

APPENDIX

LESSON PLAN CYCLE 1

GENERAL INFORMATION	
A. MODULE IDENTITY	
Constituents	: Yasmin Muntaz
Instances	: SMA Hang Tuah 1 Surabaya
Year	2026
Level	: High School
Subjects	: English
Phase E, Class/ Semester	: X (Ten) / II (Even)
Time Allocation	: 2 JP X 45 Minutes
B. INITIAL COMPETENCIES	
English Learning Outcomes Phase E In this phase, students are able to understand and produce various oral, written, and visual texts in English more independently and critically. They can express ideas, feelings, and opinions with a clear structure and contextual, whether in texts such as descriptive, narrative, or simple exposition. Students can compile descriptive texts using simple vocabulary, such as adjectives and specific nouns, as well as Simple Present Tense and relational verbs (is, am, are, has, have), to describe objects clearly and in detail. Students are also able to observe objects and describe the characteristics of objects (such as people, places, or objects) in appropriate and communicative language. They also demonstrate the ability to participate digitally using learning media such as Padlet, to discuss, share ideas, and give and receive feedback on the text that has been created.	
Elements of Writing – Presenting	
In the Independent Curriculum for grade 10 (Phase E), the Writing – Presenting element requires students to be able to produce various types of texts—such as <i>narrative</i>, <i>recount</i>, or <i>descriptive</i>—independently with the right structure and linguistic elements, and then present them orally to a specific audience. This process includes planning and revising the writing so that ideas are conveyed logically, as well as the use of various supporting media such as posters or presentation slides to strengthen the delivery of information. The main focus is for students to not only be skilled in creative writing, but also confident in communicating and responding to audience responses effectively according to relevant cultural contexts.	
C. PANCASILA STUDENT PROFILE	

Faith, Fear of God Almighty and Noble Character, Independence, Cooperation, Critical Thinking

D. FACILITIES AND INFRASTRUCTURE

- Learning Materials and Tools: LCD Projector, Laptop, Whiteboard, Mobile Phone, Whiteboard Marker.
- Learning Media : Web Padlet

E. TARGET STUDENTS

- Regular/typical students: general, no difficulty in digesting and understanding the teaching material.

F. LEARNING MODEL

Discovery Learning / Project-Based Learning

CORE COMPETENCIES

A. OBJECTIVES OF LEARNING ACTIVITIES

Learning Objective

After completing this lesson, students are able to:

1. Analyze (C4): Students are able to analyze and separate the Identification and Description sections in a descriptive text, and organize a framework of a descriptive text based on a given object.
2. Evaluate (C5): Students are able to evaluate and revise a descriptive text independently, using appropriate structure, vocabulary, and grammar based on feedback from the teacher and peers.
3. Create (C6): Students are able to write a clear and well-structured descriptive text, and create a communicative and engaging text using accurate vocabulary and appropriate context.

B. MEANINGFUL UNDERSTANDING

Students understand that descriptive text is used to describe people, places, objects, or atmospheres in detail and detail. By understanding its linguistic structure and elements, learners can express the characteristics of an object using the right vocabulary, such as adjectives and specific nouns, as well as using correct grammar, such as Simple Present Tense and relational verbs. With this ability, learners can convey a clear and vivid picture of the object described, both in an academic context and in everyday life, in order to share information that is easier for others to understand.

C. IGNITER QUESTIONS

- Do you like your school ?
- Can mention your school facility ?
- Can mention bad thing in your school?

D. LEARNING ACTIVITIES

1. The teacher opens the lesson with greetings, prayers, and presence.
2. The teacher started by telling about the experience of visiting this school for the first time and was impressed by the **large field**. The teacher compared this school to the one he had known before.
3. The teacher invites students to think about their school.
4. Example of a lighter question:
 - Do you like your school ?
 - Can mention your school facility ?
 - Can mention bad thing in your school?
5. The teacher conveys the learning objectives: to understand, analyze, and write a Descriptive Text about the school.
6. Teachers convey the benefits of learning Descriptive Text: it trains the ability to describe places, improve writing skills, and convey information about places clearly and interestingly.

