Appendix 1

Cycle I

- First Meeting

	Teacher na	me Medipra Lestano, S. Pd				
	Date	October 4th, 2022				
	Instruction	Put a check mark (√) in the availa	ble	color	ım	
First	Meeting					
No	Aspect	Indicator	Rating			
			1	2	3	1
1.	Preliminary Activities	a. Students respond to the teacher's greeting			~	-
		b. Students pray before they start the lesson				,
1		c. Students answer the absentee check		-		-
		d. Students pay attention to motivation, theory, and learning objective		1		-
		e. Student pay close attention to the delivery of theories and objectives conveyed by the teacher.			~	1
	Main Activity	a. Students listen and pay attention to the teacher's of explanation the material descriptive text about the school building		7		The same of the sa

		b. Students participate in discussing examples of descriptive text about school building	
		c. Students listen well to the delivery of material about the use of running dictation technique	
		d. Students pay attention to how to apply the running dictation technique that the teacher is explaining	
		e. Students convey understanding of the material that has been explained by the teacher and ask what students have not understood.	
		f. Students from groups of 5 people	
		g. Student apply the running dictation technique to learn to write according to what the teacher explains.	
3.	Closing	a. Students given an opinion after participating in the learning process at this meeting	
		b. Students convey the conclusions of learning at this meeting with the teacher	1 1 1 1

c. Students listen carefully to the learning activities for the next meeting	4
d. Students pray and answer greetings from the teacher	1

Description in giving the score

Score	Description	
1	Only few students do to activities (0-6)	
2	There are some students do the activities (7-10)	
3	Half students do the activities (11-16)	
4	Almost all of the students do the activities (17-25)	

 $Score = \frac{obtainscore}{total score} \times 100 =$

Observer,

Medipra Lestari, S.Pd

NIP.

-Second Meeting

	Teacher nan	VC.	Medlera Lestari, 3, Pd October 5th, 2022				
	Instruction		Put a check mark (v) in the availal	ole c	olou	m	
iccor	ad Meeting:						
		Г	Indicator		Rat	ing	7
No	Aspect		indicator	1	2	3.	4
1.	Preliminary Activities	2.	Students respond to the teacher's greeting			~	
			Students pray before they start the lesson				7
		C.	Students answer the absentee check	T	1	1	V
		d.	Students pay attention to motivation, theory, and learning objectives.	-	-	V	
		e.	Students pay close attention to the delivery of theories and objective conveyed by the teacher		-	1	1
	Main	a.	Students listen and pay attention to the teacher's explanation of the material descriptive text about school building	ai	-	~	-
1			using running dictation technique	1		1	1

		b. Students pay attention to the teacher's
		explanation about the use of running
		dictation, which has been displayed in
		accordance with the explanation at the
		first meeting
		c. Students answer questions about the use of running dictation technique.
		d. Students again pay attention to how to
		apply the running dictation technique
		e. Students convey understanding of the material that has been explained by the
		teacher and ask what students have not understood.
		f. Students apply the running dictation technique to learn to write according to
		what the teacher explains.
3	Closing	a Students given their opinions after participating in the learning process at
		this meeting
		b. Students convey the conclusions of
		learning at this meeting with the
1		teacher
1		A.S. C.

c. Students listen carefully to the learning activities for the next meeting	~
d. Students pray and answer greetings from the teacher.	1

Description in giving the score

Score	Description
1	Only few students do to activities (0-6)
2	There are some students do the activities (7-10)
3	Half students do the activities (11-16)
4	Almost all of the students do the activities (17.25)

$$Score = \frac{obtainscore}{totalscore} \times 100 =$$

Observer,

Medipra Lestari, S.Pd

NIP.

Cycle II

-First Meeting

	Teacher nam	e Medipra Lestari, S. Pd				
	Date	: October 10th, 2022				
irst l	Instruction Meeting:	: Put a check mark (v) in the availab	ble c	olou	ım	
			Rat	ing	T	
No.	Aspect	Indicator	1	2	3	4
1.	Preliminary Activities	a. Students respond to the teacher's greeting				>
		b. Students pray before they start the lesson				7
		c. Students answer the absentee check				1
		d. Students pay attention to motivation, theory, and learning objective			-	- >
		e Student pay close attention to the delivery of theories and objectives conveyed by the teacher.		-	7	
2.	Main	a Students listen and pay attention to the teacher's of explanation the material descriptive text about the school building		-	1	1

		b. Students participate in discussing examples of descriptive text about school building	~
		e Students listen well to the delivery of material about the use of running dictation technique	~
		d. Students pay attention to how to apply the running dictation technique that the teacher is explaining	/
-		e. Students convey understanding of the material that has been explained by the teacher and ask what students have not understood.	
		f. Students from groups of 5 people g. Student apply the running dictation technique to learn to write according to what the teacher explains.	~
2	Closing. Activity	a. Students given an opinion after participating in the learning process at this meeting	~
		b. Students convey the conclusions of learning at this meeting with the teacher	1

1	c. Students listen carefully to the learning	
	activities for the next meeting	V
10	d. Students pray and answer greetings	V

Description in giving the score

Score	Description	
1	Only few students do to activities (0-6)	
2	There are some students do the activities (7-10)	
3	Half students do the activities (11-16)	
4	Almost all of the students do the activities (17-25)	

 $Score = \frac{occainscore}{totalscore} \times 100 =$

Observer,

Medipra Lestari, S.Pd

NIP.

