

Appendix 1

Cycle I

- First Meeting

OBSERVATION SHEET

Teacher name : Medipra Lestari, S.Pd

Date : October 4th, 2022

Instruction : Put a check mark (✓) in the available coloum

First Meeting:

No	Aspect	Indicator	Rating			
			1	2	3	4
1.	Preliminary Activities	a. Students respond to the teacher's greeting			✓	
		b. Students pray before they start the lesson				✓
		c. Students answer the absentee check				✓
		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.			✓	
2.	Main Activity	a. Students listen and pay attention to the teacher's of explanation the material descriptive text about the school building		✓		

		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 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		✓			

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

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)

$$\text{Score} = \frac{\text{obtain score}}{\text{total score}} \times 100 =$$

Observer,



Medipra Lestari, S.Pd

NIP.

-Second Meeting

OBSERVATION SHEET

Teacher name : Medlpra Lestari, S.Pd

Date : October 5th, 2022

Instruction : Put a check mark (✓) in the available coloum

Second Meeting:

No	Aspect	Indicator	Rating			
			1	2	3	4
1.	Preliminary Activities	a. Students respond to the teacher's greeting			✓	
		b. Students pray before they start the lesson				✓
		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.			✓	
2.	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		✓		

		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 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.		✓	
3.	Closing Activity	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 teacher		✓	

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

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)

$$\text{Score} = \frac{\text{obtain score}}{\text{total score}} \times 100 =$$

Observer,



Medipra Lestari, S.Pd

NIP.

Cycle II

-First Meeting

OBSERVATION SHEET

Teacher name : Medipra Lestari, S. Pd

Date : October 10th, 2022

Instruction : Put a check mark (✓) in the available coloum

First Meeting:

No	Aspect	Indicator	Rating			
			1	2	3	4
1.	Preliminary Activities	a. Students respond to the teacher's greeting				✓
		b. Students pray before they start the lesson				✓
		c. Students answer the absentee check				✓
		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.			✓	
2.	Main Activity	a. Students listen and pay attention to the teacher's of explanation the material descriptive text about the school building			✓	

		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 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			✓

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

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)

$$\text{Score} = \frac{\text{obtained score}}{\text{total score}} \times 100 =$$

Observer,



Medipra Lestari, S.Pd

NIP.

-Second Meeting

OBSERVATION SHEET

Teacher name : Medipra Lestari, S.Pd

Date : October 11th, 2022

Instruction : Put a check mark (✓) in the available coloum

Second Meeting:

No	Aspect	Indicator	Rating			
			1	2	3	4
1.	Preliminary Activities	a. Students respond to the teacher's greeting				✓
		b. Students pray before they start the lesson				✓
		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				✓
2.	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			✓	

		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 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.			✓
3.	Closing Activity	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 teacher			✓

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

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)

$$\text{Score} = \frac{\text{obtain score}}{\text{total score}} \times 100 =$$

Observer,



Medipra Lestari, S.Pd

NIP.

Appendix 2

Cycle I

-First Meeting

FIELD NOTE

Date and Time : Monday, October 4th, 2022

Education units : SMA N 4 Sekadau Hilir

Class/semester : X / Ganjil

Topic : Descriptive Text

Cycle/Meeting : 1 / 1


Time Allocation : 2 x 45 minutes

Basic competencies : Writing Descriptive Text About Place

No	Description
1	Siswa masih diam tanpa memberikan respon saat guru menjelaskan materi dan teknik yang digunakan. Siswa sangat monoton saat mengikuti proses Pembelajaran.
2	Siswa masih kurang memperhatikan sehingga membuat siswa tidak paham dengan materi dan teknik yang guru jelaskan. Karena hal itu membuat siswa tidak bisa menerapkan materi dan teknik dengan baik.
	Siswa tidak aktif dalam merespon pertanyaan yang diberikan oleh guru terkait materi yang telah dijelaskan.