Core Activities (± 105 minutes)

1. Exploration (30 minutes)
 - The teacher gives several examples of Descriptive Texts about schools or places that are familiar to students.
 - Students read examples of descriptive texts individually.
 - Students are asked to identify the following passages:
 - Identification (what, where, when the place exists)
 - Description (features, facilities, and atmosphere of the place).
 - The teacher guides the class discussion to analyze the text that has been read.
2. TTS (10 minutes)
 - Teachers use Wordwall for Crossword Puzzle (TTS) games that focus on adjectives of place (e.g.: big, small, modern, clean, beautiful).
 - Students will fill out the TTS with relevant adjectives to describe the place.
3. Image Identification (15 minutes)
 - The teacher shows 3 pictures of the place (e.g.: classroom, school grounds, canteen) and asks students to describe the place.
 - Students work in pairs and identify the Identification and Description elements in the images shown.
4. Creation (30 minutes)
 - Students write Descriptive Texts about their school individually with the following guidelines:
 - "Describe your school, what are the facilities?"
 - "Is it big or small?"

- "How is the appearance?"
- "How is the condition?"
- "Why do you like your school?"
- Teachers give students time to write and describe their school facilities, while keeping in mind the structure that has been taught (Identification – Description).

Closing Activity (± 15 minutes)

1. Teachers and students reflect on today's learning with questions:
 - "What did you learn today?"
 - "What part of writing Descriptive Text is still difficult?"
2. Students write down one thing that is already understood and one thing that is still difficult.
3. The teacher concludes the material briefly and closes the lesson with a greeting.

E. LEARNING ACTIVITIES

High School English Curriculum Book for Class X

F. GLOSSARY

1. Descriptive Text: Text that describes people, places, objects, or atmospheres.
2. Identification: The section that introduces the object to be described.
3. Description: A section that describes the characteristics and details of the object.
4. Simple Present Tense: A form of sentence to express a general fact or situation.
5. Adjectives: Adjectives used to describe objects.

G. HERITAGE LIST

Educational Standards, Curriculum, and Assessment Agency. (2022). *English Learning Outcomes in Phase E–F of the Independent Curriculum*. Ministry of Education, Culture, Research, and Technology.

Gerot, L., & Wignell, P. (1994). *Making Sense of Functional Grammar*. Sydney: Gerd Stabler.

Students Quiz

Padlet ARCADE WORD GAMES

• LANGSUNG SUNTING

PEMAIN	NILAI	WAKTU	PERCOBAAN
1 sachino	10	02:41	1
2 amanda	9	01:53	2
3 al dimas	9	01:54	2
4 klarisa	9	05:33	2
5 Bilqiss	9	09:53	1
6 Emir	8	02:42	2

Padlet ARCADE WORD GAMES

• LANGSUNG SUNTING

Kirim ✓

MENDATAR

- 1 The head of the school
- 3 The different areas of study, like math or science.
- 7 A board used for writing lessons in the classroom.
- 9 A room where lessons are taught.

MENURUN

- 2 A tool used for writing or drawing.

PPT Descriptive Text Materials

WHAT IS DESCRIPTIVE TEXT?

Definition:

- Descriptive text is a type of writing that describes a person, place, object, or event in detail.

Purpose:

- The goal of descriptive writing is to create a vivid image in the reader's mind by using detailed and sensory language.
- Examples: Describing a person (e.g., a teacher, a friend)
- Describing a place (e.g., a park, a classroom)
- Describing an object (e.g., a book, a chair)

LANGUAGE FEATURES OF DESCRIPTIVE TEXT

- **Adjectives:** Used to describe the appearance, size, shape, color, etc.
Example: "The tall, green tree."
- **Linking Verbs:** "is," "are," "was," "were," etc., to describe or link information.
Example: "The room is spacious."
- **Prepositions:** Describes the position of things.
Example: "The book is on the table."
- **Simple Present Tense:** Describes something currently true or always true
Example: "The classroom is quiet."