-Second Meeting

	Teacher na	ne : Medipra Lestari, S. Pd : October 11th, 2022				
Secon	Instruction and Meeting:	: Put a check mark (√) in the availa	able	colo	um	
No	Aspect	Indicator		Rating		
	, aspect	indicator	1	2	3	4
1.	Preliminary Activities	a. Students respond to the teacher's greeting				~
		b. Students pray before they start the tesson				>
		c. Students answer the absentee check				~
		d. Students pay attention to motivation, theory, and learning objectives.				~
		e. Students pay close attention to the delivery of theories and objectives conveyed by the teacher				>
	Main Activity	a. Students listen and pay attention to the teacher's explanation of the material descriptive text about school building			\ \	
		using running dictation technique				1

		b.	Students pay attention to the teacher's	
			explanation about the use of running	
			dictation, which has been displayed in	
			accordance with the explanation at the	
			first meeting	
		C.	Students answer questions about the	
			use of running dictation technique.	
		d.	Students again pay attention to how to	
		1	apply the running dictation technique	
			that the teacher explained	
		e.	Students convey understanding of the	
			material that has been explained by the	
			teacher and ask what students have not	V
			understood.	
		f.	Students apply the running dictation	
			technique to learn to write according to	
			what the teacher explains.	
3.	Closing	à	Students given their opinions after	
	Activity	1	participating in the learning process at	
			this meeting	V
		Ь.	Students convey the conclusions of	
			learning at this meeting with the	111
1		1	teacher	

c. Students listen carefully to the learning	11
activities for the next meeting	
d. Students pray and answer greetings from the teacher.	

Description in giving the score

Score	e Description	
1	Only few students do to activities (0-6)	
2	There are some students do the activities (7-10)	
3	Half students do the activities (11-16)	
4	Almost all of the students do the activities (17 25)	

$$Score = \frac{obtainscore}{totalscore} \times 100 =$$

Observer,

Medipra Lestari, S.Pd

NIP.

Appendix 2

Cycle I

-First Meeting

		FIELD NOTE
Date	and Time	Monday, October 4th, 2022
Educ	ation units	SMA N 4 Sekadau Hilir
Class	s/semester	: X / Gangil
Topi	c	: Descriptive Text
Cycle	e/Meeting	:1/1
Time	Allocation	: 2 x 45 minutes
Basic	competencies	: Writing Descriptive Text About Place
No		Description
2	Saat gu	asih diam tanpa memberikan respon mu menjelackan moteri dan teknik digunakan. Siswa sangat monoton engikuti proser Pembelajaran.
2	Siswa I Membua Materi Karena	masih kurang memperhatikan sehingga H siswa tidak paham dengan dan teknik yang guru jelaskan hal Itu membuat siswa tidak
4	Siswa to	enerapkan materi dan teknik dengan idak aktif dalam merespon aan yang diberikan oleh guru materi yang telah di jelaskan.
		Sekudun, October 4th 202 Observer,

-Second Meeting

FIELD NOTE

Tuesday, October 5th, 2022 Date and Time

: SMA N 4 Sekadau Hilir Education units

: X / Ganjil Class/semester

Descriptive Text Topic

1/2 Cycle/Meeting

Time Allocation 2 x 45 minutes

Basic competencies : Writing Descriptive Text About Place

No	Description
1.	Siswa masih banyak diam saat guru Menjelaskan Sena tidak memberikan respon yang baik saat guru Menjelaskan Akan tetapi Masih ada beterapa Siswa yang mau merespon.
2.	Terdaput beberapa sirwa yang sudah mulai Memperhatikan penjelasan guru tentang materi dan teknik yang akan digunakan. Siswa Mubi merespon pertanyaan - pertanyaan yang diberikan deh guru.
3	Giswa Marih bingung Memahanii materi dan teknik yang digunakan, hanya sebagian Siswa saja yang Sudah pahan

Schools October 5th 2022 Observer,

Medipra Lestari, S.Pd.

Cycle II

-First Meeting

FIELD NOTE

Monday, October 10th, 2022 Date and Time

: SMA N 4 Sekadau Hilir Education units

: X / Ganjil Class/semester

: Descriptive Text Topic

:2/1. Cycle/Meeting

: 2 x 45 minutes Time Allocation

Basic competencies : Writing Descriptive Text About Place

No	Description
2	Siswa mulai aktif dan memberikan responyang baik saas gunu memberikan Penjelasan kembali Materi olan teknik yang digunakan. Siswa Sudah tidak monoton dan mulai tertarik belajar.
2	Siswa Memperhatikan dengan baik sehingga Siswa paham dengan moteri dan teknik yang akan digunakan sesuai dengan penjelasan gunu Sehingga siswa mulai tertarik dan menikmati proses belajar mengajar.
3	Siswa sangat aktif merespon pertanyaan yang diberikan oleh guru serta aktif juga untuk bertanya hapada guru terkait kurang paham tentang materi dan teknik yang digunakan.

Sekadau, October 10th, 2022
Obseryer,

Medipra Lestari, S.Pd

Cycle II

-First Meeting

FIELD NOTE

Monday, October 10th, 2022 Date and Time

: SMA N 4 Sekadau Hilir Education units

: X / Ganjil Class/semester

: Descriptive Text Topic

:2/1. Cycle/Meeting

: 2 x 45 minutes Time Allocation

Basic competencies : Writing Descriptive Text About Place

No	Description
2	Siswa mulai aktif dan memberikan responyang baik saas gunu memberikan Penjelasan kembali Materi olan teknik yang digunakan. Siswa Sudah tidak monoton dan mulai tertarik belajar.
2	Siswa Memperhatikan dengan baik sehingga Siswa paham dengan moteri dan teknik yang akan digunakan sesuai dengan penjelasan gunu Sehingga siswa mulai tertarik dan menikmati proses belajar mengajar.
3	Siswa sangat aktif merespon pertanyaan yang diberikan oleh guru serta aktif juga untuk bertanya hapada guru terkait kurang paham tentang materi dan teknik yang digunakan.

