the end. The purpose of a narrative text is to entertain or inform the reader by presenting a series of events in a coherent and engaging way.

4) Persuasive

Persuasion means inviting, persuading, or telling. A persuasive text is a form of non-fiction writing that aims to convince the reader of a certain point of view. Adverts and newspaper columns are good examples of persuasive text. Though there are many techniques to write persuasively, most persuasive texts include a central argument, evidence to support the point and a conclusion to summarize the text.

5) Argumentation

Argumentative text refers to text that takes a position about an idea or topic. The position can be for or against an idea, and the author of the text will support his or her position with expensive evidence. Some ideas to keep in mind while reading argumentative text are the claims, the evidence, and the audience.

b.  Component of Writing

Writing skills encompass a range of components that collectively contribute to effective written communication. According to Oshima & Hogue (1999), they generally include the following:

1)  Grammar and syntax

The rules and structure of language that govern how words are put together to form sentences and paragraphs. This includes proper word choice, sentence construction, and punctuation. Grammar explains the forms and structure of words (called morphology) and how they are arranged in sentences (called syntax). In other words, grammar provides the rules for common use of both spoken and written language so we can more easily understand each other.

2)  Vocabulary

Vocabulary is the range of words a writer knows and can use effectively. A rich vocabulary enhances the clarity and depth of writing. Vocabulary refers to the collection of words known by an individual or by a large group of people. It also signifies a body of specialized terms in a field of study or activity.

3)  Clarity and Conciseness

Clarity means to write clearly with precise words so the reader knows exactly what the authors mean. Conciseness means using the least amount of words to get the message across. It is the ability to convey ideas clearly and directly, avoiding unnecessary complexity or wordiness.

4)  Organization

Organization means a system that outlines how certain activities are directed in order to achieve the goals of an organization. The logical arrangement of ideas within a piece of writing. This includes the use of introductory and concluding

paragraphs, as well as the sequencing of ideas within the body of the text.

5) Coherence and Cohesion

Coherence means the use of transitional devices and logical connections to ensure that ideas flow one sentence or paragraph to the next. Cohesion necessarily precedes coherence. There is a difference between cohesion and coherence; cohesion is achieved when sentences are connected at the sentence level, whereas as coherence is achieved when ideas are connected. In addition, cohesion focuses on the grammar and style of the paper.

6) Audience Awareness

One of the most important but overlooked component of writing is audience awareness, which means being able to imagine an audience, put the reader perspective in their place, anticipate their needs, then meet those needs. It is the ability to tailor writing to suit the needs and expectations of a specific audience, whether that be formal, informal, academic, or professional.

7) Purpose

Purpose means understanding the reason for writing and ensuring that the content, tone, and style of the writing align with that purpose. When someone communicates ideas in writing, they usually do so to express themselves, inform their reader, persuade a reader, or create a literary work. In school, students mostly rely on two purposes for composition-style writing, and those are to inform or persuade the audience.

8) Editing and Revision

Editing means the process of reviewing and refining a piece of writing to improve its clarity, coherence, and overall effectiveness. Revising is about the content while editing is about sentence-level issues and typos. It is important to remember to

allow writers time to complete both parts of this process carefully. Revision is about seeing your writing again.

c. Process of Writing

The term process of writing has been casually discussed about for quite a while in EFL classrooms. It is no more than a writing process approach to teaching writing. The idea behind it is not really to dissociate writing entirely from the written product and to merely lead students through the various stages of the writing process but to construct process oriented writing insruction that will affect performance (Seow, 2002).

1) Planning

Planning or pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing.

2) Drafting

At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the writer's ability to visualise an audience. Although writing in the classroom is almost always for the teacher, the students may also be encouraged to write for different audiences, among whom are peers, other classmates, pen-friends and family members. A conscious sense of audience can dictate a certain style to be used. Students should also think a central idea that students will communicate to the audience in order to give direction to students' writing.

3) Editing

At this stage students are involved in tidying up the text so that students prepare the final draft to be assessed by the teacher.

Students edit students' own peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations. Formal editing is postponed until this stage so that its implementation does not disrupt the flow of the idea tree at the drafting and revision stages.

4) Evaluating

In evaluating students' writing, the scoring may be analytical (based on specific aspects of writing ability) or holistic (based on a global interpretation of the effectiveness of that piece of writing). For effectiveness, it is crucial to inform students of the evaluation criteria beforehand. Students should include overall interpretation of the task, sense of audience, relevance, development and organisation of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of communication. Depending on the purpose of evaluation, a numerical score of grade may be assigned.

d. Characteristic of Good Writing

Coherence, cohesion and unity are considered the characteristic features of good writing. Thus, one should follow the mentioned characteristic to write in a more coherent, cohesive and united way. According to Wali (2020), there are several characteristic of good writing as follows:

1) Coherence

When all of the supporting sentences are in good order, it means the paragraph is based on coherence. The principles for ordering depend on the types of paragraph. As a first example, the coherence for descriptive paragraph is based on space order. Preposition of place (in, on, above, behind, beside, under, ets) help to implement space order. Second, the coherence for narrative paragraph is based on time order. Transitions related to time help to bring coherence to narrative paragraph. As a final

example, coherence for expository paragraph is based on logical order, and the transition of example and logical order help to carry out coherence for expository paragraph (Boardman & Frydenberg, 20).

2) Cohesion

Another important characteristic of good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in students' support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. For important cohesive are connectors, definite articles, personal pronouns and demonstrative pronouns.

3) Unity

The last characteristic of good writing is the unity. When all the supporting sentences are related to the topic sentence, in this case the paragraph has unity. If a paragraph has a sentence, which is not related to the topic sentence, it is irrelevant sentence and it has to be omitted.

e. Teaching Writing

Teaching writing covers teaching of a language ability and organization of ideas. The most important reason for teaching writing that is a basic of language skill (Jeremy Harmer, 2010). Therefore, teaching writing to students of English is more important than other language skills. Teaching or learning how to write successfully gets even more complicated and challenged for both langauge teachers and students. According to Brown (2001), there are five types of writing class performance:

a) Imitative or writing down

Beginning level of learning to write, students will simply "writing down" English letters, words and possibly sentences in order to learn the convention of the orthograpic code. This stage is often associated with early writing development, where

learners imitate or reproduce letters, words or sentences that they see or hear. It is a foundational step that helps learners understand the mechanics of writing, such as forming letters and words.

b) Intensive or controlled

Writing is sometime used as production mode for learning, reinforcing or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. In this stage, learners practice writing in a more controlled environment. They can focus on specific aspects of writing, such as grammar, vocabulary, or sentence structure. This stage helps learners develop precision and control in their writing.

c) Self writing

A considerable amount of writing in the classroom can be focused on self-expression or writing intended solely for oneself as the audience. This refers to the stage where learners start to write independently, without direct imitation or control. They begin to express their own ideas and thoughts in writing, building on the skills they have developed in previous stages.

d) Display writing

It was noted earlier that writing within the school curricular context is a way of life. For all language students, short answer exercises is say examinations, and even research reports will involve an element of display. Display writing typically refers to writing that is intended for public display, such as posters, signs, or other visual texts. It often involves a combination of text and visuals to convey a message or information.

e) Real writing

Well virtually every classroom writing task will have an element of display writing in it, the primary goal of such writing

is to authentically communicate messages to an audience that requires those messages. Real writing refers to writing that is authentic and meaningful to the writer. It involves writing for real purposes and audiences, such as writing a letter, an email, a story, or an essay. Real writing is often used to help learners connect their writing to real-life contexts and experiences.

2. **English Language Teaching and Learning**

a. Foreign Language Teaching and Learning

Teaching is an interactive activity between teacher and student; teacher acts as communicator, whereas student acts as communicant that receives information from communicator. In relation to teaching as an aspect of Tri Darma Perguruan Tinggi, the quality of teacher becomes a necessity in learning process. Teacher is a facilitator that transform students from not knowing to knowing, not understanding to understanding, and not mastering to mastering. Since the quality of education in one nation is largely determined by the quality of teaching, approaches and methods adopted by lecturer in the classroom has become important (Ishak, 2011).

Foreign language learning and teaching have undergone a significant paradigm shift as a result of the research and experiences that have expanded the scientific and theoretical knowledge based on how students learn and acquire a foreign language. Traditionally, learning a foreign language was thought to be a 'mimetic' activity, a process that involved students repeating or imitating new information. Grounded in behaviorist theories of learning and structural linguistics, the quality and quantity of language and feedback were regarded as the major determinants of language learning success (Moeller & Catalano, 2015).

b. Students' Problems in Learning Foreign Language

It is important to identify the problems the learners encounter in the process of learning English. The main obstacle for learning English is that there is no environment that makes learner familiar with the original

language. In other words, there is no active role for English outside the classroom. So, learners do not feel the immediate need to learn English (Akbari, 2015). In brief, the absence of willingness or what seemed to be attitude problem in the learning of English would be the result of the lack of crucial English language proficiency and achievement (Getie, 2020).

There are two factors that influence students' English learning difficulties, including internal factors. This includes the delivery of English lessons that are less interesting and students' lack of motivation to participate in the learning process. Meanwhile, the external factor is that students have difficulty in learning English which is caused by the process of implementing English learning delivered by the teacher. The teacher's delivery is not suitable for students because the teacher does not use the right methods and media. Another factor is the lack of encouragement from parents for students' learning in English (Muhtarom & Maghfiroh, 2022).

3.  **Learning Media**

Learning is an adjustment process form environmental influence. (Pritchard, 2009)The success in achieving learning objectives is strongly influenced by several factors, such as learning strategies, learning methods and approaches, as well as learning resources used both in the form of books, modules, worksheets, and media. The use of media in learning can help educators with limited information and limited class hours. The media functions as a source of information on learning material as well as a source of practice questions.(Hidayati & Ikasari, 2020)

In our technology driven world, it is critical and timely to study the intersection between learning and technology. Learning and its media can be created and designed in accordance with current technological developments. One of the ICT-based learning media that can be used is learning media that is operated on smartphone devices with the Android operating system. Currently, the Android operating system is the most

popular operating system and it is widely used by the public, especially among students (Harasim, 2017).

Hamalik (2003) formulates teaching media as the carries of massages, from some transmitting sources (which may be a human being or an intimate object) to the receiver of the massages. Meanwhile, the media is a tool that can be used as a distributor or messenger to achieve teaching objectives, while learning according to Warsita (2008) is an effort or activity to make students study well. Learning media consists of two important elements, namely, the element of equipment or hardware and the element of the message it carries (software). The element of equipment (hardware) is a means or equipment that is used to present messages. While the message element is information or material or teaching material in a particular learning theme or topic that will be delivered or studied by students.

4. **Duolingo Application**

a. Definition of Duolingo Application

Duolingo is a language learning app created by Luis Von and Severin Hacker in 2011 with the goal of providing free education to the world. This website has more than 30 million users at the moment, using the app for learning. This website provides services to the speakers of many languages to English, and English to other languages (Fadda & Alaudan, 2020). Duolingo is a language-learning website that is entirely free. It is structured so that as users advance through the lessons, they contribute to the translation of various websites and other documents. It was created to translate the web, but as a result, millions of people are learning a new language. Duolingo envisions a world where communication is free and language barriers are eliminated. Users can practice their language skills for free while also translating the web (Delvanny, 2022).

Moreover, Paula (2016) mentioned that Duolingo is an application for cell phones or computers. It is one of the most famous and highly praised language teaching applications on the market. It

works in a very simple way, and it is very useful for those who are studying English and several other languages, such as Spanish, Italian, German, and Turkish. It can be used for at least five minutes a day, and the users define how they would like to practice it right from the beginning. The four skills; reading, writing, listening, and speaking are present during the learning process in Duolingo through the elaboration of questions, affirmative and negative sentences, small texts, and excerpts to be heard and transcribed. It is also possible for the students to record their own pronunciation to assess their oral performance. The conclusion is that Duolingo is either an English teaching and learning medium which is able to assist the students in learning English, which is more enjoyable because it is such a game based free learning platform that can be used as educational technology in school.

b. The Primary Aims of Duolingo

Duolingo is one of the applications used for technology that can be used for the students to play and learn English. It offers 68 different language courses across 28 languages. The Duolingo website states that the Duolingo application makes it easy for teachers to teach four English skills: listening, speaking, reading and writing to students. These four skills are presented in learning activities on Duolingo through questions, small texts to hear, and transcription (Tiara, 2021).

Duolingo consistently improves by concentrating on details that result in user satisfaction. In addition, it attracts the learners to remain engaged by adopting games methods (Jaskova, 2014). Some of the positive feedback has been given by many expert that use Duolingo in teaching and learning English. According to Handrianto (2021), the Duolingo application is a web based that guides students step by step through a sequences of tasks, primarily based on translation. Most of the activities in the application are based on translation, dictation, and pronounciation. It also incorporates some gamification elements to motivate and engage students.

c. Gamification Design Application

Gamification is a term that refers to the use of game-based elements such as game mechanics, aesthetics and thinking in a non-game context. It aims to engage people, motivate action, enhance learning and solve problems (Kapp, 2012). One of the well-known software or site that uses gamification to learn foreign languages is Duolingo.

Duolingo has several features that resemble games to attract learners to the language. First, it has a skill tree consisting of several lessons that users can go through and unlock subsequent skills. Each lesson contains 10 to 15 exercises with various types of exercises. Another feature of Duolingo is the leader board, which is activated if a user adds friends to a list. Duolingo has a store, and the currency is called Lingot, which users can use to purchase additional skills and bonuses such as freezing or customizing the appearance of Duo, the owl mascot. Duolingo also has a feature on the web called Duolingo for Schools, where teachers can get a creative virtual classroom to view Duolingo curriculum content, monitor student progress, and assign assignments for in-class activities or homework (Amin, 2021). In this research, Duolingo is seen as an application with gamification features for language learning.

d. Teaching English by Using Duolingo Application

One of the application of technologies that popular in learning English is Duolingo. Duolingo is seen as a future in learning languages and in global which designed to help student learn language easily and fun, so that the learner do not feel like learning instead having fun with application. Students work through a series of lessons in one of the six available languages. Each lesson consists of a series of questions, requiring students to type out translations, respons to voice prompts, identify which picture to specifis words or sentences and select answer from a multi choice list. So, one of languge learning media which can

be used to increase levels of active learners in teaching learning process is Duolingo application (Ambara, 2020).

e. Types of Duolingo Task

The exercises in Duolingo, according to Inayah (2020), among others include:

1) Translation exercise, which the learner needs to translate some phrases, words, or sentences into English or *Bahasa Indonesia* or reverse. For example, the learner asks to translate the sentence *"dia bukan seorang pelayan, dia seorang koki"* into English, which the learner needs to choose the right word from a few words given to form the right sentences.

2) Matching exercise, which the learner matches a photo given with some word available. For example, the learner asks about *"Anak Perempuan"* in English and the learners need to choose which of the pictures show *"Anak Perempuan"*.

3) Listening exercise, which the learner hears a phrase or word in English and the learners have to type it correctly. For example in the application learner will hear some sentences spoken by the system such as "they wear shirts" and learners need to write down what it is spoken in the answer column.

4) Speaking exercises, which the learner hears some word or phrase in English and the learners have to say it correctly. For examples, the system orders the learner to said "newspaper", then the learner should say "the newspaper". If the system finds the learner pronouncing the word with the correct spelling and pronunciation, then it counts as a correct answer.

