

APPENDIX 1. Certificates of the Study



YAYASAN BADAN WAKAF SULTAN AGUNG
UNIVERSITAS ISLAM SULTAN AGUNG (UNISSULA)
Jl. Raya Katigawe Km.4 Semarang 50112 Telp.(024) 6583584 (8 Sal) Fax.(024) 6582455
email: informasi@unissula.ac.id web : www.unissula.ac.id

FAKULTAS BAHASA DAN ILMU KOMUNIKASI

Bismillah Membangun Generasi Khalra Ummah

Nomor : 089/D.1/FBIK/I/2019
Lamp. : Proposal Skripsi
Hal. : Permohonan Ijin Mengadakan Penelitian

Semarang, 18 Jumadil Ula 1440 H
24 Januari 2019 M

Kepada :
Yth. Kepala Sekolah SMA N 2 Semarang
Jln. Sendangguwo No 1, Gemah, Pedurungan, Kota Semarang.

Assalamu'alaikum, Wr. Wb.

Dengan ini kami menyampaikan bahwa dalam rangka penulisan skripsi/ tugas akhir program S1 di Fakultas Bahasa dan Ilmu Komunikasi UNISSULA, mahasiswa kami

| | |
|---------------|-----------------------------|
| Nama | : Fitri Ayu Putri Setiawati |
| NIM | : 31801200471 |
| Program Studi | : Pendidikan Bahasa Inggris |

bermaksud mengadakan penelitian dengan judul :

"The Effectiveness of Using Padlet as Learning Media to Improve Student's Writing Skill in Recount Text"

dengan Dosen Pembimbing : Elok Widiyati, S.Pd., M.Pd. (NIK. 210816030)

Untuk itu dengan segala hormat dan kerendahan hati kami bermaksud memohon kepada Bapak untuk bersedia menerima dan mengijinkan mahasiswa tersebut di atas untuk melakukan penelitian di Sekolah yang Bapak pimpin.

Demikian permohonan kami untuk dapat kiranya dikabulkan. Atas kerjasama dan perkenan yang diberikan, kami mengucapkan terima kasih.



Tembusan :

1. Yang bersangkutan
2. Arsip



**PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN**

Jalan Pemuda Nomor 134 Semarang Kode Pos 50132 Telp. 024-3515301
Faksimile 024-3520071 Laman <http://www.jatengprov.go.id>
Surat Elektronik disdikbud@jatengprov.go.id

Semarang, 15 Februari 2019

Nomor : 070/03720
 Lampiran : -
 Perihal : Izin Penelitian
 a.n Fitri Ayu Putri Setiawati

Kepada Yth :
 Dekan Fakultas Bahasa dan Ilmu
 Komunikasi, UNISSULA
 di –
SEMARANG.

Memperhatikan surat Saudara nomor 089/D.1/FBIK/I/2019 tanggal 24 Januari 2019 perihal Izin penelitian dan rekomendasi penelitian dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Nomor 070/9335/04.5/2019 tanggal 01 Februari 2019 dengan ini Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah menyambut baik dan menyetujui Izin Penelitian dari :

| | |
|--------------|---|
| Nama | : Fitri Ayu Putri Setiawati |
| NIM | : 31801200471 |
| Prodi | : Pendidikan Bahasa Inggris |
| Judul | : <i>The Effectiveness of Using Padlet as Learning Media to Improve Student's Writing Skill in Recount Text</i> |
| Tempat | : SMA Negeri 2 Semarang |
| Waktu | : 04 Februari 2019 - 01 Maret 2019 |

Sehubungan dengan hal tersebut, kami minta perhatian Saudara hal-hal sebagai berikut :

1. Agar yang bersangkutan segera berkoordinasi dengan Kepala SMA Negeri 2 Semarang;
2. Selama melaksanakan penelitian agar tidak mengganggu proses belajar mengajar dan membebani kepada sekolah;
3. Apabila telah selesai segera menyerahkan laporan hasil penelitian kepada Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah;

Demikian untuk menjadikan maklum dan atas perhatiannya disampaikan terima kasih.

a.n KEPALA DINAS PENDIDIKAN DAN KEBUDAYAAN
 PROVINSI JAWA TENGAH
 Sekretaris
 DISDIKBUD
 SULISRYO, SPd, M.M.
 Pembina Tk.I
 NIP. 19650812 198903 1 015

Tembusan :

1. Kepala Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah sebagai laporan;
2. Kepala Bidang PSMA Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah;
3. Kepala SMA Negeri 2 Semarang;
4. Pertinggal.



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SEKOLAH MENENGAH ATAS NEGERI 2
SEMARANG**

Jalan Sendangguwo Baru No.1 Kota Semarang 50191 Telp. 024-6715994
Email : kasek_smanda@yahoo.com **Website :** www.sma2smg.sch.id

SURAT KETERANGAN

Nomor : 070 / 144 / 2019

Yang bertanda tangan di bawah ini Kepala SMA 2 Semarang Kota Semarang,
 Propinsi Jawa Tengah menerangkan bahwa :

| | | |
|------------------|---|---|
| Nama | : | Fitri Ayu Putri Setiawati |
| NIM | : | 31801200471 |
| Prodi | : | Pendidikan Bahasa Inggris |
| Perguruan Tinggi | : | Universitas Islam Sultan Agung Semarang |

Benar-benar mengadakan kegiatan Penelitian pada tanggal 4 Februari s.d 1 Maret untuk menyelesaikan penelitian dengan Judul : “*The Effectiveness of Using Padlet as Learning Media to Improve Students’ Writing Skill in Recount Text.*”

Demikian surat keterangan ini buat agar dapat dipergunakan sebagaimana mestinya.

Surat, 4 Maret 2019

Kepala SMA Negeri 2 Semarang



Drs. Yuwana, M.Kom

DISNPK 18670827 199512 1 003

APPENDIX 2. Validation Rubric for Content Validity

LEMBAR VALIDASI

A. TUJUAN

Tujuan penggunaan lembar ini adalah untuk mengukur tingkat validasi pada instrument yang akan digunakan untuk menilai kemampuan siswa kelas X SMAN 2 Semarang dalam menulis recount text.

B. PENILAIAN

| No | Aspek yang Dinilai | Skala Penilaian | | | | |
|----|--|-----------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Organisasi penyajian secara umum | | | | ✓ | |
| 2. | Tampilan umum menarik | | | | ✓ | |
| 3. | Cakupan materi | | | | | ✓ |
| 4. | Kejelasan petunjuk dalam mengerjakan | | | | ✓ | |
| 5. | Ketepatan materi yang diuji dengan SK dan KD | | | | | ✓ |
| 6. | Kalimat yang digunakan jelas dan mudah dipahami | | | | ✓ | |
| 7. | Bahasa yang digunakan komunikatif | | | | | ✓ |
| 8. | Tingkat kesulitan sesuai dengan kelas siswa yang diuji | | | | | ✓ |

Semarang, 28 Januari 2019
Mengetahui,

Validator I

(Guru Mata Pelajaran)



Umi Maftukhah, S.Pd

NIP. 197005282002122004

LEMBAR VALIDASI

A. TUJUAN

Tujuan penggunaan lembar ini adalah untuk mengukur tingkat validasi pada instrument yang akan digunakan untuk menilai kemampuan siswa kelas X SMAN 2 Semarang dalam menulis recount text.

B. PENILAIAN

| No | Aspek yang Dinilai | Skala Penilaian | | | | |
|-----------|--|------------------------|----------|----------|----------|----------|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Organisasi penyajian secara umum | | | | | ✓ |
| 2. | Tampilan umum menarik | | | | ✓ | |
| 3. | Cakupan materi | | | ✓ | | |
| 4. | Kejelasan petunjuk dalam mengerjakan | | | ✓ | | |
| 5. | Ketepatan materi yang diuji dengan SK dan KD | | | ✓ | | |
| 6. | Kalimat yang digunakan jelas dan mudah dipahami | | | ✓ | | |
| 7. | Bahasa yang digunakan komunikatif | | | ✓ | | |
| 8. | Tingkat kesulitan sesuai dengan kelas siswa yang diuji | | | ✓ | | |

Semarang, 28 Januari 2019
Mengetahui,

Validator II

(Dosen Pembimbing)



Elok Widiyati, S.Pd.,M.Pd

NIP. 210816030

APPENDIX 3. Syllabus

| No. | Indikator Penilaian | Rubrik |
|-----|---|--|
| 1. | Organisasi penyajian secara umum. | (1) Jika organisasi penyajian secara umum tidak baik (2) Jika organisasi penyajian secara umum kurang baik (3) Jika organisasi penyajian secara umum cukup baik (4) Jika organisasi penyajian secara umum baik (5) Jika organisasi penyajian secara umum sangat baik |
| 2. | Tampilan umum menarik. | (1) Jika tampilan umum tidak menarik (2) Jika tampilan umum kurang menarik (3) Jika tampilan umum cukup menarik (4) Jika tampilan umum menarik (5) Jika tampilan umum sangat menarik |
| 3. | Cakupan materi | (1) Jika cakupan materi tidak sesuai (2) Jika cakupan materi kurang sesuai (3) Jika cakupan materi cukup sesuai (4) Jika cakupan materi sesuai (5) Jika cakupan materi sangat sesuai |
| 4. | Kejelasan petunjuk dalam mengerjakan. | (1) Jika petunjuk dalam mengerjakan tidak jelas (2) Jika petunjuk dalam mengerjakan kurang jelas (3) Jika petunjuk dalam mengerjakan cukup jelas (4) Jika petunjuk dalam mengerjakan jelas (5) Jika petunjuk dalam mengerjakan sangat jelas |
| 5. | Ketepatan materi yang diuji dengan SK dan KD. | (1) Jika materi dengan SK dan KD tidak tepat (2) Jika materi dengan SK dan KD kurang tepat (3) Jika materi dengan SK dan KD cukup tepat (4) Jika materi dengan SK dan KD tepat (5) Jika materi dengan SK dan KD sangat tepat |
| 6. | Kalimat yang digunakan jelas dan mudah dipahami. | (1) Kalimat yang digunakan tidak jelas dan tidak mudah dipahami (2) Kalimat yang digunakan kurang jelas dan kurang mudah dipahami (3) Kalimat yang digunakan cukup jelas dan cukup mudah dipahami (4) Kalimat yang digunakan jelas dan mudah dipahami (5) Kalimat yang digunakan sangat jelas dan sangat mudah dipahami |
| 7. | Bahasa yang digunakan komunikatif. | (1) Jika bahasa yang digunakan tidak komunikatif (2) Jika bahasa yang digunakan kurang komunikatif (3) Jika bahasa yang digunakan cukup komunikatif (4) Jika bahasa yang digunakan komunikatif (5) Jika bahasa yang digunakan sangat komunikatif |
| 8. | Tingkat kesulitan sesuai dengan tingkat kelas yang diuji. | (1) Tingkat kesulitan tidak sesuai dengan kelas siswa yang diuji (2) Tingkat kesulitan kurang sesuai dengan kelas siswa yang diuji (3) Tingkat kesulitan cukup sesuai dengan kelas siswa yang diuji (4) Tingkat kesulitan sesuai dengan kelas siswa yang diuji (5) Tingkat kesulitan sangat sesuai dengan kelas siswa yang diuji |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran |
|--|---|--|
| 3.5 Membedakan fungsi sosial, struktur teks, dan | <ul style="list-style-type: none">• Fungsi sosial Melaporkan, meneladani, | <ul style="list-style-type: none">• Menyimak guru membacakan beberapa teks recount tentang |

| | | |
|---|---|---|
| <p>unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis dalam bentuk biografi dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya</p> <p>4.5 Teks <i>recount</i> dalam bentuk biografi</p> <p>4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis, dalam bentuk biografi terkait tokoh terkenal</p> <p>4.5.2 Menyusun teks <i>recount</i> lisan dan tulis, dalam bentuk biografi, terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> | <p>membanggakan, mengagumi, dsb.</p> <ul style="list-style-type: none"> • <i>Struktur teks</i> <ul style="list-style-type: none"> - Struktur mencakup jati diri tokoh - Pengalaman tokoh yang patut diteladani. • <i>Unsur kebahasaan</i> <ul style="list-style-type: none"> - Kata kerja dalam <i>Simple Past tense</i>, <i>Past Continuous</i>, <i>Past Perfect</i> - Kata kerja untuk menunjukkan kegiatan (<i>material verbs</i>) ; kata kerja untuk mengungkapkan perasaan (<i>mental verbs</i>) - <i>Adverbia</i> penunjuk dan penghubung waktu. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • <i>Topik</i> Peristiwa, kejadian, pengalaman yang relevan dengan kehidupan peserta didik sebagai pelajar dan remaja, yang dapat menumbuhkan perilaku yang termuat dalam KI. | <p>biografi tokoh terkenal.</p> <ul style="list-style-type: none"> • Menirukan guru membaca teks tersebut secara bermakna, dengan intonasi, ucapan, dan tekanan kata yang benar. • Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks tersebut. • Membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>recount</i> tentang biografi tokoh terkenal dari sumber lain. • Mempresentasikan hasil analisis secara lisan di depan kelompok lain. • Membuat proyek menulis teks <i>recount</i> tentang biografi tokoh terkenal dan memajangnya di majalah dinding kelas. • Melakukan refleksi tentang proses dan hasil belajarnya. |
|---|---|---|