GENERIC STRUCTURE OF DESCRIPTIVE TEXT

Identification:

- Introduces what is being described.
- Example: "This is a beautiful beach."

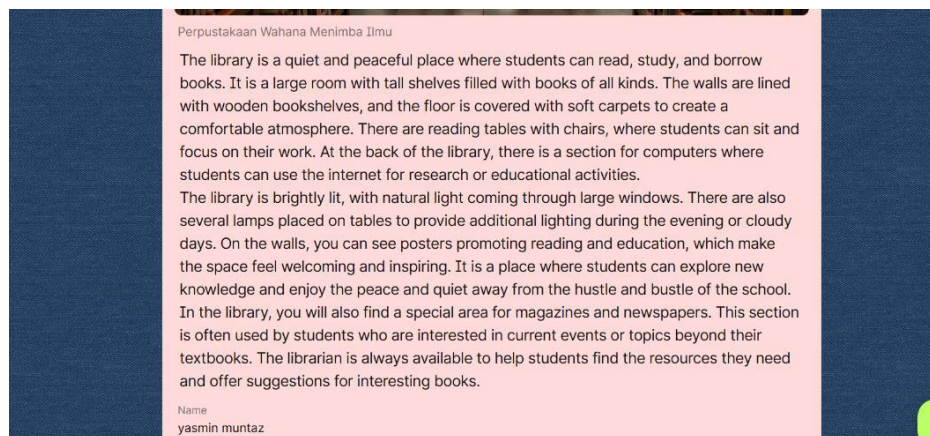
Description:

- Details the characteristics, features, or qualities of the subject.
- Example: "The sand is white and soft, the water is crystal clear, and the sky is bright and sunny."

SIMPLE PRESENT TENSE - FORMULA

- **Positive Sentences:** I/You/We/They + base verb / He/She/It + verb + s/es
Example: "The classroom is bright." / "The teacher teaches students."
- **Negative Sentences:** Subject + do/does + not + base verb
Example: "The classroom does not have a blackboard on the wall."
- **Questions:** Do/Does + subject + base verb?
Example: "Does the classroom have many windows?"

Example of Descriptive text



Perpustakaan Wahana Menimba Ilmu

The library is a quiet and peaceful place where students can read, study, and borrow books. It is a large room with tall shelves filled with books of all kinds. The walls are lined with wooden bookshelves, and the floor is covered with soft carpets to create a comfortable atmosphere. There are reading tables with chairs, where students can sit and focus on their work. At the back of the library, there is a section for computers where students can use the internet for research or educational activities.

The library is brightly lit, with natural light coming through large windows. There are also several lamps placed on tables to provide additional lighting during the evening or cloudy days. On the walls, you can see posters promoting reading and education, which make the space feel welcoming and inspiring. It is a place where students can explore new knowledge and enjoy the peace and quiet away from the hustle and bustle of the school. In the library, you will also find a special area for magazines and newspapers. This section is often used by students who are interested in current events or topics beyond their textbooks. The librarian is always available to help students find the resources they need and offer suggestions for interesting books.

Name
yasmin muntaz

Students Worksheet

Please write a descriptive text about your school environment. You may describe places such as the classrooms, library, canteen, school yard, mosque, laboratory, garden, parking area, or sports field.

1. In your writing, explain:
 - Where the place is located.
 - What the place looks like.
 - What facilities are available.
 - What activities usually happen there.
 - Why the place is important or interesting.
2. Requirements:
 - At least 2 paragraphs
 - Use the Simple Present Tense.
 - Use descriptive adjectives (e.g., clean, spacious, beautiful, comfortable, modern). Write in your own words.