B. **Previous Studies**

The researcher used several previous studies and relevant journals to support this study. The result of those studies are compared below:

First, M. Halimi conducted research entitled "The Influence of Using Duolingo Application on the Students Writing Skill of the Eleventh Graders at

SMK Muhammadiyah Sekampung East Lampung" in 2020. In this study, the researcher used quantitative experimental which the sample were 40 students established through the cluster random sampling technique. The researcher used test and documentation as the data collecting method. In order to analyze the data, the researcher used independent sample t-test by using SPSS. Therefore, after conducting research and obtaining test data, as well as documentation, the researcher found several limitation including some obstacles to students' writing skills. The result showed that the Duolingo application succeed in helping students learn to write sentences or paragraphs correctly, so using Duolingo application has a positive and significant effect in English learning especially on students' writing skills. In other words, the use of the Duolingo application affects the writing ability of elevent grade students of SMK Muhammadiyah Sekampung Lampung Timur. The thesis has similarities, namely finding out and analyzing the using of Duolingo application on students' writing skills in English learning. Apart form that, the differences in this study is on levels, it is different in this study at senior high school, while the research will be conducted at the junior high school and another differences is on this study use Duolingo as a learning medium in English learning.

The second study was conducted by Ivan Budiani et al, entitled "The Effect of Duolingo on the Writing Competency of the Tenth Grade Students of SMK N 1 Sukadasa in Academic Year 2017/2018" in 2020. In this study, the researchers used quasi-experimental designed mainly as a descriptive qualitative study which then supported by some descriptive quantification. The result of this study showed that the use of Duolingo as teaching medium is effective to assist the students to improve students' writing competency. Additionally, it was proven that the use Duolingo as teaching medium in English language learning brought significant effect on the students' writing competency compared to the conventional teaching media. So the researchers stated, the hypothesis of "there is a significant effect of the implementation of Duolingo on the writing competency of the tenth grade students of SMK N 1 Sukadasa in academic year 2017/2018" is accepted. The similarity is in its

purposes, which is to know the students' writing ability. The differences are on the competency and skills, where skills is only limited to what the students can do. Meanwhile, competency refers to how or how well the students do it.

The last research has conducted by Sulis Nur Adawiyah entitled "The Effect of Mobile Assisted Language Learning Using Duolingo Apps in Improving Students Writing Skills" in 2022. This study was intented to determine students' writing skills using Duolingo application. These reasons include sentence structure, vocabulary, and fluency in writing. This study used quantitative method with a quasi-experimental approach. The participant of this research included seventh grade of junior high school at MTs Negeri 2 Garut. The result of this study showed that the statistical analysis of pre-test and post-test scores significantly increased in the experimental class. To conclude, Duolingo application can be implemented as one of the methods to improve students' writing skills at the seventh grade of MTs Negeri 2 Garut, as shown there is a significant improvement in students' writing skills. The similarity is that the goal is same as using Duolingo application as the learning media on students' writing skills and the difference lies in this research which focuses on improving students' writing skills.

## C. Hypothesis

Hypothesis is a formal statement that presents the expected relationship between an independent variable (Creswell & Creswell, 2018). It means the hypothesis in this research is to know the significant effect of using Duolingo application as a learning medium on students' writing skills. The research hypothesis is formulated as follows:

a. The Null Hypothesis ($H_0$): there will be no significant effect of using Duolingo application as a learning medium on students' writing skills.

b. The Alternative Hypothesis ($H_1$): there will be significant effect of using Duolingo application as a learning medium on students' writing skills.

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# CHAPTER III
# METHODOLOGY

This chapter describes the research method that includes type of the research, time and location, population and sample, variable, data collection, analysis of research instrument and data analysis.

## A. Type of the Research

This research is conducted to find out the effect of using Duolingo application as learning medium on students' writing skills. It used experimental design because it is the best type for testing hypothesis about cause and effect relationship (Fraenkel et al., 2012). Experimental design is used to test the impact of a treatment on an outcome, controlling for all other factors that may influence that outcome. When one group receives a treatment and the other group does not, the researcher can isolate whether it is the treatment and no other factors that influence the outcome (Creswell, 2018).

In this research, the researcher applied quasi experimental design. In this design, there were the experimental and the control group which were selected through random assignment. Both of control group and experimental group got a pre-test and post-test, but only the experimental group received the treatment. Below is the design of experimental study according to Sugiyono (2008):

$$\begin{array}{ccc} O1 & X & O2 \\ \hline O3 & & O4 \end{array}$$

In which :

O1        : Pre-test result of experimental group

O2        : Post-test result of experimental group

O3        : Pre-test result of control group

O4        : Post-test result of control group

X        : Treatment

Based on the design above, both groups received a pre-test to compare with the post-test results, after the experimental group received the treatment. Then, the control group was not given any treatment in the learning process. This was to find out whether the students who were treated by using Duolingo

application achieved higher score than the students who were not treated by using Duolingo application.

## B. Time and Location of the Research

This research was investigated at SMP Muhammadiyah 2 Sirampog Brebes located in Manggis street, Karangcegak, Kaliloka, Sirampog District, Brebes Regency, Jawa Tengah 52272. The research was conducted on Mei 2024, in the academic year 2023/2024.

The reason for choosing this location was based on the preliminary research conducted from October 23–26, 2023, which showed that students were still less enthusiastic in the class during English subject. In addition, the school was still lacking in using appropiate media since they only used books and pictures in the teaching and learning process. The researcher conducted the study in three meetings, the schedules are as follows:

*Table 3.1 Schedule of Research*

| No | Meeting | Time |
|----|---------|------|
| 1 | Pre-test experimental | Friday, Mei 17th 2024 |
| 2 | Pre-test control | Friday, Mei 17th 2024 |
| 3 | Treatment 1 | Saturday, Mei 18th 2024 |
| 4 | Treatment 2 | Saturday, Mei 25th 2024 |
| 5 | Treatment 3 | Friday, Mei 31st 2024 |
| 6 | Post-test experimental | Saturday, June 1st 2024 |
| 7 | Post-test control | Saturday, June 1st 2024 |

According to the table above, it can be seen that the pre-test in the experimental class and the control class was carried out at the same time, namely on Friday, May 17th, 2024. Then, for the first treatment in the experimental class it was carried out on Saturday, May 18th, 2024, for the second treatment it was carried out on Saturday, May 25th, 2024, and for the last treatment it was carried out on Friday, May 31st, 2024. After the treatment was carried out in the experimental class, a post-test was carried out in both classes,

namely the experimental class and the control class, which was carried out on Saturday, June 1ˢᵗ, 2024.

### C. Population and Sample of The Research

Population is the whole subject of subject research that is the target of research. A population is a group of individuals who have the same characteristics (Creswell, 2012). Meanwhile, a sample is part of the amount and characteristics that a population has, and the researcher plans to study it to generalize about the target population. The research was conducted on the second grade of SMP Muhammadiyah 2 Sirampog Brebes in the academic year 2023/2024.

In this study, the researcher used random sampling to select the sample, which included experimental and controlled classes. Furthermore, the population was the students of classes VIII A and VIII B. In addition, VIII B became the experimental class and VIII A became the control class, which was selected through a spin wheel and the total of the students were 21 of each class.

### D. Variable of the Research

The operational definition of the variable will be explained as follows:

a. Independent Variable (X)

The independent variable which is a stimulus or input variable operates either in a person or in the environment to influence his behavior. It is that factor which is measured, manipulated or selected by the experimenter to determine its relationship to an observed phenomena (Singh, 2006). The independent variable of this research is the use of Duolingo application to see the effect of its use on students' writing skills.

b. Dependent Variable (Y)

The dependent variable is the response or output variable. This is an observed aspect of the behavior of an organism that has been stimulated. The dependent variable is the factor that is observed and measured to determine the influence of the independent variable (Singh, 2006). The dependent variable in this research is the ability to write. Researcher measured students' writing abilities by using written tests.

**E. Technique of Data Collection**

The instruments used to collect the data in this study were the pre-test, treatment and post-test. To answer the research question, the data that had been generated from the instrument was analyzed for the effectiveness of using Duolingo application as a learning medium on students' writing skills at SMP Muhammadiyah 2 Sirampog Brebes.

a. Pre-Test

The researcher gave a pre-test to the experimental and control classes at the first meeting with the aim of finding out the basic knowledge of students' abilities in learning English. To measure students' writing skills, the researcher gave a pre-test, namely a writing test. In the pre-test, the researcher gave the students a topic which was "My Camping". The students were given five guided questions to create a recount text in 60 minutes.

The results of the test were used to assess students' writing skills and achievements before using the Duolingo application. To calculate the test results, the researcher used a writing skills assessment rubric from Hyland (2003). In the assessment rubric, there are writing skills assessment criteria including content, organization, vocabulary, language use and mechanics. The table of writing skills assessment rubric is as follows:

*Table 3.2 Rubric of Writing Assessment*

| No | Aspects | Criteria | | | | Score |
|----|---------|----------|----|----|----|-------|
| | | 4<br>Excellent to<br>very good | 3<br>Good to<br>average | 2<br>Fair to poor | 1<br>Very poor | |
| 1 | Content (C) | Relevant to assigned topic | Mostly relevant to topic | Inadequate development of topic | Not enough to evaluate the topic | |
| 2 | Organization (O) | Well-organized idea clearly supported | Loosely organized but main idea stand out | Non-fluent, ideas confused or disconnected | no organization, or not enough to evaluate | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | Vocabulary (V) | Effective word choice and usage, word form mastery | Adequate range, occasional errors of word form. | Limited range, frequent errors of word | little knowledge of vocabulary, word form | |
| 4 | Language use (LU) | Effective complex construction, few errors of agreement, tense, number, word function, prepositions | Effective but simple constructions, several errors of agreement, tense, number, word functions | Frequent errors of negation, agreement, tense, number, word function | Dominated by errors, does not communicate, or not enough to evaluate | |
| 5 | Mechanics (M) | Few errors of spelling, punctuation, capitalization, paragraphing | Occasional errors of spelling, punctuation, capitalization, paragraphing | Frequent errors of spelling, punctuation, capitalization, paragraphing | Dominated by the errors of spelling, punctuation, capitalization, | |
| | Total | | | | | |

The table above shows the aspects included in the writing skills assessment rubric. There are 5 aspects listed, namely content, organization, vocabulary, language use, and mechanics. In each aspect there are assessment criteria, namely the criteria "excellent to very good" with a value of 4, the criteria "good to average" with a value of 3, the criteria "fair to poor" with a value of 2, and the criteria "very poor" with a value of 1. Then, the formula below was used to calculate the results of the test:

Score per Item      = C(4) + O(4) + V(4) + LU(4) + M(4)

                                = 20

Total Score          = (total score per item x 5)

                                = 20 x 5

                                = 100

Based on the formula above, each aspect has a maximum score of 4 points, then if all aspects are correct, the total results of all aspects are added up and then multiplied by 5, then that is the total score of the test results.

b. Treatment

The treatment was carried out at the meeting after the pre-test. The researcher gave the treatment in three meetings. In the treatment meeting, the material given was a recount text. Furthermore, the experimental class was taught by the researcher using the Duolingo application as a learning medium to teach recount text for students' writing skills, while the control class was taught by an English teacher at SMP Muhammadiyah 2 Sirampog Brebes without using Duolingo application as a learning medium.

The treatment was given to the experimental class with the following steps:

1) First Meeting

In the first meeting, students were asked to log in to Duolingo using their email and select the language they were learning. Then the researcher explained to the students the features of Duolingo.
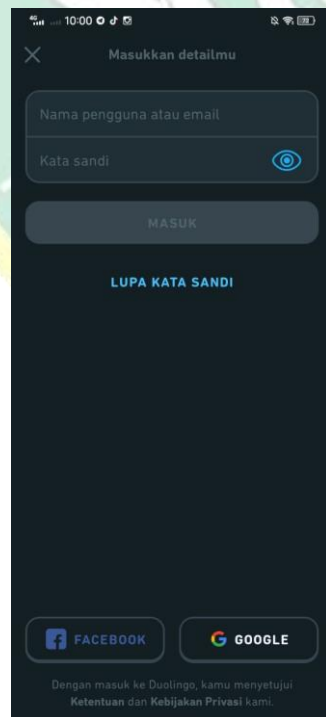


*Figure 3.1 Login View*          *Figure 3.2 Select the Language*

After the students understood how to use Duolingo, the researcher asked them to practice using Duolingo during the teaching and learning process. In the first meeting students focused on units: "*memahami frasa dasar*", "*menggunakan kalimat dasar*", and "*memakai kata jamak*".
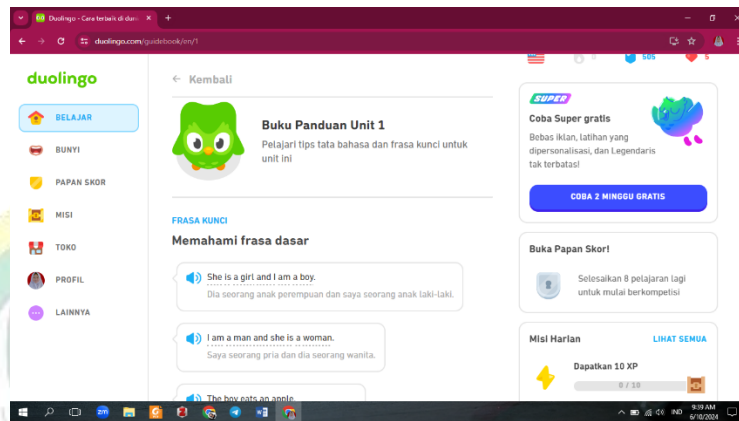


*Figure 3.3 Unit of "memahami kata dasar"*
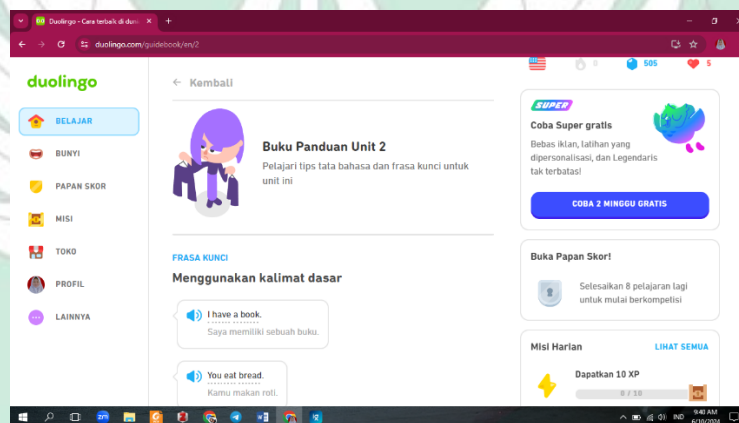


*Figure 3.4 Unit of "menggunakan kalimat dasar"*
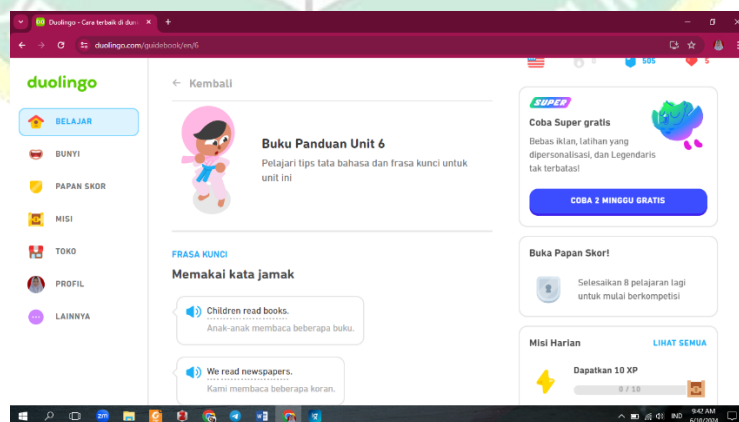


*Figure 3.5 Unit of "memakai kata jamak"*

Regarding writing activities, students were asked to make a recount text. In this case, the researcher used Harmer (2011) writing steps which included planning, drafting, editing and completing the draft. In the first meeting students focussed on planning and brainstorming the text.