APPENDIX 4. Lesson Plan of Control Group

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

| | |
|----------------|----------------------------------|
| Sekolah | : SMAN 2 Semarang |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : X/Genap |
| Materi Pokok | : Teks <i>Recount</i> ; Biografi |
| Alokasi Waktu | : 2 Pertemuan (4 JP X 45 Menit) |

A. KOMPETENSI INTI

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

B. KOMPETENSI DASAR

- 3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dalam bentuk biografi dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya.
- 4.5 Teks *recount* dalam bentuk biografi.
- 4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis, dalam bentuk biografi terkait tokoh terkenal.
- 4.5.2 Menyusun teks *recount* lisan dan tulis, dalam bentuk biografi, terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

- Berpartisipasi dalam kegiatan belajar mengajar Bahasa Inggris dengan semangat.
- Menunjukkan perilaku disiplin dan bertanggung jawab dalam menyelesaikan tugas pembelajaran.
- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks *recount*.
- Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *recount* sederhana terkait biografi seseorang sesuai konteks penggunaannya.
- Menjelaskan isi teks yang menceritakan biografi seseorang secara lisan dan tulis dengan memperhatikan fungsi sosial, strukture teks, dan unsur kebahasaan teks *recount* sesuai konteks penggunaannya.
- Menulis uraian tentang biografi seseorang.
- Memajang karyanya di majalah dinding kelas.

D. MATERI PEMBELAJARAN

- Fungsi Sosial
Menceritakan pengalaman hidup seseorang yang dapat dijadikan teladan.
- Struktur Tekst
Dapat mencakup:
 - Orientasi
 - Urutan kejadian/kegiatan
 - Orientasi ulang
- Unsur Kebahasaan
 - Kalimat deklaratif dan interogatif dalam simple past, past perfect, dan passive voice.
 - Kosa kata: kata kerja yang menunjukkan tindakan atau kegiatan
 - Adverbia penghubung waktu: first, then, after that, before, when, at last, finally, dsb.
 - Preposition of time and place: on, in, and at
 - 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
Biografi yang dapat menumbuhkan perilaku yang termuat di KI

E. METODE PEMBELAJARAN

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning
- 3) Metode : Tanya jawab, diskusi dan penugasan.

F. MEDIA PEMBELAJARAN

1. Media : lembar kerja siswa
2. Alat/Bahan : buku siswa, whiteboard

G. SUMBER BELAJAR

- LKS Bahasa Inggris Kelas X Semester 2
- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- Kamus Bahasa Inggris
- Pengalaman peserta didik dan guru

H. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan Ke-I

1. Kegiatan Pendahuluan (10 menit)
 - Guru memberi salam kepada siswa.
 - Guru menyiapkan siswa untuk berdo'a.
 - Guru memeriksa kehadiran siswa.
 - Guru menyampaikan tujuan pembelajaran tentang teks tulis dan lisan berbentuk recount text berupa biografi.
2. Kegiatan Inti (70 menit)

Mengamati

 - Guru meminta siswa untuk membaca dan mengamati sebuah teks biografi tokoh yang ada dalam lembar kerja siswa.

Menanya

 - Siswa diberi pengarahan untuk merumuskan pertanyaan mengenai apa yang mereka ketahui tentang biografi dari tokoh tersebut.

Mengumpulkan Informasi

 - Guru menjelaskan tentang teks *recount* berdasarkan fungsi sosial, struktur teks dan unsur kebahasaannya.
 - Guru secara singkat menjelaskan tentang macam-macam teks *recount*.

Menggasosiasi

 - Siswa diminta untuk menganalisa fungsi sosial, generic structure, dan unsur kebahasaan yang ada dalam biografi tokoh tersebut.

Mengkomunikasikan

 - Siswa secara individu mempersentasikan tentang aspek-aspek dari teks *recount* berupa teks biografi yang telah mereka pelajari.
3. Kegiatan Penutup (10 menit)
 - Dengan panduan guru, siswa menyimpulkan hasil pembelajaran.
 - Guru membagi siswa dalam beberapa kelompok.

- Guru memberikan tugas kepada siswa untuk mencari dua buah teks *recount* berupa sebuah teks biografi seorang tokoh dan sebuah teks pengalaman seseorang secara berkelompok.
- Guru juga mengingatkan siswa agar belajar dengan rajin dan bertanggung jawab dalam menyelesaikan tugas yang diberikan.

Pertemuan Ke-II

1. Kegiatan Pendahuluan (10 menit)

- Guru memberi salam kepada siswa.
- Guru menyiapkan siswa untuk berdo'a.
- Guru memeriksa kehadiran siswa.
- Guru memberi motivasi belajar kepada siswa.
- Guru mengingatkan kepada siswa terkait materi pada pertemuan sebelumnya.

2. Kegiatan Inti (70 menit)

Mengamati

- Siswa mengamati dua contoh teks *recount* yang sudah mereka temukan sebelumnya dari sumber lain.

Menanya

- Dengan bantuan guru, siswa menentukan masalah, apakah ide pokok dan ide pendukung dari kedua teks tersebut.
- Masing-masing siswa membuat hipotesis tentang ide pokok dan ide pendukung dalam kedua teks tersebut.

Mengumpulkan Informasi

- Siswa mengidentifikasi fungsi sosial, struktur dan unsur kebahasaan dari kedua teks *recount* tersebut.
- Siswa mengidentifikasi persamaan dan perbedaan mengenai ide pendukung dari kedua teks tersebut.

Mengasosiasi

- Dengan arahan dan bantuan guru, secara berkelompok siswa membuat sebuah teks biografi berupa teks biografi seseorang berdasarkan ide-ide pokok dan ide-ide pendukung yang telah mereka temukan.

Mengkomunikasikan

- Secara individu siswa maju ke depan kelas mewakili kelompoknya menyajikan apa hasil kerja mereka pada pertemuan kali ini.

3. Kegiatan Penutup (10 menit)

- Guru memberitahukan bahwa kegiatan belajar mengajar telah selesai.
- Guru memotivasi siswa untuk belajar dengan rajin, tekun, dan bertanggung jawab dalam menyelesaikan setiap tugas yang diberikan.

I. PENILAIAN

1. Penilaian sikap dilakukan dengan observasi
2. Penilaian pengetahuan dilakukan dengan test tertulis
3. Penilaian keterampilan dilakukan dengan penilaian rubrik

Seimarang, 4 Februari 2019

Mengetahui,

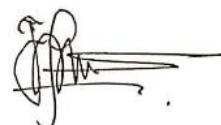
Guru Bahasa Inggris



Umi Maftukhah, S.Pd

NIP. 197005282002122004

Peneliti



Fitri Ayu Putri Setiawati

NIM. 31801200471

APPENDIX 5. Lesson Plan of Experimental Group

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

| | |
|----------------|----------------------------------|
| Sekolah | : SMAN 2 Semarang |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : X/Genap |
| Materi Pokok | : Teks <i>Recount</i> ; Biografi |
| Alokasi Waktu | : 2 Pertemuan (4 JP X 45 Menit) |

A. KOMPETENSI INTI

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

B. KOMPETENSI DASAR

- 3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dalam bentuk biografi dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya
- 4.5 Teks *recount* dalam bentuk biografi
 - 4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis, dalam bentuk biografi terkait tokoh terkenal
 - 4.5.2 Menyusun teks *recount* lisan dan tulis, dalam bentuk biografi, terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

- Berpartisipasi dalam kegiatan belajar mengajar Bahasa Inggris dengan semangat.
- Menunjukkan perilaku disiplin dan bertanggung jawab dalam menyelesaikan tugas pembelajaran.
- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks *recount*.
- Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *recount* sederhana terkait biografi seseorang sesuai konteks penggunaannya.
- Menjelaskan isi teks yang menceritakan biografi seseorang secara lisan dan tulis dengan memperhatikan fungsi sosial, strukture teks, dan unsur kebahasaan teks *recount* sesuai konteks penggunaannya.
- Menulis uraian tentang biografi seseorang
- Meposting karyanya kedalam Padlet wall.

D. MATERI PEMBELAJARAN

- Fungsi Sosial
Menceritakan pengalaman hidup seseorang yang dapat dijadikan teladan.
- Struktur Tekst
Dapat mencakup:
 - Orientasi
 - Urutan kejadian/kegiatan
 - Orientasi ulang
- Unsur Kebahasaan
 - Kalimat deklaratif dan interogatif dalam simple past, past perfect, dan passive voice.
 - Kosa kata: kata kerja yang menunjukkan tindakan atau kegiatan
 - Adverbia penghubung waktu: first, then, after that, before, when, at last, finally, dsb.
 - Preposition of time and place: on, in, and at
 - 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
Biografi yang dapat menumbuhkan perilaku yang termuat di KI

E. METODE PEMBELAJARAN

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning
- 3) Metode : Tanya jawab, diskusi dan penugasan.

F. MEDIA PEMBELAJARAN

- 3. Media : Padlet.
- 4. Alat/Bahan : buku siswa, LCD, Proyektor, Laptop, Whiteboard

G. SUMBER BELAJAR

- LKS Bahasa Inggris Kelas X Semester 2
- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- Kamus Bahasa Inggris
- Padlet

H. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan Ke-I

1. Kegiatan Pendahuluan (10 menit)
 - Guru memberi salam kepada siswa.
 - Guru menyiapkan siswa untuk berdo'a.
 - Guru memeriksa kehadiran siswa.
 - Guru membuka pelajaran dengan memberikan *warming up* berupa menampilkan beberapa tokoh pada Padlet wall dan meminta siswa untuk menceritakan tentang apa yang mereka ketahui tentang tokoh-tokoh tersebut.
 - Guru menyampaikan tujuan pembelajaran tentang teks tulis dan lisan berbentuk teks *recount* berupa biografi.

2. Kegiatan Inti (70 menit)

Mengamati

- Guru meminta siswa untuk memberikan tanggapan tentang tokoh-tokoh tersebut ke dalam Padlet wall.
- Guru menampilkan sebuah video dan sebuah teks biografi tentang J.K Rowling yang termuat dalam Padlet wall.

Menanya

- Siswa diberi pengarahan untuk merumuskan pertanyaan mengenai apa yang mereka ketahui tentang tokoh tersebut.