Sekadau, October 4th, 2022

Observer,



Medipra Lestari, S.Pd

-Second Meeting

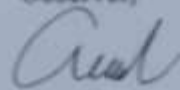
FIELD NOTE

Date and Time : Tuesday, October 5th, 2022
 Education units : SMA N 4 Sekadau Hilir
 Class/semester : X / Ganjil
 Topic : Descriptive Text
 Cycle/Meeting : 1/2
 Time Allocation : 2 x 45 minutes
 Basic competencies : Writing Descriptive Text About Place

No	Description
1.	Siswa masih banyak diam saat guru Menjelaskan. Saat tidak memberikan respon yang baik saat guru Menjelaskan. Akan tetapi masih ada beberapa Siswa yang mau merespon.
2.	Terdapat beberapa siswa yang sudah mulai memperhatikan penjelasan guru tentang materi dan teknik yang akan digunakan. Siswa mulai merespon pertanyaan - pertanyaan yang diberikan oleh guru.
3.	Siswa masih bingung Memahami materi dan teknik yang digunakan, hanya sebagian Siswa saja yang sudah paham.

Sekadau, October 5th, 2022

Observer,



Modipra Lestari, S.Pd

Cycle II

-First Meeting

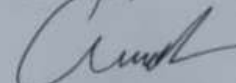
FIELD NOTE

Date and Time : Monday, October 10th, 2022
 Education units : SMA N 4 Sekadau Hilir
 Class/semester : X / Ganjil
 Topic : Descriptive Text
 Cycle/Meeting : 2 / 1.
 Time Allocation : 2 x 45 minutes
 Basic competencies : Writing Descriptive Text About Place

No	Description
1	Siswa mulai aktif dan memberikan respon yang baik saat guru memberikan Penjelasan kembali Materi dan teknik yang digunakan. Siswa sudah tidak monoton dan mulai tertarik belajar.
2	Siswa memperhatikan dengan baik sehingga siswa paham dengan materi dan teknik yang akan digunakan sesuai dengan penjelasan guru. Sehingga siswa mulai tertarik dan menikmati proses belajar mengajar.
3	Siswa sangat aktif merespon pertanyaan yang diberikan oleh guru serta aktif juga untuk bertanya kepada guru terkait kurang paham tentang materi dan teknik yang digunakan.

Sekadau, October 10th 2022

Observer,



Medipra Lectari, S.Pd

Cycle II

-First Meeting

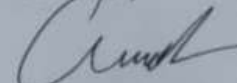
FIELD NOTE

Date and Time : Monday, October 10th, 2022
 Education units : SMA N 4 Sekadau Hilir
 Class/semester : X / Ganjil
 Topic : Descriptive Text
 Cycle/Meeting : 2 / 1.
 Time Allocation : 2 x 45 minutes
 Basic competencies : Writing Descriptive Text About Place

No	Description
1	Siswa mulai aktif dan memberikan respon yang baik saat guru memberikan Penjelasan kembali Materi dan teknik yang digunakan. Siswa sudah tidak monoton dan mulai tertarik belajar.
2	Siswa memperhatikan dengan baik sehingga siswa paham dengan materi dan teknik yang akan digunakan sesuai dengan penjelasan guru. Sehingga siswa mulai tertarik dan menikmati proses belajar mengajar.
3	Siswa sangat aktif merespon pertanyaan yang diberikan oleh guru serta aktif juga untuk bertanya kepada guru terkait kurang paham tentang materi dan teknik yang digunakan.

Sekadau, October 10th 2022

Observer,



Medipra Lectari, S.Pd

-Second Meeting

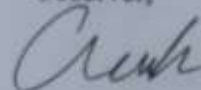
FIELD NOTE

Date and Time : Tuesday, October 11th, 2022
 Education units : SMA N 4 Sekadau Hilir
 Class/semester : X / Ganjil
 Topic : Descriptive Text
 Cycle/Meeting : 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 akan digunakan. Siswa Sudah tidak monoton Sangat antusias dalam mengikuti Proses Pembelajaran.
2.	Siswa memperhatikan Penjelasan guru tentang materi dan teknik yang akan digunakan pada proses Pembelajaran. Siswa sangat tertarik dan berpartisipasi dengan baik Sehingga Siswa dengan mudah memahami tentang materi.
3.	Siswa lebih aktif bertanya dan merespon Pertanyaan Serta dapat menerapkan teknik dengan baik dan Pahami tentang materi