2) Second Meeting

At the second meeting, the students were asked to use Duolingo during the teaching and learning process and focussed on outlining and drafting a recount paragraph about independence days. In this case, the use of Duolingo focused on units "*Menggunakan kata ganti objek*", "*Mengembangkan kata kerja lalu*" and "*Memakai kata sambung*".
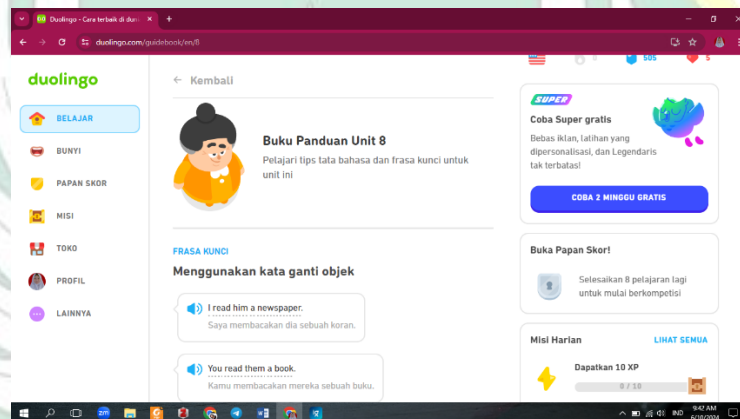


*Figure 3.6 Unit of "menggunakan kata ganti objek"*
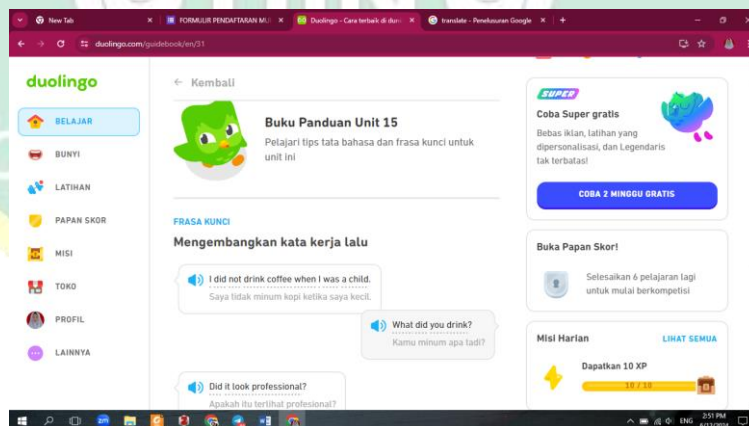


*Figure 3.7 Unit of "mengembangkan kata kerja lalu"*
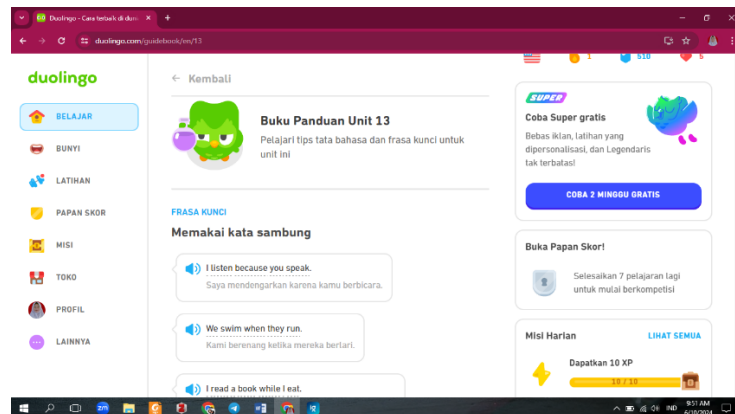
*Figure 3.8 Unit of "memakai kata sambung"*

Then the students were asked to design a table based on their plan and develop it into a paragraph. After that, the researcher gave input to the students and asked them to report the results of their table design.

3) Third Meeting

At the third meeting, the students were asked to focussed on completing the final draft. Then the students focussed on checking and editing their paragraphs by paying attention to topic sentences, supporting details, organization, vocabulary, spelling, punctuation, capitalization, and grammar. In this case, the use of Duolingo focused on units *"Membentuk kata kerja lalu sempurna"* and *"Menceritakan Peristiwa"*.
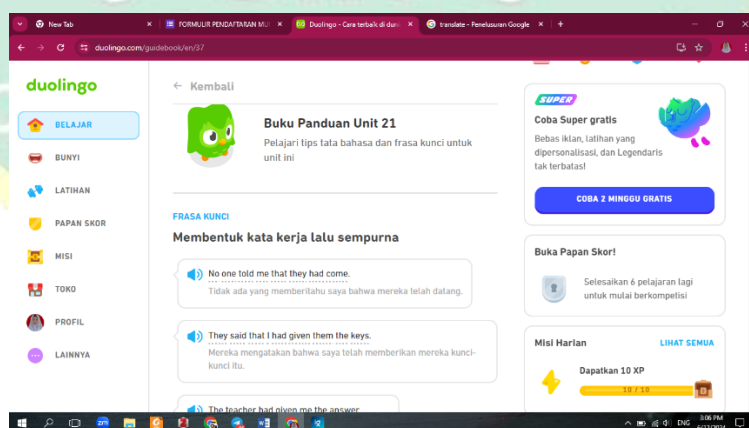


*Figure 3.9 Unit of "Membentuk kata kerja lalu sempurna"*
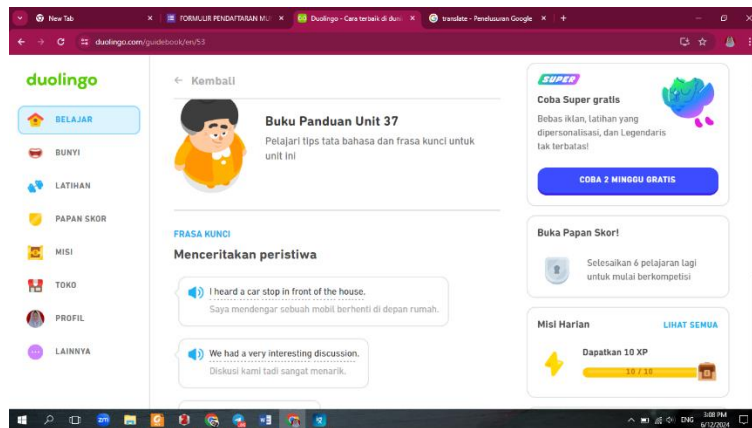
*Figure 3.10 Unit of "menceritakan peristiwa"*

After that, the researcher provided feedback to the the students and asked them to report their results.

c. Post-Test

The post-test was carried out at the last meeting for both the experimental and control classes. This was given after the experimental class received treatment. The purpose of the post-test is to determine the differences between the two groups. Furthermore, the post-test questions were not the same as the pre-test, but the level of difficulty was the same. The researcher gave students a topic, namely "My School Life". Students were given five guided questions to create a recount text within 60 minutes.

## F. Analysis of Research Instrument

Research instruments are important things that must be considered when carrying out research. The use of instruments in a research will determine the quality of the research data. This means that the researcher is a planner, data collector, analyzer and reporter of research results. Before the instrument is given to students in the experimental and control class, it must be test. In this occasion, the researcher used validity test.

The validity test is an overview of how far the instrument's level can measure what is to be assessed (Brown & Yule, 2012). Validity is one of important things in this research. To get the good research data, the research instrument must be valid. It means that how accurate the data measure whatever it is designed to be measured. Therefore, before the instrument test distributed

to the students, the researcher consulted to two experts whether the test was valid and appropriate. The test assessed by two experts: an English lecturer of UIN Prof. K.H. Saifuddin Zuhri Purwokerto and English teacher of SMP Muhammadiyah 2 Sirampog Brebes. After being validated by 2 experts, the decision given was that the instrument was suitable for use with several revisions.

## G. Technique of Data Analysis

The researcher used pre-test and post-test data to analyze the effectiveness of using the Duolingo application as a learning medium on students' writing skills. Apart from that, in calculating the data, the researcher used the software IBM SPSS V.25 for windows. In this research, researcher used normalized gain (N-gain). N-gain is a test that can provide an overview of the increase in learning outcome scores before and after applying the Duolingo application (Sesmiyanti et al., 2019). Differences in student ability scores both in increasing and decreasing can be determined by N-gain. On the other hand, N-gain is suitable to be applied in this research to determine development. The formula is as follow:

$$N\text{-}gain = \frac{score\ (post-test) - score\ (pre-test)}{score\ ideal - score\ (pre-test)}$$

Morever, according to Hake (1999), there are three desicions criteria for N-gain test as follows:

*Table 3.3  N-gain score criteria*

| No | Limitation | Category |
|----|------------|----------|
| 1  | N-gain > 0.7 | High |
| 2  | 0.3 < N-gain < 0.7 | Medium |
| 3  | N-gain < 0.3 | Low |

If the score of N-gain > 0.7, it means the level of effectiveness is high.

If the score of $0.03 < $ N-gain $ < 0.7$, it means the level of effectiveness is medium.

If the score of N-gain $ < 0.3$, it means the level of effectiveness is low.

# CHAPTER IV
# FINDINGS AND DISCUSSION

This chapter presents findings and discussion regarding the results of research aimed at answering the research question comprehensively.

## A. Findings

This research was conducted at SMP Muhammadiyah 2 Sirampog Brebes. This research aimed to determine whether or not there is a significant effect of using the Duolingo application as a learning medium on students' writing skills. Moreover, the total populations were 42 students in the eighth grade at SMP Muhammadiyah 2 Sirampog Brebes. 21 students were assigned to the experimental class (VIII B) and 21 to the control class (VIII A), which was selected through random sampling.

The researcher obtained and examined pre-test and post-test data from the experimental class and control class based on research findings. The analysis findings were presented in the form of tables and explanations. Furthermore, the final results of the processed data were designed to show whether there were differences between the control and experimental classes after using the Duolingo application as a learning medium for students' writing skills.

### 1. Data Description

The data on students' achievement divided into two kinds, namely the data in the experimental class and the data in the control class, which were obtained from pre-test and post-test that were applied in both classes. The tests were written tests that were arranged based on specific topics with different questions for the pre-test and post-test, but the level of difficulty was the same. To know the result of the test, it will be presented as follows:

*Table 4.1 The test result of Experimental Class*

| Name | Pre Test | Post Test |
|------|----------|-----------|
| Student_E1 | 40 | 70 |
| Student_E2 | 45 | 80 |
| Student_E3 | 30 | 75 |
| Student_E4 | 40 | 80 |
| Student_E5 | 35 | 80 |

| | | |
|---|---|---|
| Student_E6 | 55 | 75 |
| Student_E7 | 50 | 75 |
| Student_E8 | 55 | 75 |
| Student_E9 | 40 | 80 |
| Student_E10 | 40 | 75 |
| Student_E11 | 35 | 70 |
| Student_E12 | 40 | 85 |
| Student_E13 | 25 | 65 |
| Student_E14 | 60 | 90 |
| Student_E15 | 45 | 70 |
| Student_E16 | 40 | 90 |
| Student_E17 | 35 | 80 |
| Student_E18 | 40 | 70 |
| Student_E19 | 50 | 75 |
| Student_E20 | 35 | 60 |
| Student_E21 | 65 | 80 |
| **Total** | **900** | **1600** |
| **Mean** | **42.9** | **76.2** |

The table of students' score in the experimental class showed that the mean score of pre-test in experimental class was 42.9, while the mean score of post-test was 76.2. It can be concluded that there was significant difference in pre-test and post-test. Furthermore, pre-test and post-test testing were also conducted in the control class. The learning outcomes data of students in the control class who did not use Duolingo as a learning medium will be presented as follows:

*Table 4.2 The test result of Control Class*

| Name | Pre Test | Post Test |
|---|---|---|
| Student_C1 | 30 | 45 |
| Student_C2 | 50 | 65 |
| Student_C3 | 40 | 50 |
| Student_C4 | 45 | 50 |
| Student_C5 | 40 | 75 |
| Student_C6 | 40 | 40 |
| Student_C7 | 40 | 50 |
| Student_C8 | 50 | 40 |
| Student_C9 | 55 | 40 |
| Student_C10 | 50 | 60 |

| | Pre-test | Post-test |
|---|---|---|
| Student_C11 | 45 | 55 |
| Student_C12 | 50 | 60 |
| Student_C13 | 55 | 60 |
| Student_C14 | 65 | 65 |
| Student_C15 | 65 | 60 |
| Student_C16 | 40 | 55 |
| Student_C17 | 35 | 50 |
| Student_C18 | 60 | 70 |
| Student_C19 | 40 | 60 |
| Student_C20 | 55 | 65 |
| Student_C21 | 40 | 45 |
| **Total** | **990** | **1160** |
| **Mean** | **47.1** | **55.2** |

The table of students' score in the control class showed that the mean score of pre-test in control class was 47.1, while the mean score of post-test was 55.2. It means that the increase in value in the control class only increased slightly compared to the experimental class.

a. Pre-test and Post-test Data in Experimental Class

The experimental class was class VIII B of SMP Muhammadiyah 2 Sirampog Brebes, consisting of 21 students. The pre-test was conducted on May 17th, 2024, and the post-test was conducted on June 1st, 2024. The pre-test and post-test were conducted by students in writing recount text with different themes for the aspect of writing skills. The description of the pre-test and post-test data in the experimental class can be seen as follows:

*Table 4.3 The result of Pre-test and Post-test in Experimental Class*

| No | Statistics | Experimental Class | |
|---|---|---|---|
| | | Pre-test | Post-test |
| 1 | N | 21 | 21 |
| 2 | Minimum | 25 | 60 |
| 3 | Maximum | 65 | 90 |
| 4 | Mean | 42.86 | 76.19 |
| 5 | Median | 40 | 75 |

| | | Mean different = 33.33 | |
|---|---|---|---|

Based on the table above, in the experimental class, there were 21 students who conducted pre-test and post-test. It could be seen that the minimum and maximum scores of the pre-test were 25 and 65. Then, the mean score for the pre-test was 42.86, which means this score can be categorized as low and indicated that students' writing skills were still low.

After conducting the treatment, the post-test scores showed an increase compared to the pre-test scores. The minimum and maximum scores of the post-test were 60 and 90. Then, the mean score was 76.19. Additionally, that the range of the mean of the pre-test and post-test were 33.33. So, it can be concluded that the student's score was getting better.

b.  Students' result in Control Class

In this study, VIII A was control class, consisting of 21 students. The pre-test was conducted on May 17th, 2024, and the post-test was conducted on June 1st, 2024. The pre-test and post-test were conducted by students in writing recount text with different themes for the aspect of writing skills. The description of the pre-test and post-test data in the control class can be seen as follows:

*Table 4.4 The result of Pre-test ad Post-test of Control Class*

| No | Statistics | Control Class | |
|---|---|---|---|
| | | Pre-test | Post-test |
| 1 | N | 21 | 21 |
| 2 | Minimum | 30 | 60 |
| 3 | Maximum | 40 | 75 |
| 4 | Mean | 47.14 | 55.24 |
| 5 | Median | 50 | 55 |
| Mean different = 8,1 | | | |

Based on the table above, it could be seen that the control class had 21 students, the same as the experimental class. The minimum and

maximum of the pre-test scores were 30 and 40. In the control class, it showed that the mean of the pre-test score was 47.14. Based on the result of the mean, it can be concluded that students had low scores. Since their score is lower than the criteria for the minimum score in English.

The data indicated that the mean of the students' post-test was 55.24, with the minimum score of the post-test being 60 and the maximum score of the post-test being 75. So, the range of the mean of the pre-test and post-test in the control class was 8.1.