Sekadau, October 10th, 2022
Obseryer,

Medipra Lestari, S.Pd

-Second Meeting

FIELD NOTE

Date and Time

: Tuesday, October 11th, 2022

Education units

: SMA N 4 Sekadau Hilir

Class/semester

: X / Ganjil

Topic

: Descriptive Text

Cycle Weeting

2/2

Time Allocation

: 2 x 45 minutes

Basic competencies

: Writing Descriptive Text About Place

No	Description
1.	Siswa aktif dan Merespon Setiap apa yang guru Jelaskan tentang materi dan teknik yang alean digunakan Siswa Sudah tidak monoton Sangat anturias dalam mengikuti Proses Pembelajaran
2.	Siswa memperhatikan penjelasan guru tentang materi dan teknik yang akan digunakan pada
3	Siswa lebih aktif bertanya dan merespon Pertanyaan Serta dapat menerapkan teknik dengan balk dan Paham tentang materi

Sekadan, October 11th, 2022

Observer,

Medipra Lestari, S.Pd

Appendix 3

Cycle I

Name : RS

No	Question	Answer
1.	Does running dictation help you	Yes, because with this technique
	learn English, especially writing?	it is easier for me to understand
		but still a little confused
2.	Do you enjoy learning trough	I enjoy because it's easier to
	running dictation techniques?	understand and fun.
3.	Does learning with the running	Yes, this technique is fun and not
	dictation technique make you feel	boring
	better while learning English?	
4.	Did running dictation help you	With the technique I feel there is
	come up with ideas for writing?	progress in learning English
5.	Do you like to learn English trough	I like it because I get new
	the running dictation technique?	knowledge about teaching
		techniques

Name : NRC

No	Question	Answer
1.	Does running dictation help you	Yes, because I find it easier to
	learn English, especially	learn English
	writing?	
2.	Do you enjoy learning trough	I enjoy because I don't feel bored
	running dictation techniques?	
3.	Does learning with the running	Very good, this technique is able
	dictation technique make you	to help build my interest in
	feel better while learning	learning
	English?	
4.	Did running dictation help you	With this technique I can think
	come up with ideas for writing?	more to get ideas
5.	Do you like to learn English	I like it because it's not boring
	trough the running dictation	and it's fun
	technique?	

Name : CVS

No	Question	Answer
1.	Does running dictation help you	Yes, because I find it easier to
	learn English, especially writing?	learn English
2.	Do you enjoy learning trough	I enjoy it because it's more
	running dictation techniques?	exciting and fun so it's not
		boring
3.	Does learning with the running	Yes, because this technique
	dictation technique make you feel	makes it easier for me to
	better while learning English?	understand the material
4.	Did running dictation help you	With this technique it is easier
	come up with ideas for writing?	for me to find ideas in writing
5.	Do you like to learn English	I like it because it's not
	trough the running dictation	monotonous and it's more fun.
	technique?	

Cycle II

Name : NI

No	Question	Answer
1.	Does running dictation help you	Yes, it is very easy to learn
	learn English, especially writing?	English
2.	Do you enjoy learning trough	Enjoy it very much because it's
	running dictation techniques?	not boring, it's very exciting and
		it increases interest in learning
3.	Does learning with the running	Very good, because it is different
	dictation technique make you feel	from before which seemed
	better while learning English?	monotonous
4.	Did running dictation help you	This technique makes it easier for
	come up with ideas for writing?	me to find ideas in writing
5.	Do you like to learn English	With this technique I prefer
	trough the running dictation	learning English because I find it
	technique?	easier to understand

Name : FF

No	Question	Answer
1.	Does running dictation help you	It really helps me to understand
	learn English, especially writing?	the material
2.	Do you enjoy learning trough	I enjoy it because it's fun and
	running dictation techniques?	help increase my interest in
		learning
3.	Does learning with the running	Very good, because I get new
	dictation technique make you feel	knowledge about the process of
	better while learning English?	learning English
4.	Did running dictation help you	With this technique I find it easy
	come up with ideas for writing?	to find ideas in writing because I
		learn a lot of new things
5.	Do you like to learn English	I like it because it's easy to
	trough the running dictation	understand and fun.
	technique?	

Name : HA

No	Question	Answer
1.	Does running dictation help you	Yes, because this technique is
	learn English, especially	easier and makes me like English
	writing?	
2.	Do you enjoy learning trough	I really enjoy it because it's not
	running dictation techniques?	boring, so my interest in learning
		increases
3.	Does learning with the running	Very good, with this technique to
	dictation technique make you	be more enthusiastic about
	feel better while learning	learning and easy to understand
	English?	
4.	Did running dictation help you	This technique helps me come up
	come up with ideas for writing?	with ideas for writing
5.	Do you like to learn English	I like new things so this
	trough the running dictation	technique can help me like
	technique?	learning English

Appendix 4

SILABUS SMA

Mata Pelajaran : Bahasa Inggris

Kelas : X

Kompetensi Inti :

KI-1 : Menghayati dan mengamalkan ajaran agama yang dianutya

KI-2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama,

toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam

menempatkan diri sebagai cerminan bangsa dalam bergaulan dunia.

KI-3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, prosedural berdasarkan rasa ingin

tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakatdan minatnya untuk memecahkan

masalah

KI-4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari

yang di pelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

	Kompetensi Dasar	Materi	Indikator	Nilai	Kegiatan	Alokasi	Sumber	Penilaian
	Trompetensi Busui	Pembelajaran	manator	Karakter	Pembelajaran	Waktu	Belajar	1 Ciliuluii
3	3.4 Membedakan fungsi	Fungsi Sosial	Mengidentifikasi	 Religius 	- Menyimak dan	14 JP	❖ Buku	• Lisan
	sosial, struktur teks,	Membanggakan,	ungakapan-	 Mandiri 	menirukan guru		Penunjang	 Tertulis
	dan unsur kebahasaan	menjual,	ungkapan	 Gotong 	membacakan teks		Kurikulum	 Penugasan
	beberapa teks	mengenalkan,	memberi dan	royong	deskriptif		2013 Mata	 Unjukkerja