Sekadau, October 11th, 2022

Observer,



Medipra Lestari, S.Pd

Appendix 3

Cycle I

Name : RS

Date and Time : Thursday, October 6, 2022

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

Name : NRC

Date and Time : Thursday, October 6, 2022

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

Name : CVS

Date and Time : Thursday, October 6, 2022

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

Cycle II

Name : NI

Date and Time : Thursday, October 6, 2022

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

Name : FF

Date and Time : Thursday, October 6, 2022

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

Name : HA

Date and Time : Thursday, October 6, 2022

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

Appendix 4

SILABUS SMA**Mata Pelajaran : Bahasa Inggris****Kelas : X****Kompetensi Inti :**

KI-1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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 bakat dan minatnya untuk memecahkan masalah

KI-4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang di pelajarnya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

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

deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	<p>mengidentifikasi, mengkritik, dsb.</p> <p>Struktur Teks Dapat mencakup</p> <ul style="list-style-type: none"> • Identifikasi (nama keseluruhan dan bagian) • Sifat (ukuran, warna, jumlah, bentuk, dsb.) • Fungsi, manfaat, tindakan, kebiasaan <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> • Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal • Adverbia terkait sifat 	<p>meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</p> <ul style="list-style-type: none"> • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah 	<ul style="list-style-type: none"> • Kejujuran • Kerja keras • Percaya diri • Kerja sama 	<p>sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.</p> <ul style="list-style-type: none"> - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi 		<p>Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016</p> <ul style="list-style-type: none"> ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> • Portofolio
---	--	--	--	---	--	---	--

		seperti <i>quite</i> , <i>very</i> , <i>extremely</i> , <i>dst.</i>	terkenal		tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat.			
4.4 Teks deskriptif								
4.4.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal	<ul style="list-style-type: none"> Kalimat deklaratif dan interogatif dalam tense yang benar Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> Menyusun kalimat meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal Menjawab pertanyaan tentang tempat wisata dan bangunan bersejarah terkenal yang diajukan kepadanya Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, 		<ul style="list-style-type: none"> Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya Melakukan refleksi tentang proses dan hasil belajar. 			
4.4.2	Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial,	<p>Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan</p>						

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

KI3: 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.

KI4: Demonstrates creative, productive, critical, independent, collaborative and communicative reasoning, processing and presenting skills, in the concrete and 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 element of several oral and written	3.4.1 Identify expressions of giving and asking for information 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 (5 minutes)		Description
Teacher Activity	Students Activity	
a. The teacher greets the students	a. The students respond to the teacher's greeting	
b. The teacher asks the students to pray before they start the lesson	b. The students pray before they start the lesson	
c. The teacher checks the students' attendance	c. The students answer the absentee check.	
d. The teacher gives motivation to the students	d. The students pay attention to motivation, theory, and learning objectives.	
e. The teacher conveys the	e. Students pay close	

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

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

- Second Meeting

Pre-Activity (5 minutes)		Description
Teacher Activity	Students Activity	
a. The teacher greets the students b. The teacher asks the students to pray before they start the lesson	a. The students respond to the teacher's greeting b. The students pray before they start the lesson c. The students answer the	

<ul style="list-style-type: none"> c. The teacher checks the students' attendance d. The teacher gives motivation to the students e. The teacher conveys the theory and learning objective that relates to the syllabus. 	<ul style="list-style-type: none"> absentee check. d. The 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 (50 minutes)		
Teacher Activity	Students Activity	
<ul style="list-style-type: none"> a. The teacher explains the material and examples of descriptive text about the school building using the running dictation technique, continue the material at the first meeting. b. The teacher and students again discuss the example of the descriptive text about the school building using running dictation to recall the material 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 	<ul style="list-style-type: none"> a. Students listen and pay attention to the teacher's explanation of the material descriptive text about school building using running dictation technique 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 	