The researcher also provided the descriptive statistics from IBM SPSS V.25 that contain the data from the pre-test and post-test. Both the experimental and the control classes and obtained the following result:

*Table 4.5 Descriptive Statistics*

| Descriptive Statistics | | | | | | |
|---|---|---|---|---|---|---|
| | N | Range | Minimum | Maximum | Mean | Std. Deviation |
| Pre-Test Experimental Class | 21 | 40 | 25 | 65 | 42.86 | 9.946 |
| Post-Test Experimental Class | 21 | 30 | 60 | 90 | 76.19 | 7.400 |
| Pre-Test Control Class | 21 | 35 | 30 | 65 | 47.14 | 9.562 |
| Post-Test Control Class | 21 | 35 | 40 | 75 | 55.24 | 10.059 |
| Valid N (listwise) | 21 | | | | | |

2. **Data Analysis**

In data analysis, the data obtained from the experimental class with pre-test and post-test results calculated using the N-gain formula. N-gain aimed to identify the effectiveness of using the Duolingo application as a learning medium for students' writing skills. Researchers used IBM SPSS V.25 to determine the N-gain value results. It measures the result of experiment and control class by comparing score between before and after treatment. The N-gain scores obtained from experiment and control class are presented in these table below.

*Table 4.8 N-gain Score of Experimental Class*

| No | Name | N-gain score | N-gain percent |
|---|---|---|---|
| 1 | Student_E1 | 0.5 | 50 |
| 2 | Student_E2 | 0.64 | 63.64 |
| 3 | Student_E3 | 0.64 | 64.29 |
| 4 | Student_E4 | 0.67 | 66.67 |
| 5 | Student_E5 | 0.69 | 69.23 |
| 6 | Student_E6 | 0.44 | 44.44 |
| 7 | Student_E7 | 0.5 | 50 |
| 8 | Student_E8 | 0.44 | 44.44 |
| 9 | Student_E9 | 0.67 | 66.67 |
| 10 | Student_E10 | 0.58 | 58.33 |
| 11 | Student_E11 | 0.54 | 53.85 |
| 12 | Student_E12 | 0.75 | 75 |
| 13 | Student_E13 | 0.53 | 53.33 |
| 14 | Student_E14 | 0.75 | 75 |
| 15 | Student_E15 | 0.45 | 45.45 |
| 16 | Student_E16 | 0.83 | 83.33 |
| 17 | Student_E17 | 0.69 | 69.23 |
| 18 | Student_E18 | 0.5 | 50 |
| 19 | Student_E19 | 0.5 | 50 |
| 20 | Student_E20 | 0.38 | 38.46 |
| 21 | Student_E21 | 0.43 | 42.86 |
| **Mean** | | **0.58** | **57.82** |

Based on the results of the N-gain calculation, it was known that of the 21 samples in the experimental class and given lessons using the Duolingo application as a learning medium, they got an average value of 0.58, with the lowest N-gain value being 0.38 and the N-gain value the highest was 0.75.

*Table 4.9 N-gain Score of Control Class*

| No | Name | N-gain score | N-gain percent |
|---|---|---|---|
| 1 | Student_C1 | 0.21 | 21.43 |
| 2 | Student_C2 | 0.3 | 30 |
| 3 | Student_C3 | 0.17 | 16.67 |
| 4 | Student_C4 | 0.09 | 9.09 |
| 5 | Student_C5 | 0.58 | 58.33 |
| 6 | Student_C6 | 0 | 0 |
| 7 | Student_C7 | 0.17 | 16.67 |

| 8 | Student_C8 | -0.2 | -20 |
|----|------------|-------|--------|
| 9 | Student_C9 | -0.33 | -33.33 |
| 10 | Student_C10 | 0.2 | 20 |
| 11 | Student_C11 | 0.18 | 18.18 |
| 12 | Student_C12 | 0.2 | 20 |
| 13 | Student_C13 | 0.11 | 11.11 |
| 14 | Student_C14 | 0 | 0 |
| 15 | Student_C15 | -0.14 | -14.29 |
| 16 | Student_C16 | 0.25 | 25 |
| 17 | Student_C17 | 0.23 | 23.08 |
| 18 | Student_C18 | 0.25 | 25 |
| 19 | Student_C19 | 0.33 | 33.33 |
| 20 | Student_C20 | 0.22 | 22.22 |
| 21 | Student_C21 | 0.08 | 8.33 |
| | **Mean** | **0.14** | **13.85** |

Based on the results of the N-gain calculation, it was known that of the 21 samples in the control class that did not use Duolingo as a learning medium, they got an average value of 0,14, with the lowest N-gain value being -0.33 and the N-gain value the highest was 0.58. Below is the data descriptive statistic of the N-gain score:

*Table 4.10 Descriptive Statistic of N-gain Score*

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|---------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| NGain_Experiment Score | 21 | .38 | .83 | .5782 | .12498 |
| NGain_Experiment Percent | 21 | 38.46 | 83.33 | 57.8202 | 12.49791 |
| NGain_Control Score | 21 | -.33 | .58 | .1385 | .19747 |
| NGain_Control Percent | 21 | -33.33 | 58.33 | 13.8488 | 19.74679 |
| Valid N (listwise) | 21 | | | | |

Based on the N-gain score distribution category for the experimental class, the mean value was $0.3 < 0.57 < 0.7$, which means the category obtained was medium. Meanwhile, in the N-gain score distribution category for the control class, the mean value was $0.13 < 0.3$, which means the category obtained was low. It can be

concluded that using the Duolingo application as a learning medium has a medium effective on students' writing skills.

**B. Discussion**

The purpose of this study was to determine whether there is a significant effect of using the Duolingo application as a learning medium on the writing skills in the eighth grade of SMP Muhammadiyah 2 Sirampog Brebes after receiving treatment in learning activities. The researcher used a quantitative approach and a quasi-experimental method. This method was chosen to compare the differences in writing skills between class VIII B students as an experimental class, who used the Duolingo application as a learning medium during learning activities and class VIII A students as a control class, who did not use Duolingo as a learning medium during learning activities.

At the beginning, the students in the experiment and control classes were tested using a pre-test to determine their writing skills before treatment. The question from the pre-test given was to create a recount text by answering five guided questions determined by the researcher. Previously, the questions from the pre-test and post-test given to students had been validated by 2 expert judges, namely an English lecture by UIN Prof. K. H. Saifuddin Zuhri Purwokerto, and an English teacher at SMP Muhammadiyah 2 Sirampog Brebes. After the pre-test, the researcher applied the Duolingo application as a learning medium in the experimental class three times, while the control class without using Duolingo application. Then, after 3 treatments, the researcher gave the post-test to the experimental and control classes. Furthermore, the post-test questions were not the same as the pre-test, but the level of difficulty was the same.

The results of the data that have been collected through experimental research were then analyzed to determine whether the data could be used for the N-gain test. The researcher conducted an N-gain test to measure the effectiveness of learning in improving student learning outcomes (Sesmiyanti et al., 2019). According to Hake (1999), there are three criteria to determine whether the results are high, medium, or low. A value of 0–0.3 is categorized

as a low effect, and 0.3–0.7 is categorized as a medium effect. So N-gain > 0.7 is categorized as a high effect. After calculating the N-gain value, the data value was 0.57. Based on the previous criteria, the value of 0.57 is in the category of 0.3–0.7, which means medium effect. It can be concluded that there is a medium influence on students' writing skills after implementing the Duolingo application as a learning medium in learning activities.

From the results above, the Duolingo application can help students to develop their writing skills. This is in accordance with the research by Halimi (2020), who stated that the use of the Duolingo application has a positive and significant influence on students' writing skills. This is in line with Nushi (2017), who stated that Duolingo is a useful language application that can provide practical and systematic steps for students to learn a new language independently. When using Duolingo, students were also motivated and had fun. Duolingo is a simple approach to gamification that may be beneficial for recruitment but not for long-term retention (Miller & Cooper, 2021). As a result, students can enjoyed the writing assessment process. Using Duolingo improved students' attitudes towards the language learning process. It was found that students put in their best effort to complete the Duolingo assessment. The Duolingo technique is structured into levels, which consist of units, including lessons and a series of concepts or words to learn the language (Sebastián et al., 2021). In addition, using Duolingo for writing assessment is easier than using traditional assessment methods, because students enjoy and show interest in the writing assessment (Kurniadi, 2022).

Previous studies also support the results of this research. Based on research by Budiani (2020), the use of the Duolingo application on students' writing skills showed an increase. This study has similarities to how the treatment was carried out. The results showed that before the application of the Duolingo application, the pre-test results were categorized as poor scores. After the treatment, the post-test score had a good score. In this case, the researcher assumed that the Duolingo application could improve students' writing skills.

The positive changes are also supported by the test result in this study. Moreover, students' attitude toward writing has changed to be better. It was not hard to ask students to write a sentence. Students were also enjoyed, motivated and interested in joining the learning process by using Duolingo application. The students become more active and enthusiastic both in responding to the researcher and finishing the exercise given. This finding was supported by Adawiyah (2022), that the use of Duolingo application can improve students' writing skills.

By using the Duolingo application, learning activities become more diverse (Jiang et al., 2021). With the variety of activities carried out during learning activities, students do not get bored easily, and create a comfortable classroom atmosphere for students. Teachers can use the Duolingo application to create a variety of engaging learning activities and incorporate more games to engage students in the process of learning.

# CHAPTER V
## CONCLUSION AND SUGGESTION

This chapter consists of three sub-chapters, including a conclusion containing a summary of the entire research, suggestions and limitations of the research.

### A. Conclusion

This research was conducted to find out the effectiveness of using Duolingo application as a learning medium on students' writing skills at the eighth grade of SMP Muhammadiyah 2 Sirampog Brebes. By using quantitative data analysis, the necessary data has been collected. Based on the data that had been collected, the results of the pre-test scores of both classes between the experimental and control classes were low. After the treatment was carried out, the post-test scores in the experimental class that received the Duolingo application treatment were higher than the control class that did not use the Duolingo application. From this, the researcher concluded that the use of Duolingo has significant effectiveness on learning activities, especially students' writing skills.

Based on the findings and discussions, it can be concluded that the score of the writing test of students who received treatment by using the Duolingo application increased. In addition, the experimental class experienced an increase in mean score of 33.33, and the control class experienced an increase of 8.1. The difference in mean scores between the experimental class and the control class can be said to be large. Then, based on the N-gain score, the results showed that the effect of using the Duolingo application was 0.57 in the experimental class. Furthermore, based on the distribution category of the N-gain score, the value of $0.3 < 0.57 < 0.7$ is included in the medium effective category. It can be assumed that after using the Duolingo application, there is a medium effect on students' writing skills.

### B. Suggestion

At the end of this research entitled "The Effectiveness of Using Duolingo Application as a Learning Medium in Writing Skills at Eighth Grade of SMP Muhammadiyah 2 Sirampog Brebes" there are several suggestions as follows:

a.  For the Teacher

1) Teachers can use the Duolingo application as a learning medium for learning English, especially in writing skills, as a reference.

2) Teachers can create more diverse activities in writing skills to attract students' interest in learning.

3) Teachers can use the Duolingo application as a learning medium for students' writing skills to reduce stress in learning so that students feel comfortable with learning activities.

b.  For another Research

This research can provide insight for other researchers who have ideas for conducting research on the use of the Duolingo application as a learning medium.

C. **Limitation of the Research**

Based on the study that was conducted by the researcher, this research has some limitations, as follows:

1) The first is that this study is limited to research on the effectiveness of using the Duolingo application as a learning medium for writing skills of the eighth grade of SMP Muhammadiyah 2 Sirampog Brebes. This study also examines how this learning strategy affects students' writing skills.

2) The second is that this study has limitations in terms of time allocation which is only carried out five times with three meetings as treatment, so the results of implementing the Duolingo application is not completely optimized.

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# APPENDICES

**Appendix 1. The Official Letter of Individual Research**

PIMPINAN CABANG MUHAMMADIYAH SIRAMPOG
MAJELIS PENDIDIKAN DASAR DAN MENENGAH
**SMP MUHAMMADIYAH 2 SIRAMPOG**
TERAKREDITASI "B"
(SK Penetapan Hasil Akreditasi BAP-S/M No. 1875/BAN-SM/SK/2022)
Alamat : Jl. Raya Manggis - Kaliloka Kec. Sirampog, Kab. Brebes 52272
NPSN : 20326546                                   NSS:202032905089

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Yang bertanda tangan dibawah ini :

Nama               : Nanang Kosim, S.Pd.
Jabatan            : Kepala SMP Muhammadiyah 2 Sirampog

Dengan ini mengatakan bahwa mahasiswa yang beridentitas :

Nama               : Bulan Suci Ramadhani
NIM                : 2017404045
Program Studi      : Pendidikan Bahasa Inggris

Telah selesai melakukan dan pengambilan data penelitian sejak pada tanggal 13 Mei s.d 1 Juni 2024 di SMP Muhammadiyah 2 Sirampog untuk judul "*The Effectiveness of Using Doulingo Application As a Learning Media on Students Writing Skills At Eighth Grade Of SMP Muhammadiyah 2 Sirampog*".

Demikian surat keterangan ini dibuat kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Mengetahui,
Kepala Sekolah

Nanang Kosim, S. Pd
NIP : -

**Appendix 2. Research Instrument Expert Validation Sheet**

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama   : Endang Sartika, S.Pd.I., M.A.
Instansi : Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto
Jabatan : Dosen

Telah membaca instrumen penelitian berupa soal pre-test dan post-test yang akan digunakan dalam penelitian dengan judul "**The Effectiveness of Using Duolingo Application as a Learning Media in Writing Skills at Eighth Grade of SMP Muhammadiyah 2 Sirampog Brebes**" oleh peneliti:

Nama   : Bulan Suci Ramadhani
NIM     : 2017404045
Prodi   : Tadris Bahasa Inggris

Dengan ini menyatakan instrument tersebut,

☑  Layak digunakan

☐  Layak digunakan dengan revisi

☐  Tidak layak digunakan

Setelah memperhatikan instrument yang telah dibuat, maka masukan untuk instrument tersebut adalah:

1. Sedikit revisi soal
2. Simplified the rubric

Demikian surat keterangan ini dibuat agar digunakan dalam pengumpulan data.

Purwokerto, 15 Mei 2024
Validator,

Endang Sartika, S.Pd.I., M.A.
NIP. 199110302023212040

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama   : Hafid Aly Hidayat, S.Pd.
Instansi : SMP Muhammadiyah 2 Sirampog
Jabatan : Guru

Telah membaca instrumen penelitian berupa soal pre-test dan post-test yang akan digunakan dalam penelitian dengan judul "**The Effectiveness of Using Duolingo Application as a Learning Media in Writing Skills at Eighth Grade of SMP Muhammadiyah 2 Sirampog Brebes**" oleh peneliti:

Nama   : Bulan Suci Ramadhani
NIM     : 2017404045
Prodi    : Tadris Bahasa Inggris

Dengan ini menyatakan instrument tersebut,

☑   Layak digunakan

☐   Layak digunakan dengan revisi

☐   Tidak layak digunakan

Setelah memperhatikan instrument yang telah dibuat, maka masukan untuk instrument tersebut adalah:

.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................

Demikian surat keterangan ini dibuat agar digunakan dalam pengumpulan data.

Purwokerto, 17. Mei 2024
Validator,

Hafid Aly Hidayat, S.Pd.

**Appendix 3. Instrument of Pre-Test before Expert Validation**

**PRE-TEST**

Name  :

Class  :

Tittle  : My Camping Activities

Score

**Petunjuk**

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang sudah disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab pertanyaan.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian *recount text* di halaman 3.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Jawablah pertanyaan-pertanyaan di bawah ini kemudian kembangkan menjadi *recount text* minimal 3 paragraf.
6. Setiap paragraf terdiri dari minimal 3 kalimat.
7. Kegiatan ini dilakukan selama 60 menit.
8. Tuliskan jawaban Anda pada halaman 2.

**Answer the questions below, then develop it into a recount text of at least 3 paragraphs and please write your answer in the answer column below by paying attention to the assessment criteria.**

1. Where did you go last weekend?
2. What were you doing while you were camping there?
3. What was your special moment while you were camping there?
4. How did you feel while camping there?
5. How did you feel after the activities ended?