Mengumpulkan Informasi

- Guru menjelaskan tentang teks *recount* berdasarkan fungsi sosial, struktur teks dan unsur kebahasaannya dengan menampilkan catatan yang ada dalam Padlet wall.
- Guru secara singkat menjelaskan tentang macam-macam teks *recount*.

Mengasosiasi

- Siswa diminta untuk menganalisa fungsi sosial, generic structure, dan unsur kebahasaan yang ada dalam biografi J.K Rowling.

Mengkomunikasikan

- Siswa secara individu mempersentasikan tentang aspek-aspek dari teks *recount* berupa teks biografi yang telah mereka pelajari.
3. Kegiatan Penutup (10 menit)
- Dengan panduan guru, siswa menyimpulkan hasil pembelajaran.
 - Guru membagi siswa dalam beberapa kelompok.
 - Guru memberikan tugas kepada siswa untuk mencari dua buah teks *recount* berupa sebuah teks biografi seorang tokoh dan sebuah teks pengalaman seseorang secara berkelompok.
 - Guru juga mengingatkan siswa agar belajar dengan rajin dan bertanggung jawab dalam menyelesaikan tugas yang diberikan.

Pertemuan Ke-II

1. Kegiatan Pendahuluan (10 menit)
 - Guru memberi salam kepada siswa.
 - Guru menyiapkan siswa untuk berdo'a.
 - Guru memeriksa kehadiran siswa.
 - Guru menanyakan tentang materi yang telah dipelajari pada pertemuan sebelumnya dengan menampilkan kembali pendapat mereka tentang beberapa tokoh yang termuat dalam Padlet.
 - Guru memberi motivasi belajar kepada siswa.
2. Kegiatan Inti (70 menit)

Mengamati

- Siswa mengamati dua contoh teks *recount* yang sudah mereka temukan sebelumnya dari sumber lain.

Menanya

- Dengan bantuan guru, siswa menentukan masalah, apakah ide pokok dan ide pendukung dari kedua teks tersebut.
- Masing-masing siswa membuat hipotesis tentang ide pokok dan ide pendukung dalam kedua teks tersebut.

Mengumpulkan Informasi

- Guru memberikan sebuah alamat Padlet wall guna memberikan wadah bagi siswa untuk menampung ide-ide dan pertanyaan-pertanyaan siswa terkait materi pembelajaran.
- Guru memberikan feedback dari pertanyaan-pertanyaan yang telah siswa tinggalkan pada Padlet wall.
- Siswa mengidentifikasi fungsi sosial, struktur dan unsur kebahasaan dari kedua teks *recount* tersebut.
- Siswa mengidentifikasi persamaan dan perbedaan mengenai ide pendukung dari kedua teks tersebut.

Mengasosiasi

- Dengan arahan dan bantuan guru, secara berkelompok siswa membuat sebuah teks *recount* berupa teks biografi seseorang berdasarkan ide-ide pokok dan ide-ide pendukung yang telah mereka temukan.

Mengkomunikasikan

- Siswa memposting hasil kerja mereka ke dalam Padlet wall.
- Dengan menggunakan Padlet, secara individu siswa maju ke depan kelas mewakili kelompoknya menyajikan apa hasil kerja mereka pada pertemuan kali ini.

3. Kegiatan Penutup (10 menit)

- Guru memberitahukan bahwa kegiatan belajar mengajar telah selesai.
- Guru memotivasi siswa untuk belajar dengan rajin, tekun, dan bertanggung jawab dalam menyelesaikan setiap tugas yang diberikan.

I. PENILAIAN

1. Penilaian sikap dilakukan dengan observasi
2. Penilaian pengetahuan dilakukan dengan test tertulis
3. Penilaian keterampilan dilakukan dengan penilaian rubrik

Semarang, 4 Februari 2019

Mengetahui,

Guru Bahasa Inggris



Umi Maftuljihah, S.Pd

NIP. 197005282002122004

Peneliti



Fitri Ayu Putri Setiawati

NIM. 31801200471

APPENDIX 6. *Instrument of Tryout*

INSTRUMENT PENELITIAN

Pengantar

Dalam rangka penyusunan skripsi dengan judul “*The Effectiveness of Using Padlet as Learning Media to Improve Students’ Writing Skill in Recount Text*”, saya bermaksud mengumpulkan data yang berupa kemampuan siswa dalam menulis “recount text” yang dilakukan dalam bentuk “tryout”. Data yang saya peroleh ini hanya dipergunakan semata-mata untuk penelitian ini, dan akan dijaga kerahasiannya. Atas kesediaannya menjadi responden, saya mengucapkan terima kasih.

Data Responden

- | | | |
|--|---|--|
| 1. Kode | : | T - |
| 2. Kelas | : | |
| 3. Jenis kelamin | : | |
| 4. Usia | : | |
| 5. Pengalaman belajar Bahasa Inggris: | | 1) Hanya di sekolah 2) Pernah mengikuti kursus atau les 3) Masih mengikuti kursus atau les 4) Belum pernah mengikuti kursus atau les sama sekali 5) Dari media: a) game b) film c) lagu d) lainnya: _____ |
| 6. Minat dalam belajar Bahasa Inggris: | | a. Sangat Tinggi b. Tinggi c. Biasa d. Rendah e. Sangat Rendah |

Instructions

1. Write a biographical recount text about your idol as your topic!
2. Your text should consist of 3 paragraphs, they are orientation, events, and re-orientation.
3. Your text should consist of at least 200 words in 45 minutes.
4. You may open electronic dictionary, no google translate!
5. Your writing will be scored based on the following criterias:
 a) Grammar b) Vocabulary c) Spelling d) Content
6. Work individually! _____

INSTRUMENT PENELITIAN

Pengantar

Dalam rangka penyusunan skripsi dengan judul “*The Effectiveness of Using Padlet as Learning Media to Improve Students’ Writing Skill in Recount Text*”, saya bermaksud mengumpulkan data yang berupa kemampuan siswa dalam menulis “recount text” yang dilakukan dalam bentuk “tryout”. Data yang saya peroleh ini hanya dipergunakan semata-mata untuk penelitian ini, dan akan dijaga kerahasiannya. Atas kesediaannya menjadi responden, saya mengucapkan terima kasih.

Data Responden

1. Kode : T - OG
2. Kelas : X MIPA 4
3. Jenis kelamin : P
4. Usia : 16
5. Pengalaman belajar Bahasa Inggris:
 - 1) Hanya di sekolah
 - 2) Pernah mengikuti kursus atau les
 - 3) Masih mengikuti kursus atau les
 - 4) Belum pernah mengikuti kursus atau les sama sekali
 - 5) Dari media: a) game
b) film
 c) lagu
d) lainnya: _____
6. Minat dalam belajar Bahasa Inggris:
 - a. Sangat Tinggi
 - b) Tinggi
 - c. Biasa
 - d. Rendah
 - e. Sangat Rendah

Instructions

1. Write a biographical recount text about your idol as your topic!
2. Your text should consist of 3 paragraphs, they are orientation, events, and re-orientation.
3. Your text should consist of at least 200 words in 45 minutes.
4. You may open electronic dictionary, no google translate!
5. Your writing will be scored based on the following criterias:
 - a) Grammar b) Vocabulary c) Spelling d) Content
6. Work individually!

Taylor Swift

Taylor Swift was born in Reading, Pennsylvania on December 13 1989, but she grew up in Wyomissing, Pennsylvania. She loved to sing at the age of 10. When she was 11, she started learning guitar. It was a computer repairman who taught her. Then, she became very good at playing it.

When she was a kid, she always wanted to be a singer and songwriter. At the age of 3, she sang in front of people when her family had a trip. She also won poem contest with her own poem called "Monster in My Closet".

In 2006, their family moved to Tennessee because her parents knew Taylor was talented. Finally, Taylor released her first single "Tim McGraw" and a self-titled album. Surprisingly, her album reached number 1 on the Top Country Albums.

It didn't only stop there. In 2008, Taylor released her second album "Fearless" and it was even more successful than her first album. The album won many awards including Grammy Awards for Album of The Year, Best Country Album, Best Female Country Vocal, and Best Country Song. Her concert tickets began to selling out in less than 2 minutes. Her third album was as successfull as her second album. Taylor was now a superstar.

In 2018, she has made 6 albums. There are her self titled album, Fearless, Speak Now, Red, 1989, and Reputation. Her hard work back then is paid off.

INSTRUMENT PENELITIAN

Pengantar

Dalam rangka penyusunan skripsi dengan judul “*The Effectiveness of Using Padlet as Learning Media to Improve Students’ Writing Skill in Recount Text*”, saya bermaksud mengumpulkan data yang berupa kemampuan siswa dalam menulis “recount text” yang dilakukan dalam bentuk “tryout”. Data yang saya peroleh ini hanya dipergunakan semata-mata untuk penelitian ini, dan akan dijaga kerahasiannya. Atas kesediaannya menjadi responden, saya mengucapkan terima kasih.

Data Responden

- | | | |
|--|---|--|
| 1. Kode | : | T - 29 |
| 2. Kelas | : | <input checked="" type="checkbox"/> MIPA - 4 |
| 3. Jenis kelamin | : | <input checked="" type="checkbox"/> P |
| 4. Usia | : | <input checked="" type="checkbox"/> 16 |
| 5. Pengalaman belajar Bahasa Inggris: | | 1) Hanya di sekolah <input checked="" type="checkbox"/> 2) Pernah mengikuti kursus atau les 3) Masih mengikuti kursus atau les 4) Belum pernah mengikuti kursus atau les sama sekali 5) Dari media: a) game <input checked="" type="checkbox"/> b) film <input checked="" type="checkbox"/> c) lagu d) lainnya: _____ |
| 6. Minat dalam belajar Bahasa Inggris: | | <input checked="" type="checkbox"/> a) Sangat Tinggi b. Tinggi c. Biasa d. Rendah e. Sangat Rendah |

Instructions

1. Write a biographical recount text about your idol as your topic!
2. Your text should consist of 3 paragraphs, they are orientation, events, and re-orientation.
3. Your text should consist of at least 200 words in 45 minutes.
4. You may open electronic dictionary, no google translate!
5. Your writing will be scored based on the following criterias:
 - a) Grammar b) Vocabulary c) Spelling d) Content
6. Work individually!

My Idol, Suri Susanti

Lucia Francisca Susi Susanti or better known as Susi Susanti is one of the best female badminton players Indonesia has ever had. She was born in Tasikmalaya and liked badminton games since she was in elementary school. Because of his parents support, she began her badminton career at his uncle's club, PB Tunas Tasikmalaya. After practicing for 7 years there, and won the junior level badminton championship in 1985 when Suri stepped on the second grade of junior high school, she moved to Jakarta to be more serious about the badminton world.

This woman with Aries zodiac has won many badminton championship at international level and brought so many trophy for Indonesia. She was marry with Alan Budikusuma on 1997.

Suri Susanti decided to stop her career on 1998. In fact she could still continue for another 2 years cause she really wanted to get the ASEAN Games gold medal, but because that year she was pregnant she could not follow it anymore. But her career was so amazing for got 2 appreciation, Honor of the Republik of Indonesia Bintang Utama Service in 1992 and The Badminton Hall of Fame in 2004. She also got a chance to bring the torch of ASEAN Games on 2018.

APPENDIX 7. *Instrument of Pre-test*

INSTRUMENT PENELITIAN

Pengantar

Dalam rangka penyusunan skripsi dengan judul “*The Effectiveness of Using Padlet as Learning Media to Improve Students’ Writing Skill in Recount Text*”, saya bermaksud mengumpulkan data yang berupa kemampuan siswa dalam menulis “recount text” yang dilakukan dalam bentuk “pre-test”. Data yang saya peroleh ini hanya dipergunakan semata-mata untuk penelitian ini, dan akan dijaga kerahasiannya. Atas kesediaannya menjadi responden, saya mengucapkan terima kasih.