deskriptif lisan dan	mengidentifikasi,	meminta	Kejujuran	sederhana tentang	Pelajaran	Portofolio
tulis dengan memberi	mengkritik, dsb.	informasi terkait	 Kerja 	tempat wisata	Bahasa	
dan meminta	Struktur Teks	tempat wisata	keras	dan/atau bangunan	Inggris	
informasi terkait	Dapat mencakup	dan bangunan	Percaya	bersejarah	Kelas X,	
tempat wisata dan	Identifikasi	bersejarah	diri	terkenaldengan	Kemendikb	
bangunan bersejarah	(nama	terkenal	 Kerja 	intonasi, ucapan,	ud, Revisi	
terkenal, pendek dan	keseluruhan	Mengidentifikasi	sama	dan tekanan kata	Tahun 2016	
sederhana, sesuai	dan bagian)	perbedaan cara		yang benar.	Kamus	
dengan konteks	• Sifat	pengungkapan		- Mencermati	Bahasa	
penggunaannya	(ukuran,	dari masing-		danbertanya jawab	Inggris	
	warna,	masing konteks		tentang contoh	Pengalaman	
	jumlah,	 Memahami 		menganalisisdeskri	peserta	
	bentuk, dsb.)	struktur teks		psi dengan alat	didik dan	
	 Fungsi, 	ungkapan		seperti tabel, <i>mind</i>	guru	
	manfaat,	memberi dan		map, dan kemudian		
	tindakan,	meminta		menerapkannya		
	kebiasaan	informasi terkait		untuk menganalisis		
	Unsur	tempat wisata		beberapa deskripsi		
	kebahasaan	dan bangunan		tempat wisata dan		
	 Kosa kata 	bersejarah		bangunan lain		
	dan istilah	terkenal		- Mencermati cara		
	terkait	 Memahami 		mempresentasikan		
	dengan	unsur		hasil analisis secara		
	tempat	kebahasaan dari		lisan,		
	wisata dan	ungkapan		mempraktekkan di		
	bangunan	memberi dan		dalam kelompok		
	bersejarah	meminta		masing-masing,		
	terkenal	informasi terkait		dan kemudian		
	 Adverbia 	tempat wisata		mempresentasikan		
	terkait sifat	dan bangunan		di kelompok lain		
		bersejarah		- Mengunjungi		

				seperti quite,	terkenal	tempat wisata atau		
4.4	Teks d	leskriptif		very,	Menyusun	bangunan		
	4.4.1	Menangkap		extremely,	kalimat meminta	bersejarah untuk		
		makna secara		dst.	infromasi terkait	menghasilkan teks		
		kontekstual	•	Kalimat	tempat wisata	deskriptif tentang		
		terkait fungsi		dekalraif dan	dan bangunan	tempat wisata atau		
		sosial, struktur		interogatif	bersejarah	bangunan		
		teks, dan unsur		dalam tense	terkenal	bersejarahsetempat.		
		kebahasaan		yang benar	 Menjawab 	- Menempelkan teks		
		teks deskriptif,	•	Nomina	pertanyaan	di dinding kelas		
		lisan dan tulis,		singular dan	tentang tempat	dan bertanya jawab		
		pendek dan		plural secara	wisata dan	dengan pembaca		
		sederhana		tepat, dengan	bangunan	(siswa lain, guru)		
		terkait tempat		atau tanpa <i>a</i> ,	bersejarah	yang datang		
		wisata dan		the, this,	terkenal yang	membacanya		
		bangunan		those, my,	diajukan	- Melakukan refleksi		
		bersejarah		their, dsb.	kepadanya	tentang proses dan		
		terkenal	•	Ucapan,	 Menyusun teks 	hasil belajar.		
	4.4.2	Menyusun teks		tekanan kata,	deskriptif lisan			
		deskriptif lisan		intonasi,	dan tulis, pendek			
		dan tulis,		ejaan, tanda	dan sederhana,			
		pendek dan		baca, dan	terkait tempat			
		sederhana,		tulisan	wisata dan			
		terkait tempat wisata dan	Tr-	tangan	bangunan			
		bangunan		pik	bersejarah			
		bersejarah		skripsi tempat sata dan	terkenal, dengan			
		terkenal,		sata dan ngunan	memperhatikan fungsi sosial,			
		dengan		sejarah yang	struktur teks,			
		memperhatikan	daj		, ·			
		fungsi sosial,		numbuhkan	dan unsur kebahasaan,			
		rungsi sosiai,	me	numbunkan	Kebanasaan,			

struktur teks,	perilaku yang	secara benar dan			
dan unsur	termuat di KI	sesuai konteks			
kebahasaan,					
secara benar					
dan sesuai					
konteks					

Cycle I

LESSON PLAN

Name of Educational Unit : SMA N 4 Sekadau Hilir

Subject : Bahasa Inggris

Class/Semester : X /Ganjil

Subject Matter : Descriptive text

Time Allocation : 2 x 2 JP (45 Minutes)

A. Core Competencies

KI1: Appreciate and live the religious.

KI2: Appreciate and live honest, disciplined, confident, caring, and responsible behavior in interacting effectively in accordance with the development of children in the environment, family, school, community and the surrounding natural environment, nation, state, and regional area.

K13: Understand and apply factual, conceptual, procedural, and metacognitive knowledge at a simple technical and specific level based on their curiosity about science, technology, art, culture with human, national, and state insight related to visible phenomena and events.

K14: Demonstrates creative, productive, critical, independent, collaborative and communicative reasoning, processing and presenting skills, in the concrete ad abstract realms in accordance with what is learned in school and other sources that are the same from a theoretical point of view.

B. Basic competencies and indicators of competency achievement:

Basic Competencies	Indicators of Component Achievement,
3.4 Distinguishing social function, text	3.4.1 Identify expressions of giving
structures, and linguistic element	and asking for information
of several oral and written	related to tourist attractions

descriptive text by giving and asking for information related to tourist attractions and famous historical building, short and simple, according to the context of their use.

- and famous historical buildings.
- 3.4.2 Understand the structure of the text of the expression of giving and asking for information related to tourist attraction and famous historical buildings.

4.4 Descriptive Text

4.4.2 Compose oral and written descriptive text, short and simple related to tourist attractions and famous historical buildings, taking into account social function, text structures, and linguistic elements, correctly and in context.

4.4.2.1 Compose oral and written descriptive text, short and simple, related to tourist attraction and famous historical buildings, taking into account social function, text structure and linguistic elements, correctly in context.

C. Learning objectives

- 1. After students understand about descriptive text, students can determine the social function, text structure and linguistic elements correctly
- 2. After students are given an example of descriptive text, students can make a short descriptive text based on the example given.
- 3. Students try to make descriptive text about the school they use.

D. Subject Matter

1. Social Function

Describing or presenting information about particular place, a historical building, a person and animal.

2. Text Structure

- a. Identification
- b. Function, behaviors benefits, action, and habits the characterize the place

3. Elements of language

- a. Mention for school
- b. Singular and plural nouns with or without a, the, this, those, my, their,etc
- c. Speech, stress, intonation, spelling, punctuation and handwriting.

