

**THE USE OF WHATSAPP AS A LEARNING PLATFORM TO FACILITATE SOCIAL
PRESENCE IN TEACHING BIOGRAPHY**

A Thesis: Best Practice

**Presented to Department of English Language Education as Partial Fulfillment of the
Requirements to Obtain the *Sarjana Pendidikan* Degree in English
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APPROVAL SHEET

**THE USE OF WHATSAPP AS LEARNING PLATFORM TO FACILITATE SOCIAL
PRESENCE IN TEACHING BIOGRAPHY TEXT**

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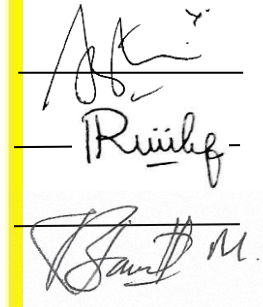
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that the content of this thesis, I have written does not contain the parts of the work of others, except those cited in the quotations as a scientific paper should.

Yogyakarta, 30 Maret 2023

The writer



Dini Muliani

18322080

MOTTO

“Education is the key to unlock the golden door of freedom” George Washington Carver



DEDICATION

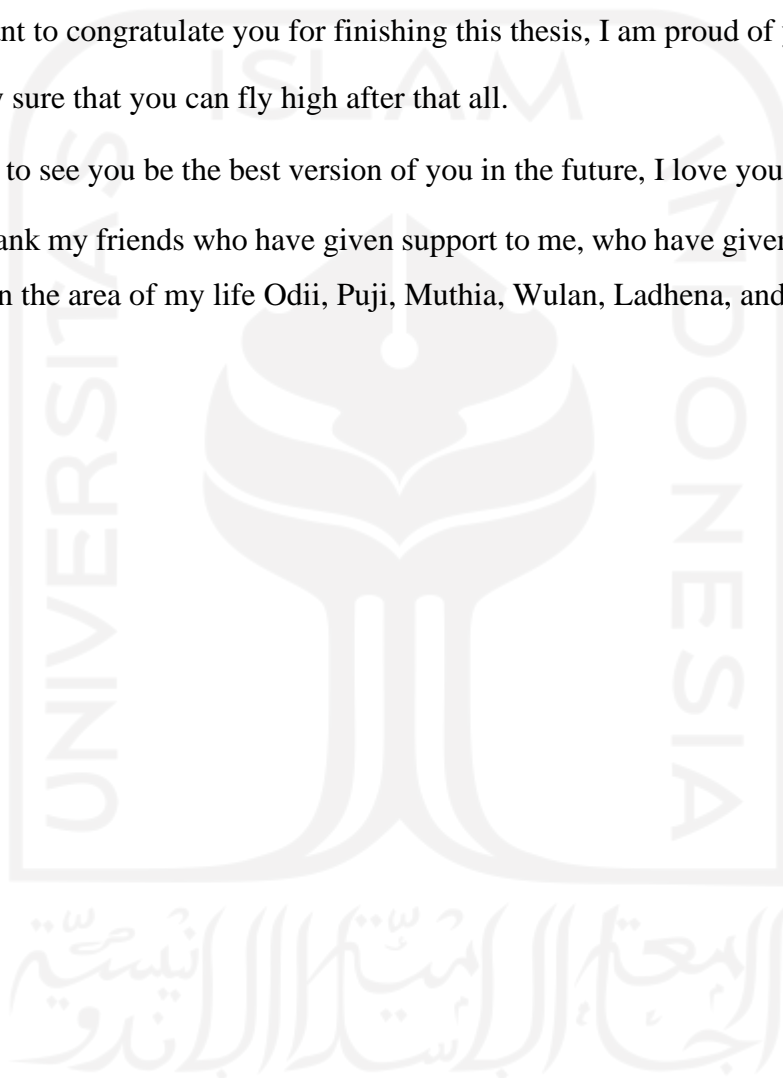
1. Thank you to God for helping and facilitating every moment.
2. I am deeply thankful to My beloved family for their love and support during this process.
3. Dear myself...I would thank you for fighting hard so far, thank you for not giving up this way and for not giving up on myself.

I really want to congratulate you for finishing this thesis, I am proud of you, you know?

I am pretty sure that you can fly high after that all.

Can't wait to see you be the best version of you in the future, I love you, and see you 😊

4. I would thank my friends who have given support to me, who have given colors in my life for being in the area of my life Odii, Puji, Muthia, Wulan, Ladhena, and Fatimah.



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Yogyakarta, 25 Agustus, 2022



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THE USE OF WHATSAPP AS LEARNING PLATFORM TO FACILITATE SOCIAL PRESENCE IN TEACHING BIOGRAPHY TEXT

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ABSTRACT

Due to the COVID-19 pandemic, teaching and learning activities are conducted online, this leads to a limitation of interaction between teachers and students so that students cannot feel the social presence of teachers. This best practice explains how pre-service teachers use WhatsApp as a learning platform to facilitate teachers' social presence during online learning in teaching biography recount in senior high schools. I used the strategy from Aragon (2003) to create a teacher's social presence in online learning. Therefore, based on the teaching practice I have done, WhatsApp media can be a learning medium that is able to create a social presence for teachers during online learning. However, this media has some flaws so it needs other platforms as media that can perfect its flaws. I suggested that teachers be able to implement the strategy of Aragon (2003) in creating teachers' social presence during online learning by using WhatsApp as learning platform.

Keywords: Social presence, WhatsApp application, Online learning.

CHAPTER I

INTRODUCTION

1.1 Teaching Context

During the pandemic, learning was carried out online. Media that is used as a variety of online learning facilities such as Google Classroom, Google Forms, Quizizz, Zoom Meetings, and WhatsApp. However, the media most often used by teaching staff at the school, one of which is subject teachers, are Google Classroom, Quizizz, and Google Forms.

I obtained experience in teaching as a pre-service English teacher in one of the high schools in Yogyakarta. Before carrying out teaching activities in the first week I made observations regarding how the learning was at school, the facilities that support learning, and how students were at the school. Where the observation was carried out online. Online observation is carried out by asking the subject matter teacher, the teacher gives me access to see how learning activities are conducted online, the school administrator provides explanations about the school, students, and searches for other information through the school's website.

The language skills of English students at this school are quite good because several school activities support them. However, during the pandemic, both students and teachers had limited internet access because the geographical location of the average student and teacher was not very good. In addition, the average student came from the lower middle class, so they often complained about the quota fee if classes were conducted using asynchronous media. like, google meet and zoom meetings.

1.2 Consideration for Using Whatsapp As A Learning Platform To Facilitate Social Presence.

Based on the results of online teaching observations that I have conducted I found that the teacher only used Google Classroom and was not supported by synchronous learning platforms such as Zoom, Google Meet, or Whatsapp. Media WhatsApp can be an asynchronous platform and can also be synchronous, The use of asynchronous learning platforms such as Google Classroom limits the teacher's social presence to students. Therefore I offer solutions using synchronous learning platforms such as Whatsapp to enhance social presence. WhatsApp can be synchronous if learning is done using video call, or if the teacher makes a rule that all questions must be answered at the same time that is when the class is taking place, and can be asynchronous if only using a chat group that can be responded at any time by the students. The application is quota saving for students, also WhatsApp is a familiar media application for the teacher and students.

CHAPTER II

CONSTRUCT

2.1 Social Presence in Online Learning

Social presence was first conceptualized by Short et al. (1976) and defined as the main role of their interactions and interpersonal relationships during mediated conversations. According to Short et al. (1976), intimacy and closeness are two core components of social presence. According to Biocca (1997), social presence refers to the subjective experience of being present with “real” people and having access to their thoughts and emotions. Oztok & Kehrwald (2017) define social presence as “the subjective feeling of being with others in a technologically mediated space; the feeling of being there, being there together means not meeting face to face” (p.38). One of the main goals of network communication systems is to offer a higher level of social presence (Biocca and Harms, 2002). Another research when social presence was operationalized to focus on the degree to which participants felt like they were with their partner also found that social presence predicts attraction to physically embodied agents (Lee et al., 2006).

In online learning, social presence is needed because of its positive influence. Hassanein & Head (2007), social presence can have a positive influence on engagement between users in the online environment. According to Liaw & Huang, (2013), a sense of presence has become a very important factor in successfully leading the learner’s learning experience. Richardson, Maeda, Lv, and Caskurlu (2017) concluded that social presence can affect student learning in terms of (1) participation and motivation, (2) satisfaction with courses and instruction (3) course design (4) intention and retention in online learning (5) learning outcomes (6) critical thinking and high-level learning. In this research, they found that the

teacher's social presence had a positive impact on learning, especially in an online environment.

Generally, online learning is learning that is carried out remotely without face-to-face based online. In this teaching and learning activity, students can be anywhere (independently) to learn and interact with instructors and other students” (Singh & Thurman, 2019).

Online learning has two categories, namely asynchronous and asynchronous learning. Synchronous learning is distance education (online education) that occurs in real-time using Zoom or Google Meet. With synchronous learning, students can receive immediate feedback from fellow students or teachers. For example, teachers can address the conditions of students, provide insight into the material to be discussed, ask questions, and present the benefits or objectives of learning materials, and together with students, conclude learning activities at the same time (Shahabadi & Airplane, 2015).

Asynchronous learning occurs via community forums or online platforms without real-time interaction. But asynchronous learning doesn't allow for the kind of interaction students need to receive immediate feedback from fellow students or teachers. Asynchronous online learning is generally supported by discussion boards, email, lesson plans, virtual libraries, and college postings (Hrastinski, 2008).

2.2 WhatsApp as Learning Platform to Facilitate Pre-service Teachers' Social Presence

WhatsApp is an application designed to facilitate communication in current technological developments. WhatsApp is part of social media that makes it easy and allows its users to exchange information. Suryadi (2018) states that WhatsApp is a means of communicating by exchanging information both through text messages, images, videos, audio, and even

telephone and video calls. In addition, this application is also equipped with various features that can be used by its users, such as that we can create class chat groups, this media is also equipped with emojis that can describe the user's feelings. According to Suardika et al., (2020) WhatsApp is a very familiar medium for everyone, including teachers and students. WhatsApp also has enormous potential in the world of education. WhatsApp has considerable potential to assist teachers in giving the role of social presence to the teacher. According to Leslie et al., (2015), mobile group message applications such as WhatsApp can be a learning facility that can present the real role of teachers in the teaching and learning process in an online environment. The real role is social presence. The success of a study cannot be separated from the learning strategy used. In this research, I applied the strategy by Aragon (2003).

2.3 Strategy To Create Social Presence in by Using WhatsApp Platform

There are several strategies that can be used to be implemented in online learning. In this study, I used the strategy from Aragon (2003) 3 social presence strategies in online learning (1) course designers (course design), (2) instructors (delivery and management), and (3) participants (participation). because this study will focus on the teacher's efforts in creating a social presence in the online environment, so only two points will take, namely: (1) course designers (course design) dan (2) instructors (delivery and management).

1. Course Design. Social presence should be initiated in the actual design of an online course.

This section takes a look at different course design strategies that can facilitate the establishment of social presence.

Create WhatsApp group first create a WhatsApp group by using the features provided in this application. the aim is to facilitate classroom management, this effort is carried out to create a classroom environment on social media. In WhatsApp groups between teachers and students and students and students are connected to each other.

Limit Class Size. The development of social presence is greatly influenced by the class size. According to Rovai (2001) proposes a maximum student-to-teacher ratio of 30:1.

Include Student Profiles. The inclusion of student biographies on one of the course website's first pages is our second design concept.

Incoprate audio according to Aragon (2003) Audio helps to create social presence by reflecting the emotions of the instructor to the students.

- 2. Instructors.** Instructors play a significant role in establishing social presence for online environments. In this section, I discuss some of the specific ways in which instructors can create such an environment.

Develop Welcome Messages. There should be a welcome message from the instructor in every online course. This is essentially a thirty-second streaming video that the teacher uses to greet the students, introduce themselves, and provide a quick rundown of the courses in the online curriculum that I teach. A textual welcome message from the teacher with his or her image included is an option for those without the technology to produce a video. The objective is to give the students a chance to get to know the teacher before the session begins and to put a face to a name.

Contribute to Discussion Boards. Typically, electronic discussion boards are part of the online environment. What we often forget as instructors is that discussion boards replace

the discussion and verbal interactions that occur in face-to-face classes. Therefore, the teacher should not be passive but must be actively involved in the discussions that take place in the media. Instructors must remember that discussion still needs to occur in this environment, and this form of interaction helps build social relationships with all class members. Online instructors do not need to reply to all student posts to the course discussion board (Rovai, 2001) although participants should feel that their comments are being read. Interactions should be purposefully structured to address threats to social presence. Instructors do this by balancing the need for an immediate response with providing opportunities for other members to respond (Rovai, 2001). Those who are considered successful instructors are able to develop this sense of time.

Promptly Answer the Message. The development of a social presence in the online environment depends on prompt replies from teachers (Newberry, 2001). According to Aragon (2003) In many cases, technology automatically places students at a physical distance from one another, but instructors must control the process to ensure that this distance does not present additional challenges. Unless otherwise specified, he generally responds to student emails pertaining to his current class within twenty-four hours. WhatsApp makes an effort to answer as soon as possible to inquiries or remarks made by students via WhatsApp groups or private chats. Students need to feel respected by the teacher and that their message is given the same priority as other communications in this manner (Aragon 2003).

Provide Frequent Feedback. According to Aragon (2003) believes that in an attempt to create teachers social presence, feedback is crucial in online courses. Participants require feedback on things like their assignments, participation, and academic achievement.

According to Whiteman (2002), this feedback should be tailored to each student rather than being distributed to the class as a whole. Group feedback is important, but individual feedback cultivates social presence by highlighting the worth of students' work (Aragon 2003).

Strike Up a Conversation. The instructor uses the synchronous chat session differently, one thing all instructors can do is strike up a conversation with students prior to officially starting class. Students typically start joining the chat about ten minutes prior to the official start time. Examples of striking up a conversations are asking how are the students, how they feel about class online, did the learning process pushed them much atc.

Use Emoticons. Emoticons are computer-facial expressions that are made by adding punctuation to the keyboard. Despite the fact that earlier technology merely supported emoticons made from punctuation, a lot of modern technology will convert those expressions into true facial expressions. Other systems offer a selection of facial expressions, thus the punctuation is unnecessary. Emoticons aid in communicating the communicator's nonverbal cues, assisting participants in understanding the instructor's messages.

Address Students by Name. In every environment, addressing students by name creates social presence.

The strategy that has been described is a strategy by Aragon 2003 in which he uses this strategy in online learning specifically he uses email as a learning medium. but in this study, we will adopt several strategies to be applied by using WhatsApp as a learning medium in an effort to create a teacher's social presence in online learning.

CHAPTER III

IMPLEMENTATION OF THE TEACHING PRACTICE

In this section, the implementation of the strategy written by Aragon (2003) is an effort to create social presence in the online environment using WhatsApp media. **First create a class group** that aims to make it easier to organize online classes.

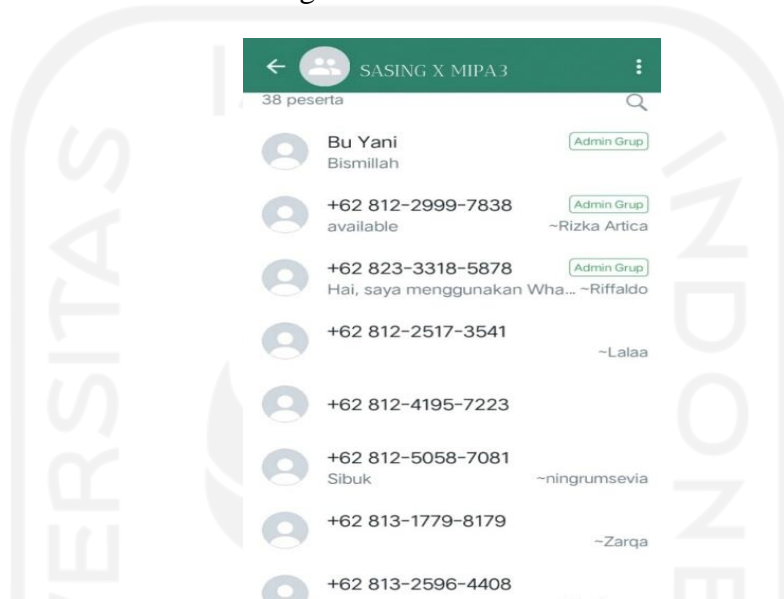


Figure 1. The picture above is the grup class that has been created

The picture above is a class group that I have created with a total of 38 group members, of which 3 people are PPL supervisors, field supervisors, and I as a pre-service teacher. So there are just 31 students now enrolled and the other 4 have dropped out, the class size is 31/1. This is a part of the **Limits Class Size** implementation, which, as was already mentioned, is a strategy to create a teacher's social presence in online learning. The **Include Student Profiles** strategy is also demonstrated in the image above, where the name of a student appears next to the phone number. However, If the name of the student does not include the name on no WhatsApp as there in the picture above the teacher can crosscheck through the data that has been given by the English teacher.

3.1 Simulation

In this part, I Opened the learning study by giving a good greeting to students it's an effort in the success of a teacher's social presence. By having a comfortable relationship with students, online teachers tend to be more attentive and interesting (Huang, 2008). For this effort, I opened the class by welcoming students during pre-teaching. This is also part of implementing the strategy written by Aragon (2003) namely **Develop Welcome Messages**. which is shown in this picture below I say hello and then ask about the students' news, then the students respond to the teacher very quickly and enthusiastically, but some students call me ma'am, then I try to interact and negotiate with them to call me *mbak Dini atau kk (kakak, Indonesian)* so that students feel more comfortable and close. Another goal is that students do not hesitate to me so that they are comfortable conveying their wishes during learning.



Figure 2. Greeting the Students in the WhatsApp Group



Figure 3. students respond on WhatsApp Group



Figure 4. Negotiated with students

In figure 2 I greet students and ask questions about student news as shown I asked "how`s your life today?" based on the strategy from the research that has been written asking students for news including practice from **Strike Up a Conversation**

In fig.4 previous section, the students was called me by the title *ma`am* then I negotiated with the them to called me *kak dini atau kk*, Then it can be seen that at the end of the sentence there are emoticons. this is part of the implementation **Use Emoticons**

3.2 Problem statement

In this learning process, the teacher asks about the material to be studied, namely, what is the meaning of biografi recount. Then there were some students who answered the questions correctly, and there were also students who didn't know. After that, I told the students the correct answers via WhatsApp Group Chats; I think this is one part of implementing the strategy, namely, **Contribute to the Discussion Board**. After that here, the teacher uses Google classroom, which is a medium to bridge the delivery of files to

students; this is done because of student complaints regarding the storage capacity of smartphones used for learning. The material given to students is packaged into material that is simple and easy to understand by students. The material has also been accompanied by a brief explanation that is easily understood by students. Don't forget the teacher keeps in touch with students in their groups so that they can present their role in learning through WhatsApp groups. The teacher gives time for students to see and understand the material that has been given while ensuring that students understand the lesson well.



Figure 5. answers from students to questions posed by the teacher

The picture above is the student's answer to the questions that have been asked by the teacher relating to the material to be studied. There are students who answered like “related to the past event”.

3.3 Data collection

I remind students to join the Google classroom, on the google classroom there is a file containing an explanation related to the material biography text in the form of a word that has been given a brief and easy-to-understand explication by students, as well as a video of the material then the teacher dealt with coordination through WhatsApp, asking if there is any material that is not understood by students.



Figure 6. teacher ask students to focus on google classroom

In the image above I asked students to focus on the material that I have sent through the google classroom material among others formed in word/writing as well as video explanation about the material biography recount text. The reason for using Google classroom media is to make it easier to send files and save student device capacity.

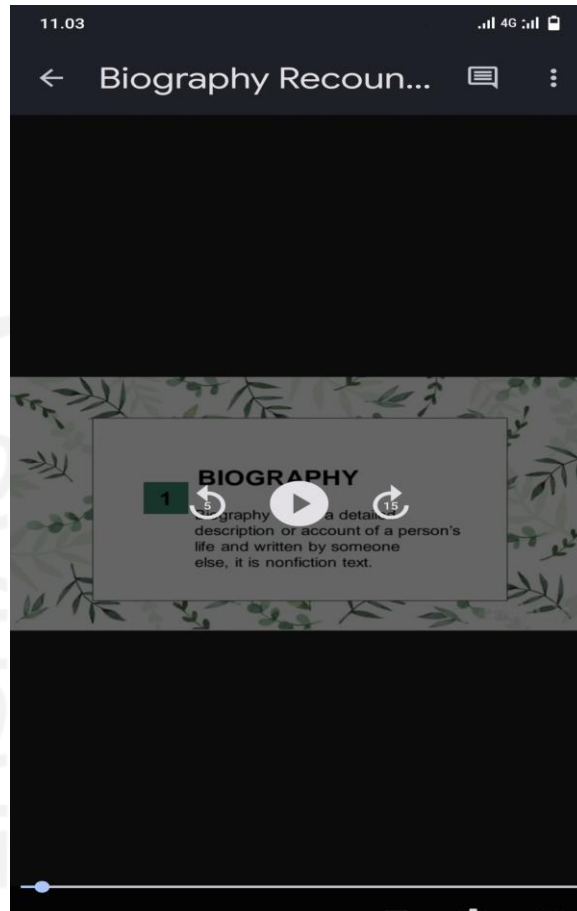


Figure 7 video material uploaded in google classroom

The teacher gives a video explanations about the topic, this is an attempt to apply the theory of incorporate audio. In the learning video created by the teacher there is also audio that contains explanations related to the material, so that the video can be the implementation of **incoprate audio**.

3.4 Data Processing

In this final project activity, the teacher invites students to do a question and answer session where there are several questions related to biographical recount text material

about famous people known by students. This activity is still carried out through group chat, with several questions, as shown in the picture below.



Figure 8. the text that given by the teacher

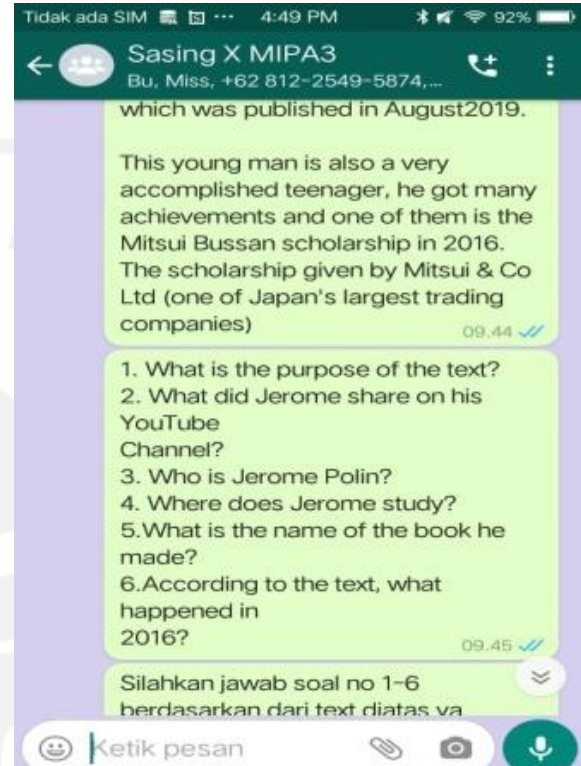


Figure 9. the questions are given by the teacher



Figure 10. several answered by the students

During the quizz session, several times the teacher was seen mentioning the names of students as can be seen in Figure 10, namely: “excellent, thank you Cindy” mentioned students' names is one strategy to create a teacher's social perception in an online environment which is the implementation of **Address Students by Name**

WhatsApp and the strategy of Aragón (2003) are two good combos where all the strategies of Aragón (2003) can be practiced easily in WhatsApp media, and the features it has can cover the need in practicing the strategy.

Based on my experience when teaching using WhatsApp students are more enthusiastic, more active, and more responsive when compared to learning only through Google classroom. But based on the teaching practice I have done when teaching through this media some students have limitations on their cell phone capacity, so I use the google classroom platform as a medium that can complement the shortcomings of WhatsApp in this matter.

CHAPTER IV

CONCLUSION

Based on my experience in implementing the strategy written by Aragon (2003), which is about the strategy for the success of social presence as a teacher in an online environment, in this case, I use WhatsApp media. These media and strategies are good collaborations to create a social presence in the online environment because, as we know that almost everyone uses these media as learning facilities, the existing features can help educators, such as WhatsApp Groups, which can facilitate class management, message space for discussion where this is part of a social attendance strategy. Even though not all the strategies are practiced by using the platform but they can cover by any other platform used before like google classroom. the strategies that have been practiced provide positive and adequate benefits for creating a social presence in online learning. This is evidenced by students who are more active, both in asking questions and responding to teachers during learning and outside learning.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMAN 1 Pakem

Kelas / Semester : X / Ganjil

Mata pelajaran : Bahasa Inggris

Pertemuan Ke- : 1

Materi : Biography Recount

Alokasi Waktu : 45x2 Menit
JP

A. TUJUAN PEMBELAJARAN

Dengan menggunakan pendekatan saintifik dan model pembelajaran *discovery learning* diharapkan siswa dapat menjelaskan, menentukan, menyelesaikan masalah berkaitan dengan *Pengertian biography recount*, fungsi sosial, struktur teks, unsur kebahasaan, dan men yusun biography recount tentang tokoh terkenal.

B. LANGKAH-LANGKAH PEMBELAJARAN

KEGIATAN PENDAHULUAN	
<ul style="list-style-type: none">• Melakukan pembukaan dengan salam pembuka dan berdoa.• Menyampaikan tujuan pembelajaran pertemuan hari ini.• Apersepsi materi yang akan disampaikan	
KEGIATAN INTI	
<i>Stimulus</i>	<ul style="list-style-type: none">• Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi : <i>Pengertian biography Recount</i>
<i>Identifikasi masalah</i>	<ul style="list-style-type: none">• Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi : <i>Pengertian Teks Recount, contoh dan penggunaannya</i>
<i>Pengumpulan data</i>	<ul style="list-style-type: none">• Literasi tentang biography recount, fungsi sosial, struktur teks, karakteristik dan unsur kebahasaan teks biografi serta contohnya.• cara menyusun teks biografi recount dengan menggunakan outline.• Memberikan contoh mengenai materi• Mengajukan pertanyaan berkaitan dengan materi : biography recount, fungsi sosial, struktur teks, karakteristik dan unsur kebahasaan teks biografi.
<i>Pembuktian</i>	<ul style="list-style-type: none">• Peserta didik mengerjakan beberapa soal mengenai materi :
<i>Menarik kesimpulan</i>	<ul style="list-style-type: none">• Melakukan diskusi terkait jawaban dari soal tentang materi;• Guru menarik kesimpulan tentang materi yang dipelajari
REFLEKSI DAN KONFIRMASI	
<ul style="list-style-type: none">• Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.• Menginformasikan tugas tentang materi hari ini yang akan dikirim melalui GCR• Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.	

C. PENILAIAN PEMBELAJARAN (ASESMEN)

No	Aspek yang dinilai	Bentuk Penilaian	Instrumen Penilaian	Waktu Penilaian
1	Sikap	Observasi dan Jurnal	Pengamatan sikap (jurnal)	Selama KBM
2	Pengetahuan	Tes tertulis	Soal tes	Setelah KBM
3	Keterampilan	- Unjuk kerja - Laporan tertulis	- Pengamatan unjuk kerja - Penilaian laporan tertulis	- Pada saat presentasi - Pengumpulan tugas

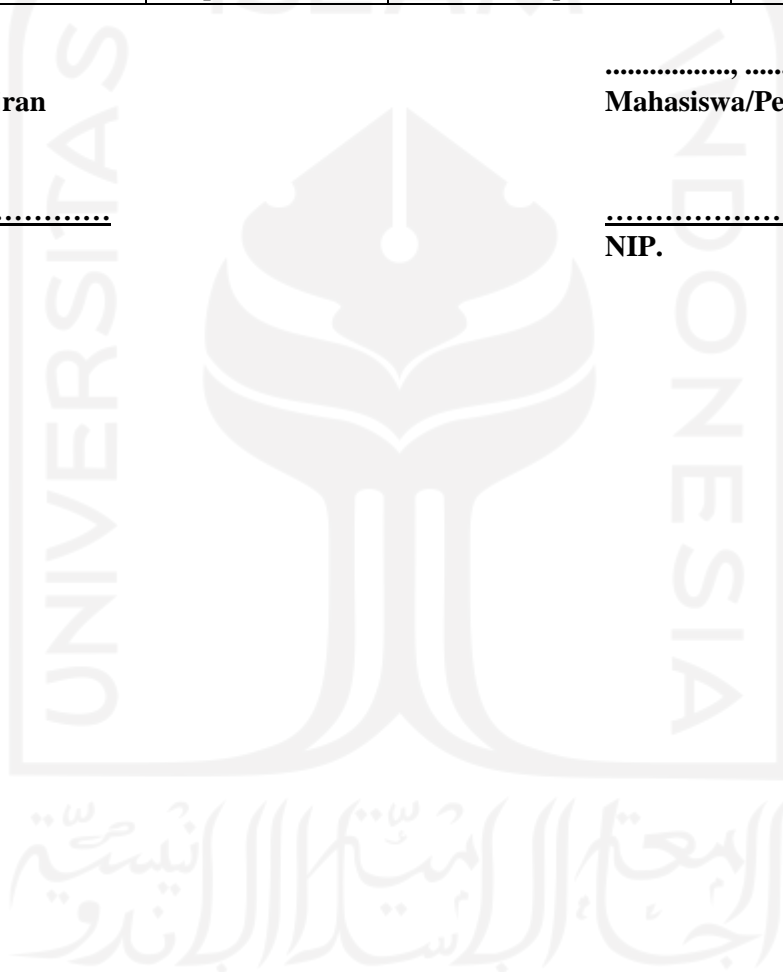
**Mengetahui,
Guru Mata Pelajaran**

.....
NIP.

.....,, 20

Mahasiswa/Peneliti

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NIP.



PICTURES



Explanation Of Bi...



Biography Recount

Biography text is a detailed description or account of a person's life and written by someone Else, it is nonfiction text.

(Teks Biografi adalah suatu teks yang menggambarkan detail dari riwayat hidup seseorang Secara nyata dan ditulis oleh orang lain.)

Penjelasan Recount Text (Biography)

Function of Biography

- To know a person's story about his/her life outside of any accomplishments this person may be known for
Untuk mengetahui kisah seseorang tentang kehidupannya di luar pencapaian apa pun, orang ini mungkin Dikenal.
- To give much information easily and educate the readers.
Untuk memberikan banyak informasi dengan mudah dan mendidik para pembaca.

Characteristics of Biography

- Biography is not written by subject and always written in the third person.
Teks biografi tidak dibuat oleh orang yang sedang diceritakan riwayat hidupnya, tetapi diceritakan oleh oranglain dalam sudut pandang orang ketiga.
- Based on research.
Teks tersebut dibuat berdasarkan fakta pengalaman hidup suatu tokoh berisi mengenai kisah atau cerita suatu tokoh dalam mengarungi kehidupannya, entah itu berupa kelebihan, masalah atau kekurangan yang ditulis oleh orang lain sehingga patut menjadi teladan.
- Describes the person's surroundings (where, when and how the person lived).
Menceritakan secara detail tentang informasi tokoh yang diceritakan yang meliputi W/H Question (What, Where, When, Why, How)
- Use vivid language to narrate events.
Penggunaan bahasa harus benar-benar jelas diaplikasikan dalam sebuah teks biografi. Denagn maksud Menghindari kesalahan dalam informasi yang disajikan.

Generic Structure

1. Orientation (Introduction)
 - It is the opening paragraph, gives the readers the background information of the person.
 - Biasanya berisi tentang biodata yang dinarasikan seperti nama lengkap, tempat dan tanggal lahir.
 - Beberapa informasi umum juga dapat disajikan pada bagian ini sebagai pengenalan tokoh.
2. Events
 - In events, should be in chronological order.
 - Tahap ini adalah bagian kejadian atau peristiwa yang dialami oleh tokoh. Berisi penjelasan suatu cerita Baik itu berupa pemecahan masalah, proses berkarir, dan berbagai peristiwa yang pernah dialami oleh Tokoh hingga mengantarkannya pada sebuah kesuksesan.
3. Re-Orientation (Closing)
 - It consists of a conclusion or comment or the writer. Tell about the achievement or the contribution of the person



Pada penutup, bagian ini berisi tentang pandangan penulis kepada tokoh yang dikisahkan. Reorientasi ini bersifat pilihan yang berarti penulis bisa memberikan pandangan pribadinya tentang tokoh yang diceritakan atau penulis tidak memberikan pandangan pribadinya terhadap tokoh yang diceritakan adalah bukan perkara penting

Language Features of Biography Recount

- **Using Simple Past Tense**

Simple past tense adakah bagian utama dalam membuat Teks Biografi. karena menceritakan tentang kejadian dimasa lampau atau masalah. Sebuah bentuk sederhana kejadian yang terjadi di masa lampau Menggunakan bentuk kata kerja kedua (verb 2)

Contoh

Albert Einstein **was** born near the end of the 1800s in Uif, Germany. He **graduated** from the University of Zurich in Switzerland at age 26. That **was** also when he did his famous work in physics.

- **Using Temporal Sequence and Temporal Conjunction.**

-Temporal Sequence (urutan waktu)

-Temporal Conjunction (konjungsi temporal)

- **Focus on Specific participants Use of Action verbs.**

Menjelaskan sesuatu hal yang secara aktif dilakukan oleh tokoh dengan menggunakan beberapa kata kerja dalam bentuk V2 atau Past Form. Misalnya seperti kata wrote

Outline technique in Writing Biography Recount

- An outline is a general plan of what you are going to write in the finished. Paper. It will show the order of your information, what each paragraph will discuss, etc.

Secara sederhana teknik outline adalah teknik yang digunakan untuk membuat suatu text. Dengan mengelompokkan garis besar dari setiap paragraf. Dalam Biography Recount kita bisa mengelompoknya menjadi tiga bagian yaitu seperti

1. Orientation (Introduction)

- Early life

-birthplace: Jerome is his nick name, he was born in Jakarta, May 2, 1998; currently 22 years old.

2. Events (peristiwa penting)

- What made them famous:

Jerome is known after starting a YouTube channel called Nihongo Mantappu, who shares his daily life in Japan.

Jerome is also the author of the book "Mantappu Jiwa which was published in August 2019.

3. Re-orientation

- This young man is also a very accomplished teenager, he got many achievements.

Dengan mengetahui garis besar yang kita tulis ini akan mempermudah kita untuk menyusun teks