Data Responden

1. Kode : _____
2. Kelas : _____
3. Jenis kelamin : _____
4. Usia : _____
5. Pengalaman belajar Bahasa Inggris:
 - 1) Hanya di sekolah
 - 2) Pernah mengikuti kursus atau les
 - 3) Masih mengikuti kursus atau les
 - 4) Belum pernah mengikuti kursus atau les sama sekali
 - 5) Dari media: a) game
b) film
c) lagu
d) lainnya: _____
6. Minat dalam belajar Bahasa Inggris:
 - a. Sangat Tinggi
 - b. Tinggi
 - c. Biasa
 - d. Rendah
 - e. Sangat Rendah

Instructions

7. Write a biographical recount text about your idol as your topic!
8. Your text should consist of 3 paragraphs, they are orientation, events, and re-orientation.
9. Your text should consist of at least 200 words in 45 minutes.
10. You may open electronic dictionary, no google translate!
11. Your writing will be scored based on the following criterias:

| | | | |
|------------|---------------|-------------|------------|
| b) Grammar | b) Vocabulary | c) Spelling | d) Content |
|------------|---------------|-------------|------------|
12. Work individually! _____

INSTRUMENT PENELITIAN

Pengantar

Dalam rangka penyusunan skripsi dengan judul “*The Effectiveness of Using Padlet as Learning Media to Improve Students’ Writing Skill in Recount Text*”, saya bermaksud mengumpulkan data yang berupa kemampuan siswa dalam menulis “recount text” yang dilakukan dalam bentuk “pre-test”. Data yang saya peroleh ini hanya dipergunakan semata-mata untuk penelitian ini, dan akan dijaga kerahasiannya. Atas kesediaannya menjadi responden, saya mengucapkan terima kasih.

Data Responden

- | | | |
|--|---|---|
| 1. Kode | : | C - 08 |
| 2. Kelas | : | X MIPA 5 |
| 3. Jenis kelamin | : | Perempuan |
| 4. Usia | : | 15 |
| 5. Pengalaman belajar Bahasa Inggris: | | 1) Hanya di sekolah 2) Pernah mengikuti kursus atau les 3) Masih mengikuti kursus atau ies 4) Belum pernah mengikuti kursus atau les sama sekali 5) Dari media: a) game b) film <input checked="" type="radio"/> c) lagu d) lainnya: _____ |
| 6. Minat dalam belajar Bahasa Inggris: | | a. Sangat Tinggi <input checked="" type="radio"/> b) Tinggi c. Biasa d. Rendah e. Sangat Rendah |

Instructions

1. Write a biographical recounts text about your idol as your topic!
2. Your text should consist of 3 paragraphs, they are orientation, events, and re-orientation.
3. Your text should consist of at least 200 words in 45 minutes.
4. You may open electronic dictionary, no google translate!
5. Your writing will be scored based on the following criterias:

| | | | |
|------------|---------------|-------------|------------|
| a) Grammar | b) Vocabulary | c) Spelling | d) Content |
|------------|---------------|-------------|------------|
6. Work individually!

Ariana Grande

Ariana Grande Butera was born on 26 June 1993. She is a famous singer from U.S. Ariana Grande has a younger brother named Frankie Grande. Her parents are Joan Grande and Edward Butera. She didn't have Middle name, Grande and Butera are the last name of her parents. She got that name because her parents were divorced.

When Ariana was a child, she likes to being part in theatre. Ariana start her career from that. On 2009, she joined to be part of Nickelodeon. She got role as Cat Valentine, in TV series called Nickelodeon Victorious. Ariana worked her debut album on August 2010. But she was released her debut album on 30 August 2013. Her main single called "The Way" from her first album Yours Truly. She got more famous after she has her own album. Ariana has four albums right now, there are Yours Truly that released on 2013, the second is My Everything released on 2014, the third is Dangerous Woman released on 2016, and the last one but not least her album called Sweetener released on 2018. Main song in this album is No Tears Left to Cry, it got number 3 in Billboard Hot 100.

Ariana had bad in her relationship. On 2008 she had relationship with Graham Phillips until 2011. On 2012 - 2013 she got boyfriend named Jar Brooks. On 2013, she made relationship with Nathan Sykes, Ariana and Nathan got more shipper than when Ariana with another ex boyfriend are Big Sean, Mac Miller, and Pete Davidson. But they are had broken up with them. She was got engagement with Pete Davidson but they broken up too. Because of her bad relationship, she made a song call "Thank U, next."

Ariana Grande is strong woman, she had effort to be famous person since she was a child. But there's a rumor that Ariana joined in Illuminate, and she didn't have religion called Kabalah. Even Ariana do that, she still make an effort from zero to be like this. Being famous and talented person.

INSTRUMENT PENELITIAN

Pengantar

Dalam rangka penyusunan skripsi dengan judul "*The Effectiveness of Using Padlet as Learning Media to Improve Students' Writing Skill in Recount Text*", saya bermaksud mengumpulkan data yang berupa kemampuan siswa dalam menulis "recount text" yang dilakukan dalam bentuk "pre-test". Data yang saya peroleh ini hanya dipergunakan semata-mata untuk penelitian ini, dan akan dijaga kerahasiannya. Atas kesedianya menjadi responden, saya mengucapkan terima kasih.

Data Responden

1. Kode : C - 21
2. Kelas : X MIPA 5
3. Jenis kelamin : Male
4. Usia : 15
5. Pengalaman belajar Bahasa Inggris:
1) Hanya di sekolah
2) Pernah mengikuti kursus atau les
3) Masih mengikuti kursus atau les
4) Belum pernah mengikuti kursus atau les sama sekali
5) Dari media: a) game
b) film
c) lagu
d) lainnya: _____

6. Minat dalam belajar Bahasa Inggris:
a. Sangat Tinggi
b. Tinggi
c. Biasa
d. Rendah
e. Sangat Rendah

Instructions

1. Write a biographical recount text about your idol as your topic!
 2. Your text should consist of 3 paragraphs, they are orientation, events, and re-orientation.
 3. Your text should consist of at least 200 words in 45 minutes.
 4. You may open electronic dictionary, no google translate!
 5. Your writing will be scored based on the following criterias:
a) Grammar b) Vocabulary c) Spelling d) Content
 6. Work individually!

Lalisa Manoban.

Lalisa Manoban or her popular name Lisa Blackpink, is the one of the member of Blackpink. She was born ~~in~~ Bangkok, Thailand with real name Pranpinya Manoban. She born ~~at~~ ^{on} 27th March 1997. She is a rapper and singer in South Korea. She is a good dancer in Blackpink. ~~She was nickname?~~ by her friend like "Dancing Machine of Blackpink" and "Thai Princess".

Descriptive

She is the single children of her parents. She has 167 cm height. Beside she has a great talent ~~in~~ dance and rapping, she also master 4 languages like Thai, Korean language, Japanese language, and English. She has zodiac Aries and has blood type O. She has a pretty hair and pure eyes. She had 46 kg weight. She ~~has work~~ under YG Entertainment label since 2010. She love dancing since she was kid.

Before join YG audition, she joined with We Zaa Cool, a dance community in Thailand. ~~At~~ We zaa Cool, she was ⁱⁿ one community with BamBam Got7. Lisa and BamBam ^{were} the best friend since childhood. She was the only one participant ~~in~~ YG audition ~~at~~ Thailand who wriggle out on it. After that, she gained to be a trainee since April 2011. Before started debut ~~at~~ in 2016, she had to join training for 5 years.

During the trainee, her dance talent could make YG entertainment excited. ~~At~~ ⁱⁿ 2013, she also appeared ~~at~~ on Taeyang's Videoclip. And then, ~~at~~ ⁱⁿ 2015, she was appointed to be NONAGON model. And then, one year later ~~at~~ ⁱⁿ 2016, she was appointed to be Blackpink member. ~~At~~ ^{In} that year too, Blackpink could win several awards. Although she isn't from Korea, She can learned ~~the~~ ^{the} language as well.

INSTRUMENT PENELITIAN

Pengantar

Dalam rangka penyusunan skripsi dengan judul “*The Effectiveness of Using Padlet as Learning Media to Improve Students’ Writing Skill in Recount Text*”, saya bermaksud mengumpulkan data yang berupa kemampuan siswa dalam menulis “recount text” yang dilakukan dalam bentuk “pre-test”. Data yang saya peroleh ini hanya dipergunakan semata-mata untuk penelitian ini, dan akan dijaga kerahasiannya. Atas kesediaannya menjadi responden, saya mengucapkan terima kasih.

Data Responden

- | | | |
|--|---|---|
| 1. Kode | : | E - 13 |
| 2. Kelas | : | X MIPA 9 |
| 3. Jenis kelamin | : | Laki-Laki |
| 4. Usia | : | 15 tahun |
| 5. Pengalaman belajar Bahasa Inggris: | | 1) Hanya di sekolah 2) Pernah mengikuti kursus atau les 3) Masih mengikuti kursus atau les 4) Belum pernah mengikuti kursus atau les sama sekali <input checked="" type="radio"/> Dari media: a) game <input type="radio"/> b) film <input checked="" type="radio"/> c) lagu <input type="radio"/> d) lainnya: <u>Youtube</u> |
| 6. Minat dalam belajar Bahasa Inggris: | | a. Sangat Tinggi b. Tinggi <input checked="" type="radio"/> c. Biasa d. Rendah e. Sangat Rendah |

Instructions

1. Write a biographical recount text about your idol as your topic!
2. Your text should consist of 3 paragraphs, they are orientation, events, and re-orientation.
3. Your text should consist of at least 200 words in 45 minutes.
4. You may open electronic dictionary, no google translate!
5. Your writing will be scored based on the following criterias:

| | | | |
|------------|---------------|-------------|------------|
| a) Grammar | b) Vocabulary | c) Spelling | d) Content |
|------------|---------------|-------------|------------|
6. Work individually!

Khabib Nurmagomedov

Khabib Nurmagomedov was born ^{on} 20th September, 1988. He is a Russian Professional Mixed Martial Artist of Avarechinty. Nurmagomedov was be a champion in two times ^{on} Sambo World Champion and the reigning undisputed UFC lightweight Champion. He ^{is} starting to get mixed up in MMA on September 2008 and since then he has never lost and won 27 games.

In the 2018, Khabib made the world's uproar to defeat McGregor and it allowed him to maintain the longest undefeated record. The fight between Khabib and McGregor ^{is} riddled with controversy and much ^{makes} the world's muslims angry because McGregor ^{has been} doing racist to Khabib. Khabib ^{is} the first Russian and the first muslim ^{who} to win a UFC title.

Khabib has an older brother, Magomed and a young sister, Amina. Nurmagomedov signed a six-fight deal ^{in the} UFC's lightweight division in late 2011. He made his UFC debut on January 20, 2012, at UFC on FX 1, defeating Kamal Shalorus via submission in third round. Nurmagomedov then defeated Gleison Tibau at UFC 148 via unanimous decision on July 7, 2012, and Thiago Tavares at UFC on FX 7 via KO in the first round on January 19, 2013.

I idolized Khabib because he is a hard worker and he has made a lot of muslims proud. He had brought up Islamic's names and reduced Islamic's bad news ^{to} terrorists. I'm so proud of him. That's the little story about the biography of the Khabib I wrote

INSTRUMENT PENELITIAN

Pengantar

Dalam rangka penyusunan skripsi dengan judul “*The Effectiveness of Using Padlet as Learning Media to Improve Students’ Writing Skill in Recount Text*”, saya bermaksud mengumpulkan data yang berupa kemampuan siswa dalam menulis “recount text” yang dilakukan dalam bentuk “pre-test”. Data yang saya peroleh ini hanya dipergunakan semata-mata untuk penelitian ini, dan akan dijaga kerahasiannya. Atas kesediaannya menjadi responden, saya mengucapkan terima kasih.