Students Writing Test Cycle 1

+ Tambahkan komentar

emierr
3 bulan yang lalu

the bathroom

the bathroom is place that can be used for many things like defecating, washing hand, etc.

hasa has 4 bathrooms. each bathroom has toilets. the bathroom is so big and wide. inside the bathroom there's a huge mirror. the bathroom is quite clean and quite.

Name
Emir K.

+ Tambahkan komentar

NIGGERS
3 bulan yang lalu

+ Posting

Padlet

Optimistic Jellyfish
3 bulan yang lalu

Hang Tuah 1 High School Parking Lot, Surabaya

identifikasi :
Hangtuah 1 High School is located on Jalan Ikan Lumba Lumba.
The school is under the auspices of the Indonesian Navy.

Deskripsi :
Hang Tuah 1 High School is very spacious and has a large parking lot. I really like it because I don't have to struggle to find a parking spot.

One thing I don't like is that sometimes students park haphazardly, not in the designated rows.

If I have the opportunity, I would like to propose sanctions for students who park haphazardly and irregularly.

Name
MOCH ZAIN ZLATAN AL ZAVI / E. 5

+ Tambahkan komentar

+ Posting

padlet.com/yasminmuntaz1717/descriptive-text-1he53vqwl8xip7eq

Padlet

+ Tambahkan komentar

Zyaaa
5 bulan yang lalu

cafeteria at my school

When the first time i went to hangtuah 1 highschool, i noticed the cafeteria there. The cafeteria was so spacious and had many kind of food and drinks, there were eight cafeteria stalls, each offering different food and beverages.

There's a two cafeteria stalls that i often visit, namely cafeteria B and H, when i am in cafeteria stalls "B" i usually buy my favorite menu which is fried dimsum, but sometimes i buy noodles or risol mayo there. If i'm in cafeteria stalls "H" I usually buy corn flavored ice cream and plain water. I really love all the food there (bcs i've tried it all LOL) besides that i also like the beverages, usually i buy pop ice grape flavored and nutrisari orange.

Name
Bilqis Zahrani Niza/07/E.5

+ Tambahkan komentar

+ Posting

LESSON PLAN CYCLE 2

GENERAL INFORMATION	
G. MODULE IDENTITY	
Constituents	: Yasmin Muntaz
Instances	: SMA Hang Tuah 1 Surabaya
Year	2026
Level	: High School
Subjects	: English
Phase E, Class/ Semester	: X (Ten) / II (Even)
Time Allocation	: 2 JP X 45 Minutes
H. INITIAL COMPETENCIES	
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Elements of Writing – Presenting	
In the Independent Curriculum for grade 10 (Phase E), the Writing Presenting element requires students to be able to produce various types of texts such as <i>narrative</i>, <i>recount</i>, or <i>descriptive</i> independently with the right structure and linguistic elements, and then present them orally to a specific audience. The writing process includes planning and revising the writing so that ideas are coherent and logically, as well as the use of various supporting media such as posters or presentation slides to strengthen the delivery of information. The main focus is for students to not only be skilled in creative writing, but also confident in communicating and responding to audience responses effectively according to relevant cultural contexts.	
I. PANCASILA STUDENT PROFILE	

Faith, Fear of God Almighty and Noble Character, Independence, Cooperation, Critical Thinking

J. FACILITIES AND INFRASTRUCTURE

- Learning Materials and Tools: LCD Projector, Laptop, Whiteboard, Mobile Phone, Whiteboard Marker.
- Learning Media : Web Padlet

K. TARGET STUDENTS

- Regular/typical students: general, no difficulty in digesting and understanding the teaching material.

L. LEARNING MODEL

Discovery Learning / Project-Based Learning

CORE COMPETENCIES

H. OBJECTIVES OF LEARNING ACTIVITIES

Learning Objective

After completing this lesson, students are able to:

1. Analyze (C4): Students are able to analyze and separate the Identification and Description sections in a descriptive text, and organize a framework of a descriptive text based on a given object.
2. Evaluate (C5): Students are able to evaluate and revise a descriptive text independently, using appropriate structure, vocabulary, and grammar based on feedback from the teacher and peers.
3. Create (C6): Students are able to write a clear and well-structured descriptive text, and create a communicative and engaging text using accurate vocabulary and appropriate context.