4. Topic

Description of schools that can foster the behavior contained in KI.

E. Learning method

It is using a *Scientific – based learning* by applying the Running Dictation media.

F. Media, Tools, and Learning Resources

Media : Running Dictation

Tools : Dictionary, Whiteboard, Board marker, eraser, and paper.

Learning Resources:

 Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas, Kemendikbud, Revisi Tahun 2016.

G. Learning Activity

-First Meeting

Pre-Activity	Description	
Teacher Activity	Students Activity	Description
a. The teacher greets the	a. The students respond to	
students	the teacher's greeting	
b. The teacher asks the	b. The students pray before	
students to pray before	they start the lesson	
they start the lesson	c. The students answer the	
c. The teacher checks the	absentee check.	
students' attendance	d. The students pay attention	
d. The teacher gives	to motivation, theory, and	
motivation to the students	learning objectives.	
e. The teacher conveys the	e. Students pay close	

	theory and learning	attention to the delivery of	
	objective that relates to the	theories and objectives	
	syllabus.	conveyed by the teacher.	
	Main-Activity	(50 minutes)	
	Teacher Activity	Students Activity	
a.	The teacher explains the	a. Students listen and pay	
	material and example of	attention to the teacher's	
	descriptive text about the	of explanation the material	
	school building	descriptive text about the	
b.	The teacher and students	school building	
	discuss examples of the	b. Students participate in	
	descriptive text about the	discussing examples of	
	school building.	descriptive text about	
c.	The teacher discusses the	school building	
	use of running dictation in	c. Students listen well to the	
	the material to be taught	delivery of material about	
d.	The teacher shows the	the use of running	
	application of running	dictation technique	
	dictation	d. Students pay attention to	
e.	The teacher asks students	how to apply the running	
	to understand the material	dictation technique that	
	that has been explained	the teacher is explaining	
	and asks the material if it	e. Students convey	
	is still unclear and difficult	understanding of the	
	to understand.	material that has been	
f.	The teacher asks students	explained by the teacher	
	to make groups of 5	and ask what students	
	people.	have not understood.	
g.	The teacher asks each	f. Students from groups of 5	
	group member to write by	people	

dictation according to the sentences provided, using the running dictation technique.	g. Students apply the running dictation technique to learn to write according to what the teacher explains.	
Post -Activity	y (5 minutes)	
Teacher Activity	Students Activity	
a. The teacher asks the	a. Students give their	
students what their	opinions after	
opinion is about today's	participating in the	
activities	learning process at this	
b. The teacher and students	meeting	
draw a conclusion from	b. Students convey the	
the lesson	conclusions of learning at	
c. The teacher conveys the	this meeting with the	
learning activity for the	teacher	
next meeting	c. Students listen carefully to	
d. The teacher asks the	the learning activities for	
students to pray before	the next meeting.	
they end the lesson and	d. Students pray and answer	
teacher greets	greetings from the teacher.	

- Second Meeting

Pre-Activity	Description		
Teacher Activity	Students Activity		
a. The teacher greets the	a. The students respond to		
students	the teacher's greeting		
b. The teacher asks the	b. The students pray before		
students to pray before	they start the lesson		
they start the lesson	c. The students answer the		

The teacher checks the absentee check. students' attendance d. The students pay d. The gives teacher attention to motivation. motivation to the theory, and learning students objectives. e. The teacher conveys the Students pay close theory and learning attention to the delivery objective that relates to of theories and objectives the syllabus. conveyed by the teacher. Main-Activity (50 minutes) Teacher Activity **Students Activity** a. The teacher explains the Students listen and pay material and examples of attention to the teacher's descriptive text about the of explanation the school building using the material descriptive text about school building running dictation technique, continue using running dictation material at the first technique b. Students pay attention to meeting. b. The teacher and students the teacher's explanation again discuss the example about the use of running of the descriptive text dictation, which has been about the school building displayed in accordance with the explanation at using running dictation to recall the material in the the first meeting first meeting c. Students answer c. The teacher asks again the questions about the use use of running dictation in running dictation the material to be taught technique d. The teacher shows again Students again pay

- the application of running dictation
- e. The teacher asks students to understand the material that has been explained and asks the material if it is still unclear and difficult to understand.
- f. The teacher asks each group member to write by dictation according to the sentences provided, using the running dictation technique which is an assessment test.

they end the lesson and

- attention to how to apply the running dictation technique that the teacher explained
- e. Students convey understanding of the material that has been explained by the teacher and ask what students have not understood.
- f. Students apply the running dictation technique to learn to write according to what the teacher explains.

Post -Activity (5 minutes) Teacher Activity **Students Activity** The teacher asks the a. Students give their a. students what they opinion opinions after about today's activities participating in the b. The teacher and students learning process at this draw a conclusion of the meeting lesson b. Students convey the The teacher conveys the conclusions of learning at learning activity for the this meeting with the next meeting teacher d. The teacher asks the Students listen carefully to students to pray before the learning activities for

the next meeting.

teacher greets	d.	Students pray and answer	
		greetings from the teacher.	

H. Assessment

- 1. The assessment technique is done through writing
- 2. The students who do not reach the KKM are going to be given remedial

Researcher

Ayu Cahyaning Fajrina NIM: 180207053

Approved:

SMA N 4 Sekadau Hilir

Street Sadly, S.Pd

NIP:198107182005021001

Teacher of the subject

Medipra Lestari, S.Pd

MIP:

LESSON PLAN

Name of Educational Unit : SMA N 4 Sekadau Hilir

Subject : Bahasa Inggris

Class/Semester : X /Ganjil

Subject Matter : Descriptive text

Time Allocation : 2 x 2 JP (45 Minutes)

A. Core Competencies

KI1: Appreciate and live the religious.

KI2: Appreciate and live honest, disciplined, confident, caring, and responsible behavior in interacting effectively in accordance with the development of children in the environment, family, school, community and the surrounding natural environment, nation, state, and regional area.

K13: Understand and apply factual, conceptual, procedural, and metacognitive knowledge at a simple technical and specific level based on their curiosity about science, technology, art, culture with human, national, and state insight related to visible phenomena and events.