Data Responden

- | | | |
|--|---|--|
| 1. Kode | : | E - 27 |
| 2. Kelas | : | <input checked="" type="checkbox"/> MIPA 9 |
| 3. Jenis kelamin | : | Laki - laki |
| 4. Usia | : | 16 |
| 5. Pengalaman belajar Bahasa Inggris: | | <input checked="" type="checkbox"/> 1) Hanya di sekolah 2) Pernah mengikuti kursus atau les 3) Masih mengikuti kursus atau les 4) Belum pernah mengikuti kursus atau les sama sekali 5) Dari media: a) game b) film c) lagu d) lainnya: _____ |
| 6. Minat dalam belajar Bahasa Inggris: | | a. Sangat Tinggi b. Tinggi <input checked="" type="checkbox"/> C) Biasa d. Rendah e. Sangat Rendah |

Instructions

1. Write a biographical recount text about your idol as your topic!
2. Your text should consist of 3 paragraphs, they are orientation, events, and re-orientation.
3. Your text should consist of at least 200 words in 45 minutes.
4. You may open electronic dictionary, no google translate!
5. Your writing will be scored based on the following criterias:

| | | | |
|------------|---------------|-------------|------------|
| a) Grammar | b) Vocabulary | c) Spelling | d) Content |
|------------|---------------|-------------|------------|
6. Work individually!

was

Prophet Muhammad

He ~~is~~ born on the 12 Rabiul awal in Mekkah or ⁱⁿ elephant year. He ~~is~~ ^{the} first prophet for muslim religion. Prophet Muhammad had the full name of Muhammad bin Abdullah bin Abdul Muthalib.

Since childhood, he has been left by ^{his} parents. He ~~live~~ with his grandfather. He can also wonder together his grandfather. His name is Abdul Muthalib. Abdul Muthalib ~~is~~ a generous but whose life ~~is~~ inadequate to meet the needs of his family. After his grandfather died, prophet Muhammad nurtured by his uncle ^{named} ~~is~~ Abu Thalib. He also teach to wonder and trade. When enough adult, he married with Khadijah at ^{the age of} 40. From the marriage, three sons were born, namely Al Qasim, Abdullah, and Thayyib, all of whom ^{died since they was childhood} died as children, and 1 daughters namely Zainab, Rugayyah, Umm Kultsum and Fatimah. After that, Rugayyah married with Utbah bin abi Labab, while Umm Kultsum married with Utbah bin Abi Labab. At the age of 40, Allah SWT. glorify with appointed as a prophet and Rasul by descending the Jibril, when in Gua Hira. And the ^{he was} he preached.

At ^{the age of} 63 years old, he finally died. I like ^{he} because he ^{had} ~~have~~ a good personality

APPENDIX 8. *Instrument of Post-test*

INSTRUMENT PENELITIAN

Pengantar

Dalam rangka penyusunan skripsi dengan judul “*The Effectiveness of Using Padlet as Learning Media to Improve Students’ Writing Skill in Recount Text*”, saya bermaksud mengumpulkan data yang berupa kemampuan siswa dalam menulis “recount text” yang dilakukan dalam bentuk “post-test”. Data yang saya peroleh ini hanya dipergunakan semata-mata untuk penelitian ini, dan akan dijaga kerahasiannya. Atas kesediaannya menjadi responden, saya mengucapkan terima kasih.

Data Responden

- 6. Kode : _____
- 7. Kelas : _____
- 8. Jenis kelamin : _____
- 9. Usia : _____
- 10. Pengalaman belajar Bahasa Inggris:
 - 1) Hanya di sekolah
 - 2) Pernah mengikuti kursus atau les
 - 3) Masih mengikuti kursus atau les
 - 4) Belum pernah mengikuti kursus atau les sama sekali
 - 5) Dari media:
 - a) game
 - b) film
 - c) lagu
 - d) lainnya: _____
- 6. Minat dalam belajar Bahasa Inggris:
 - a. Sangat Tinggi
 - b. Tinggi
 - c. Biasa
 - d. Rendah
 - e. Sangat Rendah

Instructions

- 13. Write a biographical recount text about your idol as your topic!
- 14. Your text should consist of 3 paragraphs, they are orientation, events, and re-orientation.
- 15. Your text should consist of at least 200 words in 45 minutes.
- 16. You may open electronic dictionary, no google translate!
- 17. Your writing will be scored based on the following criterias:
 - c) Grammar b) Vocabulary c) Spelling d) Content
- 18. Work individually! _____

INSTRUMENT PENELITIAN

Pengantar

Dalam rangka penyusunan skripsi dengan judul “*The Effectiveness of Using Padlet as Learning Media to Improve Students' Writing Skill in Recount Text*”, saya bermaksud mengumpulkan data yang berupa kemampuan siswa dalam menulis “recount text” yang dilakukan dalam bentuk “post-test”. Data yang saya peroleh ini hanya dipergunakan semata-mata untuk penelitian ini, dan akan dijaga kerahasiannya. Atas kesediaannya menjadi responden, saya mengucapkan terima kasih.

Data Responden

- | | | |
|--|---|---|
| 1. Kode | : | C - 14 |
| 2. Kelas | : | X MIPA 5 |
| 3. Jenis kelamin | : | Female |
| 4. Usia | : | 15 |
| 5. Pengalaman belajar Bahasa Inggris: | | <input checked="" type="radio"/> 1) Hanya di sekolah 2) Pernah mengikuti kursus atau les 3) Masih mengikuti kursus atau les <input checked="" type="radio"/> 4) Belum pernah mengikuti kursus atau les sama sekali 5) Dari media: <input checked="" type="radio"/> a) game <input checked="" type="radio"/> b) film <input checked="" type="radio"/> c) lagu d) lainnya: _____ |
| 6. Minat dalam belajar Bahasa Inggris: | | a. Sangat Tinggi <input checked="" type="radio"/> b. Tinggi c. Biasa d. Rendah e. Sangat Rendah |

Instructions

1. Write a biographical recount text about your idol as your topic!
2. Your text should consist of 3 paragraphs, they are orientation, events, and re-orientation.
3. Your text should consist of at least 200 words in 45 minutes.
4. You may open electronic dictionary, no google translate!
5. Your writing will be scored based on the following criterias:
 - a) Grammar b) Vocabulary c) Spelling d) Content
6. Work individually!

Joko Widodo

Ir. H. Joko Widodo is the current president of Indonesia. He was born on June 21, 1961 in Surakarta. He is well-known with his nickname 'Jokowi', the acronym from his complete name. Before he became the President of Indonesia, he was a furniture businessman. Then he became the mayor of Surabaya for two periods from 2005 - 2015. But before he finished his time as Mayor, he became one of Jakarta's governor candidates Ir. Basuki Tjahaja Purnama in 2012. Again and again before the due time, he was offered by PDI-P party to be the candidate of President of Indonesia in 2014 with Jusuf Kalla as the candidate of vice President.

Related to his education at SDN 112 Tirtayoso Solo and continued his secondary education at SMPN 1 Solo and SMAN 6 Solo. Jokowi graduated from forestry faculty of Radjiah Mada University. In 2005, Jokowi decided to be the candidate of Mayor in Solo through PDI-P Party. Many people were doubtful on his competency to be a mayor since they thought Jokowi was a businessman in furniture and was not a politician at the time.

I think Mr. Joko Widodo is very inspiring, he is very humble and friendly. In 2014, Jokowi was elected to be the 7th president of Indonesia with Jusuf Kalla as the vice president. Jokowi always tries to give his best to make Indonesia has better future. He is always spiritual with his popular jargon "berja nyata".

INSTRUMENT PENELITIAN

Pengantar

Dalam rangka penyusunan skripsi dengan judul “*The Effectiveness of Using Padlet as Learning Media to Improve Students’ Writing Skill in Recount Text*”, saya bermaksud mengumpulkan data yang berupa kemampuan siswa dalam menulis “recount text” yang dilakukan dalam bentuk “post-test”. Data yang saya peroleh ini hanya dipergunakan semata-mata untuk penelitian ini, dan akan dijaga kerahasiannya. Atas kesediaannya menjadi responden, saya mengucapkan terima kasih.

Data Responden

- | | | |
|--|---------------|--|
| 1. Kode | : | C - 36 |
| 2. Kelas | : | X MIPA 5 |
| 3. Jenis kelamin | : | Perempuan |
| 4. Usia | : | 15 |
| 5. Pengalaman belajar Bahasa Inggris: | | 1) Hanya di sekolah <input checked="" type="checkbox"/> 2) Pernah mengikuti kursus atau les 3) Masih mengikuti kursus atau les 4) Belum pernah mengikuti kursus atau les sama sekali <input checked="" type="checkbox"/> 5) Dari media: a) game <input checked="" type="checkbox"/> b) film <input checked="" type="checkbox"/> c) lagu d) lainnya: _____ |
| 6. Minat dalam belajar Bahasa Inggris: | | |
| a. | Sangat Tinggi | |
| <input checked="" type="radio"/> | Tinggi | |
| c. | Biasa | |
| d. | Rendah | |
| e. | Sangat Rendah | |

Instructions

1. Write a biographical recount text about your idol as your topic!
2. Your text should consist of 3 paragraphs, they are orientation, events, and re-orientation.
3. Your text should consist of at least 200 words in 45 minutes.
4. You may open electronic dictionary, no google translate!
5. Your writing will be scored based on the following criterias:

| | | | |
|------------|---------------|-------------|------------|
| a) Grammar | b) Vocabulary | c) Spelling | d) Content |
|------------|---------------|-------------|------------|
6. Work individually!

Jirayu Tangsrisuk

Jirayu Tangsrisuk was born on September 19, 1993 in Phichit, Thailand. He also known as James Jirayu. Jirayu is living in Bangkok.

Jirayu learned how to ~~dance~~ and ~~played~~ bass guitar, in high school. Onⁿ 2011, he won a contest. He started his career as a model. James started his career as an actor Onⁿ 2013. He started with a movie called "First Love". In just a year, James became one of the most popular actor in Thailand. On January 2014, he held his first concert. On April 2015, his first photo book "James Ji Up Close and Personal In Japan" was published. In June, he held "Magic James the Concert". On October, he had a part in "Yai Sanaeha" with Nataporn. On January 13, 2016, his drama with Ranee Campeen "Padiwarada" aired. On March 19, 2016, he appeared on the stage of the 22nd Tokyo Girls Collection 2016. James released his debut album on June, 2016. On 2017, James landed 3rd on the top 10 highest-paid actors list in Thailand. James became the top ambassador for the 130th anniversary of diplomatic relations between Thailand and Japan. On September 19, 2017, James held JamesHD: Concert. On 2018, James landed 2nd on the top 7 highest paid actors list in Thailand. Both "Meung Dao Fah Diew" and "Game Sahaeha" aired in the middle of 2018.

James also had many achievements. He had many fans in the world.

INSTRUMENT PENELITIAN

Pengantar

Dalam rangka penyusunan skripsi dengan judul “*The Effectiveness of Using Padlet as Learning Media to Improve Students’ Writing Skill in Recount Text*”, saya bermaksud mengumpulkan data yang berupa kemampuan siswa dalam menulis “recount text” yang dilakukan dalam bentuk “post-test”. Data yang saya peroleh ini hanya dipergunakan semata-mata untuk penelitian ini, dan akan dijaga kerahasiannya. Atas kesediaannya menjadi responden, saya mengucapkan terima kasih.