**Appendix 4. Instrument of Post-Test before Expert Validation**

## POST-TEST

Name :

Class :

Tittle : My School Life

Score

**Petunjuk**

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang sudah disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab pertanyaan.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian *recount text* di halaman 3.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Jawablah pertanyaan-pertanyaan di bawah ini kemudian kembangkan menjadi *recount text* minimal 3 paragraf.
6. Setiap paragraf terdiri dari minimal 3 kalimat.
7. Kegiatan ini dilakukan selama 60 menit.
8. Tuliskan jawaban Anda pada halaman 2.

**Answer the questions below, then develop it into a recount text of at least 3 paragraphs and please write your answer in the answer column below by paying attention to the assessment criteria.**

1. Where was your elementary school?
2. How did you feel about your teachers and classmates in elementary school?
3. Did you participate in any extracurricular activities? If so, which ones?
4. What was your special moment while studying there?
5. How was your elementary school life?

**Appendix 5. Instrument of Pre-Test after Expert Validation**

**PRE-TEST**

Name  :

Class  :

Tittle  : My Camping Activities

Score

**Petunjuk**

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang sudah disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab pertanyaan.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian *recount text* di halaman 3.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Jawablah pertanyaan-pertanyaan di bawah ini kemudian kembangkan menjadi *recount text* minimal 3 paragraf.
6. Setiap paragraf terdiri dari minimal 3 kalimat.
7. Kegiatan ini dilakukan selama 60 menit.
8. Tuliskan jawaban Anda pada halaman 2.

**Answer the questions below, then develop it into a recount text of at least 3 paragraphs and please write your answer in the answer column below by paying attention to the assessment criteria.**

1. Where did you go for camping last weekend?
2. What did you do while you were camping?
3. What was your special moment on your camping?
4. How did you feel while camping?
5. How did you feel after the activities ended?

1st Paragraph (Activities)

_____

_____

_____

_____

_____

_____

2nd Paragraph (Special Moment)

_____

_____

_____

_____

_____

3rd Paragraph (Feeling)

_____

_____

_____

_____

_____

**Appendix 6. Instrument of Post-Test after Expert Validation**

**POST-TEST**

Name   :

Class   :

Tittle   : My School Life

Score

**Petunjuk**

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang sudah disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab pertanyaan.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian *recount text* di halaman 3.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Jawablah pertanyaan-pertanyaan di bawah ini kemudian kembangkan menjadi *recount text* minimal 3 paragraf.
6. Setiap paragraf terdiri dari minimal 3 kalimat.
7. Kegiatan ini dilakukan selama 60 menit.
8. Tuliskan jawaban Anda pada halaman 2.

**Answer the questions below, then develop it into a recount text of at least 3 paragraphs and please write your answer in the answer column below by paying attention to the assessment criteria.**

1. Where did you study for your elementary school?
2. How did you feel about your teachers in elementary school?
3. How did you feel about your classmates in elementary school?
4. Did you participate in any extracurricular activities? If so, which ones?
5. What was your special moment while studying there?

1st Paragraph (Activities)

_____

_____

_____

_____

_____

_____

2nd Paragraph (Feeling)

_____

_____

_____

_____

_____

_____

3rd Paragraph (Special Moment)

_____

_____

_____

_____

_____

_____

**Appendix 7. Writing Rubric Score and Indicator**

| No | Aspects | Criteria | | | | Score |
|----|---------|----------|---|---|---|-------|
| | | 4<br>Excellent to very good | 3<br>Good to average | 2<br>Fair to poor | 1<br>Very poor | |
| 1 | Content | Relevant to assigned topic | Mostly relevant to topic | Inadequate development of topic | Not enough to evaluate the topic | |
| 2 | Organization | Well-organized idea clearly supported | Loosely organized but main idea stand out | Non-fluent, ideas confused or disconnected | no organization, or not enough to evaluate | |
| 3 | Vocabulary | Effective word choice and usage, word form mastery | Adequate range, occasional errors of word form. | Limited range, frequent errors of word | little knowledge of vocabulary, word form | |
| 4 | Language use | Effective complex construction, few errors of agreement, tense, number, word function, prepositions | Effective but simple constructions, several errors of agreement, tense, number, word functions | Frequent errors of negation, agreement, tense, number, word function | Dominated by errors, does not communicate, or not enough to evaluate | |
| 5 | Mechanics | Few errors of spelling, punctuation, capitalization, paragraphing | Occasional errors of spelling, punctuation, capitalization, paragraphing | Frequent errors of spelling, punctuation, capitalization, paragraphing | Dominated by the errors of spelling, punctuation, capitalization, | |
| Total | | | | | | |

## Appendix 8. Students Samples of Their Works of Pre-test and Post-test

### a. Pre-test of Experimental Class

**PRE-TEST**

Name : Abdul matin

Class : VIII B

Tittle : My Camping Activities

Score 40

**Petunjuk**

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang sudah disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab pertanyaan.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian *recount text* di halaman 3.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Jawablah pertanyaan-pertanyaan di bawah ini kemudian kembangkan menjadi *recount text* minimal 3 paragraf.
6. Setiap paragraf terdiri dari minimal 3 kalimat.
7. Kegiatan ini dilakukan selama 60 menit.
8. Tuliskan jawaban Anda pada halaman 2.

Answer the questions below, then develop it into a recount text of at least 3 paragraphs and please write your answer in the answer column below by paying attention to the assessment criteria.

1. Where did you go for camping last weekend?
2. What did you do while you were camping?
3. What was your special moment on your camping?
4. How did you feel while camping?
5. How did you feel after the activities ended?

1

**1st Paragraph (Activities)**

-On wednisday -Friday 29-2 november 2023    Idid
camping    at    kaliloka
-    ~~wat~~ cry out the camp opening ceremony then i
went to the campground together while singging
- Yells them when we orrived ot the campground
we llarnid how see up tents to toguter assisted

**2nd Paragraph (Special Moment)**

Fire cam

My special moment when camping wes Fay cum

**3rd Paragraph (Feeling)**

my                              was
did ~~you~~ Feeling while camping happy
did ~~you~~ my feeling after the activites endad happy

2

## The Criteria of Scoring for Writing Adopted from Hyland (2003)

| No | Aspects | Criteria | | | | Score |
|---|---|---|---|---|---|---|
| | | **4**<br>Excellent to very good | **3**<br>Good to average | **2**<br>Fair to poor | **1**<br>Very poor | |
| 1 | Content | Relevant to assigned topic | Mostly relevant to topic | Inadequate development of topic | Not enough to evaluate the topic | 2 |
| 2 | Organization | Well-organized idea clearly supported | Loosely organized but main idea stand out | Non-fluent, ideas confused or disconnected | no organization, or not enough to evaluate | 2 |
| 3 | Vocabulary | Effective word choice and usage, word form mastery | Adequate range, occasional errors of word form. | Limited range, frequent errors of word | little knowledge of vocabulary, word form | 2 |
| 4 | Language use | Effective complex construction, few errors of agreement, tense, number, word function, prepositions | Effective but simple constructions, several errors of agreement, tense, number, word functions | Frequent errors of negation, agreement, tense, number, word function | Dominated by errors, does not communicate, or not enough to evaluate | 1 |
| 5 | Mechanics | Few errors of spelling, punctuation, capitalization, paragraphing | Occasional errors of spelling, punctuation, capitalization, paragraphing | Frequent errors of spelling, punctuation, capitalization, paragraphing | Dominated by the errors of spelling, punctuation, capitalization, | 1 |
| | Total | | | | | 8 |

Name : IKMAL AMRULLOh

Class : 8B

Tittle : My Camping Activities

Score

25

## Petunjuk

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang sudah disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab pertanyaan.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian *recount text* di halaman 3.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Jawablah pertanyaan-pertanyaan di bawah ini kemudian kembangkan menjadi *recount text* minimal 3 paragraf.
6. Setiap paragraf terdiri dari minimal 3 kalimat.
7. Kegiatan ini dilakukan selama 60 menit.
8. Tuliskan jawaban Anda pada halaman 2.

Answer the questions below, then develop it into a recount text of at least 3 paragraphs and please write your answer in the answer column below by paying attention to the assessment criteria.

1. Where did you go for camping last weekend?
2. What did you do while you were camping?
3. What was your special moment on your camping?
4. How did you feel while camping?
5. How did you feel after the activities ended?

1

**1st Paragraph (Activities)**

on Friday 29th of September 2023 At KaliloKA
                         and  2 nights
it was 3 Do.ys2 good nox.

**2nd Paragraph (Special Moment)**

                                            was
Special
Special moment while camping is fire camp.
              there was                    performances
Because ther  is  a  show  performan

**3rd Paragraph (Feeling)**

                              was
Any Feeling while camping is Happy
                                                    was tired
my  Feeling after the Activities ended tirred

2

# The Criteria of Scoring for Writing Adopted from Hyland (2003)

| No | Aspects | Criteria | | | | Score |
|---|---|---|---|---|---|---|
| | | 4<br>Excellent to very good | 3<br>Good to average | 2<br>Fair to poor | 1<br>Very poor | |
| 1 | Content | Relevant to assigned topic | Mostly relevant to topic | Inadequate development of topic | Not enough to evaluate the topic | 1 |
| 2 | Organization | Well-organized idea clearly supported | Loosely organized but main idea stand out | Non-fluent, ideas confused or disconnected | no organization, or not enough to evaluate | 1 |
| 3 | Vocabulary | Effective word choice and usage, word form mastery | Adequate range, occasional errors of word form. | Limited range, frequent errors of word | little knowledge of vocabulary, word form | 1 |
| 4 | Language use | Effective complex construction, few errors of agreement, tense, number, word function, prepositions | Effective but simple constructions, several errors of agreement, tense, number, word functions | Frequent errors of negation, agreement, tense, number, word function | Dominated by errors, does not communicate, or not enough to evaluate | 1 |
| 5 | Mechanics | Few errors of spelling, punctuation, capitalization, paragraphing | Occasional errors of spelling, punctuation, capitalization, paragraphing | Frequent errors of spelling, punctuation, capitalization, paragraphing | Dominated by the errors of spelling, punctuation, capitalization, | 1 |
| | | Total | | | | 5 |

3

## b. Post-test of Experimental Class

**POST-TEST**

Name : Nazilatur rohmah

Class : 8B

Tittle : My School Life

### Petunjuk

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang sudah disediakan di atas.

2. Bacalah petunjuk soal dengan seksama sebelum menjawab pertanyaan.

3. Kegiatan ini akan diukur berdasarkan rubric penilaian *recount text* di halaman 3.

4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

5. Jawablah pertanyaan-pertanyaan di bawah ini kemudian kembangkan menjadi *recount text* minimal 3 paragraf.

6. Setiap paragraf terdiri dari minimal 3 kalimat.

7. Kegiatan ini dilakukan selama 60 menit.

8. Tuliskan jawaban Anda pada halaman 2.

**Answer the questions below, then develop it into a recount text of at least 3 paragraphs and please write your answer in the answer column below by paying attention to the assessment criteria.**

1. Where was your elementary school?

2. How did you feel about your teachers and classmates in elementary school?

3. Did you participate in any extracurricular activities? If so, which ones?

4. What was your special moment while studying there?

5. How was your elementary school life?

1

73

**1st Paragraph**

I go(went) to School at mi tamrinul Atfal. the(The) Scnol is(was) located in Banjarsari Village, Sirampog Sub-district. I go(went) to School by Picleup(Picled up) car because it's Far away.

**2nd Paragraph**

Thera are(were) 13 of my closest teachers. There are(were) 2 of my Friends. There are(were) 42 of my Friends who are(were) Closed to me. There are(were) ot 6 People. mazaya, eka, asa, husna, Shofa, dini. They are(were) fa good People and don't(didn't) choose their Friends.

**3rd Paragraph**

I take(took) Part in extracurricular activities at my School I take(took) Part in Scouting and mercing extracurricular activities.

The moment I got while Studying there was at School Farewell, Playing together and Studying in jogja, Taking the bus to Borobudur, maliotora and Taman mini

2

## The Criteria of Scoring for Writing Adopted from Hyland (2003)

| No | Aspects | Criteria | | | | Score |
|---|---|---|---|---|---|---|
| | | 4<br>Excellent to very good | 3<br>Good to average | 2<br>Fair to poor | 1<br>Very poor | |
| 1 | Content | Relevant to assigned topic | Mostly relevant to topic | Inadequate development of topic | Not enough to evaluate the topic | 4 |
| 2 | Organization | Well-organized idea clearly supported | Loosely organized but main idea stand out | Non-fluent, ideas confused or disconnected | no organization, or not enough to evaluate | 3 |
| 3 | Vocabulary | Effective word choice and usage, word form mastery | Adequate range, occasional errors of word form. | Limited range, frequent errors of word | little knowledge of vocabulary, word form | 3 |
| 4 | Language use | Effective complex construction, few errors of agreement, tense, number, word function, prepositions | Effective but simple constructions, several errors of agreement, tense, number, word functions | Frequent errors of negation, agreement, tense, number, word function | Dominated by errors, does not communicate, or not enough to evaluate | 2 |
| 5 | Mechanics | Few errors of spelling, punctuation, capitalization, paragraphing | Occasional errors of spelling, punctuation, capitalization, paragraphing | Frequent errors of spelling, punctuation, capitalization, paragraphing | Dominated by the errors of spelling, punctuation, capitalization, | 2 |
| | Total | | | | | 14 |

3

**POST-TEST**

Name : Diana asa asyifa

Class : VIII B (3B)

Tittle : My School Life

**Petunjuk**

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang sudah disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab pertanyaan.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian *recount text* di halaman 3.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Jawablah pertanyaan-pertanyaan di bawah ini kemudian kembangkan menjadi *recount text* minimal 3 paragraf.
6. Setiap paragraf terdiri dari minimal 3 kalimat.
7. Kegiatan ini dilakukan selama 60 menit.
8. Tuliskan jawaban Anda pada halaman 2.

**Answer the questions below, then develop it into a recount text of at least 3 paragraphs and please write your answer in the answer column below by paying attention to the assessment criteria.**

1. Where was your elementary school?
2. How did you feel about your teachers and classmates in elementary school?
3. Did you participate in any extracurricular activities? If so, which ones?
4. What was your special moment while studying there?
5. How was your elementary school life?

1

## 1st Paragraph

I shcool [school] in mi muhamaddiyah 2 sirampog. my school is [was] wera [was] located in manggis village, sirampog subdistrict. I go [went] to school on foot because my school is [was] close to my house. at my school there are [were] 8 teachers and my classmates, all of whom are [were] lovely and kind, lisa, safa, yasmin, hana, bilais, and Ririn.

## 2nd Paragraph

I take [took] part in the extracuriculars of marching, volleyball, basketball, scout. of all the extra curiculars, the one I liked the most is [was] marching. because even though the marching band was tiring at practice, it was fun.

## 3rd Paragraph

study tour, I went to Semarang. In Semarang I went to the rides in Semarang then I went to the souvenir place in Semarang, & there I bought typical Semarang souvenirs.