I. MEANINGFUL UNDERSTANDING

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J. IGNITER QUESTIONS

- Do you like travelling?
- Have you ever visited an interesting place?
- What is your favorite tourist destination?
- Why do you like that place?
- Can you describe that place?

K. LEARNING ACTIVITIES

1. The teacher opens the lesson with greetings, prayers, and attendance.
2. The teacher reviews the previous lesson about Descriptive Text and asks several students about the difficulties they experienced in writing.
3. The teacher motivates students by showing several attractive pictures of tourist destinations.
4. The teacher asks several questions to activate students' background knowledge.

Example:

- Have you ever visited a tourist attraction?
 - What is your favorite vacation place?
 - Why do you like that place?
5. The teacher explains the learning objectives: students are expected to write a Descriptive Text about a vacation or tourist place by applying the correct generic structure and language features.
 6. The teacher explains the benefits of learning Descriptive Text in describing places clearly and creatively.

Core Activities (± 105 minutes)

1. Review Activity (20 minutes)

- The teacher briefly reviews the previous lesson about Descriptive Text.
- The teacher reminds students about:
 - Social Function
 - Generic Structure (Identification and Description)
 - Language Features (Simple Present Tense and Adjectives).
- Students answer several review questions related to the previous material.

2. Vocabulary Game (20 minutes)

- The teacher prepares several pictures related to tourist attractions.
- Students classify the pictures or words into three categories:
 - Noun
 - Adjective
 - Verb

- The activity is conducted through Padlet/Wordwall to strengthen students' vocabulary before writing.

3. Guided Writing (25 minutes)

- The teacher provides an example of a Descriptive Text about a tourist attraction.
- Students identify:
 - Identification
 - Description
- The teacher discusses the vocabulary and sentence patterns used in the text.

4. Writing Activity (40 minutes)

- Students access Padlet using the link shared by the teacher.
- Students individually write a Descriptive Text with the topic: "Describe your favorite vacation or tourist place."
- Students are guided by the following questions:
 - What is the name of the place?
 - Where is it located?
 - What does it look like?
 - What facilities does it have?
 - Why do you like visiting the place?
- Students upload their writing to Padlet.
- Students read at least two classmates' works and provide constructive comments.
- Students revise their writing based on the feedback before submitting the final version.

Closing Activity (± 15 minutes)

1. The teacher and students reflect on today's lesson by asking:
 - What did you learn today?
 - Was writing about a tourist place easier than writing about your school?
 - What difficulties did you face today?
2. Students share their learning experiences.
3. The teacher concludes the lesson and gives appreciation for students' participation.
4. The lesson is closed with greetings.

L. LEARNING ACTIVITIES

High School English Curriculum Book for Class X

M. GLOSSARY

6. Descriptive Text: Text that describes people, places, objects, or atmospheres.
7. Identification: The section that introduces the object to be described.

8. Description: A section that describes the characteristics and details of the object.
9. Simple Present Tense: A form of sentence to express a general fact or situation.
10. Adjectives: Adjectives used to describe objects.

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Students Quiz

Padlet ARCADE | Penyihir: Kata Sifat, Kata Benda, Kata Kerja

• LANGSUNG SUNTING

Papan Peringkat

Wisata: Adjective, Noun, Verb - 10 skor teratas

PEMAIN	NILAI	WAKTU	PERCOBAAN
 Clarissa	10	11:15	1
 Tunggu	9	00:57	3
 Nathania	8	00:58	1
 al dimas	8	01:20	1
 Zulfikar	8	01:43	1
 emir	6	03:51	1