K14: Demonstrates creative, productive, critical, independent, collaborative and communicative reasoning, processing and presenting skills, in the concrete ad abstract realms in accordance with what is learned in school and other sources that are the same from a theoretical point of view.

B. Basic competencies and indicators of competency achievement:

Basic Competencies	Indicators of Component Achievement,
3.4 Distinguishing social function, text structures, and linguistic	3.4.1 Identify expressions of giving and asking for information
element of several oral and written descriptive text by	related to tourist attractions and famous historical

giving and asking for information related to tourist attractions and famous historical building, short and simple, according to the context of their use.

buildings.

3.4.2 Understand the structure of the text of the expression of giving and asking for information related to tourist attraction and famous historical buildings.

4.4 Descriptive Text

4.4.2 Compose oral and written descriptive text, short and simple related to tourist attractions and famous historical buildings, taking into account social function, text and linguistic structures, elements, correctly and in context.

4.4.2.1 Compose oral and written descriptive text, short and simple, related to tourist attraction and famous historical buildings, taking into account social function, text structure and linguistic elements, correctly in context.

C. Learning objectives

After participating in the learning, it is expected that students can know, write and identify descriptive text about buildings or places by paying attention to social function, text structure and linguistic elements that are correct according to the context.

D. Subject Matter

1. Social Function

Describing or presenting information about particular place, a historical building, a person and animal.

2. Text Structure

- a. Identification
- b. Function, behaviors benefits, action, and habits the characterize the place

3. Elements of language

- a. Mention for school
- b. Singular and plural nouns with or without a, the, this, those, my, their, etc
- c. Speech, stress, intonation, spelling, punctuation and handwriting.

4. Topic

Description of schools that can foster the behavior contained in KI.

E. Learning method

It is using a *Scientific – based learning* by applying the Running Dictation media.

F. Media, Tools, and Learning Resources

Media : Running Dictation

Tools : Dictionary, Whiteboard, Board marker, eraser, and paper.

Learning Resources:

 Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas, Kemendikbud, Revisi Tahun 2016.

G. Learning Activity

- First Meeting

	minutes)	Description		
	Teacher Activity		Students Activity	Description
a.	The teacher greets the	a.	The students respond to the	
	students		teacher's greeting	
b.	The teacher asks the	b.	The students pray before	
	students to pray before		they start the lesson	
	they start the lesson	c.	The students answer the	
c.	The teacher checks the		absentee check.	
	students' attendance	d.	The students pay attention	
d.	The teacher gives		to motivation, theory, and	

	motivation to the		learning objectives.	
	students	e.	Students pay close attention	
e.	The teacher conveys the		to the delivery of theories	
	theory and learning		and objectives conveyed by	
	objective that relates to		the teacher.	
	the syllabus.			
	Main-Activi	ty (5	0 minutes)	
	Teacher Activity		Students Activity	
a.	The teacher explains the	a.	Students listen and pay	
	material and example of		attention to the teacher's of	
	descriptive text about the		explanation the material	
	school building		descriptive text about the	
b.	The teacher and students		school building	
	discuss examples of the	b.	Students participate in	
	descriptive text about the		discussing examples of	
	school building.		descriptive text about school	
c.	The teacher discusses the		building	
	use of running dictation	c.	Students listen well to the	
	in the material to be		delivery of material about	
	taught		the use of running dictation	
d.	The teacher shows the		technique	
	application of running	d.	Students pay attention to	
	dictation		how to apply the running	
e.	The teacher asks students		dictation technique that the	
	to understand the		teacher is explaining	
	material that has been	e.	Students convey	
	explained and asks the		understanding of the	
	material if it is still		material that has been	
	unclear and difficult to		explained by the teacher and	
	understand.		ask what students have not	

f.	The teacher asks students		understood.	
	to make groups of 5	f.	Students from groups of 5	
	people.		people	
g.	The teacher asks each	g.	Students apply the running	
	group member to write		dictation technique to learn	
	by dictation according to		to write according to what	
	the sentences provided,		the teacher explains.	
	using the running			
	dictation technique.			
	Post -Activi	ity (5	5 minutes)	
	Teacher Activity		Students Activity	
a.	The teacher asks the	a.	Students give their opinions	
	students what their		after participating in the	
	opinion is about today's		learning process at this	
	activities		meeting	
b.	The teacher and students	b.	Students convey the	
	draw a conclusion from		conclusions of learning at	
	the lesson		this meeting with the	
c.	The teacher conveys the		teacher	
	learning activity for the	c.	Students listen carefully to	
	next meeting		the learning activities for the	
d.	The teacher asks the		next meeting.	
	students to pray before	d.	Students pray and answer	
	they end the lesson and		greetings from the teacher.	
	teacher greets			

- Second Meeting

	Description			
	Teacher Activity Students Activity			
a.	The teacher greets the	a.	The students respond to the	
	students		teacher's greeting	
b.	The teacher asks the students	b.	The students pray before	
	to pray before they start the		they start the lesson	
	lesson	c.	The students answer the	
c.	The teacher checks the		absentee check.	
	students' attendance	d.	The students pay attention	
d.	The teacher gives motivation		to motivation, theory, and	
	to the students		learning objectives.	
e.	The teacher conveys the	e.	Students pay close attention	
	theory and learning objective		to the delivery of theories	
	that relates to the syllabus.		and objectives conveyed by	
			the teacher.	
	Main-Activity	(50	minutes)	
	Teacher Activity		Students Activity	
a.	The teacher explains the	a.	Students listen and pay	
	material and examples of		attention to the teacher's	
	descriptive text about the		explanation of the material	
	school building using the		descriptive text about school	
	running dictation technique,		building using running	
	continue the material at the		dictation technique	
	first meeting.	b.	Students pay attention to the	
b.	The teacher and students		teacher's explanation about	
	again discuss the example of		the use of running dictation,	
	the descriptive text about the		which has been displayed in	
	school building using running		accordance with the	
	dictation to recall the material		explanation at the first	

in the first meeting

- c. The teacher asks again the use of running dictation in the material to be taught
- d. The teacher shows again the application of running dictation
- e. The teacher asks students to understand the material that has been explained and asks the material if it is still unclear and difficult to understand.
- f. The teacher asks each group member to write by dictation according to the sentences provided, using the running dictation technique which is an assessment test.