Data Responden

- | | | |
|--|---|--|
| 1. Kode | : | E - 07 |
| 2. Kelas | : | X MIPA 9 |
| 3. Jenis kelamin | : | Perempuan |
| 4. Usia | : | 15 |
| 5. Pengalaman belajar Bahasa Inggris: | | <input checked="" type="radio"/> 1) Hanya di sekolah 2) Pernah mengikuti kursus atau les 3) Masih mengikuti kursus atau les 4) Belum pernah mengikuti kursus atau les sama sekali 5) Dari media: a) game b) film <input checked="" type="radio"/> c) lagu d) lainnya: _____ |
| 6. Minat dalam belajar Bahasa Inggris: | | <input checked="" type="radio"/> a. Sangat Tinggi b. Tinggi c. Biasa d. Rendah e. Sangat Rendah |

Instructions

1. Write a biographical recount text about your idol as your topic!
2. Your text should consist of 3 paragraphs, they are orientation, events, and re-orientation.
3. Your text should consist of at least 200 words in 45 minutes.
4. You may open electronic dictionary, no google translate!
5. Your writing will be scored based on the following criterias:

| | | | |
|------------|---------------|-------------|------------|
| a) Grammar | b) Vocabulary | c) Spelling | d) Content |
|------------|---------------|-------------|------------|
6. Work individually!

My Superhero, My Dad

I had the best man in the world. Tec, my father. He called Mr. Susilo. He was born on December, 31, 1974. He was born and raised in Boyolali, Central Java.

In 1981, his education began at Elementary school Tumang 2 - Boyolali. He went to school by foot with his friends. When Mr. Susilo was at Elementary school, he helped his parents to collect grass for cows. The distance from his house to his school was so far. In 1987, he continued his study at Junior High School 1, Cepogo. In 1990, he continued his study at Senior High School 1, Boyolali. In 1993, he graduated from Senior High School and he went to Yogyakarta to continue his education at Gajah Mada University. Been a long time, In 1997, he graduated from the veterinary medicine faculty at Gajah Mada University. After graduated, he began his work at PT Wonokoyo in the province of South Kalimantan. He worked there as a marketing for about 6 months. Mr. Susilo met his beloved woman named Mrs. Palupti Handayani. They met at the boarding house, Yogyakarta. She was born on July, 14, 1978. They got married in 2002. Their first daughter, Anindya Putri, was born on April 6th 2003. And his son, M. Rafli Abdul Aziz, was born on January 20th 2007. By 2013, Mr. Susilo had became^{the} the leader of the partnership unit at the PT. Mustika for 3 years. He had a reason to build his own company because he want to search new experiences. In 2014, he built the partnership Amanah Mitra Broiler until now. There were 20 company branches in province of East Java, West Java, and Central Java. Mr. Susilo also interested at playing Badminton. He joined some Badminton clubs.

That's all from my dad's biography. For me, my father is the best father in the world. He always come first for his family.

INSTRUMENT PENELITIAN

Pengantar

Dalam rangka penyusunan skripsi dengan judul “*The Effectiveness of Using Padlet as Learning Media to Improve Students’ Writing Skill in Recount Text*”, saya bermaksud mengumpulkan data yang berupa kemampuan siswa dalam menulis “recount text” yang dilakukan dalam bentuk “post-test”. Data yang saya peroleh ini hanya dipergunakan semata-mata untuk penelitian ini, dan akan dijaga kerahasiannya. Atas kesediaannya menjadi responden, saya mengucapkan terima kasih.

Data Responden

- | | | |
|--|---|--|
| 1. Kode | : | E - 32 |
| 2. Kelas | : | <input checked="" type="checkbox"/> MIPA 9 |
| 3. Jenis kelamin | : | <input checked="" type="checkbox"/> Perempuan |
| 4. Usia | : | 15 |
| 5. Pengalaman belajar Bahasa Inggris: | | 1) Hanya di sekolah <input checked="" type="checkbox"/> 2) Pernah mengikuti kursus atau les 3) Masih mengikuti kursus atau les 4) Belum pernah mengikuti kursus atau les sama sekali <input checked="" type="checkbox"/> 5) Dari media: a) game <input checked="" type="checkbox"/> b) film <input checked="" type="checkbox"/> c) lagu <input checked="" type="checkbox"/> d) lainnya: <u>buku</u> |
| 6. Minat dalam belajar Bahasa Inggris: | | <input checked="" type="checkbox"/> a. Sangat Tinggi b. Tinggi c. Biasa d. Rendah e. Sangat Rendah |

Instructions

1. Write a biographical recount text about your idol as your topic!
2. Your text should consist of 3 paragraphs, they are orientation, events, and re-orientation.
3. Your text should consist of at least 200 words in 45 minutes.
4. You may open electronic dictionary, no google translate!
5. Your writing will be scored based on the following criterias:
 - a) Grammar b) Vocabulary c) Spelling d) Content
6. Work individually!

Thomas Alva Edison

Thomas Alva Edison was born on February 11th 1847. He was one of the famous inventor and an entrepreneur who developed many important equipments. People called him the Menlo Park Enchanter.

Thomas Alva Edison lived in Milan. When he was young in United States, he always got bad scores at his school. Therefore, his mother stopped him from school and taught him by herself at home. Young Edison could read many adult scientific books and held many lab works by himself. When he was 12, he started to work became a newspaper seller, fruit seller, and candy seller on the train. Then, he became a telegraphy operator on a train station due to he helped a child who the train station chief's child.

In 1870, he found a telegraph machine which was better than before. The machine could print many messages on the long paper ribbon. From that machine, he could get some money to built his own company and moved to Menlo Park, New Jersey. At there, he made the first big science workshop in the world. He made many innovations which very important for the world. In 1879, he found an electricity lamp and then he also found it for the projector for some little films. In 1882, he put the lamps on the street and at the citizen's house, as far as one kilometers in New York. It was the first time in the world that the electricity lamp was used on the streets. In 1890, he built a company called "General Electricity". Edison regarded as the most productive inventor at that time. He got as many records such as 1,093 patents by his own name. He also the most helper in the defense of the United States government, such as plane detection machine, destroyed the periscope with the machine gun, stopped the torpedo with the troll, camouflage ship, and many else.

Thomas Alva Edison passed away on 84 at his famous Invention celebration, the modern lamp at October 18th 1931. To appreciate his invention that give many benefits for people around the world, people in the United States turn off their lamp at their house for ten minutes.

APPENDIX 9. Students' Code in the Tryout Group

| NO. | SEX | STUDENTS' CODE |
|------------|------------|---------------------------|
| 1 | Female | T - 01 |
| 2 | Male | T - 02 |
| 3 | Female | T - 03 |
| 4 | Female | T - 04 |
| 5 | Male | T - 05 |
| 6 | Male | T - 06 |
| 7 | Female | T - 07 |
| 8 | Female | T - 08 |
| 9 | Female | T - 09 |
| 10 | Female | T - 10 |
| 11 | Female | T - 11 |
| 12 | Male | T - 12 |
| 13 | Female | T - 13 |
| 14 | Female | T - 14 |
| 15 | Male | T - 15 |
| 16 | Male | T - 16 |
| 17 | Female | T - 17 |
| 18 | Male | T - 18 |
| 19 | Male | T - 19 |
| 20 | Female | T - 20 |
| 21 | Male | T - 21 |
| 22 | Female | T - 22 |
| 23 | Female | T - 23 |
| 24 | Female | T - 24 |
| 25 | Male | T - 25 |
| 26 | Male | T - 26 |
| 27 | Female | T - 27 |
| 28 | Male | T - 28 |
| 29 | Female | T - 29 |
| 30 | Female | T - 30 |
| 31 | Male | T - 31 |
| 32 | Female | T - 32 |
| 33 | Female | T - 33 |
| 34 | Male | T - 34 |
| 35 | Female | T - 35 |
| 36 | Female | T - 36 |

APPENDIX 10. Students' Code in the Control Group

| NO. | SEX | STUDENTS' CODE |
|------------|------------|---------------------------|
| 1 | Male | C - 01 |
| 2 | Male | C - 02 |
| 3 | Female | C - 03 |
| 4 | Female | C - 04 |
| 5 | Female | C - 05 |
| 6 | Male | C - 06 |
| 7 | Male | C - 07 |
| 8 | Female | C - 08 |
| 9 | Female | C - 09 |
| 10 | Female | C - 10 |
| 11 | Male | C - 11 |
| 12 | Female | C - 12 |
| 13 | Male | C - 13 |
| 14 | Female | C - 14 |
| 15 | Female | C - 15 |
| 16 | Female | C - 16 |
| 17 | Male | C - 17 |
| 18 | Female | C - 18 |
| 19 | Female | C - 19 |
| 20 | Male | C - 20 |
| 21 | Male | C - 21 |
| 22 | Male | C - 22 |
| 23 | Male | C - 23 |
| 24 | Female | C - 24 |
| 25 | Female | C - 25 |
| 26 | Female | C - 26 |
| 27 | Male | C - 27 |
| 28 | Male | C - 28 |
| 29 | Male | C - 29 |
| 30 | Female | C - 30 |
| 31 | Female | C - 31 |
| 32 | Female | C - 32 |
| 33 | Female | C - 33 |
| 34 | Female | C - 34 |
| 35 | Female | C - 35 |
| 36 | Female | C - 36 |

APPENDIX 11. Students' Code in the Experimental Group

| NO. | SEX | STUDENTS' CODE |
|------------|------------|---------------------------|
| 1 | Female | E - 01 |
| 2 | Female | E - 02 |
| 3 | Female | E - 03 |
| 4 | Male | E - 04 |
| 5 | Female | E - 05 |
| 6 | Female | E - 06 |
| 7 | Female | E - 07 |
| 8 | Female | E - 08 |
| 9 | Female | E - 09 |
| 10 | Male | E - 10 |
| 11 | Male | E - 11 |
| 12 | Female | E - 12 |
| 13 | Male | E - 13 |
| 14 | Female | E - 14 |
| 15 | Female | E - 15 |
| 16 | Male | E - 16 |
| 17 | Female | E - 17 |
| 18 | Female | E - 18 |
| 19 | Male | E - 19 |
| 20 | Male | E - 20 |
| 21 | Female | E - 21 |
| 22 | Female | E - 22 |
| 23 | Male | E - 23 |
| 24 | Male | E - 24 |
| 25 | Female | E - 25 |
| 26 | Male | E - 26 |
| 27 | Male | E - 27 |
| 28 | Female | E - 28 |
| 29 | Female | E - 29 |
| 30 | Male | E - 30 |
| 31 | Female | E - 31 |
| 32 | Female | E - 32 |
| 33 | Female | E - 33 |
| 34 | Male | E - 34 |
| 35 | Female | E - 35 |
| 36 | Male | E - 36 |