Padlet ARCADE | Penyihir: Kata Sifat, Kata Benda, Kata Kerja

• LANGSUNG SUNTING

Kirim ✓

Kata sifat

Kata benda

Kata kerja

Pemandangan

Penuh sesak

Tenang

Kuno

Pantai

Kuil

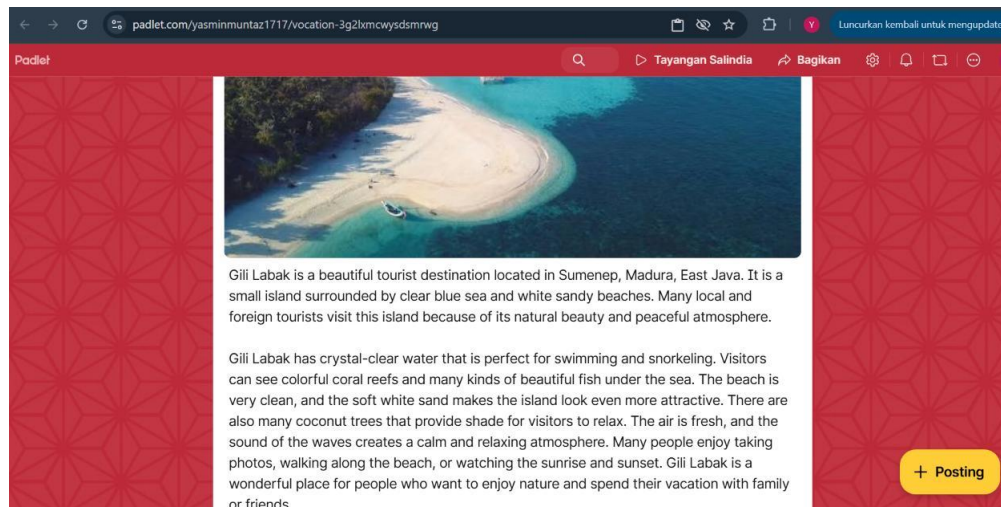
Air terjun

Pasar

Mengeksplorasi

Menga

Example of Descriptive text Cycle 2



The screenshot shows a Padlet interface with a red background and a geometric pattern. At the top, there's a navigation bar with a search icon, a play button labeled 'Tayangan Salindia', a share icon labeled 'Bagikan', and several utility icons. The main content area features an aerial photograph of Gili Labak, a small island with a white sandy beach and clear blue water. Below the photo, there are two paragraphs of text. The first paragraph identifies the location and mentions its popularity. The second paragraph describes the island's features like coral reefs, clean beaches, and coconut trees. A yellow '+ Posting' button is located in the bottom right corner of the post area.

Gili Labak is a beautiful tourist destination located in Sumenep, Madura, East Java. It is a small island surrounded by clear blue sea and white sandy beaches. Many local and foreign tourists visit this island because of its natural beauty and peaceful atmosphere.

Gili Labak has crystal-clear water that is perfect for swimming and snorkeling. Visitors can see colorful coral reefs and many kinds of beautiful fish under the sea. The beach is very clean, and the soft white sand makes the island look even more attractive. There are also many coconut trees that provide shade for visitors to relax. The air is fresh, and the sound of the waves creates a calm and relaxing atmosphere. Many people enjoy taking photos, walking along the beach, or watching the sunrise and sunset. Gili Labak is a wonderful place for people who want to enjoy nature and spend their vacation with family or friends.

Students Worksheet Cycle 2

Write a descriptive text about your favorite tourist place by following the instructions below.

Instructions

- Give your text a title.
- Write at least 2 paragraphs.
- Use the correct generic structure (Identification and Description).
- Use the Simple Present Tense and appropriate .

Paragraph Guidelines

Students Writing Test Cycle 2

Podlet

Tayangan Salindia

Bagikan



Mount Siwur is located in Mojokerto, East Java. It offers beautiful views and is suitable for a chill and enjoy hike.

Mount Siwur has a fairly steep and narrow trail, but it's still a relaxing one. The fresh air and beautiful views are perfect for relaxation. It also offers many beautiful photo spots. Its peak is 1,429 meters above sea level. The rocky peak offers stunning views.

Name
Emir Kareem/E5/18

+ Tambahkan komentar

+ Posting

Podlet

Tayangan Salindia

Bagikan

+ Tambahkan komentar

Optimistic Cheetah
2 bulan yang lalu

Last holiday, I went to Bali with my family. We visited one of the beautiful beaches there, Kuta Beach. The beach was very amazing with soft white sand, clear blue water, and fresh air. The sound of the waves was relaxing, and the sunset looked so stunning. In the morning, we walked along the beach and enjoyed the warm sunshine. I played with the sand and made a sandcastle with my little brother. We also swam in the sea and felt the cool water. Many tourists were surfing because the waves were perfect. In the afternoon, we ate delicious seafood at a beachside restaurant. The food was very tasty, especially the grilled fish and shrimp. After that, we took many pictures to capture the beautiful moments.

My holiday in Bali was unforgettable. I felt happy, relaxed, and grateful to visit such a wonderful place. Bali beach is truly one of the best destinations for a vacation.

Name
M. Zain Zlatan Al Zavi E5 19

+ Tambahkan komentar

+ Posting

Penyelaras Melodi

Podlet

Tayangan Salindia

Bagikan



Pink Beach is a beach located in Indonesia, specifically in West Nusa Tenggara, East Lombok in Sekaroh Village. This beach is one of the 7 pink beaches in the world.

Pink beach is a rare beach because it has pink sand. The color comes from white sand and small organisms called foraminifera whose pigment is red. The sea water is a gradation of green and blue. Usually people snorkel and swim there. Around there are many green hills, if we look from the hill we can see the beautiful pink color of the beach. I want to go there because I love anything about pink colour + I love beach, and I'm so curious about this beach. I'm so sad that I can't go there when I was in Lombok because I just know that Lombok has a pink beach 😞😞😞.

Name
Bilqis Zahranin Niza)07/E.5

+ Tambahkan komentar

+ Posting

Observation Checklist

CYCLE 1

a. Table 3.1 Observation Checklist for Teacher

No.	Indicator	Yes	No
1.	The teacher greets the students and leads the opening prayer.	✓	
2.	The teacher checks student attendance.	✓	
3.	The teacher prepares and displays the Padlet virtual wall media.	✓	
4.	The teacher clearly explains the learning objectives of Descriptive Text.	✓	
5.	The teacher provides a clear Padlet tutorial and writing assignment instructions.	✓	
6.	The teacher guides students in creating an outline (Pre-writing phase).	✓	
7.	The teacher monitors students during the drafting activity on Padlet.	✓	
8.	The teacher provides initial feedback on students' outlines on Padlet.	✓	
9.	The teacher instructs students to provide specific peer feedback.		✓
10.	The teacher provides assistance and feedback when students encounter difficulties with revision.	✓	

b. Table 3.2 Observation Checklist for Students

No.	Indicator	Yes	No
1.	Students pay attention when the teacher explains the material and the Padlet tutorial.	✓	
2.	Students follow the steps given (e.g., creating an outline).	✓	
3.	Students upload their outline and draft to the Padlet board.	✓	
4.	Students are engaged in drafting and writing the text seriously.		✓
5.	Students provide peer feedback (constructive comments) on their friends' uploads.	✓	
6.	Students use the comment and edit features in Padlet effectively.		✓
7.	Students revise and edit their drafts based on the input received.		✓
8.	Students ask questions or seek help when facing difficulties.		✓
9.	Students stay focused and are not distracted by unrelated activities.		✓
10.	Students submit the final product (revised text) within the allocated time.	✓	

CYCLE 2

a. Table 3.1 Observation Checklist for Teacher

No.	Indicator	Yes	No
1.	The teacher greets the students and leads the opening prayer.	✓	
2.	The teacher checks student attendance.	✓	
3.	The teacher prepares and displays the Padlet virtual wall media.	✓	
4.	The teacher clearly explains the learning objectives of Descriptive Text.	✓	
5.	The teacher provides a clear Padlet tutorial and writing assignment instructions.	✓	
6.	The teacher guides students in creating an outline (Pre-writing phase).	✓	
7.	The teacher monitors students during the drafting activity on Padlet.	✓	
8.	The teacher provides initial feedback on students' outlines on Padlet.	✓	
9.	The teacher instructs students to provide specific peer feedback.	✓	
10.	The teacher provides assistance and feedback when students encounter difficulties with revision.	✓	

b. Table 3.2 Observation Checklist for Students

No.	Indicator	Yes	No
1.	Students pay attention when the teacher explains the material and the Padlet tutorial.	✓	
2.	Students follow the steps given (e.g., creating an outline).	✓	
3.	Students upload their outline and draft to the Padlet board.	✓	
4.	Students are engaged in drafting and writing the text seriously.	✓	
5.	Students provide peer feedback (constructive comments) on their friends' uploads.	✓	
6.	Students use the comment and edit features in Padlet effectively.	✓	
7.	Students revise and edit their drafts based on the input received.	✓	
8.	Students ask questions or seek help when facing difficulties.	✓	
9.	Students stay focused and are not distracted by unrelated activities.		
10.	Students submit the final product (revised text) within the allocated time.	✓	

Documentation



Research Permit Letter

		YAYASAN WIJAYA KUSUMA UNIVERSITAS WIJAYA KUSUMA SURABAYA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN Sekretariat : Jl. Dukuh Kupang XXV/54 Surabaya (60225), Telp. (031) 5677577, Psw. 148 - 150, Fax. 5679791 Website : http://fkip.uwks.ac.id Email : fkipuwks@gmail.com E-Mail Fakultas: fkipuwks@gmail.com
		2 April 2026
Nomor	K. 217/ITU/UWKS/IV/2026	
Lampiran	: Satu Berkas	
Hal	: Izin Penelitian	
Yth.	Kepala Sekolah SMA HANG TUAH 1 Jl. Ikan Lumba-Lumba No.27 Surabaya	
Dengan hormat,		
Dalam rangka memenuhi kurikulum program Strata Satu (S1), maka setiap mahasiswa Fakultas Keguruan dan ilmu Pendidikan Universitas Wijaya Kusuma Surabaya berkewajiban mengadakan Penelitian/Praktek Kerja Lapangan.		
Untuk keperluan tersebut, kami mengharap bantuan Saudara untuk berkenan memberikan izin kepada mahasiswa kami dengan data sebagai berikut :		
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Npm	: 22.62.0023	
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Judul	: IMPROVING WRITING SKILL ON DESCRIPTIVE TEXT THROUGH PADLET CLASS AT X STUDENTS IN SMA HANG TUAH 1 SURABAYA	
Lokasi	: SURABAYA	
Atas perkenan dan bantuan Saudara, kami sampaikan terima kasih.		
		 Wakil Rektor Bidang Akademik. Dr. Endang Retno Wedowati, MT.
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Dengan hormat,
Menindaklanjuti Surat dari Bapak/Ibu Wakil Rektor Bidang Akademik dengan Nomor : K.255/TU/UWKS/IV/2026; Tanggal : 02 April 2026; Perihal : Permohonan Ijin Penelitian, maka kami memberikan Ijin kepada :

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Untuk melakukan Penelitian di SMA Hang Tuah 1 Surabaya pada tanggal 22 – 29 April 2026 dengan judul "Improving Writing Skill On Descriptive Text Through Padlet Class At X Students In SMA Hang Tuah 1 Surabaya".

Demikian surat ini kami sampaikan, atas perhatian yang diberikan, kami ucapkan terima kasih.





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Demikian surat Keterangan ini untuk diketahui dan dapat dipergunakan sebagaimana mestinya.