- meeting
- Students answer questions about the use of running dictation technique
- d. Students again pay attention to how to apply the running dictation technique that the teacher explained
- e. Students convey understanding of the material that has been explained by the teacher and ask what students have not understood.
- f. Students apply the running dictation technique to learn to write according to what the teacher explains.

Post -Activity (5 minutes)

a. The teacher asks the students what they opinion about today's activities

Teacher Activity

- b. The teacher and students draw a conclusion of the lesson
- c. The teacher conveys the learning activity for the next meeting

Students Activity

- a. Students give their opinions
 after participating in the
 learning process at this
 meeting
- Students convey the conclusions of learning at this meeting with the teacher
- c. Students listen carefully to

d. The teacher asks the students	the learning activities for the
to pray before they end the	next meeting.
lesson and teacher greets	d. Students pray and answer
	greetings from the teacher.

H. Assessment

- 1. The assessment technique is done through writing
- 2. The students who do not reach the KKM are going to be given remedial.

Researcher

Ayu Cahyaning Fajrina NIM: 180207053

Approved:

Hiban N 4 Sekadau Hilir

Sadly, S.Pd

NIP:198107182005021001

Teacher of the subject

Medipra Lestari, S.Pd

MIP:

TEST

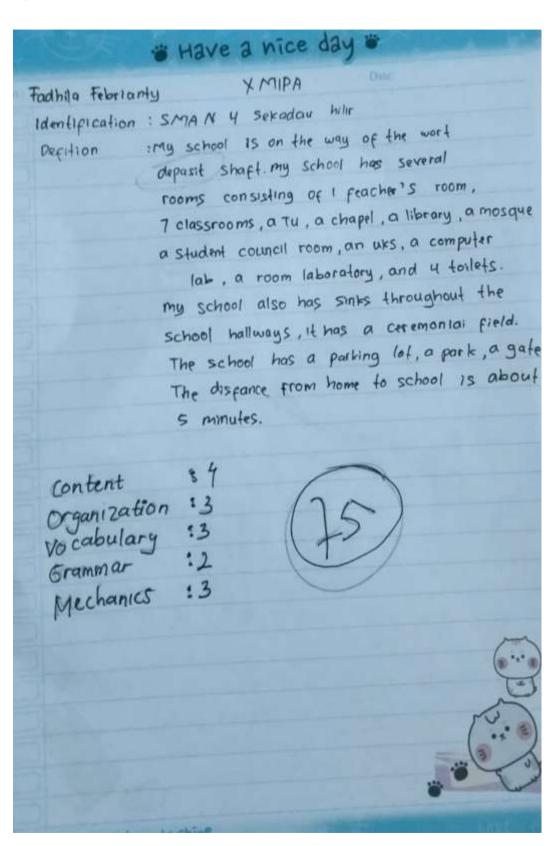
Cycle I

Identification: My School IS SMAN 4 Sexadau Description: It is located on poros Setor korya Street, It has 7 Classroom I teacher room, a library, a mosque, chapter a chapter, a gate, a canteer 4 toilets, a ceremony field, a laboratory and a computer lab. My School Is Very clean. It also has a football field, a bar sole and Volly ball field. Confent: 3 Organization: 3 Vocabulary: 3 Grammar: 2 machanics; 3	Nama: Ratha	Safitri
Identification: My School IS SMAN A Sexadau Description: It is located on Poros Setor Korya Street, It has 7 classroom I teacher room, a library, a mosque, chapter a chapter a gate a canteer 4 toilets a Ceremony field a laboratory and a computer lab. My School IS Very clean. It also has a football field, a bar sole and Volly ball field. Confent: 3 Organization: 3 Vocabulary: 3 Grammar: 2 machanics: 3	Kelas : X MIP	4
Description: My School IS SMAN 4 Sexadou Description: It is located on poros Setor korya Street, It has 7 classroom 1 teacher room, a library, a mosque, example a chapel, a gate, a conteer 4 toilets, a ceremony field, a laboratory and a computer lab. My School IS Very clean. It also has a football field, a bar sole and Vollyball Field. Content: 3 Organization: 3 Vocabulary: 3 Brammar: 2 mechanics: 3		Date:
It has 7 classroom I teacher room, a library, a mosque, etable a chape, a gate, a canteer 4 toilets, a ceremony field, a laboratory and a computer lab. My School is Very clean. It also has a football field, a bar sole and Vollyball field. Confent: 3 Organization: 3 Vocabulary: 3 Brammar: 2 mechanics: 3	Identification : M	y School IS SMAN 4 Sekadau
It has 7 classroom I teacher room, a library, a mosque, etable a chape, a gate, a canteer 4 toilets, a ceremony field, a laboratory and a computer lab. My School is Very clean. It also has a football field, a bar sole and Vollyball field. Confent: 3 Organization: 3 Vocabulary: 3 Brammar: 2 mechanics: 3		
It has 7 classroom I teacher room, a library, a mosque, etable a chape, a gate, a canteer 4 toilets, a ceremony field, a laboratory and a computer lab. My School is Very clean. It also has a football field, a bar sole and Vollyball field. Confent: 3 Organization: 3 Vocabulary: 3 Brammar: 2 mechanics: 3	Description : 14	is located on Poros Setor Karya Street,
a mosque, etaper a chaper, a gate a canteer 4 toilets, a ceremony field, a laboratory and a computer lab. My School is Very clean. It also has a football field, a bar sole and Vollyball Field. Content: 3 Organization: 3 Vocabulary: 3 Grammar: 2 mechanics; 3	1+(has 7 (classroom) 1 teacher room, a library,
4 toilets, a ceremony field, a laboratory and a computer lab. My School is Very clean. It also has a football field, a bar sole and Vollyball field. Confent: 3 Organization: 3 Vocabulary: 3 Brammar: 2 mechanics: 3		
Vollyball field. a bar sole and Vollyball field. Content: 3 Organization: 3 Vocabulary: 3 Grammar: 2 mechanics: 3		
Content: 3 Organization: 3 Vocabulary: 3 Grammar: 2 mechanics: 3	a	computer lab. My school is very clean.
content: 3 Organization: 3 Vocabulary: 3 Grammar: 2 mechanics: 3	14	also has a football field, a bar sole and
Organization: 3 Vocabulary: 3 Grammar: 2 mechanics: 3	Vo	lly ball Freid.
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	Cindy vatika Sari
	Identification imy School Is SMA 4 4 Sekadau
	Description : It is located on Poros Streeat.
	Sctor Karya VIIIage Timpuk # has
	+ Classroom. I teacher rooms a library,
	a mosque, a headmaster romm, a
	Canteen 3 toilets and a praking
	area my School Is Verry Clean . It
	also has a Lootball field and
	Volly ball field, 2 Laboratory's Computer
	lab and biologi lab. my school
	has a garden
Ħ	Content :3
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	DISTINCTION