<p>the application of running dictation</p> <p>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.</p> <p>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.</p>	<p>attention to how to apply the running dictation technique that the teacher explained</p> <p>e. Students convey understanding of the material that has been explained by the teacher and ask what students have not understood.</p> <p>f. Students apply the running dictation technique to learn to write according to what the teacher explains.</p>	
Post -Activity (5 minutes)		
Teacher Activity	Students Activity	
<p>a. The teacher asks the students what they opinion about today's activities</p> <p>b. The teacher and students draw a conclusion of the lesson</p> <p>c. The teacher conveys the learning activity for the next meeting</p> <p>d. The teacher asks the students to pray before they end the lesson and</p>	<p>a. Students give their opinions after participating in the learning process at this meeting</p> <p>b. Students convey the conclusions of learning at this meeting with the teacher</p> <p>c. Students listen carefully to the learning activities for the next meeting.</p>	

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:



Wahyuni Sadly, S.Pd

NIP: 198107182005021001

Teacher of the subject



Medipra Lestari, S.Pd

NIP:

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.

KI3: 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.

KI4: Demonstrates creative, productive, critical, independent, collaborative and communicative reasoning, processing and presenting skills, in the concrete and 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 element of several oral and written descriptive text by	3.4.1 Identify expressions of giving and asking for information 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 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

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

Pre-Activity (5 minutes)		Description
Teacher Activity	Students Activity	
a. The teacher greets the students	a. The students respond to the teacher's greeting	
b. The teacher asks the students to pray before they start the lesson	b. The students pray before they start the lesson	
c. The teacher checks the students' attendance	c. The students answer the absentee check.	
d. The teacher gives	d. The students pay attention to motivation, theory, and	

<p>motivation to the students</p> <p>e. The teacher conveys the theory and learning objective that relates to the syllabus.</p>	<p>learning objectives.</p> <p>e. Students pay close attention to the delivery of theories and objectives conveyed by the teacher.</p>	
Main-Activity (50 minutes)		
Teacher Activity	Students Activity	
<p>a. The teacher explains the material and example of descriptive text about the school building</p> <p>b. The teacher and students discuss examples of the descriptive text about the school building.</p> <p>c. The teacher discusses the use of running dictation in the material to be taught</p> <p>d. The teacher shows the application of running dictation</p> <p>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.</p>	<p>a. Students listen and pay attention to the teacher's of explanation the material descriptive text about the school building</p> <p>b. Students participate in discussing examples of descriptive text about school building</p> <p>c. Students listen well to the delivery of material about the use of running dictation technique</p> <p>d. Students pay attention to how to apply the running dictation technique that the teacher is explaining</p> <p>e. Students convey understanding of the material that has been explained by the teacher and ask what students have not</p>	

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

- Second Meeting

Pre-Activity (5 minutes)		Description
Teacher Activity	Students Activity	
a. The teacher greets the students b. The teacher asks the students to pray before they start the lesson c. The teacher checks the students' attendance d. The teacher gives motivation to the students e. The teacher conveys the theory and learning objective that relates to the syllabus.	a. The students respond to the teacher's greeting b. The students pray before they start the lesson c. The students answer the absentee check. d. The 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 (50 minutes)		
Teacher Activity	Students Activity	
a. The teacher explains the material and examples of descriptive text about the school building using the running dictation technique, continue the material at the first meeting. b. The teacher and students again discuss the example of the descriptive text about the school building using running dictation to recall the material	a. Students listen and pay attention to the teacher's explanation of the material descriptive text about school building using running dictation technique 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	

<p>in the first meeting</p> <p>c. The teacher asks again the use of running dictation in the material to be taught</p> <p>d. The teacher shows again the application of running dictation</p> <p>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.</p> <p>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.</p>	<p>meeting</p> <p>c. Students answer questions about the use of running dictation technique</p> <p>d. Students again pay attention to how to apply the running dictation technique that the teacher explained</p> <p>e. Students convey understanding of the material that has been explained by the teacher and ask what students have not understood.</p> <p>f. Students apply the running dictation technique to learn to write according to what the teacher explains.</p>	
Post -Activity (5 minutes)		
Teacher Activity	Students Activity	
<p>a. The teacher asks the students what they opinion about today's activities</p> <p>b. The teacher and students draw a conclusion of the lesson</p> <p>c. The teacher conveys the learning activity for the next meeting</p>	<p>a. Students give their opinions after participating in the learning process at this meeting</p> <p>b. Students convey the conclusions of learning at this meeting with the teacher</p> <p>c. Students listen carefully to</p>	