2

## The Criteria of Scoring for Writing Adopted from Hyland (2003)

| No | Aspects | Criteria | | | | Score |
|----|---------|----------|---|---|---|-------|
| | | 4<br>Excellent to very good | 3<br>Good to average | 2<br>Fair to poor | 1<br>Very poor | |
| 1 | Content | Relevant to assigned topic | Mostly relevant to topic | Inadequate development of topic | Not enough to evaluate the topic | 4 |
| 2 | Organization | Well-organized idea clearly supported | Loosely organized but main idea stand out | Non-fluent, ideas confused or disconnected | no organization, or not enough to evaluate | 4 |
| 3 | Vocabulary | Effective word choice and usage, word form mastery | Adequate range, occasional errors of word form. | Limited range, frequent errors of word | little knowledge of vocabulary, word form | 3 |
| 4 | Language use | Effective complex construction, few errors of agreement, tense, number, word function, prepositions | Effective but simple constructions, several errors of agreement, tense, number, word functions | Frequent errors of negation, agreement, tense, number, word function | Dominated by errors, does not communicate, or not enough to evaluate | 3 |
| 5 | Mechanics | Few errors of spelling, punctuation, capitalization, paragraphing | Occasional errors of spelling, punctuation, capitalization, paragraphing | Frequent errors of spelling, punctuation, capitalization, paragraphing | Dominated by the errors of spelling, punctuation, capitalization, | 2 |
| | | | Total | | | 16 |

3

## c. Pre-test of Control Class

**PRE-TEST**

Name : Dwi Aulia Azmilah

Class : VIII A

Tittle : My Camping Activities

Score

**45**

### Petunjuk

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang sudah disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab pertanyaan.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian *recount text* di halaman 3.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Jawablah pertanyaan-pertanyaan di bawah ini kemudian kembangkan menjadi *recount text* minimal 3 paragraf.
6. Setiap paragraf terdiri dari minimal 3 kalimat.
7. Kegiatan ini dilakukan selama 60 menit.
8. Tuliskan jawaban Anda pada halaman 2.

**Answer the questions below, then develop it into a recount text of at least 3 paragraphs and please write your answer in the answer column below by paying attention to the assessment criteria.**

1. Where did you go for camping last weekend?
2. What did you do while you were camping?
3. What was your special moment on your camping?
4. How did you feel while camping?
5. How did you feel after the activities ended?

1

79

**1st Paragraph (Activities)**

On wednesday - Friday , 29 -2 November 2023

I was camping at Koliloka

I did Opening ~~Ser~~ ceremony , after that my friends and I went to the camping ground. And after arriving my friends and I rested for a while after that we set up the tents and after all the tents we were ready we continued to pray midday prayers ~~and~~ and after that we had lunch

**2nd Paragraph (Special Moment)**

together and continued to rest.

My special moment went camping was fire comp becaus there was a show performanse crowdet

**3rd Paragraph (Feeling)**

My feeling ~~latit~~ while camping was happy x

My feeling after the activities ended happy mix ~~tirred~~ tired

2

80

## The Criteria of Scoring for Writing Adopted from Hyland (2003)

| No | Aspects | Criteria | | | | Score |
|---|---|---|---|---|---|---|
| | | 4<br>Excellent to<br>very good | 3<br>Good to<br>average | 2<br>Fair to poor | 1<br>Very poor | |
| 1 | Content | Relevant to assigned topic | Mostly relevant to topic | Inadequate development of topic | Not enough to evaluate the topic | 2 |
| 2 | Organization | Well-organized idea clearly supported | Loosely organized but main idea stand out | Non-fluent, ideas confused or disconnected | no organization, or not enough to evaluate | 2 |
| 3 | Vocabulary | Effective word choice and usage, word form mastery | Adequate range, occasional errors of word form. | Limited range, frequent errors of word | little knowledge of vocabulary, word form | 2 |
| 4 | Language use | Effective complex construction, few errors of agreement, tense, number, word function, prepositions | Effective but simple constructions, several errors of agreement, tense, number, word functions | Frequent errors of negation, agreement, tense, number, word function | Dominated by errors, does not communicate, or not enough to evaluate | 2 |
| 5 | Mechanics | Few errors of spelling, punctuation, capitalization, paragraphing | Occasional errors of spelling, punctuation, capitalization, paragraphing | Frequent errors of spelling, punctuation, capitalization, paragraphing | Dominated by the errors of spelling, punctuation, capitalization, | 1 |
| Total | | | | | | 9 |

3

Name : Ana aviaiun Nisa

Class : 8A

Tittle : My Camping Activities

Score
**40**

### Petunjuk

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang sudah disediakan di atas.

2. Bacalah petunjuk soal dengan seksama sebelum menjawab pertanyaan.

3. Kegiatan ini akan diukur berdasarkan rubric penilaian *recount text* di halaman 3.

4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

5. Jawablah pertanyaan-pertanyaan di bawah ini kemudian kembangkan menjadi *recount text* minimal 3 paragraf.

6. Setiap paragraf terdiri dari minimal 3 kalimat.

7. Kegiatan ini dilakukan selama 60 menit.

8. Tuliskan jawaban Anda pada halaman 2.

**Answer the questions below, then develop it into a recount text of at least 3 paragraphs and please write your answer in the answer column below by paying attention to the assessment criteria.**

1. Where did you go for camping last weekend?

2. What did you do while you were camping?

3. What was your special moment on your camping?

4. How did you feel while camping?

5. How did you feel after the activities ended?

1

**1st Paragraph (Activities)**

One wednesday - friday 29 - 2 November 2023

- I did camping at kaiioka

I did opening cremony, after that my friends and, went to the camping ground and. after arriting ~~arriving~~ my friends and I rested we continued to play midday proyers and after that what ~~for~~ lunch together and continued to rest.

**2nd Paragraph (Special Moment)**

My special moment went camping was fire camp becouse there was a show performans ~~crowded~~ crowded

**3rd Paragraph (Feeling)**

my feel ~~feeling~~ while whille camping was happy

my feel ~~feeling~~ after the activites ended happy mix tirred ~~tired~~

## The Criteria of Scoring for Writing Adopted from Hyland (2003)

| No | Aspects | Criteria | | | | Score |
|---|---|---|---|---|---|---|
| | | **4** Excellent to very good | **3** Good to average | **2** Fair to poor | **1** Very poor | |
| 1 | Content | Relevant to assigned topic | Mostly relevant to topic | Inadequate development of topic | Not enough to evaluate the topic | 2 |
| 2 | Organization | Well-organized idea clearly supported | Loosely organized but main idea stand out | Non-fluent, ideas confused or disconnected | no organization, or not enough to evaluate | 2 |
| 3 | Vocabulary | Effective word choice and usage, word form mastery | Adequate range, occasional errors of word form. | Limited range, frequent errors of word | little knowledge of vocabulary, word form | 1 |
| 4 | Language use | Effective complex construction, few errors of agreement, tense, number, word function, prepositions | Effective but simple constructions, several errors of agreement, tense, number, word functions | Frequent errors of negation, agreement, tense, number, word function | Dominated by errors, does not communicate, or not enough to evaluate | 2 |
| 5 | Mechanics | Few errors of spelling, punctuation, capitalization, paragraphing | Occasional errors of spelling, punctuation, capitalization, paragraphing | Frequent errors of spelling, punctuation, capitalization, paragraphing | Dominated by the errors of spelling, punctuation, capitalization, | 1 |
| | | Total | | | | 8 |

3

## d. Post-test of Control Class

### POST-TEST

Name : İsmi Alun F.

Class : VIII A

Tittle : My School Life

Score

50

**Petunjuk**

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang sudah disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab pertanyaan.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian *recount text* di halaman 3.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Jawablah pertanyaan-pertanyaan di bawah ini kemudian kembangkan menjadi *recount text* minimal 3 paragraf.
6. Setiap paragraf terdiri dari minimal 3 kalimat.
7. Kegiatan ini dilakukan selama 60 menit.
8. Tuliskan jawaban Anda pada halaman 2.

Answer the questions below, then develop it into a recount text of at least 3 paragraphs and please write your answer in the answer column below by paying attention to the assessment criteria.

1. Where was your elementary school?
2. How did you feel about your teachers and classmates in elementary school?
3. Did you participate in any extracurricular activities? If so, which ones?
4. What was your special moment while studying there?
5. How was your elementary school life?

1

85

**1st Paragraph**

my school is locatct at SDN kaiioka
For from my house ?

We come in at 8 and left at 12, we resten 2 times

**2nd Paragraph**

There are 9 of us teachers and 19 of our Friends
the names of our Friends are Afra, ana, Desi, Dwi,
Bana, Fani, ismiatun, ismiati, ilma, zeima, nisa, rahma
tasya, yazid, yanu, Padii, amar, rehan.
~~Scouts come along.~~

**3rd Paragraph**

scouts come along, a spesial moment is eatraining
together in the middle of the Field

2

## The Criteria of Scoring for Writing Adopted from Hyland (2003)

| No | Aspects | Criteria | | | | Score |
|---|---|---|---|---|---|---|
| | | 4 <br> Excellent to very good | 3 <br> Good to average | 2 <br> Fair to poor | 1 <br> Very poor | |
| 1 | Content | Relevant to assigned topic | Mostly relevant to topic | Inadequate development of topic | Not enough to evaluate the topic | 3 |
| 2 | Organization | Well-organized idea clearly supported | Loosely organized but main idea stand out | Non-fluent, ideas confused or disconnected | no organization, or not enough to evaluate | 2 |
| 3 | Vocabulary | Effective word choice and usage, word form mastery | Adequate range, occasional errors of word form. | Limited range, frequent errors of word | little knowledge of vocabulary, word form | 2 |
| 4 | Language use | Effective complex construction, few errors of agreement, tense, number, word function, prepositions | Effective but simple constructions, several errors of agreement, tense, number, word functions | Frequent errors of negation, agreement, tense, number, word function | Dominated by errors, does not communicate, or not enough to evaluate | 2 |
| 5 | Mechanics | Few errors of spelling, punctuation, capitalization, paragraphing | Occasional errors of spelling, punctuation, capitalization, paragraphing | Frequent errors of spelling, punctuation, capitalization, paragraphing | Dominated by the errors of spelling, punctuation, capitalization, | 1 |
| | | Total | | | | 10 |

3

## POST-TEST

Name : Sawaiia Nurusyifa

Class : 8A

Tittle : My School Life

### Petunjuk

1. Tuliskan nama lengkap dan kelas Anda dalam kolom yang sudah disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab pertanyaan.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian *recount text* di halaman 3.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Jawablah pertanyaan-pertanyaan di bawah ini kemudian kembangkan menjadi *recount text* minimal 3 paragraf.
6. Setiap paragraf terdiri dari minimal 3 kalimat.
7. Kegiatan ini dilakukan selama 60 menit.
8. Tuliskan jawaban Anda pada halaman 2.

**Answer the questions below, then develop it into a recount text of at least 3 paragraphs and please write your answer in the answer column below by paying attention to the assessment criteria.**

1. Where was your elementary school?
2. How did you feel about your teachers and classmates in elementary school?
3. Did you participate in any extracurricular activities? If so, which ones?
4. What was your special moment while studying there?
5. How was your elementary school life?

1

**1st Paragraph**

My School is located at MI MUHAMMADIYAH MANGGIS, the School is not

For from my house you can walk have arrived to my Shool.

at the School there *were* ~~are~~ facities Such as prayer rooms, bathrooms and

So on.

**2nd Paragraph**

my teachers wheen *when* elemetary School thre are *there were* eight

my classmates in elementory school *were* ~~is~~ lisa, Vanesa, icar, arya, ala

biilis, nana, lemail, Jawed, iza, rani, rifki, riduo, difian, yasmin

ais, rayan, erwin, faisal, rapli, cidon

**3rd Paragraph**

my special moment *was* ~~is~~ Study tour *went* go' to Smorang, *then* There we

took the bus and Spent one day and two nights, 4 was

a Very Special moment that cannot be Forgotten

## The Criteria of Scoring for Writing Adopted from Hyland (2003)

| No | Aspects | Criteria | | | | Score |
|----|---------|----------|---|---|---|-------|
| | | 4<br>Excellent to very good | 3<br>Good to average | 2<br>Fair to poor | 1<br>Very poor | |
| 1 | Content | Relevant to assigned topic | Mostly relevant to topic | Inadequate development of topic | Not enough to evaluate the topic | 3 |
| 2 | Organization | Well-organized idea clearly supported | Loosely organized but main idea stand out | Non-fluent, ideas confused or disconnected | no organization, or not enough to evaluate | 3 |
| 3 | Vocabulary | Effective word choice and usage, word form mastery | Adequate range, occasional errors of word form. | Limited range, frequent errors of word | little knowledge of vocabulary, word form | 2 |
| 4 | Language use | Effective complex construction, few errors of agreement, tense, number, word function, prepositions | Effective but simple constructions, several errors of agreement, tense, number, word functions | Frequent errors of negation, agreement, tense, number, word function | Dominated by errors, does not communicate, or not enough to evaluate | 3 |
| 5 | Mechanics | Few errors of spelling, punctuation, capitalization, paragraphing | Occasional errors of spelling, punctuation, capitalization, paragraphing | Frequent errors of spelling, punctuation, capitalization, paragraphing | Dominated by the errors of spelling, punctuation, capitalization, | 3 |
| Total | | | | | | 14 |

3

**Appendix 9. Students Rubric Score of Their Works of Pre-test and Post-test**

**Pre-test Experimental class**

Students'1

| Score | Content | Organization | Vocabulary | Language Use | Mechanics |
|-------|---------|--------------|------------|--------------|-----------|
| 1 | | | ✓ | ✓ | |
| 2 | ✓ | ✓ | | | ✓ |
| 3 | | | | | |
| 4 | | | | | |

Total = 8 x 5

= 40

Students'5

| Score | Content | Organization | Vocabulary | Language Use | Mechanics |
|-------|---------|--------------|------------|--------------|-----------|
| 1 | | | ✓ | ✓ | ✓ |
| 2 | ✓ | ✓ | | | |
| 3 | | | | | |
| 4 | | | | | |

Total = 7 x 5

= 35

Students'13

| Score | Content | Organization | Vocabulary | Language Use | Mechanics |
|-------|---------|--------------|------------|--------------|-----------|
| 1 | | ✓ | ✓ | ✓ | ✓ |
| 2 | ✓ | | | | |
| 3 | | | | | |
| 4 | | | | | |

Total = 5 x 5

= 25

Students'14

| Score | Content | Organization | Vocabulary | Language Use | Mechanics |
|-------|---------|--------------|------------|--------------|-----------|
| 1 | | | | | |
| 2 | ✓ | ✓ | | | ✓ |

| Score | Content | Organization | Vocabulary | Language Use | Mechanics |
|---|---|---|---|---|---|
| 3 | | | ✓ | ✓ | |
| 4 | | | | | |

Total = 12 x 5

= 60

Students'17

| Score | Content | Organization | Vocabulary | Language Use | Mechanics |
|---|---|---|---|---|---|
| 1 | | ✓ | ✓ | ✓ | |
| 2 | ✓ | | | | ✓ |
| 3 | | | | | |
| 4 | | | | | |

Total = 7 x 5

= 35

**Post-test Experimental Class**

Students'3

| Score | Content | Organization | Vocabulary | Language Use | Mechanics |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | ✓ |
| 3 | | ✓ | ✓ | ✓ | |
| 4 | ✓ | | | | |

Total = 15 x 5

= 75

Students'5

| Score | Content | Organization | Vocabulary | Language Use | Mechanics |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | ✓ | | |
| 3 | | | | ✓ | ✓ |
| 4 | ✓ | ✓ | | | |

Total = 16 x 5

= 80

Students'9

| Score | Content | Organization | Vocabulary | Language Use | Mechanics |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | ✓ | ✓ | ✓ | ✓ |
| 4 | ✓ | | | | |

Total = 16 x 5

= 80

Students'15

| Score | Content | Organization | Vocabulary | Language Use | Mechanics |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | ✓ | ✓ | |
| 3 | | ✓ | | | ✓ |
| 4 | ✓ | | | | |

Total = 14 x 5

= 70

Students'21

| Score | Content | Organization | Vocabulary | Language Use | Mechanics |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | ✓ | |
| 3 | | ✓ | ✓ | | |
| 4 | ✓ | | | | ✓ |

Total = 16 x 5

= 80

**Pre-test Control class**

Students'3

| Score | Content | Organization | Vocabulary | Language Use | Mechanics |
|---|---|---|---|---|---|
| 1 | | | ✓ | ✓ | |
| 2 | ✓ | ✓ | | | ✓ |

| | | | | | |
|---|---|---|---|---|---|
| 3 | | | | | |
| 4 | | | | | |

    Total  = 8 x 5

           = 40

Students'4

| Score | Content | Organization | Vocabulary | Language Use | Mechanics |
|---|---|---|---|---|---|
| 1 | | | | | ✓ |
| 2 | ✓ | ✓ | ✓ | ✓ | |
| 3 | | | | | |
| 4 | | | | | |

    Total  = 9 x 5

           = 45

Students'7

| Score | Content | Organization | Vocabulary | Language Use | Mechanics |
|---|---|---|---|---|---|
| 1 | | | | ✓ | ✓ |
| 2 | ✓ | ✓ | ✓ | | |
| 3 | | | | | |
| 4 | | | | | |

    Total  = 8 x 5

           = 40

Students'15

| Score | Content | Organization | Vocabulary | Language Use | Mechanics |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | ✓ | | ✓ |
| 3 | ✓ | ✓ | | ✓ | |
| 4 | | | | | |

    Total  = 13 x 5

           = 65

Students'19

| Score | Content | Organization | Vocabulary | Language Use | Mechanics |
|-------|---------|--------------|------------|--------------|-----------|
| 1 |  | ✓ |  |  | ✓ |
| 2 | ✓ |  | ✓ | ✓ |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |

Total = 8 x 5

= 40

**Post-test Control class**

Students'2

| Score | Content | Organization | Vocabulary | Language Use | Mechanics |
|-------|---------|--------------|------------|--------------|-----------|
| 1 |  |  |  |  |  |
| 2 |  |  |  | ✓ | ✓ |
| 3 | ✓ | ✓ | ✓ |  |  |
| 4 |  |  |  |  |  |

Total = 13 x 5

= 65

Students'3

| Score | Content | Organization | Vocabulary | Language Use | Mechanics |
|-------|---------|--------------|------------|--------------|-----------|
| 1 |  | ✓ |  |  |  |
| 2 |  |  | ✓ | ✓ | ✓ |
| 3 | ✓ |  |  |  |  |
| 4 |  |  |  |  |  |

Total = 10 x 5

= 50

Students'14

| Score | Content | Organization | Vocabulary | Language Use | Mechanics |
|-------|---------|--------------|------------|--------------|-----------|
| 1 |  |  |  |  |  |
| 2 |  |  | ✓ | ✓ |  |
| 3 | ✓ | ✓ |  |  | ✓ |

| Score | Content | Organization | Vocabulary | Language Use | Mechanics |
|---|---|---|---|---|---|
| 4 | | | | | |

Total = 13 x 5

= 65

Students'18

| Score | Content | Organization | Vocabulary | Language Use | Mechanics |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | ✓ |
| 3 | ✓ | ✓ | ✓ | ✓ | |
| 4 | | | | | |

Total = 14 x 5

= 70

Students'19

| Score | Content | Organization | Vocabulary | Language Use | Mechanics |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | ✓ | ✓ | ✓ | |
| 3 | ✓ | | | | ✓ |
| 4 | | | | | |

Total = 12 x 5

= 60

**Appendix 10. Students Pre-test and Post-test Score**

| No | Name | Score Pre-test | Score Post-test |
|----|------|---------------|-----------------|
| Experimental Class |
| 1 | Students'1 | 40 | 70 |
| 2 | Students'2 | 45 | 80 |
| 3 | Students'3 | 30 | 75 |
| 4 | Students'4 | 40 | 80 |
| 5 | Students'5 | 35 | 80 |
| 6 | Students'6 | 55 | 75 |
| 7 | Students'7 | 50 | 75 |
| 8 | Students'8 | 55 | 75 |
| 9 | Students'9 | 40 | 80 |
| 10 | Students'10 | 40 | 75 |
| 11 | Students'11 | 35 | 70 |
| 12 | Students'12 | 40 | 85 |
| 13 | Students'13 | 25 | 65 |
| 14 | Students'14 | 60 | 90 |
| 15 | Students'15 | 45 | 70 |
| 16 | Students'16 | 40 | 90 |
| 17 | Students'17 | 35 | 80 |
| 18 | Students'18 | 40 | 70 |
| 19 | Students'19 | 50 | 75 |
| 20 | Students'20 | 35 | 60 |
| 21 | Students'21 | 65 | 80 |

| Control Class | | | |
|---|---|---|---|
| No | Name | Score Pre-test | Score Post-test |
| 1 | Students'1 | 30 | 45 |
| 2 | Students'2 | 50 | 65 |
| 3 | Students'3 | 40 | 50 |
| 4 | Students'4 | 45 | 50 |
| 5 | Students'5 | 40 | 75 |
| 6 | Students'6 | 40 | 40 |
| 7 | Students'7 | 40 | 50 |
| 8 | Students'8 | 50 | 40 |
| 9 | Students'9 | 55 | 40 |
| 10 | Students'10 | 50 | 60 |
| 11 | Students'11 | 45 | 55 |
| 12 | Students'12 | 50 | 60 |
| 13 | Students'13 | 55 | 60 |
| 14 | Students'14 | 65 | 65 |
| 15 | Students'15 | 65 | 60 |
| 16 | Students'16 | 40 | 55 |
| 17 | Students'17 | 35 | 50 |
| 18 | Students'18 | 60 | 70 |
| 19 | Students'19 | 40 | 60 |
| 20 | Students'20 | 55 | 65 |
| 21 | Students'21 | 40 | 45 |

## MODUL AJAR BAHASA INGGRIS KELAS VIII
## RECOUNT TEXT
## SMP MUHAMMADIYAH 2 SIRAMPOG BREBES
## EXPERIMENTAL CLASS

I. **INFORMASI UMUM**

A. **Identitas Modul**

Sekolah : SMP Muhammadiyah 2 Sirampog Brebes

Nama Penyusun : Bulan Suci Ramadhani

Tahun Penyusun : 2024

Kelas / Semester : VIII / Genap

Tahapan : Fase D

Alokasi Waktu : 3 Pertemuan

Capaian Pembelajaran :

Elemen Menulis – Mempresentasikan

Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

B. **Kompetensi Awal**

Peserta didik menggunakan bahasa inggris untuk berinteraksi saling bertukar ide, pengalaman, minat dan pendangan dengan guru, teman sebaya dan orang lain dalam konteks familiar informal. Dengan pengulangan kata mereka memahami ide utama dan detail yang relevan dari diskusi/presentasi mengenai berbagai macam topik yang familiar dan dalam konteks kehidupan di sekolah dan di rumah.

**C. Profil Belajar Pancasila**

Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, bergotong royong, mandiri, kreatif, bernalar kritis.

**D. Target Peserta Didik**

Peserta didik reguler/tipikal                          = 75%

Peserta didik dengan kesulitan belajar          = 15%

Peserta didik dengan pencapaian tinggi       = 10%

**E. Model Pembelajaran**

Project Based Learning

**II.  KOMPONEN INTI**

**A. Tujuan Pembelajaran**

Melalui Model Project Based Learninng (PjBL) peserta didik diharapkan mampu mengidentifikasi, menyusun dan mendesain fungsi sosial, struktur teks dan unsur kebahasaan teks recount tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.

**B. Pertanyaan Pemantik**

1.  *What is recount text?*

2.  *What is the function of recount text?*

3.  *What are the generic structure of recount text?*

**C. Persiapan Pembelajaran**

1.  Menyusun LKPD

2.  Menyusun instrument assesmen yang digunakan

**D. Kegiatan Pembelajaran**

Pertemuan 1

| Kegiatan Awal (15 menit) | - Guru memberi salam (greeting) |
|---|---|
| | - Guru bersama peserta didik berdoa |
| | - Guru memeriksa kehadiran peserta didik |
| | - Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran |

| | |
|---|---|
| | - Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari<br>- Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari<br>- Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai |
| Kegiatan Inti (55 menit) | - Guru memberikan arahan kepada peserta didik untuk log in ke aplikasi Duolingo, kemudian menjelaskan fitu-fitur yang ada di Duolingo<br>https://www.duolingo.com/learn<br>- Guru memberikan kesempatan kepada peserta diidk untuk mencoba beberapa fitur dalam aplikasi Duolingo<br>- Peserta didik melihat tayangan video tentang recount text<br>https://youtu.be/aNy0a_OM3JQ<br>- Dengan arahan dan bimbingan guru, peserta didik melakukan tanya jawab tentang video khususnya megenai jenis text yang akan dibahas dan unsur kebahasaan pada recount text (past tense)<br>- Peserta didik menyaksikan video mengenai simple past tense<br>- Peserta didik melakukan latihan soal pada Duolingo berupa kalimat yang sederhana tentang memahami frasa dasar, menggunakan kalimat dasar, memakai kata jamak<br>https://www.duolingo.com/guidebook/en/1<br>https://www.duolingo.com/guidebook/en/2<br>https://www.duolingo.com/guidebook/en/6<br>- Peserta didik dibagi ke dalam beberapa kelompok kecil yang terdiri dari 2 peserta didik<br>- Peserta didik diberi arahan untuk membuat recount text dengan tahap 'Planning and Brainstorming' |

| | |
|---|---|
| | - Guru memberikan lembar kerja peserta didik (LKPD) 1 untuk peserta didik kerjakan |
| | - Guru dan peserta didik membuat batas waktu pengerjaan project |
| Kegiatan Penutup (10 menit) | - Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan |
| | - Guru memberikan apresiasi dan motivasi terhadap hasil kerja peserta didik |
| | - Guru dan peserta didik melakukan refleksi |
| | - Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya |
| | - Guru dan peserta didik berdoa bersama |

Pertemuan 2

| | |
|---|---|
| Kegiatan Awal (15 menit) | - Guru memberi salam (greeting) |
| | - Guru bersama peserta didik berdoa |
| | - Guru memeriksa kehadiran siswa |
| | - Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran |
| | - Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari |
| | - Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari |
| | - Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai |
| Kegiatan Inti (65 enit) | - Guru memberikan salah satu contoh recount text untuk dianalisis bersama |
| | - Peserta didik menyiapkan android masing-masing untuk memulai pembelajaran melalui Duolingo tentang |

| | |
|---|---|
| | menggunakan kata ganti objek, mengembangkan kata kerja lalu, memakai kata sambung<br><br>https://www.duolingo.com/guidebook/en/8<br>https://www.duolingo.com/guidebook/en/13<br>https://www.duolingo.com/guidebook/en/31<br><br>- Guru memfasilitasi siswa dan menjelaskan materi lanjutan terkait language features yang ada pada recount text<br>- Peserta didik diberi arahan untuk membuat recount text dengan tahap 'Outlining and Drafting'<br>- Guru memberikan lembar kerja peserta didik (LKPD) 2 untuk peserta didik kerjakan dengan kelompok yang sama dengan pertemuan sebelumnya<br>- Guru dan peserta didik membuat batas waktu pengerjaan project |
| Kegiatan Penutup<br>(10 menit) | - Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan<br>- Guru memberikan apresiasi dan motivasi terhadap hasil kerja peserta didik<br>- Guru dan peserta didik melakukan refleksi<br>- Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya<br>- Guru dan peserta didik berdoa bersama |

Pertemuan 3

| | |
|---|---|
| Kegiatan Awal<br>(15 menit) | - Guru memberi salam (greeting)<br>- Guru bersama peserta didik berdoa<br>- Guru memeriksa kehadiran peserta didik<br>- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran |

| | |
|---|---|
| | - Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari<br>- Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari<br>- Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai<br>- Guru mengulas materi yang sudah dipelajari sebelumnya dan membagi hasil kerja peserta didik |
| Kegiatan Inti<br>(65 menit) | - Peserta didik menyiapkan android masing-masing untuk memulai pembelajaran melalui Duolingo tentang membentuk kata kerja lalu sempurna dan menceritakan peristiwa<br>https://www.duolingo.com/guidebook/en/37<br>https://www.duolingo.com/guidebook/en/53<br>- Guru memfasilitasi siswa dan menjelaskan materi lanjutan terkait generic structure yang ada pada recount text<br>- Peserta didik diberi arahan untuk membuat recount text dengan tahap 'Writing and Editing<br>- Guru memberikan lembar kerja peserta didik (LKPD) 3 untuk peserta didik kerjakan dengan kelompok yang sama dengan pertemuan sebelumnya<br>- Guru membimbing siswa menyusun teks recount pada lembar LKPD<br>- Peserta didik memberikan penjelasan tentang hasil yang telah dikerjakan<br>- Peserta didik diberikan penjelasan yang benar terkait materi yang belum jelas |
| Kegiatan Penutup<br>(10 menit) | - Guru memfasilitasi siswa untuk mereview pembelajaran yang telah dilaksanakan |

| | - Guru memberikan apresiasi dan motivasi terhadap hasil kerja siswa |
| | - Guru dan siswa melakukan refleksi |
| | - Guru dan siswa berdoa bersama |

**E. Assesmen**

Formatif    : Proses (LKPD-penerapan sintak-sikap)

Summatif    : Evaluasi

**F. Pengayaan dan Remidial**

1. Remidial diberikan kepada peserta didik yang belum memahami konsep yang sudah dipelajari. Remidial dilakukan dengan cara:

   a. Pembelajaran ulang

   b. Pemberian bimbingan secara khusus

   c. Pemberian tugas-tugas latihan secara khusus

   d. Pemanfaatan tutor sebaya

2. Pengayaan diberikan kepada peserta didik yang sudah memahami konsep yang sudah dipelajari dan bisa melanjutkan pembelajaran berikutnya. Pengayaan dilakukan dengan cara:

   a. Belajar kelompok

   b. Belajar mandiri

**G. Refleksi Peserta Didik dan Guru**

Guru :

a. Apakah pelaksanaan pembelajaran sudah sesuai dengan perencanaan?

b. Apakah siswa antusias mengikuti pembelajaran?

c. Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik?

Peserta Didik :

a. Materi apa saja yang dipelajari?

b. Bagian materi mana yang paling disukai?

c. Materi apa yang kurang dimengerti?

III. **LAMPIRAN**

    A. Materi (terlampir)

    B. LKPD (terlampir)

    C. Media Pembelajaran

        1. Duolingo application

        2. Laptop

        3. Buku *English For Nusantara*

        4. Lembar kerja siswa

        5. Akses internet

        6. Papan tulis

MATERI

RECOUNT TEXT

**Definition of Recount Text**

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. (sebuah teks yang menceritakan sebuah cerita, aksi ataupunaktifitas. Tujuan recount text adalah untuk menghibur atau memberi informasi kepada pembaca)Or (atau) Recount is a text which retells event or experiences in the past. (sebuah teks yang menceritakankembali kejadian atau pengalaman di masa lampau).

**Generic Structure of Recount Text**

1. Orientation : It gives the readers the background information needed to understand the text,such as who was involved, where it happened, and when it happened.
2. Events : A series of events, ordered in a chronological sequence.
3. Conclusion : A personal comment about the event or what happened in the end.

**The Characteristics / Language Feature of Recount Text**:

1. Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
2. Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
3. Focus on specific participant, e.g. I (the writer)
4. Using the conjunctions, such as: then, before, after, etc.
5. Using action verb, e.g. went, stayed

On August 17th, SMP Merdeka held a school parade to celebrate Independence Day. All students joined the event and so did Galang and his friends. They dressed like the Indonesian freedom fighters during the Independence war. Some of them brought guns, spiked bamboos, swords, and many more. They also wore many red and white attributes making the event more patriotic.

**Orientation**

In the beginning, as instructed, all participants lined up and started to march. Then, they marched along the decided route passing some villages near SMP Merdeka. The villagers were very excited to watch the parade passing their houses. Many of them stood along the street welcoming and cheering the parade.

**Record of Events**

Not so long after, the parade reached the rest post. It was the place for participants to draw a door prizes coupon and have some drinks. After drawing a coupon, they continued to parade to their school as the final destination.

After returning to school, all participants took some rest while waiting for the door prizes announcement. Finally, the headmaster announced the winner. There were ten students who got the door prize and Galang was one of them.

**Record of Events**

Everyone felt happy with the events.

**Comment**

LKPD 1

Planning and Brainstorming

Name  :

Class  :



The game you participated in:

Your feeling after participated in that game:

The winner's name:

The place where the game was held:

The time when the game was held:
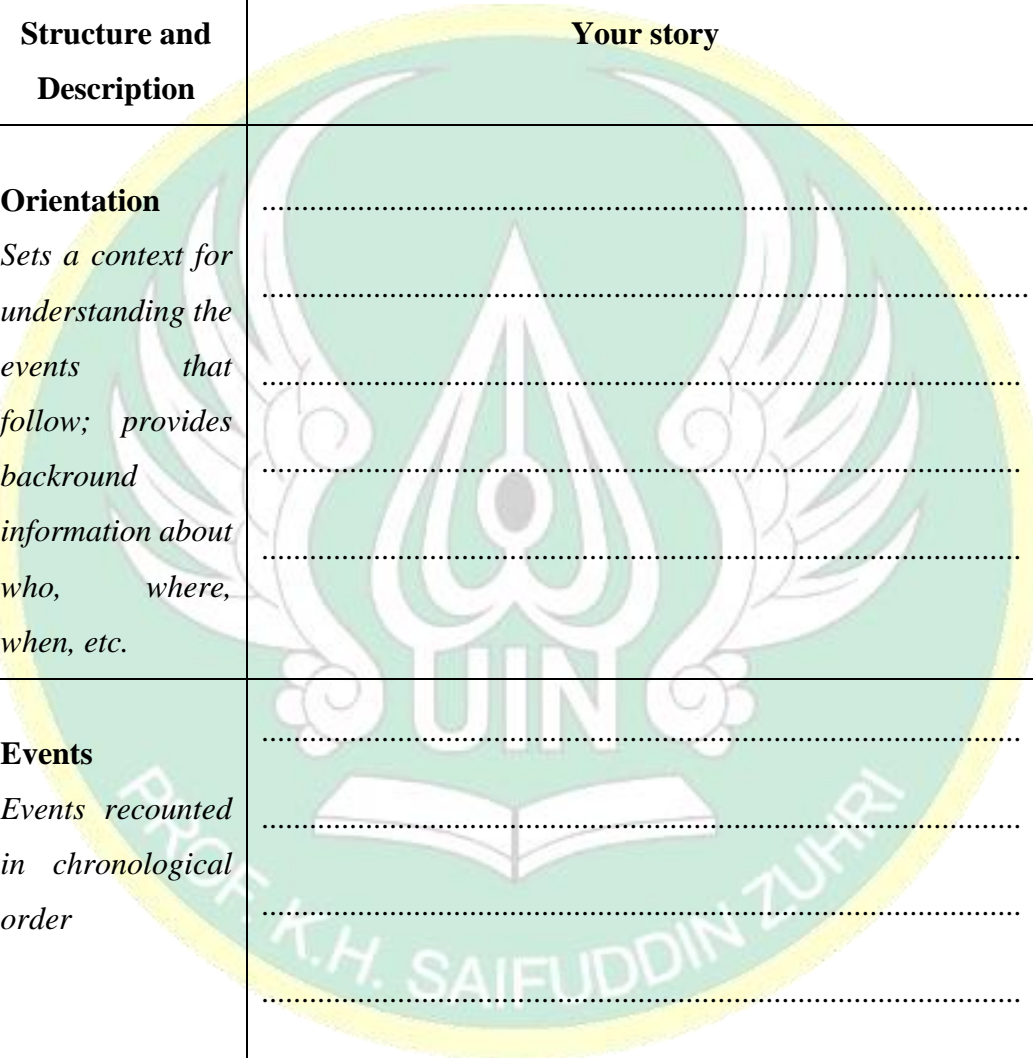
Events happened in that game: Event 1:

Event 2:
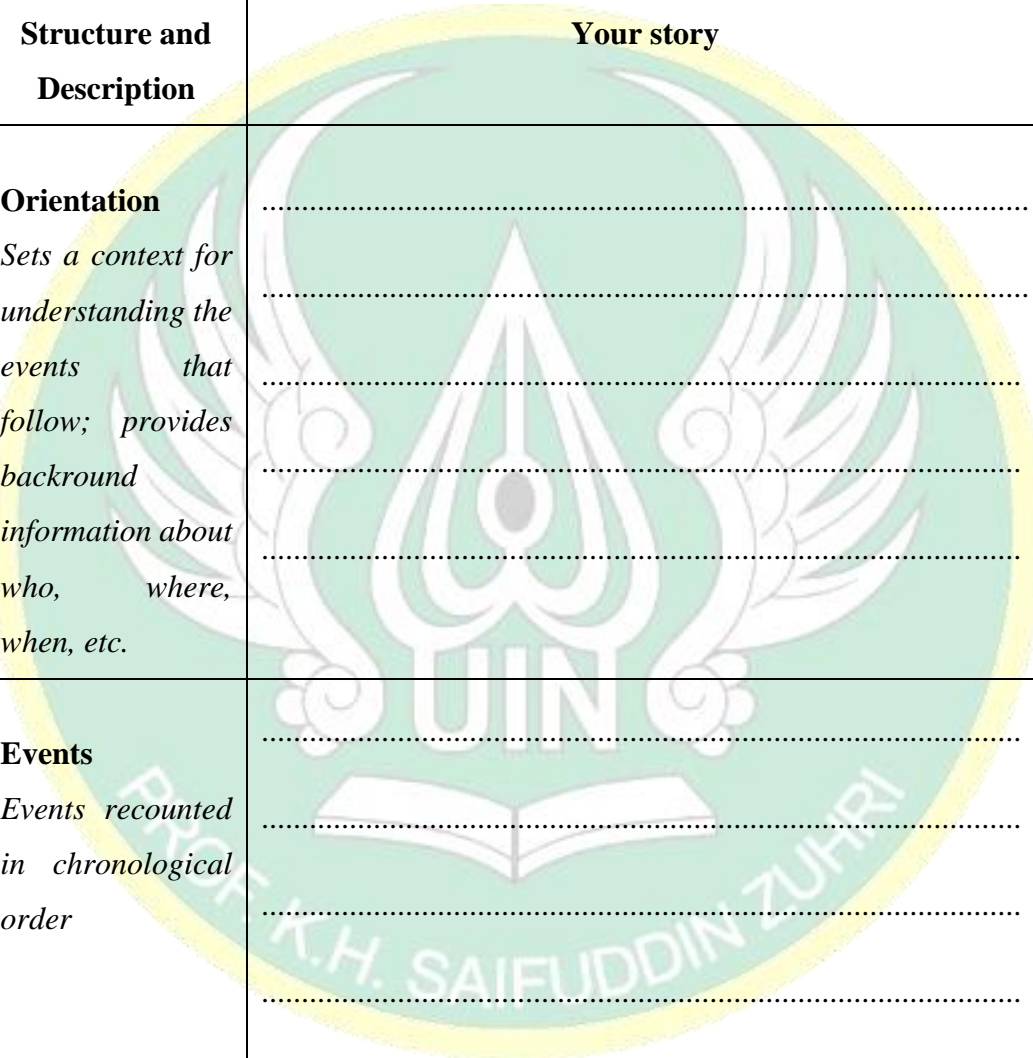
Event 3

LKPD 2

Outlining and Drafting

Name   :

Class   :

| Structure and Description | Your story |
|---|---|
| **Orientation** *Sets a context for understanding the events that follow; provides backround information about who, where, when, etc.* | .......................................................... .......................................................... .......................................................... .......................................................... .......................................................... |
| **Events** *Events recounted in chronological order* | .......................................................... .......................................................... .......................................................... .......................................................... .......................................................... .......................................................... .......................................................... |

| Conclusion | ......................................................................... |
|---|---|
| *Evaluates the significance of the event* | ......................................................................... |
| | ......................................................................... |
| | ......................................................................... |
| | ......................................................................... |

# LKPD 3

## Writing and Editing

Name   :

Class   :

Write your recount based on the outline you have made previously.

---

1st Paragraph

_____

_____

_____

_____

_____

2nd Paragraph

_____

_____

_____

_____

_____

3rd Paragraph

_____

_____

_____

_____

---

# MODUL AJAR BAHASA INGGRIS KELAS VIII
## RECOUNT TEXT
## SMP MUHAMMADIYAH 2 SIRAMPOG BREBES
## CONTROL CLASS

## I. INFORMASI UMUM

### A. Identitas Modul

Sekolah                   : SMP Muhammadiyah 2 Sirampog Brebes

Nama Penyusun        : Hafid Aly Hidayat, S.Pd.

Tahun Penyusun       : 2024

Kelas / Semester       : VIII / Genap

Tahapan               : Fase D

Alokasi Waktu         : 3 Pertemuan

Capaian Pembelajaran   :

Elemen Menulis – Mempresentasikan

Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

### B. Kompetensi Awal

Peserta didik menggunakan bahasa inggris untuk berinteraksi saling bertukar ide, pengalaman, minat dan pendangan dengan guru, teman sebaya dan orang lain dalam konteks familiar informal. Dengan pengulangan kata mereka memahami ide utama dan detail yang relevan dari diskusi/presentasi mengenai berbagai macam topik yang familiar dan dalam konteks kehidupan di sekolah dan di rumah.

C. **Profil Belajar Pancasila**

Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, bergotong royong, mandiri, kreatif, bernalar kritis.

D. **Target Peserta Didik**

| | |
|---|---|
| Peserta didik reguler/tipikal | = 75% |
| Peserta didik dengan kesulitan belajar | = 15% |
| Peserta didik dengan pencapaian tinggi | = 10% |

E. **Model Pembelajaran**

Metode Ceramah

II. **KOMPONEN INTI**

A. **Tujuan Pembelajaran**

Melalui Model Project Based Learninng (PjBL) peserta didik diharapkan mampu mengidentifikasi, menyusun dan mendesain fungsi sosial, struktur teks dan unsur kebahasaan teks recount tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.

B. **Pertanyaan Pemantik**

1. *What is recount text?*
2. *What is the function of recount text?*
3. *What are the generic structure of recount text?*

C. **Persiapan Pembelajaran**

1. Menyusun LKPD
2. Menyusun instrument assesmen yang digunakan

D. **Kegiatan Pembelajaran**

Pertemuan 1

| Pertemuan Awal (15 Menit) | - Guru memberi salam (greeting) |
|---|---|
| | - Guru bersama peserta didik berdoa |
| | - Guru memeriksa kehadiran siswa |
| | - Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran |

| | |
|---|---|
| | - Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari<br>- Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari<br>- Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai |
| Kegiatan Inti<br>(55 Menit) | - Guru memberikan beberapa pertanyaan terkait pengalaman siswa untuk pemantik<br>- Guru membagikan salah satu contoh recount text tentang *Independence Day*<br>- Guru menjelaskan materi yang akan disampaikan<br>- Guru bersama siswa menganalisis contoh tentang recount text<br>- Siswa diberi kesempatan untuk bertanya terkait kosa kata yang kurang dipahami<br>- Siswa diberi kesempatan untuk menuliskan kosa kata yang belum diketahui dipapan tulis<br>- Guru menjelaskan kosa kata tersebut kemudian menjelaskan materi lanjutan mengenai *language features* dari recount text |
| Kegiatan Penutup<br>(10 Menit) | - Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan<br>- Guru memberikan apresiasi dan motivasi terhadap hasil kerja peserta didik<br>- Guru dan peserta didik melakukan refleksi<br>- Guru dan peserta didik berdoa bersama |

Pertemuan 2

| Pertemuan Awal (15 Menit) | - Guru memberi salam (greeting) |
|---|---|
| | - Guru bersama peserta didik berdoa |
| | - Guru memeriksa kehadiran siswa |
| | - Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran |
| | - Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari |
| | - Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari |
| | - Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai |
| Kegiatan Inti (55 Menit) | - Guru memfasilitasi siswa dan menjelaskna materi lanjutan terkait language features yang ada pada recount text |
| | - Guru membagi kertas kosong untuk peserta didik menulis recount text |
| | - Guru membagi peserta didik kebeberapa kelompok yang terdiri dari 2 peserta didik |
| | - Siswa diberi kesempatan untuk membuat text recount tentang Independence Day |
| Kegiatan Penutup (10 Menit) | - Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan |
| | - Guru memberikan apresiasi dan motivasi terhadap hasil kerja peserta didik |
| | - Guru dan peserta didik melakukan refleksi |
| | - Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya |

| | - Guru dan peserta didik berdoa bersama |
|---|---|

Pertemuan 3

| | |
|---|---|
| Pertemuan Awal (15 Menit) | - Guru memberi salam (greeting) |
| | - Guru bersama peserta didik berdoa |
| | - Guru memeriksa kehadiran siswa |
| | - Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran |
| | - Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari |
| | - Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari |
| | - Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai |
| Kegiatan Inti (55 Menit) | - Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang penulisan recount text tentang Independence Day |
| | - Guru membimbing peserta didik dalam pembuatan dan penyusunan recount text |
| | - Guru menjelaskan materi lanjutan mengenai generic structure dari recount text |
| | - Peserta didik diberi kesempatan untuk menjelaskan hasil akhir yang telah dikerjakan |
| | - Peserta didik diberikan penjelasan yang benar terkait materi yang belum jelas |
| Kegiatan Penutup (10 Menit) | - Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan |

| | - Guru memberikan apresiasi dan motivasi terhadap hasil kerja peserta didik |
| | - Guru dan peserta didik melakukan refleksi |
| | - Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya |
| | - Guru dan peserta didik berdoa bersama |

**E. Assesmen**

Formatif      : Proses (LKPD-penerapan sintak-sikap)

Summatif     : Evaluasi

**F. Pengayaan dan Remidial**

1. Remidial diberikan kepada peserta didik yang belum memahami konsep yang sudah dipelajari. Remidial dilakukan dengan cara:

   a.   Pembelajaran ulang

   b.   Pemberian bimbingan secara khusus

   c.   Pemberian tugas-tugas latihan secara khusus

   d.   Pemanfaatan tutor sebaya

2. Pengayaan diberikan kepada peserta didik yang sudah memahami konsep yang sudah dipelajari dan bisa melanjutkan pembelajaran berikutnya. Pengayaan dilakukan dengan cara:

   a.   Belajar kelompok

   b.   Belajar mandiri

**G. Refleksi Peserta Didik dan Guru**

Guru :

a.   Apakah pelaksanaan pembelajaran sudah sesuai dengan perencanaan?

b.   Apakah siswa antusias mengikuti pembelajaran?

c.   Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik?

Peserta Didik :

a.   Materi apa saja yang dipelajari?

b.   Bagian materi mana yang paling disukai?

c.   Materi apa yang kurang dimengerti?

**Appendix 12. Decumentation Teaching and Learning Activity**



*Figure 1. Pre-test activity Experimental class*



*Figure 2. Pre-test activity Control class*

*Figure 3. Learning activity Experimental Class*



*Figure 4. Learning activity Control Class*

*Figure 5. Post-test activity Experimental Class*



*Figure 6. Post-test activity Control Class*

*Figure 7. Documentation with the teacher and schol principal*

# BIOGRAPHY

A. Personal Detail

    1. Name                      : Bulan Suci Ramadhani

    2. Student Number         : 2017404045

    3. Place, Date of Birth    : Brebes, 11 November 2003

    4. Adress                 : Gunungsumping, Plompong Village, Sirampog District, Brebes Regency

    5. Name of Father        : Khamami

    6. Name of Mother       : Siti Khodijah

B. Educational Background

    1. SD/MI, graduation year    : SDN Gunungsumping

    2. SMP/MTS, graduation year  : SMP N 1 Sokaraja

    3. SMA/SMK, graduation year  : MA Al-Hikmah 2 Brebes

    4. S1, entry year           : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Purwokerto,    Juli 2024

**Bulan Suci Ramadhani**

**S.N. 2017404045**