

**ANALYSING COHESION DEVICE FOUND IN THE STUDENTS' WRITING
OF RECOUNT TEXT**

THESIS

Submitted in Partial Fulfillment of the Requirements for Degree of

Bachelor of Education in English Education



By:

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2021

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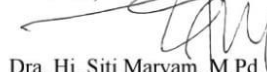
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Assalamu 'alaikum wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis:

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STUDENTS' WRITING OF RECOUNT TEXT**
Name of Student: Ajeng Kurnia
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Department : English Language Education

I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty
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Wassalamu 'alaikum wr. wb.

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Assalamu'alaikum wr. wb.

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Wassalamu'alaikum wr. wb.

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MOTTO

**“So verily, with the hardship, there is a relief. Verily, with hardship,
there is a relief.”¹**

- Quran 94:5-6 -

¹ Minister of Religion RI, *Al Qur'an and the Meaning. Minister of Religion RI*, 2010.

DEDICATION

The final project is dedicated to:

The beloved almamater Walisongo State Islamic University of Semarang

ABSTRACT

Title : **ANALYSING COHESION DEVICE FOUND IN THE STUDENTS' WRITING OF RECOUNT TEXT**
Name : **Ajeng Kurnia**
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This study was conducted to analyze the types of grammatical cohesion used in the students' writing of recount text in English subject at MTs NU Al-Hikmah Polaman Mijen in the Academic Year 2019/2020, and to explain the cohesiveness of the writings based on the use of grammatical cohesive devices. This research focused on discourse analysis, specifically cohesion analysis. This study employed qualitative method and used the descriptive research design. The data collection technique used test and documentation. The data of this study were collected from the eight-grade students at MTs NU Al-Hikmah Mijen Semarang, in which a total of 13 recount texts were gotten from a sample class. All of 37 students were formed into 13 groups to make recount text, the group were made to increase students' enthusiasm for learning. The group study can be refresher for students, rather than usual way of learning. Studying with friends can certainly inspaire students to understand the lesson given, especially in writing recount text. The data were analyzed qualitatively using the theory of cohesion by Halliday and Hasan (1976). The grammatical cohesion that used in recount text consists of reference, substitution, ellipsis, and conjunction. The conjunction was found (98), reference was found (83), ellipsis was found (1), substitution was found (0), from the result. The researcher concluded that the students are competent enough in using cohesive devices in writing text especially in the use of conjunction and references. Yet, the use of ellipsis and substitution are hardly found in the students writing recount text. The suggestion from this study First, the English students are expected, according to the findings of this study. To be more aware of the importance of cohesiveness, especially grammatical cohesion it can be found in both spoken and written languages second, for the English language it is recommended that teachers teach their pupils about cohesiveness. Especially in terms of grammatical cohesion

Keywords: discourse analysis, grammatical cohesion, recount text, students' writing

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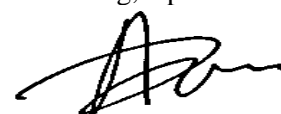
All praise and thanks to Allah, the Lord of the universe and creator of everything in it, for providing the researcher with the opportunity to complete this research paper. May peace and blessings be upon our beloved prophet Muhammad SAW, his wives, companions, and all his disciples.

I realized that I would be unable to complete this research without support. Many people have provided their assistance, support, and motivation. As a result, I'd like to express my appreciation to all of them. Especially to:

1. Dr. Hj. Lift Anis Ma'shumah M.Ag, the Dean of Education and Teacher Training Faculty.
2. Sayyidatul Fadlillah, M.Pd as the Head of English Department and also the second advisor, who has carefully and extensively examined and correctly read the final project to enhance it pushed me to complete my final project.
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4. Dr. Hj. Siti Mariam As the first advisor for patience, providing careful guidance, constructive criticism, and during the consultation, good advice, suggestions, and encouragement were given.
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7. My beloved sister Isma Alifiya who always be my side.
8. My best mates Zulfikar Boyke S.Pd, Abdul Ghofar S.Pd, and Kunti Farida Rizkiana S.Pd always help me.
9. My beloved friends Luthfia Nibrosi M.Pd, Mahardika Indah Agustina S.Kom and Rofiq KA who always cheer me up, and all of my friends especially my classmates of PBI 2014.
10. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, for just being me at all the times.

Finally, the researcher recognizes that his or her work is far from flawless. Consequently, the researcher will recognize constructive criticism to make it better. I hope that this small pierce will be useful to those who were interested in this research, and this thesis will be useful to everyone. Aamiin

Semarang, April 24 2021



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CHAPTER I INTRODUCTION

This chapter discusses background of the study, research questions, and objective of the study, significance of the research, previous research.

A. BACKGROUND OF THE STUDY

English is the linguistic people on the world use communication. It can be seen in the form of English language teaching as a foreign language taught in Indonesia, where students learn English from elementary school to university. The four essential skills in English teaching and learning are listening, reading, writing, and speaking. Writing is one of the language from the fourth set of skills. Writing, as one of the fourth language skills, is one of the most important in our lives. Writers can use writing to inform others, conduct transactions, convince, enrage, and express our feelings. Researcher states that writing or learning to write especially in a second language is not simply a matter of “writing things down”. Writing skill is now considered a necessary skill for people seeking jobs and living in literate cultures.² Writing has been proposed as a necessary skill for people in the global community.³ It is one of the four basic skills that is extremely difficult to master. "English has evolved into a global and international human communication language."⁴ There are some verses in the Holy Qur'an that deal with the science of language. The Surah of Al Baqarah verse is one of them (31-32)⁵

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ (31)

قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ (32)

² Gillian Brown and George Yule, 'Introduction: Linguistic Forms and Functions', in *Discourse Analysis*, 2013 <<https://doi.org/10.1017/cbo9780511805226.003>>.

³ Jeremy Harmer, *How To Teach Writing*, 2004.

⁴ D. Crystal, 'Language and the Internet', *IEEE Transactions on Professional Communication*, 2002.

⁵ Minister of Religion RI.

He also taught Adam all of the names. "Inform Me of the names of these, if you are honest," He said after showing them to the angels. "Exalted are you; we have no idea what you have taught us," they said. You are, after all, the Knower, the Wise.

This present study to revealed how the cohesiveness of the recount texts found in the students writing of recount text. Also, people use the language as a device to deliver the message or idea through the spoken language. Delivered messages can be suitably communicated by words that support the meaning in understanding with the question asked. The words should be organized to make the listener catch the idea. The more structured sentences are used within the spoken language, the easier to make the listeners get the idea through the language.

In presenting ideas in writing, students should be encouraged to make sure that their text flows through a sequence of sentences. To make the sentences readable, they should be connected because a good sentence or text is not determined by its length but it depends on its connectedness and its unity. A text stands for a complete linguistic interaction from beginning to end as the manifestation of any piece of language that makes sense to anyone who knows it.⁶ In general, writing is so critical that it is used to relay information more than any other media. As a result, students need good writing skills to fulfill their academic and workplace needs.⁷ The writing at first comes from an idea in the head, then the person who has the idea reveals and expresses it in the form of written language. However, writing, on the other hand, is more than only voicing thoughts in good language and using proper grammar on a piece of paper. If the pieces are not closely linked, the writing would be difficult to understand. As a result, writing isn't just about using good language; it's also about using the ability to weave a text together.⁸

To write a text as a kind of discourse, should have good construction and need cohesion and coherence to be unified. It explains that "a text or a paragraph which use cohesion and coherence it must be a good writer". This can be meant that to build good

⁶ Hanif Nurcholish Adiantika, "Cohesive Devices In EFL Students" Expository Writing', English Review: Journal of English Education', 2015.

⁷ V Satya Sri Durgndra Sekhar and C S Rao, "Developing Students " Writing Skills in English-A Process Approach', Journal for Research Scholars and Professionals of English Language Teaching, 2.6 (2018), 1-6.', 2018, 1-6.

⁸ Anis W.D.N Wachidah, 'A Graduating Paper and Others, "An Analysis of Cohesion and Coherence in The Students" Writing Text', 2016.

writing, the writers have to use cohesion and coherence in their writing paragraph or text. But the researcher focused on the cohesion device.⁹

This study focuses on grammatical cohesion. It refers to the choice of words that are more dominant in relating one element to other elements in a text. The relation of meaning that occurs within the text is referred to as cohesion. Incorporating a cohesion device into certain texts; either a spoken or written style would suffice easier guidance to understand the message of texts, especially for the students. This study is significant with the junior high school. Generally, using the term of cohesive functions as a connection to a part of a sentence another sentence will create well-organized texts.

In this study, the writer concerned on written text, especially recount text. The writer chose recount text because it is one of the genres that must be mastered by eighth grade year students as stated in the curriculum. Besides that, recount text helps us to interpret experience in the context of the past. In line with Derewianka's idea that in a recount, we reconstruct experience, a recount is the unfolding of the sequence of events over time. So, it will make students nearer to their daily life context.¹⁰

According to Martin, that recounts text is a type of story about what has happened. These stories can be in the form of the casual convention about playing with friends, visiting relatives, traveling, and so on. In other words, recount text can be concluded as a piece of text that reconstructs past events in chronological order to tell the details of the experience which happened. It is related to a particular occasion. Recount is the unfolding of a sequence of events or times. The focus of recount text is to reconstruct experience on a sequence of events, all of which relate to a particular occasion.

Meanwhile, Anderson states that recount text is a text that tells about something that happened or retells past events or activities and has a purpose to give detailed information about what and when of that event (Anderson et. al., 1997). The important aspect of text either recount or not is cohesion. It is important in the development of a text because it will ensure that there is continuity from one section of the text to the next. The importance of studying cohesion, especially cohesive devices (grammatical), is to construct a useful and systematic text and to make the information delivered in it easily

⁹ Wachidah.

¹⁰ B Derewianka, *Exploring How Text Work* (Melbourne, Australia, 1990).

understandable. It will also help students understand texts better because they can understand how sentences or paragraphs apply to textbook reading materials. From the explanation above, the researcher identified the texts from the student writing results, and then explain the results of the analysis, then collecting the results of the explanation, and finally, the results were identified.¹¹

Based on the problem and the objective above, it is considered that the researcher used qualitative descriptive research. Because the researcher analyzed, explained, collecting and identify the form of cohesion device (grammatical) that appeared from the recount texts in writing students' writing at MTs NU Al-Hikmah Polaman Mijen Semarang in the academic year of 2019/2020

B. RESEARCH QUESTIONS:

Based on the background of the study, the researcher had questions of research are as follow:

1. How cohesion device analysis is realized on students' writing of recount text?
2. What is the pedagogical implication of cohesion in writing of recount text?

C. OBJECTIVE OF RESEARCH:

According to the research questions, the objectives of this research can be stated as follows:

1. To analyze the cohesion device realized on students' writing of recount text in at MTs NU Al-Hikmah Polaman Mijen Semarang.
2. To explain the pedagogical implication of cohesion devices on students' writing of recount text.

¹¹ Neil J. Anderson, Thomas Bloor, and Meriel Bloor, 'The Functional Analysis of English: A Hallidayan Approach', *The Modern Language Journal*, 82.2 (1998), 286 <<https://doi.org/10.2307/329234>>.

D. SIGNIFICANCE OF THE RESEARCH:

The result of the study gives some positive contribution to the English learning context and may be beneficial for the researcher, students, and the other researcher:

1. For the teacher :

As one of the considerations for English teachers to apply in any strategy cohesion teaching techniques, especially cohesion (grammatical) in writing learning concept and to improve students' capability in how to write properly.

2. For the students :

This study may give new knowledge about how to write great sentences and correctly with cohesion devices especially grammatical.

3. For the researcher :

This study can help the writer understands cohesion form.

4. For the other researcher :

By doing this study, hopefully, it can be used as a reference and it gives additional information for the other researchers.

E. LIMITATION OF THE STUDY

This research is limited to investigate the use of grammatical cohesion devices, using the theory of cohesion by Halliday and Matthiessen (2004) and also Suzanne Eggins (2004) as additional theory, such as reference, substitution, ellipsis, and conjunction on students' writing of recount text at MTs NU Al-Hikmah Polaman Mijen Semarang at eight grades year of 2019/2020.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed the review of related literature includes discourse analysis, cohesion analysis. The researcher discusses some previous researches that are important to this research, as well as the related literature that has encouraged this research.

A. Previous research:

There are some relevant previous researches used to support the research, they are:

- 1) Laras Sasi Rahmah Utami's thesis entitled Grammatical Cohesion in Students' Writing Text. English Department Faculty of Languages and Art Universitas Negri Semarang 2019. The results of Lara's thesis is that the students used three types of grammatical cohesion, with the total number of 1422 cases. They are reference, ellipsis, and conjunction. Reference has the highest frequency of occurrence with 1046 cases (74%). Then, it is followed by conjunction with 373 cases (26%), and ellipsis with 3 cases (0, 2%). Based on the findings, it can be seen that reference, ellipsis, and conjunction are the types of grammatical cohesive devices that were used by the students in their writing with reference as the device that is most dominantly used. Furthermore, it can be concluded that all texts collected are cohesive enough because they all employ grammatical cohesion even though some of the cohesive ties are used incorrectly. The result of this research is the data were analyzed qualitatively using the theory of cohesion by Halliday and Hasan (1976). The grammatical cohesion that used in recount text consists of reference, substitution, ellipsis, and conjunction. The conjunction was found (98), reference was found (83), ellipsis was found (1), substitution was found (0), from the result. The researcher concluded that the students are competent enough in using cohesive devices in writing text especially in the use of conjunction and references. Yet, the use of ellipsis and substitution are hardly found in the students writing recount text. The purpose of Laras's thesis is to find out the analysis of cohesion in the students' writing texts and used qualitative descriptive research. The similarity between this thesis and Laras's thesis is in the

method of analysis which both use analysis cohesion, and both types of research are on the students writing text.¹²

- 2) Muhamad Zayyinul Muttaqin's journal entitled *Analysing Cohesion Device of Monologue Texts in Students' Texts Book for Eight Grade in Academic Year 2017/2018*. Muttaqin's journal aimed to describe the types of cohesive devices that were mostly used and also to find out which one the most cohesive text among texts in Students' texts book (*When English Rings a Bell*) for Junior High School at eighth grade in the academic year of 2017/2018. The object of this study was monologue texts that are found in students' texts book for Junior High School at eighth grade in the academic year of 2017/2018. The data were analyzed qualitatively using the theory of cohesion by Halliday and Hasan (1976). The grammatical cohesion that used in recount text consists of reference, substitution, ellipsis, and conjunction. The conjunction was found (98), reference was found (83), ellipsis was found (1), substitution was found (0), from the result. The researcher concluded that the students are competent enough in using cohesive devices in writing text especially in the use of conjunction and references. Yet, the use of ellipsis and substitution are hardly found in the students writing recount text. This study used qualitative approach. The researcher analyzed the data; First, the data were analyzed by dividing and numbering sentences into clauses, second, putting the number of cohesive devices into tables based on types, third, putting the number of cohesive devices in the form of a percentage, the last, interpreting based on the result. The purpose of Muhamad's journal is to find out the analysis of cohesion in the texts book and used descriptive qualitative research. The similarity between this thesis and Muhamad's thesis is in the method of analysis which both use analysis cohesion device. The difference between both types of research is in the object of this research is to analyze students' writing of recount texts at MTs NU Al-Hikmah Polaman Mijen, while Muhamad's research is on the student's text book.¹³

¹² Utami L.S.R, 'Grammatical Cohesion in Students' Writing Text', 2019.

¹³ M.Z Muttaqin, 'Analysing Cohesion Device of Monologue Texts in Students' Text Book for Eight Grade in Academic 2017/2018', *Vision Journal Vol 6*.

3) Another previous research related to this research is *An Analysis of Cohesion and Coherence in The Students' Writing Text*, By Ina Nur Hasanah from Department Of English Education Faculty Of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta, 2017. This study investigated a cohesion and coherence on student's exposition writing in term of: (1) students' ability in building cohesion, and (2) students' ability in building coherence by employing descriptive qualitative method. Research population were the eleventh grade students of MA Pembangunan UIN Syarif Hidayatullah Jakarta. Purposive sampling technique was employed as research sample. 38 students of XI IPA 1 and XI IPA 2 were investigated as the subject. Data obtained through archived document of students' exposition writing. The data were analyzed qualitatively based on Halliday and Hasan theory of cohesion and absolute scale formed the basis of the rating scale for scoring coherence by Bachman & Palmer. Furthermore, the study results showed that students' ability in building cohesion of which reference 58.3%, conjunction was used 27%. Then, it was followed by reiteration as much as 14%, substitution 0.4%, collocation 0.2%, and ellipsis 0%. Besides, students' ability in building coherence were on Extensive Scale (3) in average. The aims of this study are (1) to build cohesion devices in writing exposition text, (2) to build coherence devices in writing exposition text. A qualitative approach is used to unfold the types of grammatical cohesive devices of writing texts. It is also descriptive in the sense that this study is intended to describe the realization of cohesive and coherence of those writing texts. The data were analyzed qualitatively using the theory of cohesion by Halliday and Hasan (1976). The grammatical cohesion that used in recount text consists of reference, substitution, ellipsis, and conjunction. The conjunction was found (98), reference was found (83), ellipsis was found (1), substitution was found (0), from the result. The researcher concluded that the students are competent enough in using cohesive devices in writing text especially in the use of conjunction and references. Yet, the use of ellipsis and substitution are hardly found in the students writing recount text. The differences between this both types of research is the Ina thesis used cohesion and coherence while this research used cohesion device.¹⁴

¹⁴ Hasanah I.N, 'An Analysis of Cohesion and Cherenche in The Students' Writing Text', 2017.

- 4) Abdul Ghofar's thesis of English Departement of UIN Walisongo Semarang, 2018 entitled Cohesion Analysis of Soekarno's Speech Entitled Only a Nation with Self Reliance Can Become a Great Nation. The purpose of Abdul's thesis is to find out the dominant types of cohesion used in Soekarno's speech and also aimed to explain the pedagogical implications of the discourse analysis. The study found that there were two types of cohesion found in the Soekarno's speech, grammatical cohesion and lexical cohesion. The study found that there were two types of cohesion found in the Soekarno's speech, grammatical cohesion and lexical cohesion. The grammatical cohesion that used in speech consists of reference, substitution, ellipsis, and conjunction. Reference was found (793), substitution was found (18), ellipsis was found (52), and conjunction was found (239). The lexical cohesion that used in speech consists of reiteration and collocation. Reiteration was found (44) and collocation was found (25). From the result, it can be concluded that in Soekarno's speech uses grammatical cohesion typed reference. In this study, the grammatical cohesion that used in speech consists of reference, substitution, ellipsis, and conjunction. Reference was found (793), substitution was found (18), ellipsis was found (52), and conjunction was found (239). The lexical cohesion that used in speech consists of reiteration and collocation. Reiteration was found (44) and collocation was found (25). From the result, it can be concluded that in Soekarno's speech uses grammatical cohesion typed reference. In this study the data were analyzed qualitatively using the theory of cohesion by Halliday and Hasan (1976). The grammatical cohesion that used in recount text consists of reference, substitution, ellipsis, and conjunction. The conjunction was found (98), reference was found (83), ellipsis was found (1), substitution was found (0), from the result. The researcher concluded that the students are competent enough in using cohesive devices in writing text especially in the use of conjunction and references. Yet, the use of ellipsis and substitution are hardly found in the students writing recount text. The similarity between this thesis and Abdul's thesis is in the method of analysis which both use cohesion devices, and both of the thesis concerned with discourse analysis, mainly on cohesion analysis. The difference between both types of research is in the object of this research is to analyze recount text in writing texts students at MTs NU Al-Hikmah Polaman Mijen Semarang, while

Abdul's research is on the Soekarno's Speech Entitled Only a Nation with Self Reliance Can Become a Great Nation.¹⁵

In conclusion, many similar research in other forms of text have been undertaken in order to examine cohesive devices. As a result, the studies described above served as references for the current research. The current study has the same goal as the previous one: to investigate cohesion devices using the same approach and theory. The current study differs in that it focuses solely on grammatical cohesion devices in tenth-grade students' recount text writing, as well as the text's cohesiveness.

B. Literature Review

1. General Concept of Writing

a. The Definition of Writing

Writing is a process that transforms our mind or idea into the written form. It should be organized into coherent and cohesive paragraphs. The sentences must be concise, which implies that the transition from one sentence to the next must be rational and seamless.¹⁶ It holds together within and among the paragraphs. The sentences in a paragraph have to show the coherence of the paragraph. It means that the paragraphs are related to the previous and the next ones. The use of techniques such as transitional words, pronouns, repeated keywords, and the parallel structure is called cohesion. The application of coherence and cohesion is useful to make the texts clear and easy to be understood.

Writing is a form of communication of a person indirectly with another person. Writing is a productive and expressive activity. Writing is a skill that more difficult than language skills, such as listening, reading, and speaking. In the process of writing, it is required to pay attention to the structure related to the elements of the writing, for

¹⁵ Ghofar Abdu, 'Cohesion Analysis of Soekarno's Speech Entitled Only a Nation with Self Reliance Can Become a Great Nation', 2018.

¹⁶ Ann Oshima, Alice & Hogue, *Introduction to Academic Writing*, 2007.

the readers can understand the message conveyed by the author. Therefore, the author should use the structure such as a word, phrase, paragraphs, and others well. Writing must have goals or aims. When the writers write, they generate the ideas and transform them into a text. Then they have to be able to make their reader understand the writing. The way the writers communicate their writing gives a big impact on how easy or not the reader understands the writing.

Knowledge of grammar and rhetoric such as arranging words, phrases, sentences, and paragraphs in such a way that attracts the reader's attention is needed to consider a text as good writing. It can be seen that writing is an ability to express the ideas, mind, knowledge, and experiences of life through written language clearly, so the readers can understand what the author means.

The teacher must pay attention to the proper and good grammar, expressing complete thoughts in sentence structure, choosing a topic or theme, developing an idea, and how to focus on making the finished piece engaging, enjoyable and informative writing. All of the elements are needed in good writing. The teacher must motivate the students to express their idea in writing so they can make good sentences and good paragraphs. Writing is a way to express intellect, feelings, and emotions. The teacher must use attractive learning for the students, so they will enjoy the learning of writing.

It can be seen that writing is a productive skill that must be learned and mastered by the English learners because writing enables the students to develop their potential ideas to the maximum level which is appropriate with the English writing conventions, such as, content, format, sentence structure, vocabulary, punctuation, and spelling.

Writing can be defined as a system of human communication that represents a symbol, based on the definitions given above. We can express our thoughts, feelings, or something else that comes to mind by writing. Writing prosecutes students to focus on generating idea, organizing coherently, revising it into good composition, using discourse markers and rhetorical conventions cohesively, and editing text for appropriate grammar. Therefore, students who want to be able to write good writing must learn to write regularly.

b. Process of Writing

Writing as one of productive skill needs process. The writing process is a stage that a writer must go through to produce something in a final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (shopping lists, letters, essays, reports, or novels), and the medium of writing in (pen and paper, computer word files, live chat, etc.). There are four principle keys in writing; planning, drafting, editing (Reflecting and revising), and final draft.¹⁷

c. Planning

This step is to help the writer from having a blank paper to uncover the thought of what the writer wants to write. It is the step for the writer to gather information on the thought. Planning or pre-writing is an activity that drives and excites students to find temporary ideas and collect information to write.

Furthermore, in this stage, the writer has to think about three main issues; purpose, audience, and content structure. Pre-writing techniques are employed to force the writer in a writing process and support in deciding the key issue consisting of activities before writing to set focus, those are; topic, purpose, audience, and ideas. In the first place, the writer has to think about the purpose of the text. The writer has to find is it the text is to inform, to persuade, to describe, to be creative, or to express something. Secondly, the writer has to think about the audience they are writing for.¹⁸

To help writers in finding the audience, they can start asking themselves, is it for their teacher, their peers, a family member, their supervisor, a letter to the editor, someone in public office, etc. Third, writers have to consider the content structure of the piece that is how best to sequence the facts, ideas, or argument which they have decided to include. The writer should examine drawings, sketches, and/or diagrams and look over anything else they did during the prewriting phase, then organize what seems important and relevant to the topic and subtopics. This is the beginning of an outline. Subtopics should be organized into an order that seems right to the writer. The writer can always rearrange the subtopics during the drafting and revision stage or include additional subtopics.

In the planning or pre-writing stage, some techniques can be used to discover ideas, for example; freewriting, clustering, brainstorming, mind mapping, etc. There are five pre-writing techniques to help the writer in finding a topic and get words in a paper:

¹⁷ Harmer.

¹⁸ Harmer.

freewriting, questioning, making a list, clustering, and preparing a scratch outline.¹⁹ To produce thoughts try to use the following strategies and techniques as requires: brainstorming, making sketches or drawing diagrams, mind mapping, clustering, t-charts, discussing ideas with peers, focused free writing, questioning, reading other writers for inspiration, and modeling of style and organization, using catalysts to stimulate thoughts and ideas.

c. Drafting

Drafting is a stage where a writer has to write down anything in his mind based on the planning stage, outline, or mapping that the writer has made. In drafting, the writer does not need to worry about grammar, punctuation, or spelling. The main idea during the drafting stage is just to get students to put their thoughts on paper. They can correct spelling, grammar, and punctuation during the editing or revision process. In other words, this stage is called the first version of a piece of writing. The stage of the writing process in which you expand an entire first edition of a piece of writing is known as drafting. Also, at the drafting stage, the writer focused on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. The writer applies to draft for recognizing the foremost vital thoughts produced by prewriting exercises and expounding on them, utilizing the distinguished gathering of people and reason for composing to guide the creation of a draft; extra conferencing with educators and peers to refine and clarify thoughts; and considering different ways of organizing thoughts.

d. Revising

In this stage, the writer should read the draft, then deciding the words and thoughts they want to add, move or cut. In revising, writer rethinks the text that they have made to see if there is any ideas or thoughts that they want to change. Revising provides the writer to check two important aspects of writing those are; information of ideas and how the ideas are expressed. Finding and fixing problems of ideas that are made in drafting are two steps in revising. Also, the writer needs to ask for some suggestions from others in this stage. Reflecting and revision are usually assisted by other readers who review and give advice.²⁰

¹⁹ Jhon Langan, *College Writing Skills with Readings*, 2008.

²⁰ Harmer.

e. Editing

Editing requires the writer to make the text is readable and to find any mistakes in grammar, punctuation, and spelling they made in the text before the text is completely done. In this stage, the written review and assess the text from its sentence structure, words whose, word usage, grammar, punctuation, and spelling. The text is supposed to be correct in order, but the text is, more importantly, to be interesting, informative, and easy to read. Editing simply means making the text as reader-friendly as possible by making the sentences flow in a straightforward and easy-toread manner and this also involves aligning the writing with agreed ways of using English: using the correct syntax for the piece's purposes, proper punctuation, and spelling, and correct paragraphing.²¹

Editing involves correcting mistakes in the form of sentences, usage, pronunciation, punctuation, and capitalization. At this stage, the writer is engaged in tidying up the text as a preparation for the final draft. In editing, the writer corrects errors in grammar, punctuation, and spelling. However, the stage of the writing process is not linear, it is a process that the writer has to do it repeatedly. The writing process is recursive.²² When a writer has finished planning, drafting, revising, and editing, the writer would consider that the text is different from the original idea or thought. Because things changed in the process. Here, the writer needs to re-planning, re-drafting, rerevising, and re-editing, even when a writer thinks that the text is in the final form, to find that the writer is fully satisfied with the text and the text is correct and in order.

2. An Effective Paragraph's Characteristics

A paragraph is a basic unit of arrangement in writing that develops one core theme through a set of connected sentences. Although the quantity of phrases is unimportant, the paragraph should be long enough to clearly convey the main topic. A theme sentence,

²¹ Kate Grenville, 'Writing from Start to Finish: A Six-Step Guide'.

²² Harmer.

supporting sentences, and a concluding sentence are the three basic structural sections of a paragraph.²³

Writing a paragraph is a difficult task. Students frequently face challenges, particularly when attempting to compose a solid paragraph. Every sentence in a paragraph should be tied to the organizational unit, parallelism, and other factors. An effective paragraph, according to Harmer, has two characteristics. These are the concepts of coherence and cohesion.²⁴

1. Coherence

Coherence means that the paragraph is easy to read and easy to understand, then the sentence in the paragraph must be logically arranged and the movement from one sentence, the reader can understand at last two things.

- a) The writer's purpose a coherent text can make the reader understand what the writer's purpose. Is it for giving information, expressing, or entertaining to reader?
- b) The writer's point of view the reader should be able to follow the story and should not be confused by its substance.

2. Cohesion

If all supporting sentences can support a paragraph, it is termed cohesiveness. The statement that is being discussed. As a condition of an effective paragraph, Alice and Ann must be united. "Every good paragraph has unity," which indicates that just one main subject is discussed in each paragraph; if the writer wants to discuss another idea, he must start a new paragraph.²⁵

3. Writing Concepts in General

²³ Oshima, Alice & Hogue.

²⁴ Harmer.

²⁵ Oshima, Alice & Hogue.

One of the four language skills is writing. The others are listening, speaking, reading, and writing. Writing and speaking are both useful abilities. That is, rather than absorbing language, they are involved in generating it (Spratt, Alan, & Williams, 2005:26). Writing, according to Sokolik in Khansir (2012:16), is both a process and a product. The act of gathering is referred to as the process.²⁶

A text, as a semantic unit, is a unity of meaning in context, a texture that communicates the fact that it links as a whole to the environment in which it takes place, according to Halliday and Hasan (1976:2). The embodiment or reality of a text is a group of related sentences. Every sentence in a text, except the first, usually has some type of cohesion with a preceding sentence, usually the one immediately before. As a result, the cohesion among the phrases that make up the semantic unit of the text expresses itself.²⁷

Writing is a creative, organizational, writing, and polishing activity. During the you start the process by generating ideas. You organize the 13 ideas in the second stage, compose a rough draft in the third step, and then polish your rough draft by editing and revising it in the fourth step (Oshima & Hogue, 2006:265).²⁸

In our global literacy community, the ability to write has become a necessary skill (Brown, 2004:218). Even in our native tongue, learning to write correctly, according to Brown, is tough. As a result, pupils are taught to write from the very beginning of their language studies.²⁹

4. The Reasons for Writing

When someone writes something, he or she does so for a specific reason. Each writer has a distinct goal in mind, which is determined by the content he or she intends to create. Furthermore, second-year students are expected to be able to convey significant concepts

²⁶ Anderson, Bloor, and Bloor.

²⁷ Faculty Of and Educational Sciences, 'A COHESION AND COHERENCE ON STUDENTS ', 2017.

²⁸ Oshima, Alice & Hogue.

²⁹ Brown and Yule.

in terms of functional Text based on Competency Standard- Standar Kompetensi (SK) and Basic Competency- Kompetensi Dasar (KD).³⁰

There are four common aims in writing, according to Braine and May: writing to enlighten, writing to explain, writing to persuade, and writing to amuse people.

1. First, writing to inform aims to educate readers on a subject about which we are knowledgeable.
2. Second, explaining a topic involves describing it in such a way that it becomes more understandable by utilizing examples or other facts. To put it another way, a writer clarifies what is confusing. Then there's the fact that writing to persuade is more difficult and ambitious than many other sorts of writing. It means that writers persuade readers to believe in their beliefs.
3. The last, writing to amuse others, refers to someone who effectively expresses his or her point of view through language and established forms. It is written to entertain and provide pleasure to the reader.³¹

5. Writing's elements

There are five components to writing, according to Brown and Bailey (1984:21). Organization, substance, grammar, punctuation, and style are the five elements.³²

(1) Organization

Appropriate title, effective introduction paragraph, topic is started, leads to body, transitional expressions are utilized; material arrangement reveals plan (may be established by the reader); supporting evidence for generalization is presented; conclusion is logical and complete.

³⁰ Depdiknas, *Kurikulum Tingkat Satuan Pendidikan (School Based Curriculum) Standar Isi Mata Pelajaran Bahasa Inggris SMP Dan MTS*, 2006.

³¹ George Braine and Claire May, *Writing from Sources: A Guide for ESL Students*, 1996.

³² Brown and Yule.

(2) Rules

The issue of the essay is addressed; the thoughts are concrete and well-developed. There is no unnecessary material in this essay; it is well-developed and reflects thought.

(3) Grammar

No fragments or run-on phrases; native-like fluency in English grammar; accurate use of relative clauses, prepositions, modals, articles, verb forms, and tenses sequencing;

(4) Punctuation

Correct use of English writing conventions: left and right margins, all necessary caps, indented paragraphs, punctuation, and spelling; very tidy parallel structures; concise; register well

(5) Style

This is a different aspect of writing. The way in which writers communicate their ideas through the use of specialized words is referred to as style.

5. Genres of writing

There are three types of written languages, according to Brown (2004:219)³³:

(1) Academic writing

Writing for academic purposes Academic writing is a type of writing that is intended to be used in academic settings. Papers and general subject reports, essays, academically focused periodicals, technical reports, theses, dissertations, and other forms of academic writing are examples.

³³ Brown and Yule.

(2) Job-Related writing

This type of writing is created mostly as a result of a requirement of the writer's job. Letters, emails, memos, reports, advertising, announcements, manuals, and other forms of job-related writing are examples.

(3) Personal writing

This is the most prevalent type of writing that everyone engages in. Letters, greeting cards, invites, journals, reminders, fiction, and other forms of personal writing are examples.

5. Types of Writing Performance

There are four types of written performance, according to Brown (2014:220).

That encapsulate the breadth of written output each category is similar to those established for the other three skills:

(1) Imitative

The learner must master the fundamental, basic task of writing letters, words, punctuation, and very short phrases in order to form written language. At this point, the form is the major, if not exclusive, concern, with context and meaning coming in second.

(2) Intensive (controlled)

The ability to produce acceptable imitation writing goes beyond the principles of imitative writing.

(3) Responsive

Learners are required to execute at a limited discourse level at this stage, connecting sentences to a paragraph and constructing a logically connected series of two or three paragraphs.

(4) Extensive

Extensive writing entails mastering all writing processes and tactics for a variety of objectives, up to the length of an essay, a term paper, or a large research project.

3. The purposes of writing

According to Braine and May, there are four main goals in life. There are three types of writing: informing, explaining, and persuading. As well as writing for the sake of amusement. First, writing to inform aims to educate readers on a subject about which we are knowledgeable. To keep an audience's attention, write in a way that includes interesting information and facts. It signifies that the authors have a common interest.³⁴ People who are going to write a paper may believe that the goal is to finish the task or achieve a decent mark. These goals, on the other hand, do not advise someone how to write their work. To boost the flow of purposes, they might try asking themselves short questions like: What do I want to inform the readers? I'm not sure why I'm writing this. What am I hoping to achieve? Who is going to read this?³⁵

4. Discourse Analysis

Discourse analysis is generally, the analysis of discourse that is committed to investigating what that language is used for.³⁶ He noted that discourse analysis has to take into account the context in which a piece of discourse takes place. It is necessary to know because the analyst examines the use of language by speaker or writer in context. He is more concerned, on a particular occasion of use, with the relationship between speaker or writer and utterance than with the potential relationship of one sentence to another, regardless of its use.³⁷

³⁴ George Braine and Claire May, *Writing from Sources: A Guide for ESL Students*, *Writing from Sources: A Guide for ESL Students*, 1996.

³⁵ George Braine and Claire May.

³⁶ Brown and Yule.

³⁷ Brown and Yule.

Discourse analysis study language in use: written texts of all kinds, and spoken data, from conversation to highly institutionalized forms of talk. Similarly, in Schiffrin.³⁸ McCarthy defines that discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used.³⁹

From the above definition, the researcher can conclude that discourse analysis is talking about language and contexts where the language is used whether written text or spoken text. We can state that discourse analysis are often discussed in different debates or in scientific texts. Analysis of discourse is a study that investigates or analyzes language that is used naturally, both orally and in written form in daily life towards humans. Therefore, in discourse, cohesion is one of the components of discourse, because it deals with the tightness of sentences in both oral and written forms. A cohesive is very important in the discourse to make it complete. It can create coherence in its meaning.

4. Cohesion Analysis

A semantic relation between sentence elements that assumes an element in another phrase is known as cohesion (Artawa, 2004:18). The relationship between propositions that is indicated explicitly by the semantic elements inside the utterances, which creates a discourse, is referred to as cohesion. Within a text, cohesive relationships are established when the interpretation of one element in the discourse is dependent on the interpretation of another (Brown & Yule, 1983:19). "Cohesion is the relationship that arises when the interpretation of a textual element is independent of another element in the text," Rakema (1993:35) says.

Cohesion is part of the system of a language. Whereas it is expressed through the stratal organization language, moreover cohesion partly through the grammar and partly through vocabulary. Halliday and Hassan state cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another. That one presupposes the other, in the sense that it cannot be effectively decoded except by resource to it. When this happens a relation of cohesion is set up, and the two elements, the presupposing and

³⁸ Deborah Schiffrin, Deborah Tannen, and Heidi E. Hamilton, *The Handbook of Discourse Analysis, The Handbook of Discourse Analysis*, 2008 <<https://doi.org/10.1002/9780470753460>>.

³⁹ M. McCarthy, 'Discourse Analysis for Language Teachers', *Child Language Teaching and Therapy*, 1992 <<https://doi.org/10.1177/026565909200800108>>.

the presupposed, are there by at least potentially integrated into a text.⁴⁰ The statement has similar to Cook which states that cohesion is formal links between sentences and between clauses.⁴¹ Another statement is Baker supports that cohesion is the network of lexical, grammatical, and other relationships which provide links between various parts of a text. This relationship functions to convey meaning from the speakers' mind, idea, or thought, to make a sentence convey meaning, and to get readers easier to understand the whole meaning.⁴² Based on the above statements, the author can conclude that cohesion is used to connect one part of the text to another part with the same text. It functions as a draw to connect one sentence to another to suggest the connection between the two.

The content maybe a unit of dialect in utilize. Cohesion is the smantic connection between one element and another in a conten. It isn't only a grammatical unit but also a smantic one. Cohesion mybe a smantic concedpt; "it alludes to relations of meaning that exist inside the content, which characterizes it as a content" (Halliday and Hasan 1976:4). It is communicated through linguistic use and lexicon. A content is cohesive when the components are tied together and considered significant to the reader. Cohesion occurs when the translation of one thing depends on the other, i.e. one thing presupposes the other. For occurrence within the taking after content; My Spouse and I are taking off. We have seen very sufficient of this unsavory. (Halliday and Hasan, 1976:50).⁴³

A text is cohesive when the elements are tied together and considered meaningful to the reader. Cohesion occurs when the interpretation of one item depends on the other, i.e. one item presupposes the other. For instance in the following text: My Husband and I are leaving. We have seen quite enough of this unpleasant. (Halliday and Hasan, 1976:50).⁴⁴ The item's various interpretations the lexical item is what we rely on. My hubby and I are a couple. As a result, the text is regarded cohesive because we can't grasp what they're saying unless my spouse and I are mentioned. It's connected to a variety of long-term relationships.

⁴⁰ M.A.K. Halliday, *Cohesion in English, Cohesion in English* (Routledge, 2014) <<https://doi.org/10.4324/9781315836010>>.

⁴¹ Halliday.

⁴² 'Mona Baker. In *Other Words. A Coursebook on Translation.* , *TargetTarget. International Journal of Translation Studies*, 2012 <<https://doi.org/10.1075/target.24.1.19che>>.

⁴³ Halliday.

⁴⁴ Halliday.

According to Halliday and Hasan's book (1976:2), textual cohesiveness is separated into two types: non-structural and structural cohesion. Non-structural cohesion is concerned with meaning, whereas structural cohesion is concerned with grammar.

Cohesion is not only concerned with grammar, but also with vocabulary. Hence, it is divided into grammatical and lexical cohesion. Halliday and Hassan expressed that cohesion is separated into two fundamental parts; grammatical cohesion (reference, substitution, ellipsis, and conjunction) and lexical cohesion (reiteration and collocation). In brief definition, cohesion is a connection between elements with another element in a text, so that it will be a great comprehension for compelling a cohesive device text, it uses a few instruments like grammatical and lexical aspects. The grammatical cohesion will assist examine in the following explanation. I use Halliday and Hasan (1976) as the most theory in this study. Halliday and Hasan divided the cohesion devices into two types they are grammatical cohesion and lexical cohesion. This study as it were centers on the grammatical one. In any case, I will also provide a brief diagram of the lexical one to help the perusers differ the two types of cohesion.

a. The Types of Cohesion

The range of possibilities in a language for making text hang together is referred to as cohesion. As a result, the idea of cohesiveness describes the underlying semantic relationship that allows any passage of speech or writing to operate as text. Grammar expresses more general meaning, while vocabulary expresses more detailed meaning, according to the governing concept of language.⁴⁵

Grammatical cohesion, according to Halliday and Hasan, is a semantic relation stated through the grammatical system, whereas lexical cohesion is a semantic relation expressed through the lexical system. To put it another way, grammatical cohesiveness is the semantic relationship between elements that are designated by grammatical devices (a language used in relation to grammar). There are four methods that make up grammatical cohesion: Reference, substitution, ellipsis, and conjunction are the four devices that make up grammatical cohesiveness. Lexical cohesion, on the other hand, is a lexical relationship between sections of a speech in order to achieve a coherent harmony structure. Reiteration

⁴⁵ Of and Sciences.

and collocation are the two mechanisms that make up lexical cohesiveness. Through these criteria, Halliday and Hasan's definition of cohesiveness emerges as the most comprehensive.⁴⁶

5. GRAMMATICAL COHESION

Grammatical cohesion is divided into four parts, specifically reference, substitution, ellipsis, and conjunction. Here, more will be discussed in the following explanation.

1) Reference

Halliday and Hasan (1976:33) distinguished between two types of references: exophoric and endophoric. Exophoric references lead readers away from the text. The reference pieces in this scenario are found outside of a text. Endophoric references can be both "anaphoric" and "cataphoric."

Reference refers to resources for referring to a participant or circumstantial element whose identity is recoverable. Reference is the relationship between the elements of the text and something else, by reference to which it is interpreted in that instance. Either the reference is one whose interpretation is determined in a manner or it is interpreted by reference to the reference.⁴⁷ Halliday and Hasan also divided reference into three types they are (personal, demonstrative, and comparative reference).⁴⁸

a. Personal Reference

A personal reference is a reference using a function in the speech situation, through the categories of person.⁴⁹ The category of personals includes the three classes of personal pronoun (I, you, we, he, she, they, it, and one), possessive pronouns (mine, yours, ours, his, hers, theirs, and its), and possessive identifiers my, your, our, his, her, their, its, one's).⁵⁰

b. Demonstrative Reference

⁴⁶ Halliday.

⁴⁷ Halliday.

⁴⁸ Halliday.

⁴⁹ Halliday.

⁵⁰ Halliday.

Demonstrative Reference is a reference using location, on a scale of proximity. In this case, the word is used in the demonstrative reference such as *this, there, here, now, then*.

c. Comparative Reference

Comparative reference is cohesion in the form of reference that shows comparison between one thing and another. In this case, reference items still indicate that you know which, not because the same entity is referred to which I am now talking about is the same or different, like or different, equal or unequal, more or less.⁵¹

For example:

It's the same dog like the one we saw yesterday.

It's a similar dog to the one we saw yesterday.

It's a different dog from the one we saw yesterday.

The referent was *the one we saw yesterday*, and the comparative, *same, similar, and different* was pointing forward to it.

Besides, Halliday and Hassan divide references into Exophora and Endophora. Exophora is reference must be made to context of the situation, therefore it doesn't contribute within a text because it is contextual reference, while Endophoric is textual reference, and it is referring to anything as identified in the surrounding text. Endophoric (a reference to preceding text) is classified into anaphora and cataphora (a reference to the following text)⁵² for example:

Anaphora: *Wash and core six **cooking bananas**. Put **them** into a fireproof dish*

Cataphora: *I will tell it. I saw **her come to your room together with her friend tonight**.*

2) Substitution

Substitution is the replacement of one item by another. It is a relation in wording rather than in the meaning. It is also a relation within the text. A substitute is a sort of counter, which is used in place of the repetition of a particular item. (Halliday & Hasan.)³²

⁵¹ Halliday.

⁵² Halliday.

Additionally, the substitutions view where an expression may simply be replaced by another in the text. Kojima, states that substitution, which corresponds to the verb to substitute, is the replacement of a word or a group of words with a word that is not related to the replaced words. It means that one word stands for an entire structure.⁵³ In English, the substitute may function as a noun, verb, or clause. Therefore, substitution is divided into three types; there is nominal, verbal, clausal substitution.

a. Nominal substitution

Nominal substitution is expressed by the use of words *one*, *ones*, and *same*.⁵⁴

Examples:

“Would you like **some sandwiches**? Please pass the **ones** with cucumber in.”

“Would you like **this coffee**? Or do you prefer the other **one**?”

“I’m having **chicken and cake**. I’ll have **the same**.”

b. Verbal Substitution

The substitution form in the verbal group is *doing*, with the usual morphological scatter *do*, *does*, *did*, *doing*, *done*. This operates as head of a verbal group, in the place that is occupied by the lexical verb, and its position is always final in the group.⁵⁵

Example:

Does Granny *look after* you every day? She can’t *do it* at weekends,

Because she has to go to her own house.⁵⁶

According to Thomas, in verbal substitutes, a form of the verb *do* (plus, sometimes, additional words like *it* or *that*), can stand in place of the lexical verb in a verbal group.⁵⁷

For example:

⁵³ Chojimah, Nurul, ‘Let’s Analyze Discours’, 2018.

⁵⁴ Halliday.

⁵⁵ Halliday.

⁵⁶ Halliday.

⁵⁷ Anderson, Bloor, and Bloor.

“I don’t know the meaning of half those long words, and what’s more. I don’t believe you *do* either!”

c. Clausal Substitution

Clausal Substitution is a type of substitution in which what is presupposed is not an element within the clause but an entire clause. The clausal substitution is *so* and *not*.⁵⁸

Also, Clausal substitution is extremely common both in speech and in written prose. Here, the words *so* and *not* can stand in place of an entire clause or part of a clause, and the reader or listener can only interpret the meaning of the substitute in terms of what has previously been expressed in full.⁵⁹

For example:

“Is there going to be an earthquake? I think *so*”

“Well, I don’t intend to get killed if I can help it. I suppose *not*.”

3) Ellipsis

Ellipsis is simply zero substitution. The idea that ellipsis is "something left unsaid" can be a good place to start when discussing it (Halliday & Hasan, 1976:142).

Ellipsis is also the omission of an item. It can be interpreted as that form of substitution in which the item is replaced by nothing.⁶⁰ Ellipsis is simply a substitution by zero. The starting point of the discussion of ellipsis can be the familiar notion that it is „something left unsaid.“⁶¹ Ellipsis is the omission of group, phrase, or clause. Ellipsis takes place in similar grammatical environments to substitution. Thus, we have *nominal*, *verbal*, and *clausal ellipsis*.

There are three types of ellipsis, which is further discussed in the following explanation: a. Nominal ellipsis Nominal ellipsis is ellipsis within the nominal group.⁶²

⁵⁸ Halliday.

⁵⁹ Thomas Bloor, *The Functional Analysis of English, The Functional Analysis of English* (Routledge, 2004) <<https://doi.org/10.4324/9780203774854>>.

⁶⁰ Halliday.

⁶¹ Halliday.

⁶² Halliday.

Example: *These students are clever. Those are stupid* if we want to fill out an elliptical nominal group, the example one will be *these students are clever, those **students** are stupid*.

b. Verbal Ellipsis

Verbal ellipsis is the omission of an item within the verbal group.⁶³ Example: *Have you been singing? Yes, I have*. The verbal group in the answer (yes, I have) instances of verbal ellipsis. It can be said to ‘stand for’ *yes I have been **singing***, and there is no possibility of ‘filling out’ with any other items.

c. Clausal Ellipsis

Clausal ellipsis is the omission of an item within the clausal.

Example:

Who taught you to spell? – Grandfather *did*.⁶⁴ The clausal ellipsis is *done*. Here is the omission of the verb and the complement the clause that is omitted is *taught you to spell*.

4) Conjunction

Conjunctive elements are cohesive not in themselves but indirectly by their specific meaning; there are not primarily devices for reaching out into the preceding (or following) text, but they express certain meaning which presupposes the presence of other components in the discourse. A conjunction is a relationship that indicates how the subsequent sentence or clause should be linked to preceding or following (part of the sentence).⁶⁵ Halliday and Hassan classified four types of conjunction there are additive, adversative, causal, and temporal.

a. Additive Conjunction

Additive conjunction contributes to give additional information without changing information in the previous clause or phrase. Here are some items of additive conjunction: *and, and also, further (more), moreover, besides that, by the way, or, nor, neither, etc.*

b. Adversative Conjunction

⁶³ Halliday.

⁶⁴ Halliday.

⁶⁵ Halliday.

Adversative relation is contrary to the expectation that may be derived from the content of what is being said, or from the communication process, the speaker-hearer situation. Here are the items of adversative conjunction: *however*, but, in fact, nevertheless, instead of, etc.

c. Causal Conjunction

It is expressed by *so, thus, hence, therefore, consequently, accordingly, and several expressions like as result (of that), in consequence (of that), because of that*.⁶⁶

d. Temporal Conjunction

The relation between these two successive sentences may be simply one of sequence in time. This temporal relation is expressed in its simplest form by then. Besides then there is still much sequential sense like next, afterward, after that, soon, subsequently, and several other expressions.⁶⁷

Text must not only be cohesive but also coherent in order to achieve perfection. It is not necessary for a text to have a hierarchical structure to establish coherence. Furthermore, all of its constituent components must fit together in a recognized manner for the readers. According to Oshima (2007, p. 21), cohere implies "to hold together," and for coherence in writing, the sentence

6. COHERENCE

Text must not only be cohesive but also coherent in order to achieve perfection. It is not necessary for a text to have a hierarchical structure to establish coherence. Furthermore, all of its constituent components must fit together in a recognized manner for the readers. According to Oshima (2007, p. 21), cohere implies "to hold together," and for coherence in writing, the sentence. To summarize, coherence is a logical thread that connects words or phrases within a document so that readers can readily understand the message contained within it. According to Oshima (2007, p.22), transition signals can be used to achieve text coherence.⁶⁸

⁶⁶ Halliday.

⁶⁷ Halliday.

⁶⁸ Oshima, Alice & Hogue.

Transition signals are words or phrases that connect one sentence's idea with another sentence's idea (Oshima and Hogue, 2007, 81). Transition signals function similarly to traffic signals in that they inform readers when to move forward, turn around, slow down, or stop. Expressions like first, finally, and however, as well as phrases like in conclusion, on the other hand, and as a result, serve as transition signals.⁶⁹

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Transition signals function similarly to traffic signals in that they indicate when your reader should move forward, turn around, slow down, or stop. In other words, they advise your reader when to move on, when to give a similar thought (similarly, and, in addition), when to give an opposite notion (on the other hand, but, in contrast), when to give an example (for example), when to give a result (as a consequence), or when to give a conclusion (in conclusion). It is easier to follow your ideas if you use transition words to guide your reader. Because they move your reader from one concept to the next, transition signals provide your paragraph coherence. Furthermore, transition signals smooth out your paragraph and make it easier to interpret for your reader.⁷¹ Types of transition signals are listed in the table below:

Table 1.1 Transition Signals for General Use

Meaning/ function	Transition phrases	Conjunctive adverbs	Coordinating conjunctions	Subordinating conjunctions	others
To introduce an additional idea	In addition	Furthermore Moreover Besides Also too	And		another

⁶⁹ Oshima, Alice & Hogue.

⁷⁰ Oshima, Alice & Hogue.

⁷¹ Oshima, Alice & Hogue.

To introduce an opposite idea or contrast	on the other hand In contrast	However Nevertheless Instead Still	But Yet	Although Though Whereas While	In spite of
To introduce a choice or alternative		Otherwise	Or	If Unless	
To introduce restatement or explanation	In fact Indeed	That is			
To list in order	First, second, third, next, last, finally				The first, second, third, etc The next, last, final
To introduce an example	For example, for instance				
To introduce a conclusion or summary	In conclusion In short				
To introduce a result	Accordingly As a result	Therefore Hence	So		

Source: writing academic English (P 27) by Oshima and Hogue

a. Conjunctive Adverbs and Transition Words and Phrases

The majority of the words and phrases in the first two columns of the chart can appear at the start, middle, or end of a single independent clause, and are frequently separated by commas.⁷² Consider the following scenario:

- (1) He is also one of the top soccer players on the team.
- (2) In addition, the runoff caused by melting snow adds a significant amount of frost.
- (3) The Red Sea and the Mediterranean Sea both have narrow ocean outputs, but the Mediteranean's is narrower.

b. Coordinators

The seven coordinating conjunctions and, but, so, or, nor, for, and yet, as well as the five correlative conjunctions bot and, not only but also, neither nor, either or, and whether or, belong to this category. Commas may or may not be used in coordinators. Use a comma to join two independent clauses. For example,

- (1) Children require not just affection but also discipline.
- (2) Would you prefer a written or oral examination?
- (3) The poem's tone is sad but hopeful. When connecting two words or phrases, avoid using a comma.

Consider the following scenario:

- (1) Are you a tea or coffee drinker?
- (2) Children require not only affection but also discipline.

c. Subordinators

The first word in an independent sentence is a subordinator (subordinating conjunction). To form a sentence, a dependent clause is always joined to an independent clause. A comma may or may not be used in the statement. The usual guideline is that a comma should be placed after a dependent phrase, not in front of it.⁷³ Consider the following examples:

⁷² Oshima, Alice & Hogue.

⁷³ Oshima, Alice & Hogue.

- (1) Despite the fact that the company's sales climbed last year, its net profit decreased.
- (2) Despite increased sales, the company's net profit decreased last year.

d. Others

This category of transition signals includes nouns like example, adjectives like additional, prepositions like in addition to, verbs like cause, and adverbs like too. Although there are no punctuation requirements for this group, it is vital to note the types of words that follow these signals.⁷⁴

e. Logical Sequence

A fourth technique to produce coherence is to structure your sentences in some type of logical order, in addition to employing transition signals and repeating essential nouns and pronouns. In English, chronological order, logical division of concepts, and comparison/contrast are all examples of logical order.⁷⁵

- (1) A sequence of events or actions in a process is ordered chronologically.
- (2) A topic is divided into sections and each part is explored independently in logical division of ideas.
- (3) The similarities and/or differences between two or more things are described in the comparison/contrast paragraph.

2. Genre

Genre is a term of grouping text together, genre can be recognized from three rhetorical structures. Every kind of genre has a different social function, different generic structure, and also language features. There are two different kinds of genre; story genre and factual genre. The story genre includes narrative, recount, news story, exemplum,

⁷⁴ Oshima, Alice & Hogue.

⁷⁵ Oshima, Alice & Hogue.

anecdote, and spoof. While the factual genre includes procedure, explanation, report, exposition, discussion, description, review, news item, and commentary.⁷⁶

a. Text

Text is the word in written work. There are many kinds of texts, such as; descriptive, narrative, recount, expository, argumentative, report, etc. According to Derewianka (1990: 29), there are two types of text. They are oral and written texts. Oral text is a text used in face to face situations, where the speakers jointly construct the meanings. Because they are in a shared context, there is often no need to conclude specific information in the conversation. On the other hand, written text is a text used in written communication such as a letter or document. In the written text, all the information has to be in the text itself because the readers are usually distant in time and space and cannot ask for clarification or extra details from the writer.⁷⁷

Moreover, according to Anderson & Anderson (1977:2), there are two types of texts: literary and factual. Aboriginal dreaming stories, movie scripts, limericks, fairy tales, dramas, novels, song lyrics, mimes, and soap operas are examples of literary texts. Literary writings have the power to make us laugh or cry, reflect on our own lives, or question our views. In this cat, there are three primary text types. According to the 2013 curriculum, senior high school students should be able to comprehend a variety of texts, including descriptive text (describes someone or something), narrative text (entertainment story/text), procedure (shows how to make or do something), report (presents information about something), and recount text (retell the past event). The following is a list of terms and their definitions.⁷⁸

b. Types of Text

There are two categories of texts, according to Derewianka (1990: 29). They're both spoken and written materials. Oral text is a text that is utilized in face-to-face situations and in which the meanings are constructed collaboratively by the speakers. There is often no need to conclude specific facts in the conversation because they are in a shared context. Written text, on the other hand, is a text that is employed in written communication.⁷⁹

⁷⁶ Entika Fani Prastikawati and Siti Musarokah, 'Writing 3 (Handouts and Assignments)', 2010.

⁷⁷ Derewianka.

⁷⁸ Derewianka.

⁷⁹ Derewianka.

Students in senior high school are expected to follow the 2013 curriculum. Should be able to interpret a variety of texts, including descriptive text (describes someone or something), narrative text (entertainment story/writing), procedure (shows how to manufacture or do something), report (displays information on something), and recount text (retell the past event). The following is a list of terms and their definitions:

(1) Descriptive text

The purpose of this paragraph is to describe and reveal a certain person, place, or thing. They draw our attention to the distinguishing characteristics of a particular object. The following are characteristics of descriptions: 1) an introduction to the subject of the description, 2) physical appearance, qualities, habitual, behavior, and significant properties of the subject.

(2) Narrative text

The purpose of a narrative text is to tell a tale. Its goal is to create, elicit emotions, motivate, and instruct. Picture books, short stories, novels, songs, films, and television shows are all forms of narratives. Orientation, complication, sequences of events, resolution, comment or coda are all steps in the creation of a story (sometimes).

(3) Recount text

The recount reconstructs events and informs the reader or listener of what occurred and in what sequence it occurred. The narrator's attitude and feelings regarding the events are frequently expressed in the literary recount. Its goal is to entertain by presenting a series of events. Picture books, short stories, novels, ballads, and films are among examples.

(4) Procedure text

Text Procedures provide step-by-step instructions on how to do a task. (It's written in the present tense.) It focuses on how to complete a task. 1) Aim or purpose (goal), 2) List of materials to achieve the goal, and 3) Steps to achieve the goal are the steps in the construction of a procedure. These are a set of sequential steps or actions. To create this, you can use photographs or schematics.

(5) Report text

Factual information on a group of things is presented in information reports. Reports are usually concerned with descriptions, traits, parts, functions, habits, and behaviors, and they use general classifications. The information report has the following features: 1) a broad introductory statement describing the information report's subject

matter, maybe defining and classifying it, 2) 2) description and clusters some facts organized in paragraphs around topic sentences. This data may include characteristics, behaviors, or categories. 3) A final statement summarizing the report.

c. Recount Text

Recount text is one of the kind genres which retells event of experience in the past chronologically. Recount text is divided into five types; (1) Personal Recount. This usually retells an event that the writer was personally involved in. (2) Biography Recount, retells an account of a person's life. 3) Factual Recount, retells an incident, for example, a science experiment, police report. (4) Imaginative Recount, the writer writes an imaginary role and giving details of events in the recounts, for example, a day I the life of a pirate, a story of a mango tree. (5) Historical Recount retells historical events in the past.⁸⁰ According to Anderson & Anderson (1977:48), recount text is a text type that retells past events in the sequence in which they occurred. The objective of a recount text is to provide the reader with a detailed account of what happened and when it happened. It could be about exciting events that occurred during your vacation.⁸¹

1) Social Function

To retell or to inform the reader about what was happened to the writer with the series event.

2) Generic Structure

There is three generic structure of recount text; *Orientation*: It is about the introduction of figure, time and place. *Events*: Stretch of an accident or what happened in it.

The event usually started with time signals, such as; first, second, then, finally, etc. *Re-orientation*: The closing that shows the story has ended or personal comment, usually re-orientation exists in the last paragraph.

3) Linguistic Features

⁸⁰ Hanita Masithoh and Sayyidatul Fadlilah, 'Grammatical Cohesion Found in Recount Texts of "Pathway to English" X Grade Curriculum 2013 General Program by Erlangga', *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017), 77 <<https://doi.org/10.21580/vjv6i11586>>.

⁸¹ Anderson, Bloor, and Bloor.

There are several characteristics linguistic in recount text. Firstly, it is using chronological conjunction: *first, second, before, soon, then, after that, finally, etc.* secondly, are focusing on individual participant: focusing on the certain and specific participant. Thirdly, are using certain nouns as a personal pronoun: *Sean Prabu, Otong Setiawan, Ratu Kaditaa, etc.* Fourthly, using material (action) process: *stayed, bought, killed, arrived jumped, etc.* Then, using circumstance place, time, and manner: *yesterday, last week, at home, slowly, carefully, suddenly, etc* and the last are using past tense: *went, ate, ran, etc.*⁸²

1. Recount text characteristics

Recount text follows a generic structure. Recount texts, according to Nurbaya et al (2013), have three generic structures. They really are. Orientation, events, and re-orientation are all things that need to be considered.

a.) Orientation

The first is a matter of orientation. Orientation is a section that provides information about the subject. Who, what, when, and where are all words that come to mind when thinking about who, what, when, and the writers must participate in the orientation.

b.) Events

The second type is a series of events or paragraphs. It recounts the events of the previous day. The writer must tell the readers about the events that occurred in their prior experiences in chronological order from the start to the last in this section.

c.) Reorganization

The final step is to re-orient yourself. It brings the narrative of the events to a close. Re-orientation is an aspect of summarizing the story's outcome. It usually comprises the writer's thoughts or observations about the story.⁸³

2. Recount Writing Types

⁸² Ma'rifatul Fadhillah, 'The Effectiveness of Written Peer Review', 2015.

⁸³ Nurbaya Siti, 'Teaching Writing A Recount Text by Using Guided Questions', 2013, 1-11.

According to Derewinika in Hastuti (2016), there are three sorts of Personal recount text, factual recount text, and imaginative recount text are the three types of recount text.

a. Personal Recount Text

Personal recollections describe activities in which the writer or speaker was personally involved or took part in the event. Daily amusing situations, journal entries, and so on are examples. It use the first person pronouns (I, we). Personal reactions to the occurrences should be included at the end.⁸⁴

b. Factual Recount Text

A factual recount describes an event (for example, a science experiment report, a police report, a news story, or a historical record). Third pronouns are used in this category (he, she it, and they). The emphasis is on utilizing accurate, truthful, and detailed language to provide the reader a thorough picture of the event or experience. Details are typically chosen to assist the reader.⁸⁵

c. Imaginative Recount Text

The purpose of an imaginative recount is to delight the reader by recreating an imaginary world's occurrence. To make the writing more impactful, specific details, emotive language, and first person narrative are used.⁸⁶

⁸⁴ Derewianka.

⁸⁵ Derewianka.

⁸⁶ Derewianka.

Example of recount text:

Orientation

I spent my last summer holiday in Seoul, South Korea. I went there with my friend.

Events

On the first day, I was landed at Incheon Airport around 7 AM after a 6 hours long flight. Then I went to Seoul by train and checked in to the hotel I already booked. I decided to take a rest for a while. At night, I went to Hongdae, a famous district in South Korea. I went to eat traditional Korean food. On the next day, I went to the Gyeongbokgung Palace and National Museum. I also went to learn how to make Kimchi and see the scenery of Seoul from Seoul Tower. I went back to the hotel at 10 PM and immediately went to sleep.

Reorientation

I spent my last day in Myeongdong and bought some stuffs and souvenirs for my family and friends. I also ate the street food there. I went to the airport at 3 PM because my flight was at 5 PM. I had a fantastic experience in South Korea and made wonderful memory with my friends. It was a great trip.⁸⁷

3. Structure Of Recount text

The recount text type retells past events in the order in which they occurred, usually in chronological order. The following are the components of a written recount:

(1) A first paragraph that provides context or an introduction to who, what, where, and when (called an orientation)

(2) A series of paragraphs that recount the events in chronological order.

(3) Reorientation: A person's perspective is shifted.⁸⁸

4. Recount Text's Language Features

(1) Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense are common linguistic elements seen in recounts.

(2) Using a chronological order, such as Saturday. On Monday, and on Sunday, and on Monday, and on Sunday, and on Sunday,

(3) Concentrate on a single participant, such as I. (the writer)

(4) Using conjunctions such as "then," "before," "after," and so on.

(5) Using action verbs such as went, stayed, etc.

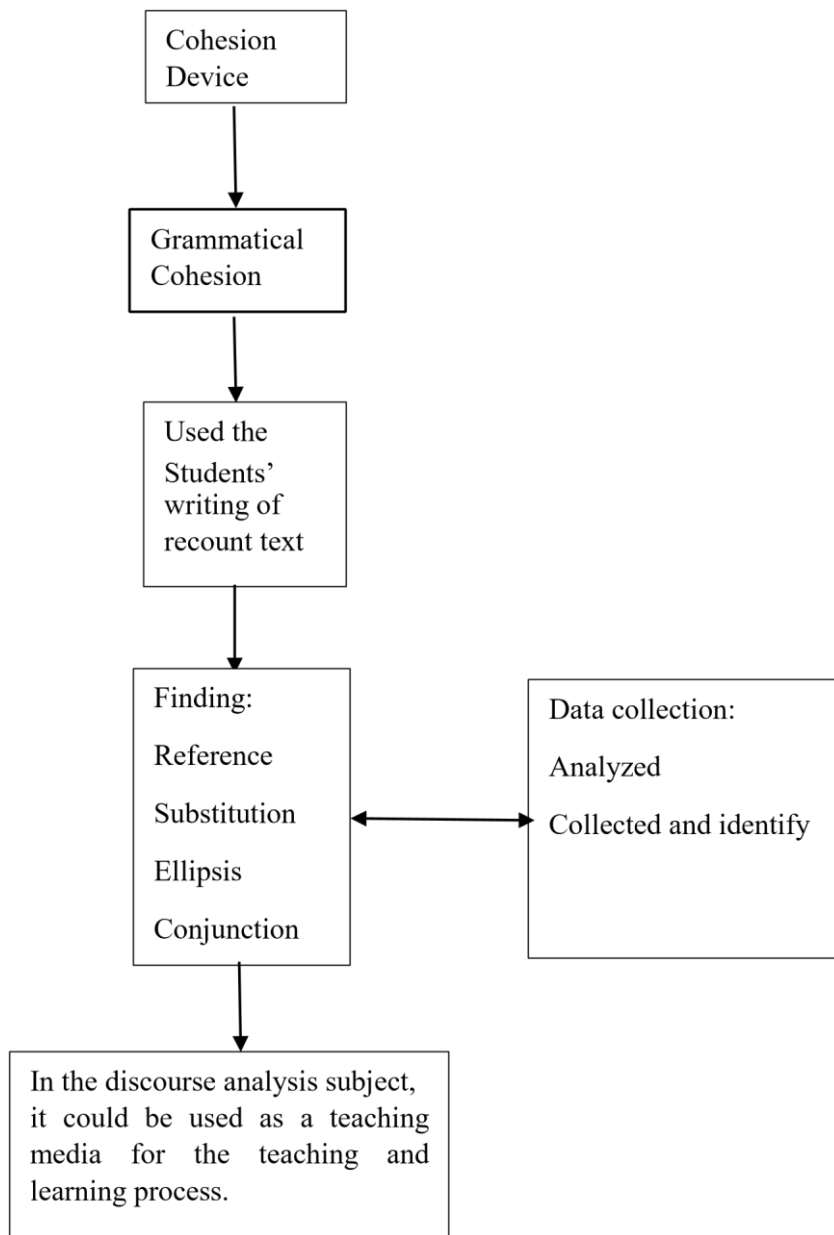
B. Conceptual Framework

The conceptual framework is the organization that contains the concepts or ideas under study:

Cohesion is not only concerned with grammar but also vocabulary. It is divided into grammatical cohesion and lexical cohesion, but in this research focused on grammatical cohesion, and used the students' writing of recount text. Research finding of the grammatical cohesion through Halliday and Hassan expressed that cohesion is separated into (reference, substitution, ellipsis, and conjunction). In the discourse analysis subject, it could be used as a teaching media for the teaching and learning process.

⁸⁷ 'Contoh Recount Text Dalam Bahasa Inggris', *English Firts Kids Blog*.

⁸⁸ Anderson, Bloor, and Bloor.



CHAPTER III RESEARCH METHOD

This chapter discusses the research design, the unit of analysis, the technique of collecting data, and the technique of data analysis. This study used a qualitative approach, employing Halliday's discourse analysis. The information is divided into sentences based on the mood and modality structure. The goal of the data analysis was to determine the interpersonal meaning structure's mood and modality. To guarantee accurate results in this study, Halliday's Mood and Modalities were analyzed.

A. RESEARCH DESIGN

The research was conducted by using the qualitative descriptive method because the researcher attempts to explain, analyze, describe, collect and identify the form of cohesion device found in the students writing of recount text at the eighth grade.

B. RESEARCH APPROACH

The purpose of this research is to analyze cohesion device found in the students writing of recount text the eighth-graders of MTs Nu Al-Hikmah Polaman Mijen Semarang in the Academic year 2019/2020.

C. SOURCE OF DATA

In this research, the source data is recount text found in students writing text at the eighth-grade MTs Nu Al-Hikmah Polaman Mijen Semarang in the Academic year 2019/2020. There are two kinds of data; primary data and secondary data. Primary data is the main data that is a direct relation to this research. The primary data of this research is students writing text for junior high school in eighth grade. The whole secondary data is supporting the main data. For example, journals, thesis, the finding of research, articles, internet resource, etc.

D. TECHNIQUE OF DATA COLLECTION

The technique of data collection is the most important step in the study because the main goal of the research is to get the data. In qualitative research, there are many kinds

of data collection techniques such as observation, interviews, documentation, and triangulation (combined).⁸⁹

The researcher analyzed, explained, collected, and identified the form of cohesion device that appeared from the recount texts in writing students at MTs NU Al-Hikmah Polaman Mijen Semarang in the academic year of 2019/2020.

E. TECHNIQUE OF DATA ANALYSIS

The researcher analyzed data based on Halliday and Hassan (2004) and also Suzanne Eggins (2004) as additional theory. The data were analyzed by following several steps. In the first reading the students writing text certainly and then breaking sentence and numbering sentences into clauses. The chosen sentences of recount text breaking into clauses and then the clauses found are numbering to find the cohesive devices within the clauses. And then, identifying the clauses the types of grammatical cohesion. The data shows in the form of tables. Next, count the number of types and describing the dominant of each type of text. And finally is describing the pedagogical implications of cohesive devices of recount text found in the students writing text at MTs NU Al-Hikmah Polaman Mijen Semarang in the academic year of 2019/2020.

When analyzing cohesive devices, especially grammatical cohesion, the researchers followed the following steps to analyze. First, read the restated text. Second, divide the sentences in the text into clauses and number them. Third, according to the grammatical cohesion classification of the text, the method is to put them into the table. Next, calculate the number of grammatical cohesion in the form of a percentage $X = N / \sum N) \times 100\%$ Where:

X = percentage of grammatical cohesion types in restated text

N = the number of each grammatical connection in the restated text

$\sum N$ = the total number of grammatical cohesive items in the restated text

By counting in percentage form, it made it easier for researchers to describe the advantages of each type of text. After completing several steps, the final steps are being summarized.

After completing several steps in the cohesive device, the researcher described the teaching significance of the cohesive device that recounts texts in The Students' Writing

⁸⁹ Sugiyono, *Metode Penelitian Pendidikan*.

of Recount Text at The Eight Graders MTs NU AL Hikmah Polaman Mijen Semarang in Academic Year of 2019/2020.

F. RESEARCH INSTRUMENT

The human researcher is the key instrument in qualitative approach. In this research, the researcher was the planner, data collector, analyst, and finally reporter of the research finding. The second instrument was the table of data classification sheet used for collecting and analyzing the data based on the theories used in this research.

CHAPTER IV
FINDING AND DISCUSSION

A. Findings

The finding of the research highlights the data found in students writing.

No.	Types of Grammatical Cohesion				Total
	Reference	Conjunction	Substitution	Ellipsis	
T1	8	7	-	-	15
T2	3	7	-	-	10
T3	10	11	-	-	21
T4	1	5	-	-	6
T5	3	11	-	-	14
T6	12	12	-	-	24
T7	6	3	-	-	9
T8	4	6	-	-	10
T9	7	8	-	-	15
T0	2	9	-	-	11
T11	4	3	-	-	7
T12	7	10	-	-	17
T13	16	6	-	1	23
Total	83	98	-	1	182

Types of cohesion used by students in writing recount text are presented in the following table.

B. Data Analysis Table

The table shows the number of cohesive devices in all texts but not all categories of cohesive devices occur in the data. It can be seen that most frequent cohesive devices used are reference and conjunction. Ellipsis is only used one time in text 13. For more explanation can be seen as follow:

1. Reference

Reference is divided into three parts: personal, demonstrative, and comparative reference.

a. Personal Reference

In the data, members of personal reference found include we, she, he, his, etc. Here are the examples sentences each of them made by participants:

1) T1

It's a nice Sunday afternoon I and my family celebrate agenda my birthday party in my house. I blow candle on the cake. I am very happy.

2) T2

It's a nice Sunday morning. They are going get together. I think it's a Sunday best

3) T3

He was going very fast suddenly. Dani fell because of the look in front of him and he did not see it. As a result he could not walk because his knees hurt and Dani cried when Dani cried and was approached by his mother. Advising Dani and treating his knees.

That incident when he was 7 years old.

4) T5

Rendy *register* follow race run it field race run.

5) T6

Last Sunday me and Mom go to , to buy shoes after I got there and Mom goes around looking for a shoes store and finally I found the store, My mother and I'm, immediately searched and saw the shoes I wanted.

6) T7

It's nice Sunday school leaves moment, a boy had a will to take care fish by himself. He buy fish and at less tools.

7) T8

It's a nice Sunday morning. *Haris go* holiday to beach. He playing sand in edges sand. *Haris make* sand place.

8) T9

Last week march 1 2020 I and our friends joined in the scouting activities at MTs Nu Al-Hikmah. Division of groups consisting of four people in the group and for him

a map of the location of the place. **We** expand trip dozens river with use string not enough to **us**. *Friends wan group* and to be located pointing that is school jungle is **it** school *why enough* in happy together.

9) T10

So Dwi **and** Hikmah cure **her** like Putri.

10) T12

I go home friend and **I** invite play football after **my** friend *get* together so pass play football field. **We** pass to twice play football.

11) T13

I help **it** and **I** take **it** home. **I** take care, and feed. Then the next day **I** saw the same group of birds outside **my** bedroom window, **I** thought maybe those birds were **his** family. And **I** let **it** go and **they** flew back together **his** house.

b. Demonstrative Preference

The researcher found “there, those and this” as demonstrative reference are taken from the data, such as:

1) T3

That incident when he was 7 years old.

2) T4

Yesterday Novel just *help* mother for better cake **there**.

3) T5

Mahesa *win* player race run and like **that**.

4) T6

Last Sunday me and Mom go to, to buy shoes after I got **there**

5) T7

That time a boy *go* to fish shop he buy fish and at less tools. **That** time at home he arrange the tools and take fish in fish tank and feed fish.

6) T11

Last Sunday to be a man **that** see incident to steal in home. And man **that** *Hurry* telephone office police, and police *Hurry go* to place incident to steal **that**.

c. Comparative Reference

Comparative reference is indirect reference by means of identity or similarity. Here are the examples sentences each of them made by participants:

1) T1

I saw a wounded bird. Then I help it and I take it home. I take care, and feed. Then the next day I saw the **same group of birds** outside my bedroom window.

2. Conjunction

Conjunction involves additive, adversative, causal, and temporal. In the data, the researcher only found additive, causal and temporal.

a. Additive Conjunction

This data, the researcher found like: and, after that, next, etc. Here are the examples of made by the participants:

1) T1

I **and** my family celebrate agenda my birthday party in my house. Father **and** Mother give cake birthday for me. Father **and** Mother singing to "Happy Birthday".

2) T2

Milhan **and** Mia *playing run* around the park, while Mr. **and** Mrs. Khilafa *relaxing* under a tree in the garden.

3) T3

Dani a child **who** was playing a bicycle on the home page when he was going very fast suddenly Dani fell because of the look in front of him **and** he did not see it.

4) T5

Mahesa **and** Rendy register follow race *run* it field race run, Mahesa **and** Rendy vain-vain follow race run **and** already in line start after line start when race run **and** he run strong power. Arrive foot Rendy stumble **and** fall past Rendy, *Krry go* to hospital **and** Mahesa straight *run* tight possible. Mahesa *don't* know Reny *fall*, afterward Mahesa win.

5) T6

Last Sunday me **and** Mom go to , to buy shoes after I got there and Mom goes around looking for a shoes store **and** finally I found the store, My mother **and** I'm, immediately searched **and** saw the shoes I wanted after getting shoes. Immediately tried the Mother **and** the seller *duly*. After that the shoes fit my feet then mom **and** I

go back to the cashier to pay *duly* the mother **and** I went home very happy because I got the shoes I wanted.

6) T7

Time a boy *go* to fish shop he *buy* fish **and** at less tools. That time at home he *arrange* the tools **and** take fish in fish tank and feed fish.

7) T8

Instrumentation **which** innate of because Haris brought pail **and** screw. When he reached beach, Haris *seek* **and** find a place. Little by little sand he pile become a sand place was done Haris very skill for *make* a sand place. Day after afternoon **and** Haris *decide* to go home.

8) T9

Last week march 1 2020 I **and** our friends joined in the scouting activities at MTs Nu Al-Hikmah which were held in the school environment. Division of groups consisting of four people in the group **and** for him a map of the location of the place. Usually we *trough* jungle woods, river, **and** milestone. Trip journey is enough *weary* together. Friends *wan* group **and** to be located pointing **that** is school jungle.

9) T10

Hikmah, Putri and Dwi play skipping rope in the part. So Hikmah **and** dwi help to Putri. So Hikmah **and** Dwi take Putri home Hikmah after to home Hikmah. So Dwi **and** Hikmah cure her like

Putri.

10) T11

And man that *Hurry telephone* office police, **and** police *Hurry go* to place incident to steal that. **And** to steal that success in to catch by police with fast.

11) T12

I go home friend **and** I invite play football. *I to* kick very hard stiff **and** to break glass look a home side field so have home to go out **and** see window broken **and** we frightened **and** *we to* run fast possible.

12) T13

Then I help it **and** I take it home. I take care, **and** feed.

b. Causal Conjunction

On this data, the researcher only found such as: because and so Here are the examples of sentences made by the participants:

1) T3

As a result he could not walk **because** his knees hurt.

2) T6

I went home very happy **because** I got the shoes I wanted.

3) T8

Instrumentation which innate of **because** Haris brought pail and screw.

4) T10

So Hikmah and Dwi help to Putri. **So** Hikmah and Dwi take Putri home Hikmah after to home Hikmah. **So** Dwi and Hikmah cure her like Putri.

5) T12

After my friend get together **so** pass play football field. After that we pass to twice play football, *I to* kick very hard stiff and to break glass look a home side field **so** have home to go out and see window broken.

c. Temporal Conjunction

On this data, the researcher only found include then, after that and next. Here are the examples of sentences made by the participants:

1) T1

After that I blow candle on the cake. **Then** mother cut the cake, **Next** mother *share* cake to family.

2) T2

Khilafa's family members **then** eat the food brought to the park. **After that** Milhan and Mia playing run around the park, **while** Mr. and Mrs. Khilafa relaxing under a tree in the garden.

3) T3

Dani *a child* who was playing a bicycle on the home page **when** he was going very fast suddenly Dani fell because of the look in front of him and he did not see it. As a result he could not walk because his knees hurt and Dani cried **when** Dani cried and was approached by his mother. Advising Dani and treating his knees.

That incident **when** he was 7 years old.

4) T4

After finished for better cake. Past better mention in to bet in baking pan. **After that** in oven in to some minute **after** done past in off action in plate **after that** in piece for to eat together. Novel for better cake in house **after help** mother Novel very happy.

5) T5

After line start **when** race run and he *run* strong power. Arrive foot Rendy stumble and fall past Rendy, *Krry go* to hospital and Mahesa straight run tight possible. Mahesa *don't* know Reny fall, **afterward** Mahesa *win*.

6) T6

Last Sunday me and Mom go to , to buy shoes **after** I got there and Mom goes around looking for a shoes store and finally I found the store, My mother and *I'm*, immediately searched and saw the shoes I wanted **after** getting shoes. Immediately tried the Mother and the seller *duly*. **After that** the shoes fit my feet **then** mom and I go back to the cashier to pay *duly*.

7) T7

When he reached beach, Haris *seek* and *find* a place.

8) T8

After that division of groups *consisting* of four people in the group and for him a map of the location of the place.

9) T9

While *play* suddenly Putri *not* intentionally her like stumble rope. . So Hikmah and Dwi take Putri home Hikmah **after** to home Hikmah. So Dwi and Hikmah cure her like Putri.

10) T10

Look the day **after** go to home from school, I go home friend and I invite play football **after** my friend *get* together so pass play football field. **After that** we pass to twice play football, *I to* kick very hard stiff and to break glass look a home side field.

11) T11

Then I help it and I take it home. I take care, and feed. **Then** the next day I saw the same group of birds outside my bedroom window.

3. Ellipsis

Ellipsis is divided into three parts; nominal, verbal and clausal. In the data, the researcher only found one ellipsis in nominal that is in text 13.

The text is “I saw a wounded bird. Then I help it and I take it home. I take care, and feed. Then the next day I saw the **same** group of birds outside my bedroom window”.

C. Pedagogical Implication

Cohesion analysis is a form of discourse analysis that linguists established in the 1970s and 1980s. Discourse review looks at a variety of texts, including novels, short stories, and speeches. Discourse review can be used in learning exercises to make language materials easier to teach.

The practices of sharpening emotions, reasoning, creativity, and openness to community, history, and environment are all linked to the learning of writing skills. Students can gain artistic skills in writing essays as a result of this learning. In short, students can be directly confronted with different forms of discourse by using the discourse analysis model.

D. Discussion

In this study, researcher interested in analyzing recount textx because after reading the references in thesis and international journals, researcher rarely them. They are dominan in taking oboects such as novel, film, song lyric to be analyzed. From there the researcher was interested in analyzing recount text. The discussion below is presented by the findings before. First, the highest frequency grammatical cohesion used by students in the text was a conjunction. They appeared in almost every students’ writing of recount text. Only one student does not use conjunction in the text. The total

appearance of conjunction was 98 items. This fact indicated that the students have been familiar with this kind of cohesive device. In terms of conjunction, there are three types of conjunction were found in the students' writing of recount text. Adversative conjunction was not found in any student text. It included additive conjunction that has 57 items, causal conjunction has 10 items and temporal conjunction has 31 items.

We can conclude from the findings that the students were familiar with these instruments. The use of conjunction seems to be more common in students' writing than other instruments, as shown by the fact that it is used the most often.

The essence of recount of writing and the task used in this research is thought to factors to the highest number of references provided in this study.

The second highest frequency of grammatical cohesion used by students in the text was a reference. They appeared in every students' writing of recount text. There were 83 items found in reference. This fact also indicated that the students have been familiar with this kind of cohesive device. In terms of reference, all types of referencess were found in the students' writing of recount text. It included additive conjunction that has 72 items, causal conjunction has 10 items and temporal conjunction has 1 item.

The substitution was not found in any students' writing recount text. While ellipsis is only found one time. Substitution and ellipsis are the least type cohesive devices to use by students in writing of recount text compared to other types of cohesive devices.

Based on the conclusion above, the researcher concluded that the students are competent enough in using cohesive devices in writing text especially in the use of conjunction and references. Yet, the use of ellipsis and substitution are hardly found in the students writing of recount text. Therefore cohesive students in recount writing were established. Nevertheless, the data indicate that there is only one type of cohesive device is highlighted, that is a conjunction. However, the students recount writing was cohesive.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusions and suggestions concerning the data analysis and discussion.

A. Conclusion

After analyzing the student's recount text about cohesion devices, the researcher found that the most frequent types of cohesive devices made by the participants included reference, conjunction, substitution and ellipsis are reference and conjunction.

First, results of the research shows the types of cohesive devices made by the eighth-grade students of MTs NU Al-Hikmah Polaman Mijen Semarang in the academic year 2019/2020 are conjunction (98 items), as the highest rank found in the students writing than others devices, additive conjunction (57 items), causal conjunction (10 items), and temporal conjunction (31 items). The second position is a reference with (83 items), they are personal reference (72 items), demonstrative reference (10 items), and comparative reference (1 item). The highest frequency of the used reference was a personal reference. The next frequently used references were substitution and ellipsis found used in students writing. There were (1) ellipsis devices found. It means that the students had good competence in producing cohesion in their writing text because they utilized all the types of cohesion in their writing text except ellipsis and also substitution was hardly found.

Second, research of the result shows the pedagogical implication of cohesion device writing of recount text. Students will gain creative experience in writing compositions as a result of this study. In short, students can be immediately confronted with numerous sorts of discourse while using the discourse analysis. With this learning activities are no longer limited to grammar and vocabulary ideas, rather, it allows for the formation of contextual learning which are real and relevant. This model is one of the strategies in teaching and learning process.

B. Suggestion

From the conclusion above, some suggestions are proposed by the writer:

1. For the teacher, the teacher should give more attention to the teaching of cohesion devices in writing. The teacher needs to evaluate students writing performance,

construct remedial teaching, and give understanding that students need continuous and special supervision conducted by the teacher during the writing activity.

5. For the students, the students have to improve writing skill and need to be aware of how to write cohesively.
6. For the researcher, further research has to be focused more on how to improve the use of ellipsis and substitution.

Closing

Only Allah deserves true praise for providing power and health before the final project is completed. The writer is sure that this research is far from perfect. Therefore, constructive criticism and advice are expected. Finally, the author hopes that it would be useful to her and other readers.

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Appendix 1 Pre-Research Letter of permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

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Nomor: B - 1633/Un.10.3/01/PP.009/03/2020

9 Maret 2020

Lamp : -

Hal : Pengantar Pra Riset

a.n. : Ajeng Kurnia

NIM : 1403046017

Yth.

Bapak Siwi Pambudidoyo, Sp.d
di MTs Nu AL Hikmah Mijen Semarang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Ajeng Kurnia

NIM : 1403046017

Alamat : Desa Sokopuluhan, kec. Pucakwangi, kab. Pati.

Judul skripsi :

**“ANALYSING COHESION DEVICE FOUND IN THE
STUDENTS’ WRITING OF RECOUNT TEXT AT THE EIGHTH
GRADE MTS NU AL HIKMAH POLAMAN MIJEN IN THE
ACADEMIC YEAR 2019/2020”**

Pembimbing :

1. Dr.Hj Siti Mariam, M.Pd
2. Sayyidatul Fadlilah, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 3 hari, mulai tanggal 9 Maret 2020 sampai dengan tanggal 11 Maret 2020.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 2 Letter of permission



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

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9 Maret 2020

Lamp : -

Hal : Mohon Izin Riset

a.n. : Ajeng Kurnia

NIM : 1403046017

Yth.

Bapak Siwi Pambudidoyo, Sp.d

Di MTs Nu AL Hikmah Mijen Semarang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Ajeng Kurnia

NIM : 1403046017

Alamat : Desa Sokopuluhan, kec. Pucakwangi, kab. Pati.

Judul skripsi :

**“ANALYSING COHESION DEVICE FOUND IN THE
STUDENTS’ WRITING OF RECOUNT TEXT AT THE EIGHTH
GRADE MTS NU AL HIKMAH POLAMAN MIJEN IN THE
ACADEMIC YEAR 2019/2020”**

Pembimbing :

1. Dr.Hj Siti Mariam, M.Pd

2. Sayyidatul Fadlilah, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 3 hari, mulai tanggal 9 Maret 2020 sampai dengan tanggal 11 Maret 2020.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 3 Letter



KEMENTERIAN AGAMA
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Nomor : B-4696/Un.10.3/J.4/PP.00.9/7/2019

18 July 2019

Hal : Penunjukan Pembimbing Skripsi

Kepada Yth.

1. Dr.Hj Siti Mariam, M.Pd
2. Sayyidatul Fadlilah, M.Pd

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Ajeng Kurnia

NIM : 1403046017

Judul : "ANALYSING COHESION DEVICE FOUND IN THE STUDENTS' WRITING OF RECOUNT TEXT AT THE EIGHT GRADE MTS NU AL HIKMAH POLAMAN MIJEN IN ACADEMIC YEAR 2019/2020"

Dan menunjuk saudara :

1. Dr.Hj Siti Mariam, M.Pd. Sebagai Pembimbing I
2. Sayyidatul Fadlilah, M.Pd. Sebagai Pembimbing II

Demikian penunjukan pembimbing skripsi ini disampaikan dan atas kerjasama yang diberikan diucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Mengetahui,
Jurusan Pendidikan Bahasa



H. M. Akhrom, M.Ag.
NIP. 19650329 199403 1 002

Tembusan :

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo (sebagai laporan)
2. Mahasiswa yang bersangkutan
3. Arsip



**LEMBAGA PENDIDIKAN MA'ARIF NU
MTs. NU AL - HIKMAH KOTA SEMARANG**

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SURAT KETERANGAN

Nomor : 045/MTs.AH/Ket./III/2020

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah NU Al Hikmah Semarang menerangkan bahwa :

Nama : Ajeng Kurnia

NIM : 1403046017

Judul : **"ANALYSING COHESION DEVICE FOUND IN THE STUDENTS'
WRITING OF RECOUNT TEXT AT THE EIGHT GRADE MTs NU AL
HIKMAH POLAMAN MIJEN IN ACADEMIC YEAR 2019/2020"**

Adalah benar nama tersebut diatas telah melaksanakan penelitian di madrasah Tsanawiyah NU Al Hikmah Semarang.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 14 Maret 2020

Kepala Madrasah



Sholih Hambudidoyo, S. Pd

NIP. -



The students listened to the teacher's explanation.



The students wrote recount text

Appendix 5

Text 1 (My Birthday Party)

Yesterday, it's nice Sunday afternoon I and my family celebrate agenda my birthday party in my house. Father and Mother give cake birthday for me. Father and Mother singing to "Happy Birthday". After that I blow candle on the cake. Then mother cut the cake, Next mother share cake to family. Thank you so much to Father and Mother, I am very happy.

Text 2 (Sunday best)

It's a nice Sunday morning. The khilafa family members are doing with activities. Khilafa's family goes to the park, to do activities on Sunday. They are *going get* together and talk. Khilafa's family members then eat the food brought to the park. After that Milhan and Mia *playing* run around the park, while Mr. and Mrs. Khilafa relaxing under a tree in the garden. I think it's a Sunday best. Today very fun and feeling good.

Text 3 (Untitled)

Dani a child who was playing a bicycle On the home page when he was going very fast suddenly Dani fell because of the look in front of him and he did not see it. As a result he could not walk because his knees hurt and Dani cried when Dani cried and was approached by his mother. Advising Dani and treating his knees. That incident when he was 7 years old.

Text 4 (Untitled)

Yesterday Novel just *help* mother for better cake there after finished for better cake. *Past better mention in to bet* in baking pan. After that in oven in to some minute after done past in off action in plate after that in piece for to eat together. Novel for better cake in house *after help* mother Novel very happy.

Text 5 (Winer Run Competation)

Yesterday Mahesa and Rendy register follow race run it field race run, Mahesa and Rendy *vain-vain* follow race run and already in line start after line start when race run and he *run* strong power. *Arrive foot* Rendy *stumble* and fall past Rendy, *Krry go* to hospital and Mahesa straight *run* tight possible. Mahesa *don't* know Reny *fall*, afterward Mahesa *win*.

Parents Mahesa very pride with Mahesa reason Mahesa *win* player race run and like that with *Mahesa heart* very happy after *Mahesa to get* medal, Mahesa *see* Rendy in Hospital.

Text 6 (Untitled)

Last Sunday me and Mom go to , to buy shoes after I got there and Mom goes around looking for a shoes store and finally I found the store, My mother and *I'm*, immediately searched and saw the shoes I wanted after getting shoes. Immediately *tried* the Mother and the seller *duly*. After that the shoes fit my feet then mom and I go back to the cashier to pay *duly* the mother and I went home very happy because I got the shoes I wanted.

Text 7 (Boy Take Care Fish)

It's nice Sunday school leaves moment, a boy had a will to take care fish by himself. That time a boy *go* to fish shop he *buy* fish and at less tools. That time at home he *arrange* the tools and take fish in fish tank and feed fish. *Always clean* fish tank regularly.

Text 8 (Untitled)

It's a nice Sunday morning. Haris *go* holiday to beach. He *playing* sand in edges sand. Haris *make* sand place, *Haris very happy* playing in sand, up to afternoon. Instrumentation which innate of because Haris brought pail and screw. When he reached beach, Haris seek and find a place. Little by little sand he *pile* become a sand place was done Haris very skill for make a sand place. Day after afternoon and Haris *decide* to go home.

Text 9 (Untitled)

Last week march 1 2020 I and our friends joined in the scouting activities at MTs Nu Al-Hikmah which were held in the school environment, after that division of groups consisting of four people in the group and for him a map of the location of the place. We expand trip dozens river with use string not enough to us. And all the more so a competition in group. Usually *we trough* jungle woods, river, and milestone. Trip journey is enough weary together. Friends *wan* group and to be located pointing that is school jungle *is it school why enough* in happy together.

Text 10 (Skipping Rope)

Hikmah, Putri and Dwi play skipping rope in the part. While *play* suddenly Putri not intentionally her like stumble rope. So Hikmah and Dwi help to Putri. So Hikmah and Dwi take Putri home Hikmah after to home Hikmah. So Dwi and Hikmah cure her like Putri.

Text 11 (Untitled)

Last Sunday to be a man that see incident to steal in home. And man that *Hurry* telephone office police, and police *Hurry go* to place incident to steal that.

And to steal that success in to catch by police with fast.

Text 12 (Play football)

Look the day after *go* to home from school, I go home friend and I *invite play* football after my friend get together so pass play football field. After that we pass to twice play football, I to kick very hard stiff and to break glass look a home side field so have home to go out and see window broken and we frightened and we *to run* fast possible.

Text 13 (Untitled)

Yesterday on Sunday I walked in the park near the house, I saw a wounded bird. Then I help it and I take it home. I take care, and feed. Then the next day I saw the same group of birds outside my bedroom window, I thought maybe those birds were his family. And I let it go and they flew back together his house.

Appendix 6

Text 1 (My Birthday Party)

Yesterday, it's nice Sunday afternoon I and my family celebrate agenda my birthday party in my house. Father and Mother give cake birthday for me. Father and Mother singing to "Happy Birthday". After that I blow candle on the cake. Then mother cut the cake, Next mother share cake to family. Thank you so much to Father and Mother, I am very happy.

Cohesive devices		Number of the use
Reference	Personal	8 (I, my, it)
	Demonstrative	
	Comparative	
Conjunction	Additive	4 (and)
	Adversative	
	Causal	
	Temporal	3 (after that, then, next)
Substitution	Nominal	
	Verbal	
	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	
Total		15

Text 2 (Sunday best)

It's a nice Sunday morning. The khilafa family members are doing with activities. Khilafa's family goes to the park, to do activities on Sunday. **They** are *going get* together **and** talk. Khilafa's family members **then** eat the food brought to the park. **After that** Milhan **and** Mia playing run around the park, **while** Mr. **and** Mrs. Khilafa relaxing under a tree in the garden. **I** think it's a Sunday best. Today very fun **and** feeling good.

Cohesive devices		Number of the use
Reference	Personal	3 (It, they, I)
	Demonstrative	
	Comparative	
Conjunction	Additive	4 (and)
	Adversative	
	Causal	
	Temporal	3 (then, after that, while)
Substitution	Nominal	
	Verbal	
	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	
Total		10

Text 3 (Untitled)

Dani a child **who** was playing a bicycle on the home page **when he** was going very fast suddenly Dani fell **because** of the look in front of **him and he** did not see **it**. **As a result he** could not walk **because his** knees hurt **and** Dani cried **when** Dani cried **and** was approached by **his** mother. Advising Dani **and** treating **his** knees. **That** incident **when he** was 7 years old.

Cohesive devices		Number of the use
Reference	Personal	9 (him, he, it, his)
	Demonstrative	1 (that)
	Comparative	

Conjunction	Additive	5 (who, and)
	Adversative	
	Causal	3 (as a result, because)
	Temporal	3 (when)
Substitution	Nominal	
	Verbal	
	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	
Total		21

Text 4 (Untitled)

Yesterday Novel just *help* mother for better cake **there after** finished for better cake. Past better mention in to bet in baking pan. **After that** in oven in to some minute **after** done past in off action in plate **after that** in piece for to eat together. Novel for better cake in house **after** *help* mother Novel very happy.

Cohesive devices		Number of the use
Reference	Personal	
	Demonstrative	1 (there)
	Comparative	
Conjunction	Additive	
	Adversative	
	Causal	
	Temporal	5 (after that, after)
Substitution	Nominal	
	Verbal	
	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	

Total	6
-------	---

Text 5 (Winer Run Competition)

Yesterday Mahesa **and** Rendy register follow race run **it** field race run, Mahesa **and** Rendy *vain-vain* follow race run **and** already in line start **after** line start **when** race run **and he** run strong power. Arrive foot Rendy stumble **and** fall past Rendy, Krry go to hospital **and** Mahesa straight run tight possible. Mahesa *don't* know Reny fall, **afterward** Mahesa *win*.

Parents Mahesa very pride with Mahesa reason Mahesa *win* player race run **and** like **that** with *Mahesa heart* very happy **after** Mahesa to get medal, Mahesa *see* Rendy in Hospital.

Cohesive devices		Number of the use
Reference	Personal	2 (it, he)
	Demonstrative	1 (that)
	Comparative	
Conjunction	Additive	7 (and)
	Adversative	
	Causal	
	Temporal	4 (after, when, afterwards)
Substitution	Nominal	
	Verbal	
	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	
Total		14

Text 6 (Untitled)

Last Sunday **me and** Mom go to , to buy shoes **after I** got **there** and Mom goes around looking for a shoes store **and** finally **I** found the store, **My** mother **and I'm**, immediately searched **and** saw the shoes **I** wanted **after** getting shoes. *Immediately* tried the Mother **and** the seller *duly*. **After that** the shoes fit **my** feet **then** mom **and I** go back to the cashier to pay *duly* the mother **and I** went home very happy **because I** got the shoes **I** wanted.

Cohesive devices		Number of the use
Reference	Personal	11 (me, I, my,)
	Demonstrative	1 (there)
	Comparative	
Conjunction	Additive	7 (and)
	Adversative	
	Causal	1 (because)
	Temporal	4 (after, after that, then)
Substitution	Nominal	
	Verbal	
	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	
Total		24

Text 7 (Boy Take Care Fish)

It's nice Sunday school leaves moment, a boy had a will to take care fish by himself. That time a boy go to fish shop he buy fish and at less tools. That time at home he arrange the tools and take fish in fish tank and feed fish. *Always clean* fish tank regularly.

Cohesive devices		Number of the use
Reference	Personal	4 (it, himself, he)
	Demonstrative	2 (that)
	Comparative	
Conjunction	Additive	3 (and)
	Adversative	
	Causal	
	Temporal	
Substitution	Nominal	
	Verbal	

	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	
Total		9

Text 8 (Untitled)

It's a nice Sunday morning. Haris *go* holiday to beach. He *playing* sand in edges sand. Haris *make* sand place, *Haris very happy* playing in sand, up to afternoon. Instrumentation which innate of because Haris brought pail and screw. When he reached beach, Haris *seek* and find a place. Little by little sand he *pile become* a sand place was done Haris very skill *for make* a sand place. Day after afternoon and Haris *decide* to go home.

Cohesive devices		Number of the use
Reference	Personal	4 (it, he)
	Demonstrative	
	Comparative	
Conjunction	Additive	4 (and, which)
	Adversative	
	Causal	1 (because)
	Temporal	1 (when)
Substitution	Nominal	
	Verbal	
	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	
Total		10

Text 9 (Untitled)

Last week march 1 2020 I and our friends joined in the scouting activities at MTs NU Al-Hikmah which were held in the school environment, after that division of groups consisting of four

people in the group **and** for **him** a map of the location of the place. **We** expand trip dozens river with use string not enough to **us**. **And** all the more so a competition in group. Usually **we** *trough* jungle woods, river, **and** milestone. Trip journey is enough *weary* together. *Friends wan* group **and** to be located pointing **that** is school jungle *is it* school *why enough* in happy together.

Cohesive devices		Number of the use
Reference	Personal	7 (I, our, him, we, us, it)
	Demonstrative	
	Comparative	
Conjunction	Additive	7 (and, which, that)
	Adversative	
	Causal	
	Temporal	1 (after that)
Substitution	Nominal	
	Verbal	
	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	
Total		15

Text 10 (Skipping Rope)

Hikmah, Putri **and** Dwi play skipping rope in the part. **While** play suddenly Putri not intentionally **her** like stumble rope. **So** Hikmah **and** Dwi help to Putri. **So** Hikmah **and** Dwi take Putri home Hikmah **after** to home Hikmah. **So** Dwi **and** Hikmah cure **her** like Putri.

Cohesive devices		Number of the use
Reference	Personal	2 (her)
	Demonstrative	
	Comparative	
Conjunction	Additive	4 (and)
	Adversative	
	Causal	3 (so)
	Temporal	2 (while, after)
Substitution	Nominal	

	Verbal	
	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	
Total		11

Text 11 (Untitled)

Last Sunday to be a man that see incident to steal in home. And man that Hurry telephone office. police, and police Hurry go to place incident to steal that. And to steal that success in to catch by police with fast.

Cohesive devices		Number of the use
Reference	Personal	
	Demonstrative	4 (that)
	Comparative	
Conjunction	Additive	3 (and)
	Adversative	
	Causal	
	Temporal	
Substitution	Nominal	
	Verbal	
	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	
Total		10

Text 12 (Play football)

Look the day **after** go to home from school, **I** go home friend **and I** invite play football **after my friend get together so** pass play football field. **After that we** pass to twice play football, **I to kick** very hard stiff **and** to break glass look a home side field **so** have home to go out **and** see window broken **and we** frightened **and we** to run fast possible.

Cohesive devices		Number of the use
Reference	Personal	7 (I, my, we)
	Demonstrative	
	Comparative	
Conjunction	Additive	5 (and)
	Adversative	
	Causal	2 (so)
	Temporal	3 (after, after that)
Substitution	Nominal	
	Verbal	
	Clausal	
Ellipsis	Nominal	
	Verbal	
	Clausal	
Total		17

Text 13 (Untitled)

Yesterday on Sunday **I** walked in the park near the house, **I** saw a wounded bird. **Then I** help **it and I** take **it** home. **I** take care, **and** feed. **Then** the next day **I** saw the **same** group of birds outside **my** bedroom window, **I** thought maybe **those** birds were **his** family. **And I** let **it** go **and they** flew back together **his** house.

Cohesive devices		Number of the use
Reference	Personal	15 (I, it, my, they, his)
	Demonstrative	
	Comparative	1 (same)
Conjunction	Additive	4 (and)
	Adversative	
	Causal	

	Temporal	2 (then)
Substitution	Nominal	
	Verbal	
	Clausal	
Ellipsis	Nominal	1 (those)
	Verbal	
	Clausal	
Total		23

Appendix 7

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs NU Al Hikmah Mijen Semarang
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/ Genap
 Materi Pokok : *Teks Personal Recount*; Memberi dan meminta informasi
 terkait pengalaman pribadi di waktu lampau
 Alokasi Waktu : 5 Minggu x 4 Jam Pelajaran @40 Menit

A. Kompetensi Inti

- **KI1 dan KI2: Menghargai dan menghayati** ajaran agama yang dianutnya serta **menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
<p>3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Mengidentifikasi teks recount tentang pengalaman pribadi seseorang • Menceritakan kejadian, kegiatan yang dialami secara kronologis • Menggunakan bagan alir untuk mempelajari alur cerita • Melengkapi ringkasan pengalaman dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar
<p>4.11. Teks recount 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>) 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan,</p>	<ul style="list-style-type: none"> • Menuliskan teks-teks pendek dengan tulisan tangan tentang pengalaman pribadi yang didektekan oleh guru • Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau • Mempresentasikan teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar

secara benar dan sesuai konteks	
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C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi teks recount tentang pengalaman pribadi seseorang
- Menceritakan kejadian, kegiatan yang dialami secara kronologis
- Menggunakan bagan alir untuk mempelajari alur cerita
- Melengkapi ringkasan pengalaman dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar
- Menuliskan teks-teks pendek dengan tulisan tangan tentang pengalaman pribadi yang didektekan oleh guru
- Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau
- Mempresentasikan teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar

D. Materi Pembelajaran

- Fungsi sosial
Melaporkan, mengambil teladan, membanggakan
- Struktur teks
Dapat mencakup
 - orientasi
 - urutan kejadian/kegiatan
 - orientasi ulang
- Unsur kebahasaan
 - Kalimat deklaratif dan interogatif dalam *Simple Past tense*
 - Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, an hour ago*, dan sebagainya.
 - Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dan sebagainya.
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

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

F. Media Pembelajaran

1. Media
 - ❖ Worksheet atau lembar kerja (siswa)
 - ❖ Lembar penilaian
2. Alat/Bahan
 - ❖ Penggaris, spidol, papan tulis
 - ❖ Laptop & infocus

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris

- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-1 (4 x 40 Menit)	
Kegiatan Pendahuluan (15 Menit)	
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> ● Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran ● Memeriksa kehadiran peserta didik sebagai sikap disiplin ● Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Aperpepsi</p> <ul style="list-style-type: none"> ● Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya ● Mengingat kembali materi prasyarat dengan bertanya. ● Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> ● Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. ● Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <ul style="list-style-type: none"> · <i>Fungsi sosial</i> <i>Melaporkan, mengambil teladan, membanggakan</i> ● Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ● Mengajukan pertanyaan <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ● Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ● Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ● Pembagian kelompok belajar ● Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	
Kegiatan Inti (130 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi · Fungsi sosial dengan cara :</p> <p>→ Melihat (tanpa atau dengan Alat)</p> <p>Menayangkan gambar/foto/video yang relevan.</p> <p>→ Mengamati</p> <ul style="list-style-type: none"> ● Lembar kerja materi · Fungsi sosial ● Pemberian contoh-contoh materi · Fungsi sosial untuk dapat dikembangkan peserta didik, dari media interaktif, dsb

	<p>→ Membaca. Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan · Fungsi sosial</p> <p>→ Menulis Menulis resume dari hasil pengamatan dan bacaan terkait · Fungsi sosial</p> <p>→ Mendengar Pemberian materi · Fungsi sosial oleh guru.</p> <p>→ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : · <i>Fungsi sosial</i> <i>Melaporkan, mengambil teladan, membanggakan</i> untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
<p>Problem statemen (pertanyaan/identifikasi masalah)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIS)</u> Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya : → Mengajukan pertanyaan tentang materi : · <i>Fungsi sosial</i> <i>Melaporkan, mengambil teladan, membanggakan</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u> Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan: → Mengamati obyek/kejadian Mengamati dengan seksama materi · Fungsi sosial yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya. → Membaca sumber lain selain buku teks Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi · Fungsi sosial yang sedang dipelajari. → Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi · Fungsi sosial yang sedang dipelajari. → Wawancara/tanya jawab dengan nara sumber</p>

	<p>Mengajukan pertanyaan berkaitan dengan materi · Fungsi sosial yang telah disusun dalam daftar pertanyaan kepada guru.</p> <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <p>→ Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi · Fungsi sosial</p> <p>→ Mengumpulkan informasi Mencatat semua informasi tentang materi · Fungsi sosial yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.</p> <p>→ Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri · Fungsi sosial sesuai dengan pemahamannya.</p> <p>→ Saling tukar informasi tentang materi : · <i>Fungsi sosial</i> <i>Melaporkan, mengambil teladan, membanggakan</i></p> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIS)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <p>→ Berdiskusi tentang data dari Materi : · <i>Fungsi sosial</i> <i>Melaporkan, mengambil teladan, membanggakan</i></p> <p>→ Mengolah informasi dari materi · Fungsi sosial yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p> <p>→ Peserta didik mengerjakan beberapa soal mengenai materi · <i>Fungsi sosial</i></p>
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIS)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p>

	<p>→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :</p> <ul style="list-style-type: none"> · <i>Fungsi sosial</i> <p><i>Melaporkan, mengambil teladan, membanggakan</i></p> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <p>→ Menyampaikan hasil diskusi tentang materi · Fungsi sosial berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.</p> <p>→ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :</p> <ul style="list-style-type: none"> · <i>Fungsi sosial</i> <p><i>Melaporkan, mengambil teladan, membanggakan</i></p> <p>→ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi · Fungsi sosial dan ditanggapi oleh kelompok yang mempresentasikan.</p> <p>→ Bertanya atas presentasi tentang materi · Fungsi sosial yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</p> <p><u>CREATIVITY (KREATIVITAS)</u></p> <p>→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :</p> <p>Laporan hasil pengamatan secara <i>tertulis</i> tentang materi :</p> <ul style="list-style-type: none"> · <i>Fungsi sosial</i> <p><i>Melaporkan, mengambil teladan, membanggakan</i></p> <p>→ Menjawab pertanyaan tentang materi · Fungsi sosial yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.</p> <p>→ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi · Fungsi sosial yang akan selesai dipelajari</p> <p>→ Menyelesaikan uji kompetensi untuk materi · Fungsi sosial yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.</p>
<p>Catatan : Selama pembelajaran · Fungsi sosial berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</p>	
<p align="center">Kegiatan Penutup (15 Menit)</p>	

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi
· Fungsi sosial yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran · Fungsi sosial yang baru diselesaikan.
- Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran · Fungsi sosial
- Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran · Fungsi sosial kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

2. Pertemuan Ke-2 (4 x 40 Menit)**Kegiatan Pendahuluan (15 Menit)****Guru :****Orientasi**

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
 - *Struktur teks*
 - Ø orientasi
 - Ø urutan kejadian/kegiatan
 - Ø orientasi ulang
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung

- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (130 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi · Struktur teks dengan cara :</p> <p>→ Melihat (tanpa atau dengan Alat)</p> <p style="padding-left: 20px;">Menayangkan gambar/foto/video yang relevan.</p> <p>→ Mengamati</p> <ul style="list-style-type: none"> • Lembar kerja materi · Struktur teks • Pemberian contoh-contoh materi · Struktur teks untuk dapat dikembangkan peserta didik, dari media interaktif, dsb <p>→ Membaca.</p> <p>Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan · Struktur teks</p> <p>→ Menulis</p> <p>Menulis resume dari hasil pengamatan dan bacaan terkait · Struktur teks</p> <p>→ Mendengar</p> <p>Pemberian materi · Struktur teks oleh guru.</p> <p>→ Menyimak</p> <p>Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :</p> <ul style="list-style-type: none"> · <i>Struktur teks</i> Ø <i>orientasi</i> Ø <i>urutan kejadian/kegiatan</i> Ø <i>orientasi ulang</i> <p>untuk melatih rasa syukur, kesungguhan dan kedisiplinan, ketelitian, mencari informasi.</p>
Problem statemen (pertanyaan/ identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIS)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi :</p> <ul style="list-style-type: none"> · <i>Struktur teks</i> Ø <i>orientasi</i> Ø <i>urutan kejadian/kegiatan</i> Ø <i>orientasi ulang</i> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>

<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> → Mengamati obyek/kejadian Mengamati dengan seksama materi · Struktur teks yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya. → Membaca sumber lain selain buku teks Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi · Struktur teks yang sedang dipelajari. → Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi · Struktur teks yang sedang dipelajari. → Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi · Struktur teks yang telah disusun dalam daftar pertanyaan kepada guru. <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> → Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi · Struktur teks → Mengumpulkan informasi Mencatat semua informasi tentang materi · Struktur teks yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. → Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri · Struktur teks sesuai dengan pemahamannya. → Saling tukar informasi tentang materi : <ul style="list-style-type: none"> · Struktur teks Ø orientasi Ø urutan kejadian/kegiatan Ø orientasi ulang <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
<p>Data processing</p>	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIS)</u></p>

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

CREATIVITY (KREATIVITAS)

- Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :
Laporan hasil pengamatan secara *tertulis* tentang materi :
 - Struktur teks
 - Ø orientasi
 - Ø urutan kejadian/kegiatan
 - Ø orientasi ulang
- Menjawab pertanyaan tentang materi · Struktur teks yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
- Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi · Struktur teks yang akan selesai dipelajari
- Menyelesaikan uji kompetensi untuk materi · Struktur teks yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran · Struktur teks berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (15 Menit)

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi · Struktur teks yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran · Struktur teks yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran · Struktur teks
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran · Struktur teks kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

3. Pertemuan Ke-3 (4 x 40 Menit)

Kegiatan Pendahuluan (15 Menit)

Guru :

Orientasi

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbial dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (130 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbial dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya dengan cara :</p> <p>→ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan.</p> <p>→ Mengamati</p> <ul style="list-style-type: none"> ● Lembar kerja materi Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbial dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya ● Pemberian contoh-contoh materi Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbial dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya untuk dapat dikembangkan peserta didik, dari media interaktif, dsb <p>→ Membaca.</p> <p>Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbial dan frasa</p>

	<p>preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya</p> <p>→ Menulis Menulis resume dari hasil pengamatan dan bacaan terkait Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya</p> <p>→ Mendengar Pemberian materi Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya oleh guru.</p> <p>→ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <i>Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya</i></p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
<p>Problem statemen (pertanyaan/identifikasi masalah)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIS)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi : <i>Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Mengamati obyek/kejadian Mengamati dengan seksama materi Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <p>→ Membaca sumber lain selain buku teks</p>

Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya yang sedang dipelajari.

→ **Aktivitas**

Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya yang sedang dipelajari.

→ **Wawancara/tanya jawab dengan nara sumber**

Mengajukan pertanyaan berkaitan dengan materi Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya yang telah disusun dalam daftar pertanyaan kepada guru.

COLLABORATION (KERJASAMA)

Peserta didik dibentuk dalam beberapa kelompok untuk:

→ **Mendiskusikan**

Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya

→ **Mengumpulkan informasi**

Mencatat semua informasi tentang materi Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.

→ **Mempresentasikan ulang**

Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya sesuai dengan pemahamannya.

→ **Saling tukar informasi** tentang materi :

Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya

dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk

	<p>mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
<p>Data processing (pengolahan Data)</p>	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIS)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <p>→ Berdiskusi tentang data dari Materi :</p> <p><i>Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya</i></p> <p>→ Mengolah informasi dari materi Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p> <p>→ Peserta didik mengerjakan beberapa soal mengenai materi Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya</p>
<p>Verification (pembuktian)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIS)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <p>→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :</p> <p><i>Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya</i></p> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <p>→ Menyampaikan hasil diskusi tentang materi Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.</p>

- Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :
Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya
- Mengemukakan pendapat atas presentasi yang dilakukan tentang materi Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya dan ditanggapi oleh kelompok yang mempresentasikan.
- Bertanya atas presentasi tentang materi Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.

CREATIVITY (KREATIVITAS)

- Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :
Laporan hasil pengamatan secara *tertulis* tentang materi :
Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya
- Menjawab pertanyaan tentang materi Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
- Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya yang akan selesai dipelajari
- Menyelesaikan uji kompetensi untuk materi Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (15 Menit)

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi

Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya yang baru dilakukan.

- Mengagendakan pekerjaan rumah untuk materi pelajaran Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya yang baru diselesaikan.
- Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus dipelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya
- Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran Kalimat deklaratif dan interogatif dalam Simple Past tense dan Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

4. Pertemuan Ke-4 (4 x 40 Menit)

Kegiatan Pendahuluan (15 Menit)

Guru :

Orientasi

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya

- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (130 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya dengan cara :</p> <p>→ Melihat (tanpa atau dengan Alat)</p> <p>Menayangkan gambar/foto/video yang relevan.</p> <p>→ Mengamati</p> <ul style="list-style-type: none"> ● Lembar kerja materi Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya ● Pemberian contoh-contoh materi Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya untuk dapat dikembangkan peserta didik, dari media interaktif, dsb <p>→ Membaca.</p> <p>Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya</p> <p>→ Menulis</p> <p>Menulis resume dari hasil pengamatan dan bacaan terkait Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya</p> <p>→ Mendengar</p> <p>Pemberian materi Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya oleh guru.</p> <p>→ Menyimak</p> <p>Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :</p> <p><i>Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya</i></p> <p>Untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
Problem statemen (pertanyaan/ identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIS)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi :</p>

	<p><i>Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya</i></p> <p>Yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> → Mengamati obyek/kejadian Mengamati dengan seksama materi Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya. → Membaca sumber lain selain buku teks Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya yang sedang dipelajari. → Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya yang sedang dipelajari. → Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya yang telah disusun dalam daftar pertanyaan kepada guru. <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> → Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya → Mengumpulkan informasi Mencatat semua informasi tentang materi Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. → Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri Adverbia

	<p>penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya sesuai dengan pemahamannya.</p> <p>→ Saling tukar informasi tentang materi :</p> <p><i>Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya</i></p> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIS)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <p>→ Berdiskusi tentang data dari Materi :</p> <p><i>Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya</i></p> <p>→ Mengolah informasi dari materi Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p> <p>→ Peserta didik mengerjakan beberapa soal mengenai materi Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya</p>
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIS)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <p>→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :</p> <p><i>Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya</i></p> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p>

Generalization
(menarik kesimpulan)

- Menyampaikan hasil diskusi tentang materi Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.
- Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :
Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya
- Mengemukakan pendapat atas presentasi yang dilakukan tentang materi Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya dan ditanggapi oleh kelompok yang mempresentasikan.
- Bertanya atas presentasi tentang materi Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.

CREATIVITY (KREATIVITAS)

- Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :
Laporan hasil pengamatan secara *tertulis* tentang materi :
Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya
- Menjawab pertanyaan tentang materi Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
- Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya yang akan selesai dipelajari
- Menyelesaikan uji kompetensi untuk materi Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (15 Menit)

- Peserta didik :**
- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya yang baru dilakukan.

- Mengagendakan pekerjaan rumah untuk materi pelajaran Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

5. Pertemuan Ke-5 (4 x 40 Menit)

Kegiatan Pendahuluan (15 Menit)

Guru :

Orientasi

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar

- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (130 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. dengan cara :</p> <p>→ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan.</p> <p>→ Mengamati</p> <ul style="list-style-type: none"> • Lembar kerja materi Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. • Pemberian contoh-contoh materi Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. untuk dapat dikembangkan peserta didik, dari media interaktif, dsb <p>→ Membaca. Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</p> <p>→ Menulis Menulis resume dari hasil pengamatan dan bacaan terkait Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</p> <p>→ Mendengar Pemberian materi Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. Oleh guru.</p> <p>→ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <i>Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</i></p> <p>Untuk melatih rasa syukur, kesungguhan dan kedisiplinan, ketelitian, mencari informasi.</p>
Problem statemen (pertanyaan/ identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIS)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi : <i>Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</i></p> <p>Yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan</p>

	merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> → Mengamati obyek/kejadian Mengamati dengan seksama materi Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. Yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya. → Membaca sumber lain selain buku teks Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. Yang sedang dipelajari. → Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. Yang sedang dipelajari. → Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. Yang telah disusun dalam daftar pertanyaan kepada guru. <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> → Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. → Mengumpulkan informasi Mencatat semua informasi tentang materi Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. Yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. → Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. Sesuai dengan pemahamannya. → Saling tukar informasi tentang materi : <i>Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</i> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan</p>

	<p>metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
<p>Data processing (pengolahan Data)</p>	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIS)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <p>→ Berdiskusi tentang data dari Materi :</p> <p><i>Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</i></p> <p>→ Mengolah informasi dari materi Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. Yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p> <p>→ Peserta didik mengerjakan beberapa soal mengenai materi Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</p>
<p>Verification (pembuktian)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIS)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <p>→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :</p> <p><i>Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</i></p> <p>Antara lain dengan: Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <p>→ Menyampaikan hasil diskusi tentang materi Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. Berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.</p> <p>→ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :</p> <p><i>Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</i></p>

- Mengemukakan pendapat atas presentasi yang dilakukan tentang materi Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. Dan ditanggapi oleh kelompok yang mempresentasikan.
- Bertanya atas presentasi tentang materi Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. Yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.

CREATIVITY (KREATIVITAS)

- Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :
Laporan hasil pengamatan secara *tertulis* tentang materi :
Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- Menjawab pertanyaan tentang materi Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. Yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
- Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. yang akan selesai dipelajari
- Menyelesaikan uji kompetensi untuk materi Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. Yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan: Selama pembelajaran Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (15 Menit)

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. Yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. Yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.

- Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. Kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

I. Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

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

Keterangan:

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

Catatan:

- Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang
- Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
- Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
- Kode nilai / predikat:
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
- Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- Penilaian Diri

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

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

Catatan:

1. Skor penilaian ya = 100 dan Tidak = 50
 2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
 3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
 4. Kode nilai / predikat:
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
 5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan
- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...
 Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan:

1. Skor penilaian ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$

4. Kode nilai / predikat:
 75,01 – 100,00 = Sangat Baik (SB)
 50,01 – 75,00 = Baik (B)
 25,01 – 50,00 = Cukup (C)
 00,00 – 25,00 = Kurang (K)

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

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut	5	4	
		Struktur teks yang digunakan runtut	4	3	
		Struktur teks yang digunakan cukup runtut	3	2	
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat	5	4	
		Variatif dan tepat	4	3	
		Cukup variatif dan tepat	3	2	
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5	4	
		Pilihan tata bahasa tepat	4	3	
		Pilihan tata bahasa cukup tepat	3	2	
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

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

	kurang tepat, serta tidak lancar	berkembang, serta ada transisi	sesuai, kalimat berkembang, serta ada transisi
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Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

c. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 1 Semester

Sampel yang Dikumpulkan : karangan

Nama Peserta didik: _____

Kelas: _____

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

d. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original	5	4	
		Original	4	3	
		Cukup original	3	2	
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5	4	
		Isi sesuai dengan judul	4	3	
		Isi cukup sesuai dengan judul	3	2	

		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

e. **Penilaian Kemampuan Berbicara (*Speaking Skill*)**

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (<i>intonation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (<i>fluency</i>)	Sangat lancar	5	4	
		Lancar	4	3	
		Cukup lancar	3	2	
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat	5	4	
		Tepat	4	3	
		Cukup tepat	3	2	
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

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

4. Pengayaan

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

5. Pengayaan

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

Semarang, Juli 2019

Mengetahui

Kepala MTs NU Al Hikmah Guru Mata Pelajaran

Siwi Pambudidoyo, S.Pd
NIP/NRK.

Anis Muarifah, S.Pd
NIP/NRK.

Catatan Kepala Madrasah

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CURRICULUM VITAE

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Educational Background:

A. Formal Education

1. RA Matholi'ul Huda
2. SDN Sokopuluhan 01
3. SMPN 1 Pucakwangi
4. MA Matholi'ul Huda
5. Education and Teacher Training Faculty Walisongo State
Islamic University