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



Sadly, S.Pd
NIP: 198107182005021001

Teacher of the subject



Medipra Lestari, S.Pd
NIP:

TEST

Cycle I

Nama : Ratna Safitri
Kelas : X MIPA

Date:

Identification : My school is SMAN 4 Sekadau

Description : It is located on Poros Setor Karya Street,
It has 7 classroom, 1 teacher room, a library,
a mosque, ~~shop~~ a chapel, a gate, a canteen,
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
Volleyball field.

Content : 3
Organization : 3
Vocabulary : 3
Grammar : 2
Mechanics : 3

70

Life is what you make it. deli

X (10) MIRA

Nur rahmat Cahyadi

my school is SMA N 4 seladon Hilir
 it is located on Jeter Lari, seladon Hilir.
 it has 7 classroom, 2 teacher room, a library,
 a mosque, a head master room, a canteen, 3 toilet
 and 3 parking area. my school is very clean it also
 has a Football field and volleyball field, a gate, a garbage,
 a ceremony field, a computer lab, and laboratory.

Content : 3
 Organization : 2
 Vocabulary : 2
 Grammar : 1
 Mechanics : 2

50

X MIPA

Cindy Ratika Sari

Identification : my School is SMA N 4 Sekadau

Description : It is located on Poros Street, Sektor Karya Village Timpuk. It has 7 Classroom, 1 teacher rooms, a library, a mosque, a headmaster room, a Canteen, 3 toilets and a parking area. My School is very clean. It also has a football field and Volly ball field, 2 Laboratory's Computer lab and biology lab. My School has a garden

Content : 3

Organization : 2

Vocabulary : 1

Grammar : 1

Mechanics : 1

40

Cycle II

🐾 Have a nice day 🐾

Date _____


Fadhila Febrianty X MIPA

Identification : SMA N 4 Sekadau hilir

Defition : my school is on the way of the wort
 deposit shaft. my school has several
 rooms consisting of 1 feacher's room,
 7 classrooms, a Tu, a chapel, 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.
 The school has a parking lot, a park, a gate
 The dispance from home to school is about
 5 minutes.

Content	: 4
Organization	: 3
Vocabulary	: 3
Grammar	: 2
Mechanics	: 3

75



Name : Helarium Acun

class : X MIPA

☐ ~~Identifikasi~~ Identification :

☐ Identification : SMA N 4 Sekadau Hilir

☐ Definition : my school is very large and
☐ clean. This place has a garden.

☐ The distance from home to school is
☐ about 10 minutes. It has 7 classrooms,
☐ 1 teacher room and a head master

☐ room. This place also has football field.

☐ Ceremony field and garden. My school

☐ has laboratory practice, canteen and

☐ parking area.

☐ Content : 4

☐ Organization : 3

☐ Vocabulary : 2

☐ Grammar : 3

☐ Mechanics : 3

75

NAMA: Nirma Indriyani Have a nice day

Kelas: X MIPA

Date:

Identification: SMA N 4 Sakadau Hilir

Definition: my school is on the way of the wote deposit shaft. my school has several rooms consisting of 1 teacher's room, 7 classrooms, a tu, achapoi, 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 has a parking lot, a park, a gate, The distance from home to school is about 20 minutes.

content : 4
 Organization : 4
 Vocabulary : 4
 Grammar : 3
 Mechanics : 3



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.sch.id
Kode Pos 79582 NPSN : 30106139

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	: <i>"Teaching Writing Descriptive Text by Using Running Dictation Technique at Class X of SMAN 4 Sekadau Hilir".</i>

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
Pada Tanggal : 27 Oktober 2022
Kepala SMA 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
Kepala SMA Negeri 4 Sekadau



ALOYSIUS SADLY, S. Pd
NIP. 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”