Cycle II



Name: Helarium Acun
class : XMIPA
to the same of the
Telentification !
Identification: SMAN 4 Sekaday Hilir
}
Defition: my school is verry large and
Cleen This place has a garden
The distance From home to School 15
about 10 minutes it has 7 classrooms,
Toom this place also has football field
Ceremony field and garden my School
has laboratory pratice, canteen and
Parking Area.
content : 4
Organization:3 25
Vocabulary :2
Grammar :3
Mechanics 53

NAMA: NIrma indigani Have a nice day

Kalas : X MIPA

Identification: SMA N 9 Sakaday Hillir

shaff my school is on the way of the wore deposit shaff my school has soveral rooms consisting of I teacher's room, 7:—— clastooms, a Tu, achapel, a library, a mosque, a student council room, an uks, a computer lab, a room laboratory, and 4 toilets my school also has sinks throughout the school hallways, it has a ceremonial field, a volleyball court, and a soccer field The school I has a parking lot, a park, a gate, The distance from home to school is about 20 minutes.

content !4
Organization 14
Vocabulary :4
Brammar :3
Mechanics :3





(KKY) You are the hero of your story

Cycle I



Explain about Descriptive Text and Running Dictation



Students Practice to use running dictation



Students make descriptive text.

Cycle II



Explain about Descriptive Text and Running Dictation.



Students Practice to use running dictation



Students make descriptive text

Statement completion of research



PEMERINTAH PROVINSI KALIMANTAN BARAT DINAS PENDIDIKAN DAN KEBUDAYAAN SMA NEGERI 4 SEKADAU

Alamat : Setor Karya Desa Timpuk Kec Sekadau Hilir, Kab Sekadau Website: http://sman4sekadau.sch.id/Email:info@sman4sekadau.

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

No: 421.3/103/X/SMAN.04/2022

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas Negeri 4 Sekadau Desa Timpuk Kecamatan Sekadau Hilir Kabupaten Sekadau Dengan ini menerangkan bahwa

Nama Ayu Cahyaning Fajrina

Jenis Kelamin : Perempuan NIM : 180207053

Jurusan Pendidikan Bahasa dan Seni Program Studi Pendidikan Bahasa Inggris

Judul Penelitian "Teaching Writing Descriptive Text by Using Running Dictation

Technique at Class X of SMAN 4 Sekadau Hilir".

Nama tersebut di atas telah melakukan Penelitian di SMA Negeri 4 Sekadau untuk penyelesaian skripsi.

Demikian surat keterangan ini kami berikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Ditetapkan di Sekadau

SMA NEGER SEKADAU HIK

Pada Tanggal : 27 Oktober 2022 Wepalate Negeri 4 Sekadau

ALOYSIUS SADLY, S. Pd

NIP. 19810718 200502 1 001

Research Permit



PEMERINTAH PROVINSI KALIMANTAN BARAT DINAS PENDIDIKAN DAN KEBUDAYAAN

SMA NEGERI 4 SEKADAU

Alamat Setor Karya Desa Timpuk Kec Sekadau Hilir, Kab Sekadau Website: http://sman4sekadau.sch.id/Email:info@sman4sekadau.sch.id/Kode Pos 79582 NPSN: 30106139

SURAT IZIN PENELITIAN

No: 421.3/088/IX/SMAN.04/2022

Berdasarkan surat permohonan izin penelitian Nomor:169/B-6/G1/IX/2022 tanggal 26 September 2022, Kepala SMA Negeri 4 Sekadau Hilir :

Nama ALOYSIUS SADLY, S. Pd NIP 19810718 200502 1 001

Jabatan Kepala Sekolah

Dengan ini memberikan Izin kepada

Nama : Ayu Cahyaning Fajrina

NIM 180207053

Jurusan / Prodi Pendidikan Bahasa dan Seni / Pendidikan Bahasa Inggris

Untuk melakukan penelitian dengan judul "Teaching Writing Descriptive Text by Using Running Dictation Technique at Class X of SMAN 4 Sekadau Hilir".

Demikian surat izin ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Sekadau

Pada Tanggal: 30 September 2022

MA Negeri 4 Sekadau

ALQUISIUS SADLY, S. Pd

WF: 19810718 200502 1 001

BIOGRAPHY



Ayu Cahyaning Fajrina the name of the writer of this thesis. The writer was born to parents named Muhawin Sunarwin and Liannah Lailatul Husniah as the second of two siblings. The writer was born in Sekadau on July, 15th 2000. The writer studied at SD 34 Tigur Jaya (graduated in 2012), continuing to SMP N 2 Sekadau Hilir (graduated in 2015), and SMA N 4 Sekadau Hilir

(graduated in 2018) until then studying at STKIP Persada Khatustiwa Sintang, majoring in English education. The writer is also active in the world of movements and organizations that the writer participates in, including UKM volleyball and Forkis Madani. With perseverance and high motivation to continue learning and trying. The author has successfully completed the final work on this thesis. Hopefully by writing this thesis final project, I am able to make a positive contribution to the world of education and economics. Finally, the author expresses his deepest gratitude for completion of the thesis entitled "TEACHING WRITING DESCRIPTIVE TEXT BY USING RUNNING DICTATION TECHNIQUE AT CLASS X OF SMA N 4 SEKADAU HILIR"