APPENDIX 12. Scoring Result of the Tryout Group

| Students' Code | Grammar | | Vocabulary | | Spelling | | Content | | TOTAL | | SCORE | | MEAN | LEVEL |
|----------------|---------|-----|------------|-----|----------|-----|---------|-----|-------|------|-------|------|------|-----------|
| | R.1 | R.2 | R.1 | R.2 | R.1 | R.2 | R.1 | R.2 | R.1 | R.2 | R.1 | R.2 | | |
| T - 01 | 4 | 4 | 3 | 3,5 | 4 | 4 | 1 | 2 | 12 | 14 | 60 | 70 | 65 | Fair |
| T - 02 | 2 | 3 | 3 | 4 | 3 | 4 | 2 | 3 | 10 | 12 | 50 | 60 | 55 | Poor |
| T - 03 | 2 | 3 | 3 | 4 | 3 | 4 | 2 | 3 | 10 | 12 | 50 | 60 | 55 | Poor |
| T - 04 | 4 | 4 | 3 | 4 | 4 | 3,5 | 3 | 4 | 14 | 15 | 70 | 75 | 72,5 | Fair |
| T - 05 | 3 | 3,5 | 4 | 4 | 4 | 3,5 | 4 | 4 | 15 | 15,5 | 75 | 77,5 | 75 | Good |
| T - 06 | 4 | 4 | 4 | 4 | 4 | 3,5 | 4 | 4 | 16 | 17 | 80 | 85 | 82,5 | Good |
| T - 07 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 3 | 14 | 15 | 70 | 75 | 72,5 | Fair |
| T - 08 | 4 | 3,5 | 4 | 3,5 | 4 | 4 | 3 | 3 | 15 | 16 | 75 | 80 | 77,5 | Good |
| T - 09 | 4 | 3,5 | 4 | 3,5 | 4 | 4 | 4 | 4 | 16 | 17 | 80 | 85 | 82,5 | Good |
| T - 10 | 2 | 3 | 3 | 3,5 | 3 | 4 | 1 | 2 | 9 | 11 | 45 | 55 | 50 | Poor |
| T - 11 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| T - 12 | 3 | 4 | 3 | 4 | 4 | 3,5 | 3 | 4 | 13 | 14 | 65 | 70 | 67,5 | Fair |
| T - 13 | 4 | 4 | 5 | 5 | 4 | 3,5 | 4 | 4 | 17 | 18 | 85 | 90 | 87,5 | Excellent |
| T - 14 | 3 | 4 | 3 | 4 | 3 | 3,5 | 1 | 2 | 10 | 11 | 50 | 55 | 52,5 | Poor |
| T - 15 | 3 | 3,5 | 4 | 4 | 4 | 4 | 4 | 4 | 15 | 16 | 75 | 80 | 77,5 | Good |
| T - 16 | 3 | 3,5 | 4 | 4 | 3 | 4 | 2 | 2,5 | 12 | 13 | 60 | 65 | 62,5 | Poor |
| T - 17 | 3 | 4 | 3 | 4 | 4 | 4 | 1 | 1,5 | 11 | 12 | 55 | 60 | 57,5 | Poor |
| T - 18 | 3 | 4 | 4 | 3,5 | 3 | 4 | 4 | 4 | 14 | 15 | 70 | 75 | 72,5 | Fair |

| | | | | | | | | | | | | | | |
|----------------|---|-----|---|-----|---|---|---|-----|----|------|----|------|--------------|-------------|
| T - 19 | 2 | 3 | 3 | 3,5 | 3 | 4 | 1 | 1,5 | 9 | 10 | 45 | 50 | 47,5 | Very Poor |
| T - 20 | 2 | 3 | 3 | 4 | 2 | 3 | 3 | 4 | 10 | 10,5 | 50 | 52,5 | 51,25 | Poor |
| T - 21 | 4 | 4 | 4 | 3,5 | 3 | 4 | 4 | 3,5 | 14 | 14,5 | 70 | 72,5 | 71,25 | Fair |
| T - 22 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 3,5 | 13 | 12 | 65 | 60 | 62,5 | Poor |
| T - 23 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 8 | 10 | 40 | 50 | 45 | Very Poor |
| T - 24 | 2 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 12 | 14 | 60 | 70 | 65 | Fair |
| T - 25 | 4 | 3,5 | 5 | 4 | 4 | 4 | 4 | 4 | 17 | 18 | 85 | 90 | 87,5 | Excellent |
| T - 26 | 3 | 4 | 2 | 3 | 3 | 4 | 3 | 4 | 11 | 13 | 55 | 65 | 60 | Poor |
| T - 27 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| T - 28 | 2 | 3 | 2 | 3 | 3 | 4 | 2 | 3 | 9 | 11 | 45 | 55 | 50 | Poor |
| T - 29 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 13 | 15 | 65 | 75 | 70 | Fair |
| T - 30 | 2 | 3 | 2 | 3 | 3 | 4 | 3 | 4 | 10 | 12 | 50 | 60 | 55 | Poor |
| T - 31 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 13 | 15 | 65 | 75 | 70 | Fair |
| T - 32 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| T - 33 | 3 | 4 | 3 | 4 | 3 | 4 | 1 | 2 | 10 | 12 | 50 | 60 | 55 | Poor |
| T - 34 | 2 | 3 | 3 | 4 | 3 | 4 | 2 | 3 | 10 | 12 | 50 | 60 | 55 | Poor |
| T - 35 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 16 | 17 | 80 | 85 | 82,5 | Good |
| T - 36 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4,5 | 17 | 18 | 85 | 90 | 87,5 | Excellent |
| AVERAGE | | | | | | | | | | | | | 66,06 | Fair |

APPENDIX 13. Students' Score of Pre-test in the Control Group

| Students' Code | Criteria of Mastery | | | | Total | Score | Level |
|--------------------------------|---------------------|------------|----------|---------|--------------|-------------|-----------|
| | Grammar | Vocabulary | Spelling | Content | | | |
| C – 01 | 3 | 4 | 3 | 4 | 14 | 70 | Fair |
| C – 02 | 2 | 3 | 3 | 2 | 10 | 50 | Poor |
| C – 03 | 3 | 3 | 3 | 2 | 11 | 55 | Poor |
| C – 04 | 3 | 3 | 3 | 2 | 11 | 55 | Poor |
| C – 05 | 2 | 4 | 4 | 4 | 14 | 80 | Good |
| C – 06 | 4 | 3 | 3 | 3 | 13 | 60 | Poor |
| C – 07 | 3 | 2 | 3 | 2 | 10 | 50 | Poor |
| C – 08 | 3 | 4 | 4 | 5 | 16 | 80 | Good |
| C – 09 | 3 | 3 | 3 | 3 | 12 | 60 | Poor |
| C – 10 | 3 | 4 | 4 | 3 | 14 | 70 | Fair |
| C – 11 | - | - | - | - | - | - | - |
| C – 12 | 3 | 3 | 3 | 3 | 12 | 60 | Poor |
| C – 13 | 3 | 3 | 3 | 3 | 12 | 60 | Poor |
| C – 14 | 3 | 2 | 3 | 2 | 10 | 50 | Poor |
| C – 15 | 3 | 4 | 4 | 2 | 13 | 65 | Fair |
| C – 16 | 3 | 3 | 3 | 3 | 12 | 60 | Poor |
| C – 17 | 3 | 2 | 2 | 2 | 9 | 45 | Very Poor |
| C – 18 | 4 | 4 | 4 | 4 | 16 | 80 | Good |
| C – 19 | 3 | 4 | 3 | 3 | 13 | 65 | Fair |
| C – 20 | 3 | 4 | 4 | 3 | 14 | 70 | Fair |
| C – 21 | 2 | 3 | 4 | 3 | 12 | 60 | Poor |
| C – 22 | 2 | 2 | 3 | 2 | 9 | 45 | Very Poor |
| C – 23 | 3 | 3 | 3 | 2 | 11 | 55 | Poor |
| C – 24 | 3 | 3 | 3 | 1 | 10 | 50 | Poor |
| C – 25 | 3 | 4 | 4 | 4 | 15 | 75 | Good |
| C – 26 | 3 | 4 | 4 | 3 | 14 | 70 | Fair |
| C – 27 | 2 | 2 | 3 | 2 | 9 | 45 | Very Poor |
| C – 28 | 2 | 2 | 3 | 2 | 9 | 45 | Very Poor |
| C – 29 | 3 | 4 | 4 | 4 | 15 | 75 | Good |
| C – 30 | 2 | 3 | 3 | 2 | 10 | 50 | Poor |
| C – 31 | 2 | 3 | 3 | 4 | 12 | 60 | Poor |
| C – 32 | 2 | 2 | 3 | 3 | 10 | 50 | Poor |
| C – 33 | 3 | 4 | 4 | 4 | 15 | 75 | Good |
| C – 34 | 3 | 4 | 3 | 3 | 13 | 65 | Fair |
| C – 35 | 2 | 3 | 4 | 3 | 12 | 60 | Poor |
| C – 36 | 3 | 4 | 4 | 4 | 15 | 75 | Good |
| Mean Score of the Group | | | | | 61,14 | Poor | |
| | | | | | | | |
| | | | | | | | |

APPENDIX 14. Students' Score of Pre-test in the Experimental Group

| Students' Code | Criteria of Mastery | | | | Total | Score | Level |
|--------------------------------|---------------------|------------|----------|---------|-------|--------------|-------------|
| | Grammar | Vocabulary | Spelling | Content | | | |
| E - 01 | 2 | 3 | 3 | 2 | 10 | 50 | Poor |
| E - 02 | 2 | 3 | 3 | 3 | 11 | 55 | Poor |
| E - 03 | 2 | 3 | 3 | 2 | 10 | 50 | Poor |
| E - 04 | 3 | 4 | 4 | 4 | 15 | 75 | Good |
| E - 05 | 3 | 3 | 4 | 1 | 11 | 55 | Poor |
| E - 06 | 3 | 3 | 4 | 2 | 12 | 60 | Poor |
| E - 07 | 4 | 4 | 4 | 3 | 15 | 75 | Good |
| E - 08 | 3 | 3 | 3 | 2 | 11 | 55 | Poor |
| E - 09 | 2 | 2 | 3 | 1 | 8 | 40 | Very Poor |
| E - 10 | 4 | 4 | 4 | 3 | 15 | 75 | Good |
| E - 11 | - | - | - | - | - | - | - |
| E - 12 | - | - | - | - | - | - | - |
| E - 13 | 4 | 4 | 4 | 3 | 15 | 75 | Good |
| E - 14 | 3 | 2 | 3 | 1 | 9 | 45 | Very Poor |
| E - 15 | 3 | 3 | 4 | 3 | 13 | 65 | Fair |
| E - 16 | 4 | 4 | 4 | 3 | 15 | 75 | Good |
| E - 17 | - | - | - | - | - | - | - |
| E - 18 | 2 | 3 | 3 | 2 | 10 | 50 | Poor |
| E - 19 | 4 | 4 | 3 | 3 | 14 | 70 | Fair |
| E - 20 | 3 | 3 | 3 | 3 | 12 | 60 | Poor |
| E - 21 | 3 | 3 | 4 | 2 | 12 | 60 | Poor |
| E - 22 | - | - | - | - | - | - | - |
| E - 23 | - | - | - | - | - | - | - |
| E - 24 | 2 | 3 | 3 | 3 | 11 | 55 | Poor |
| E - 25 | 2 | 2 | 3 | 3 | 10 | 50 | Poor |
| E - 26 | - | - | - | - | - | - | - |
| E - 27 | 2 | 2 | 3 | 3 | 10 | 50 | Poor |
| E - 28 | 2 | 3 | 3 | 2 | 10 | 50 | Poor |
| E - 29 | 3 | 3 | 3 | 3 | 12 | 60 | Poor |
| E - 30 | 4 | 4 | 4 | 3 | 15 | 75 | Good |
| E - 31 | - | - | - | - | - | - | - |
| E - 32 | 4 | 4 | 4 | 3 | 15 | 75 | Good |
| E - 33 | 2 | 3 | 3 | 2 | 10 | 50 | Poor |
| E - 34 | 4 | 4 | 4 | 3 | 15 | 75 | Good |
| E - 35 | 3 | 4 | 4 | 4 | 15 | 75 | Good |
| E - 36 | 3 | 4 | 3 | 3 | 13 | 65 | Fair |
| Mean Score of the Group | | | | | | 61,03 | Poor |

APPENDIX 15. Students' Score of Post-test in the Control Group

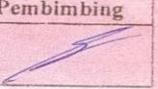
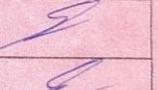
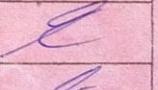
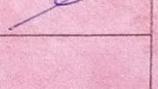
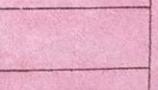
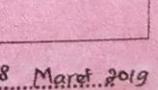
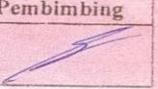
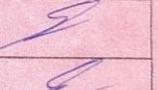
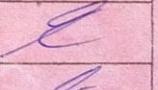
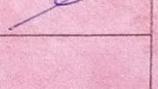
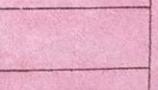
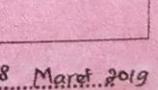
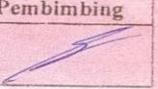
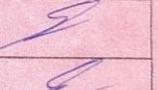
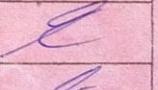
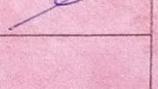
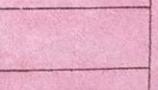
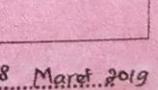
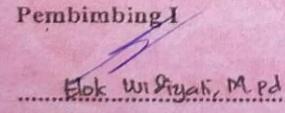
| Students' Code | Criteria of Mastery | | | | Total | Score | Level |
|--------------------------------|---------------------|------------|----------|---------|--------------|-------------|-----------|
| | Grammar | Vocabulary | Spelling | Content | | | |
| C - 01 | 3 | 4 | 3 | 3 | 13 | 75 | Good |
| C - 02 | 3 | 3 | 4 | 3 | 13 | 65 | Fair |
| C - 03 | 3 | 3 | 4 | 3 | 13 | 65 | Fair |
| C - 04 | 3 | 4 | 4 | 4 | 15 | 75 | Good |
| C - 05 | 4 | 4 | 4 | 5 | 17 | 85 | Excellent |
| C - 06 | 4 | 3 | 3 | 4 | 14 | 70 | Fair |
| C - 07 | 4 | 3 | 3 | 3 | 13 | 65 | Fair |
| C - 08 | 4 | 5 | 4 | 5 | 18 | 90 | Excellent |
| C - 09 | 4 | 4 | 3 | 3 | 14 | 70 | Fair |
| C - 10 | 4 | 4 | 4 | 4 | 16 | 80 | Good |
| C - 11 | 4 | 4 | 3 | 4 | 15 | 75 | Good |
| C - 12 | 4 | 3 | 3 | 4 | 14 | 70 | Fair |
| C - 13 | 4 | 4 | 3 | 4 | 15 | 75 | Good |
| C - 14 | 4 | 4 | 5 | 5 | 18 | 90 | Excellent |
| C - 15 | 4 | 4 | 4 | 5 | 17 | 85 | Excellent |
| C - 16 | 4 | 4 | 4 | 5 | 17 | 85 | Excellent |
| C - 17 | 3 | 3 | 3 | 4 | 13 | 65 | Fair |
| C - 18 | 4 | 4 | 4 | 5 | 17 | 85 | Excellent |
| C - 19 | 4 | 4 | 4 | 3 | 15 | 75 | Good |
| C - 20 | 3 | 4 | 4 | 4 | 15 | 75 | Good |
| C - 21 | 3 | 4 | 4 | 4 | 15 | 80 | Good |
| C - 22 | 3 | 4 | 3 | 3 | 13 | 65 | Fair |
| C - 23 | 4 | 4 | 3 | 3 | 14 | 70 | Fair |
| C - 24 | 4 | 3 | 4 | 3 | 14 | 70 | Fair |
| C - 25 | 4 | 4 | 5 | 4 | 17 | 85 | Excellent |
| C - 26 | 4 | 4 | 4 | 4 | 16 | 80 | Good |
| C - 27 | 3 | 4 | 3 | 4 | 14 | 70 | Fair |
| C - 28 | 4 | 3 | 3 | 3 | 13 | 75 | Good |
| C - 29 | 4 | 4 | 3 | 4 | 15 | 75 | Good |
| C - 30 | 4 | 3 | 3 | 3 | 13 | 65 | Fair |
| C - 31 | 3 | 4 | 3 | 3 | 13 | 65 | Fair |
| C - 32 | 4 | 4 | 4 | 4 | 16 | 80 | Good |
| C - 33 | 4 | 4 | 4 | 4 | 16 | 80 | Good |
| C - 34 | 3 | 4 | 4 | 5 | 16 | 80 | Good |
| C - 35 | 3 | 4 | 4 | 4 | 15 | 75 | Good |
| C - 36 | 4 | 4 | 4 | 5 | 17 | 85 | Excellent |
| Mean Score of the Group | | | | | 75,56 | Good | |

APPENDIX 16. Students' Score of Post-test in the Experimental Group

| Students' Code | Criteria of Mastery | | | | Total | Score | Level |
|--------------------------------|---------------------|------------|----------|---------|--------------|------------------|-----------|
| | Grammar | Vocabulary | Spelling | Content | | | |
| E - 01 | 4 | 4 | 4 | 4 | 16 | 80 | Good |
| E - 02 | 4 | 4 | 4 | 3 | 15 | 75 | Good |
| E - 03 | 5 | 4 | 4 | 4 | 17 | 85 | Excellent |
| E - 04 | 4 | 4 | 4 | 4 | 16 | 80 | Good |
| E - 05 | 4 | 4 | 5 | 4 | 17 | 85 | Excellent |
| E - 06 | 3 | 4 | 4 | 4 | 15 | 75 | Good |
| E - 07 | 5 | 4 | 5 | 4 | 18 | 90 | Excellent |
| E - 08 | 4 | 4 | 4 | 4 | 16 | 80 | Good |
| E - 09 | - | - | - | - | - | - | - |
| E - 10 | 4 | 4 | 4 | 5 | 17 | 85 | Excellent |
| E - 11 | 4 | 4 | 4 | 4 | 16 | 80 | Good |
| E - 12 | 4 | 4 | 4 | 4 | 16 | 80 | Good |
| E - 13 | - | - | - | - | - | - | - |
| E - 14 | 3 | 4 | 4 | 4 | 15 | 75 | Good |
| E - 15 | 4 | 4 | 4 | 4 | 16 | 80 | Good |
| E - 16 | 4 | 4 | 4 | 5 | 17 | 85 | Excellent |
| E - 17 | - | - | - | - | - | - | - |
| E - 18 | 5 | 4 | 4 | 4 | 17 | 85 | Excellent |
| E - 19 | 4 | 4 | 5 | 4 | 17 | 85 | Excellent |
| E - 20 | 4 | 3 | 3 | 4 | 14 | 70 | Fair |
| E - 21 | 3 | 4 | 4 | 3 | 14 | 70 | Fair |
| E - 22 | - | - | - | - | - | - | - |
| E - 23 | - | - | - | - | - | - | - |
| E - 24 | 4 | 4 | 4 | 4 | 16 | 80 | Good |
| E - 25 | 4 | 4 | 4 | 4 | 16 | 80 | Good |
| E - 26 | 5 | 4 | 4 | 4 | 17 | 85 | Excellent |
| E - 27 | 4 | 4 | 4 | 3 | 15 | 75 | Good |
| E - 28 | 4 | 4 | 4 | 3 | 15 | 75 | Good |
| E - 29 | 4 | 5 | 4 | 4 | 17 | 85 | Excellent |
| E - 30 | 4 | 5 | 4 | 5 | 18 | 90 | Excellent |
| E - 31 | 4 | 3 | 4 | 3 | 14 | 70 | Fair |
| E - 32 | 5 | 4 | 5 | 5 | 19 | 95 | Excellent |
| E - 33 | 3 | 3 | 4 | 3 | 13 | 65 | Fair |
| E - 34 | 4 | 4 | 4 | 5 | 17 | 85 | Excellent |
| E - 35 | 4 | 4 | 4 | 5 | 17 | 85 | Excellent |
| E - 36 | 4 | 4 | 4 | 4 | 16 | 80 | Good |
| Mean Score of the Group | | | | | 80,48 | Excellent | |

APPENDIX 17. Documentation**Experimental Group****Control Group**

APPENDIX 18. Advising Card

| SS-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------------------------|---------------------------|---|--|--|------------|-----------------------|--|----|------------|---------------------------|---|----|----------|--------|---|----|-----------|---------------|---|----|-----------|-------|---|----|-----------|--------------------|---|-----|-----------|------------|---|----|-----------|----------|---|----|-----------|-------------------|---|-----|--|--|--|-----|--|--|--|-----|--|--|--|
|  <p>UNIVERSITAS ISLAM SULTAN AGUNG FAKULTAS BAHASA Jl. Raya Kaligawe KM 4, PO. BOX. 1054/SM Semarang 50112, Telp. (+6224) 658 3584 ext. 571</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <h3>KARTU BIMBINGAN SKRIPSI</h3> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="0" style="width: 100%;"> <tr> <td>Nama : Fitri Ayu Putri Setiaawati</td> </tr> <tr> <td>NIM : 51801200471</td> </tr> <tr> <td>Program Studi : S1 Pendidikan Bahasa Inggris</td> </tr> <tr> <td>Judul Skripsi : "The Effectiveness of Using Padlet as Learning Media to Improve Students' Writing Skill in Recount Text"</td> </tr> <tr> <td>Pembimbing I : Elok Widiyati, S.Pd., M.Pd.</td> </tr> <tr> <td> </td> </tr> </table> | Nama : Fitri Ayu Putri Setiaawati | NIM : 51801200471 | Program Studi : S1 Pendidikan Bahasa Inggris | Judul Skripsi : "The Effectiveness of Using Padlet as Learning Media to Improve Students' Writing Skill in Recount Text" | Pembimbing I : Elok Widiyati, S.Pd., M.Pd. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nama : Fitri Ayu Putri Setiaawati | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NIM : 51801200471 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Studi : S1 Pendidikan Bahasa Inggris | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Judul Skripsi : "The Effectiveness of Using Padlet as Learning Media to Improve Students' Writing Skill in Recount Text" | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pembimbing I : Elok Widiyati, S.Pd., M.Pd. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>No</th> <th>Tanggal Bimbingan</th> <th>Catatan Pembimbing</th> <th>Paraf Pembimbing</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>22/01/2019</td> <td>Instrument Penelitian</td> <td></td> </tr> <tr> <td>2.</td> <td>29/01/2019</td> <td>ACC Instrument Penelitian</td> <td></td> </tr> <tr> <td>3.</td> <td>8/3/2019</td> <td>Bab IV</td> <td></td> </tr> <tr> <td>4.</td> <td>11/3/2019</td> <td>Revisi Bab IV</td> <td></td> </tr> <tr> <td>5.</td> <td>12/3/2019</td> <td>Bab V</td> <td></td> </tr> <tr> <td>6.</td> <td>13/3/2019</td> <td>Bab I, II, dan III</td> <td></td> </tr> <tr> <td>7..</td> <td>14/3/2019</td> <td>Appendices</td> <td></td> </tr> <tr> <td>8.</td> <td>15/3/2019</td> <td>Abstract</td> <td></td> </tr> <tr> <td>9.</td> <td>18/3/2019</td> <td>ACC Final Project</td> <td></td> </tr> <tr> <td>10.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>11.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>12.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | No | Tanggal Bimbingan | Catatan Pembimbing | Paraf Pembimbing | 1. | 22/01/2019 | Instrument Penelitian |  | 2. | 29/01/2019 | ACC Instrument Penelitian |  | 3. | 8/3/2019 | Bab IV |  | 4. | 11/3/2019 | Revisi Bab IV |  | 5. | 12/3/2019 | Bab V |  | 6. | 13/3/2019 | Bab I, II, dan III |  | 7.. | 14/3/2019 | Appendices |  | 8. | 15/3/2019 | Abstract |  | 9. | 18/3/2019 | ACC Final Project |  | 10. | | | | 11. | | | | 12. | | | |
| No | Tanggal Bimbingan | Catatan Pembimbing | Paraf Pembimbing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. | 22/01/2019 | Instrument Penelitian |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. | 29/01/2019 | ACC Instrument Penelitian |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. | 8/3/2019 | Bab IV |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. | 11/3/2019 | Revisi Bab IV |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. | 12/3/2019 | Bab V |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. | 13/3/2019 | Bab I, II, dan III |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7.. | 14/3/2019 | Appendices |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. | 15/3/2019 | Abstract |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. | 18/3/2019 | ACC Final Project |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="margin: 0;">Pembimbing I</p> <p style="margin: 0;"> Elok Widiyati, M.Pd.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="margin: 0;">Semarang, 18 Maret 2019</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |