

UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' WRITING SKILL
IN PROCEDURE TEXT BY JUMBLED SENTENCES APPROACH
AT THE TENTH GRADERS OF SMK IT BAITUNNUR PUNGGUR
IN THE ACADEMIC YEAR OF 2018/2019**

By:
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Tarbiyah and Teachers Training Faculty
English Education Department



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H /2018 M

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Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:

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1440 H /2018 M



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RATIFICATION PAGE

No. B-33.92 / In-28-1/D / PP.00.9/10/2018

An Undergraduate thesis entitled: IMPROVING THE STUDENTS' WRITING SKILL IN PROCEDURE TEXT BY JUMBLED SENTENCES APPROACH AT THE TENTH GRADERS OF SMK IT BAITUNNUR PUNGGUR IN THE ACADEMIC YEAR OF 2018/2019, written by Tri Mulya Indah Wardani, student number 14122287, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, Oktober 25th 2018 at 13.00-15.00 p.m.

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of Tri Mulya Indah Wardani**

To :
The Honorable of the Dean of Faculty of
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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SKILL IN PROCEDURE TEXT BY JUMBLED
SENTENCES APPROACH AT THE TENTH
GRADERS OF SMK IT BAITUNNUR PUNGGUR
IN THE ACADEMIC YEAR OF 2018/2019**

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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Metro, September 2018
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NOTA DINAS

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Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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IN PROCEDURE TEXT BY JUMBLED SENTENCES
APPROACH AT THE TENTH GRADERS OF SMK
IT BAITUNNUR PUNGGUR IN THE ACADEMIC
YEAR OF 2018/2019**

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Pembimbing 1

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APPROVAL PAGE

Title : IMPROVING THE STUDENTS' WRITING SKILL IN
PROCEDURE TEXT BY JUMBLED SENTENCES
APPROACH AT THE TENTH GRADERS OF SMK IT
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To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of
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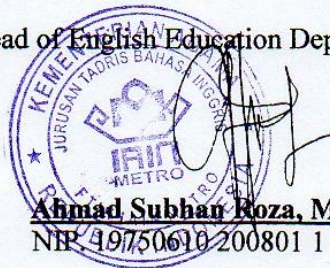
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ABSTRACT

IMPROVING THE STUDENTS' WRITING SKILL IN PROCEDURE TEXT BY JUMBLED SENTENCES APPROACH AT THE TENTH GRADERS OF SMK IT BAITUNNUR PUNGGUR IN THE ACADEMIC YEAR 2018/2019

**BY:
TRI MULYA INDAH WARDANI**

The main purpose of this research is to investigate the students' writing skill of SMK IT Baitunnur Punggur and to know what extend the Jumbled Sentences Approach could help the students' learning process. The writer tries to attest that Jumbled Sentences Approach can be one of the teaching approach to improve the students' writing skill. The researcher had outlined the problem in this research that focused on writing skill. It is related on the problem identification that most of the students get low score in writing procedure text..

In this research, the researcher conducted the classroom action research (CAR) which was done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The subject of this research was 26 students in X class of SMK IT Baitunnur Punggur. In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation, documentation and field note. The research was conducted collaboratively with an English teacher of SMK IT Baitunnur Punggur.

The result of this research shows that Jumbled Sentences Approach can be used as a teaching approach of writing. It provided by the average mark result of pre-test and post-test show that there were improved mark. At post test I is 64 and post test II is 73 it improved 9 point. The researcher concluded that there was significant improvement of using Jumbled Sentences Approach on the writing skill among the tenth graders of SMK IT Baitunnur Punggur.

(keyword : writing skill, jumbled sentence, classroom action reseacrh)

ABSTRAK

PENINGKATAN KETRAMPILAN SISWA DALAM MENULIS TEKS PROSEDUR MELALUI PENDEKATAN *JUMBLED SENTENCES* DI KELAS SEPULUH SMK IT BAITUNNUR PUNGGUR TAHUN PELAJARAN 2018/2019

**OLEH:
TRI MULYA INDAH WARDANI**

Tujuan utama dari penelitian ini adalah untuk menunjukkan bahwa kemampuan menulis siswa SMK IT Baitunnur Punggur dan untuk mengetahui sejauh mana pendekatan jumbled sentences dapat membantu proses belajar siswa. Penulis mencoba untuk membuktikan bahwa pendekatan jumbled sentences dapat menjadi salah satu pendekatan pembelajaran untuk meningkatkan kemampuan menulis siswa. Peneliti menggaris bawahi bahwa masalah pada penelitian ini difokuskan pada kemampuan menulis. Terkait pada identifikasi masalah yaitu sebagian besar siswa mendapat nilai rendah dalam menulis teks procedur.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 26 siswa kelas sepuluh SMK IT Baitunnur Punggur. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), observasi ,dokumentasi dan catatan lapangan. Penelitian ini bekerjasama dengan guru Bahasa Inggris SMK IT Baitunnur Punggur.

Hasil penelitian ini menunjukkan bahwa pendekatan jumbled sentences dapat digunakan sebagai aktifitas pengajaran dalam menulis. Hal ini dibuktikan oleh hasil nilai rata-rata dari pre-test dan post-test yang menunjukkan bahwa adanya peningkatan nilai. Hasil nilai rata-rata dari post test I adalah 64 dan post test II adalah 73 dan meningkat 9 poin. Peneliti menyimpulkan bahwa terdapat peningkatan yang signifikan dengan menggunakan pendekatan jumbled sentences pada kemampuan menulis siswa di kelas sepuluh SMK IT Baitunnur Punggur.

(Kata kunci : kemampuan menulis, jumbled sentences, penelitian tindakan kelas)


STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, August 2018

The writer

TRI MULYA INDAH WARDANI
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli dari penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Agustus 2018
Yang menyatakan



Tri Mulya Indah Wardani
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MOTTO

لَئِنْ شَكَرْتُمْ لَأَزِيدَنَّكُمْ

“If you are grateful, I will give you more.” (Q.S. Ibrahim:7)

“*Intelligence is not the determinant of success, but hard work is the real determinant of your success.*” (Jhons A.)

DEDICATION PAGE

‘I highly dedicate this undergraduate thesis to my beloved parents and all whom I love. Furthermore, to my alma mater, State Institute for Islamic Studies of Metro’

ACKNOWLEDGEMENT

Thanks to Allah SWT, as the one who always gives all what we need and sends the good figures around us to face this life. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions.

This research ungraduate thesis entitles “Improving The Students` Writing Skill In Procedure Text By Jumbled Sentences Approach At The Tenth Graders Of SMK IT Baitun Nur Punggur”.

In this occasion, the researcher would like to express his greatest appreciation, honor and gratitude to his beloved parents (Slamet Riyadi and Dwi Wati),

for all their valuable supports and moral encouragement in motivating the researcher to finish his research.

The researcher also would like to express his deepest gratitude to his sponsor and co-sponsor, Dr. Umi Yawisah, M.Hum and Syahreni Siregar, M.Hum., for their advice, guidance, correction, and suggestion in finishing this undergraduate thesis. His gratitude also goes to: Finally, the writer hopes that this little piece of work can be useful for me and for all the readers, and also this paper can contribute soothing to the betterment of English teaching and learning in general. His gratitude also goes to:

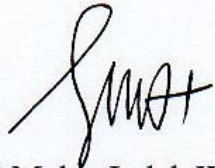
1. Prof. Dr. Enizar, M.Ag, the Rector of State Institute for Islamic Studies of Metro (IAIN Metro).
2. Dr. Akla, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty.
3. Ahmad Subhan Roza, M.Pd, the Head of English Education Department.
4. His academic advisor, Dian Ekawati, M.Pd, for her advice, guidance, suggestion, and support.
5. All lecturers of English Education Department who have taught and educated the researcher during his study at IAIN Metro.
6. Supiar Ali, S.Pd., the Headmaster of SMK IT Baitun Nur Punggur, who has allowed the researcher to conduct the research in his school.
7. All teachers and staff of SMK IT Baitun Nur Punggur. Especially, Khafid Royani,S.Pd, the English teacher of X TKJ SMK IT Baitun Nur Punggur.
8. His beloved brothers and Sister who support the researcher to finish this undergraduate thesis.
9. His beloved best friends,Aulia latifah, Pipin yuliani, Riski Martalia, Prasetyo Budi, Siti Fatimah, Tendy Arma Yudha, and Setya Nova Rahayu, for sharing knowledge, care, motivation,time, supports, laugh and happiness.
10. His beloved friends Terpance TBI 14, for giving cares and supports.

11. Any other person who cannot be mentioned one by one for their contribution to the researcher during finishing his undergraduate thesis. The words are not enough to say any appreciation for their help.

The researcher feels that it is really pleasure for him to receive criticisms and suggestions to make this undergraduate thesis better. He also hopes that this undergraduate thesis would be beneficial, particularly for him and for those who are interested in it.

Metro,September ,2018

The writer



Tri Mulya Indah Wardani
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CHAPTER I

INTRODUCTION

A. Background of the Study

English has been widely used for written language over oral communication. English is one of the languages in the world. In learning English, there were four basic language skills to be mastered: listening, writing, reading and speaking. English is an international language that can be used as an instrument to write important information and knowledge. It was used by all people in the world to communicate in such activities. Writing was a complex sociocognitive process involving the construction of recorded messages on paper or on some other material, and, more recently, on computer screen.

Teaching English as foreign language was difficult because student learn new vocabularies, pharagraph, that they never learn. In process learning a foreign language, the teacher needs some approach which is suitable for the students. Before define approach, teacher must consider many factors of students, school, environment. In the learn English language has five skill , one of them was writing, writing was the representation of language in textual medium that usually called as writen language.

It has a very urgent place for knowledge development. Because without writing product, like books, newspaper, magazine, journals, articles, novels, and many others, knowledge will be very hard to be transfered and to

be developed. Even in some places, written language was more effective than spoken language which always go to many people like what writing activity can do. Writing products sometimes can be larger in gaining the audience than speaking products can be.

Writing was also important for students to learn since it was one of productive skills, which was frequently used to convey the ideas in communicating with others. Students were expected to be able to express their idea in written form, especially in the form of the text. And it was important for students to master English in written form since Junior High School because, there will be lot of types of written form that should be learn in Senior High School level, for example, narrative, recount, report, news item, procedure, spoof, etc.

Approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching or approach was a set of assumption dealing with the nature of language, learning and teaching. The procedural learning process was done by teacher, choosing approach can influence the successful in learning.

The pre-survey was done on November 25th 2017 at the tenth graders of SMK IT Baitunnur which was consist of one class for about 26 students, and after doing the pre-survey the at the tenth grade of SMK IT Baitunnur which located in Jl. Pesantren, Kec. Punggur Lampung Tengah, the researcher got the result as bellow:

Table 1

The data of Pre Survey in Writing of Procedure Text at the Tenth Graders of
SMK IT Baitunnur

No	Name	Score	Category
1	AS	51	Incomplete
2	AM	51	Incomplete
3	AH	50	Incomplete
4	ARN	75	Complete
5	BTT	48	Incomplete
6	BM	74	Complete
7	DAP	50	Incomplete
8	DR	51	Incomplete
9	DF	75	Complete
10	DL	54	Incomplete
11	EK	51	Incomplete
12	FP	51	Incomplete
13	LN	51	Incomplete
14	MAA	53	Incomplete
15	MM	51	Incomplete
16	M	49	Incomplete
17	NH	77	Complete
18	NL	49	Incomplete

19	QAF	50	Incomplete
20	RES	53	Incomplete
21	RR	52	Incomplete
22	SA	52	Incomplete
23	SR	49	Incomplete
24	ULM	52	Incomplete
25	VTS	54	Incomplete
26	YA	49	Incomplete
Total		1422	
Average		54	Incomplete

Source: Pra Survey data of Class X in SMK IT Baitunnur.

Table 2

Table of Frequency Students` Score

No.	Score	Category	Frequency	Percentage
1	>70	Complete	4	15,4%
2	<70	Uncomplete	22	84,6%
Total			26	100%

The English minimum passing grade in this school was 70. It means that the students who got the score under 70 do not complete. Based on the data above, the students have low score in English teaching. There were only 4 students complete from 70, and 22 students incomplete from 70.

Based on the pre-survey result above the students have problems in learning writing, those were: Students do not have much motivation to write, The students do not active to follow the lesson English it was like talking and playing with friend while the teacher was explaining the lesson, The students feel bored in English learning process, Most of students do not comprehend the text, cause they do not know the meaning.

Seeing that problem, the researcher interest to conduct about improving the students writing skill in procedure text by using Jumbled sentences approach.

The researcher choose this approach because it assumes that jumbeld sentences approach was an effective approach for the student which the students should be taught how to plan and organize the ideas or supporting information before doing the composition so that they were able to improve their writing skill.

Jumbled sentences are a group of sentences arranged in illogical order. In this research jumbled sentences are chosen to practice in developing students' writing skill because it was a helpful approach in teaching writing. By rearranging the jumbled sentences into logical order of a paragraph the students are expected to grasp the intended information.

B. Problem Identification

Based on the background of the problem, the researcher found some students problems in writing. They were the students' motivation, interest and difficulties.

1. The students got difficulties in writing procedure text.
2. Most of the students get low score in writing procedure text.
3. The students were passive in learning process.
4. The students feel bored in the class so the students could not improve their material of procedure text.

C. Problem Limitation

Based on the problem identification, the limits the problem that the students got difficulties in procedure text, so the researcher on teaching writing skill use jumbled sentence approach to Improve the writing skill at the Tenth Graders of SMK IT Baitunnur Punggur in Academic Year of 2018/2019.

D. Problem Formulation

Based on the background of study and problems identification above, the researcher formulates the problem in this research is "Can the Jumbled Sentence Approach Improve the Students Writing Skill of Procedure Text at the Tenth graders of SMK IT Baitunnur ?"

E. The Objective

The objective of this research is to find out whether there is any positive and significant Can the implementation of Jumbled Sentence Approach to improve the Writing Skill and their learning activities at the tenth graders students of SMK IT Baitunnur Punggur.

F. Benefits Of the Study

1. Benefits of the Study

a. For the Students

- 1) As an effective approach to improve their writing skill at procedure text.

b. For the English Teacher

- 1) As information for the English Teacher, that jumbled sentences approach was effective to be used in teaching procedure text.

c. For the Researcher

- 1) By this classroom action research, the researcher (as a teacher) will improve the writing skill, so the optimal research of teaching learning process can be achieved.

G. Prior Research

The research entitled “Improving The Student’s Writing Skill In Procedure Text By Jumbled Sentences Approach At The Tenth Graders Of Smk It Baitunnur Punggur In The Academic Year Of 2017/2018” the researcher found some similar researcher that have ever done, first was by

Rini Putri Malinda, Cucu Sutarsyah, Gede Eka Putrawan FKIP Universitas Lampung, entitled was *Improving Students' Ability In Recount Text Writing Through Jumbled Sentences At The First Grade Of Sma Kartikatama*.¹

The aim of this study was to find out whether there was a statistically significant increase of students' writing ability in recount text writing after they were taught through jumbled sentences. This research was a quantitative research. The subjects of this research were 25 students at the first grade of SMA Kartikatama Metro. The writing test was administrated as the instrument of the research. The data were analyzed by using t-test as the significant level of $p < 0.05$ through SPSS version 17.0. The result showed that there was a statistically significant increase of students' writing ability. This suggests that teaching writing using jumbled sentences facilitates the students to develop their ideas easily. The finding of this research indicates that by using Jumbled sentences, the students' writing ability was improved.

Based on the result of research, the researcher found that it was essential to use technique in teaching writing in order to improve the students' ability; in this research, the technique used was jumbled sentences. The researcher found that, there was a significant improvement of the students' writing ability after being taught using jumbled sentences.

¹ Rini Putri Malinda, Cucu Sutarsyah, Gede Eka Putrawan FKIP Universitas Lampung., *Improving Students' Ability In Recount Text Writing Through Jumbled Sentences At The First Grade Of Sma Kartikatama*.

This study also analyzed the improvement of each aspect of writing. Vocabulary aspect was the lowest in the gain since the student could not add some details in developing the controlling ideas in their writing especially in pretest but in the posttest the students tried to add some sentences to improve their sentence in the paragraph.

Second was Dwi Yulies Putri yanty entitled *Teaching Writing Using Jumble Sentences At The Eighth Grade Students Of Smp Negeri 1 Pabuaran*.² The Population of the research was the Eighth Grade Students of SMP Negeri1 Pabuaran, there were nine classes together 423 students. The writer was taken sample of this study in one class, consisting of 40 students. The method of the research was experimental method which was done to the object being observe in actual case and happens at the time of research. The data of the research were the result of t-test. The result of analyzing the data was t Account (2.574) was bigger than table(2.023). It means the writer hypothesis was accepted. “ Does jumbled sentences improve students’ writing at the eighth grade of SMP Negeri 1 Pabuaran ”Teaching writing skills class students of SMP Negeri 1 Pabuaran VIIIA still under KKM (Complete Minimal Criteria). The average values of 47 students while the KKM 75. This was caused by several factors that come from students, teachers, or learning techniques were used. One of the factors that cause the students find it difficult to start writing the essay. Therefore, we need to overcome. In this study, the writer focus

² Dwi Yulies Putriyanty , *Teaching Writing Using Jumble Sentences At The Eighth Grade Students Of Smp Negeri 1 Pabuaran*.

on the technique of writing skill that might be useful to improve the student achievement in writing skill

The third was Using Jumbled Sentence Games to Improve the Writing Ability of The Seventh Grade Students of MTs Muhammadiyah 6 Bayat, Klaten by elsha pramunindya whardani.³

This research was an action research. The setting and the subject of this research was the seventh grade students of MTs Muhammadiyah 6 Bayat Klaten. The numbers of the students were 24 students. This research was implemented in four cycles. Each cycle had two meetings. The data were gained from pre test and post test. The pre test was given before the treatment and the post test was given in the end of the treatment in each cycle. The topic was based on the KTSP curriculum. the research findings indicated that the jumbled sentence games could improve the students' writing ability. It was proved by average score of the writing test which increased from the pre test 64.17 to the post test 88.12. The result of analyzing the data was account (2.260) was bigger than ttable (1.709). Therefore, Alternative hypothesis (Ha) was accepted the use of jumbled sentences games to improve writing ability of the seventh grade students of MTs Muhammadiyah 6 Bayat. It means the researcher's hypothesis was accepted.

³ Elsha pramunindya whardani, *Using Jumbled Sentence Games to Improve the Writing Ability of The Seventh Grade Students of MTs Muhammadiyah 6 Bayat, Klaten* . 2015

The effectiveness of jumbled sentence games to improve the writing ability of the seventh grade viii students of MTs Muhammadiyah 6 Bayat was medium effect.

because it was higher than 3 while the threshold for a medium effect. That the research not only significant but also represented a fairly substantial.

Based on the prior researches above, it is known that all of prior researches have the similarity with the research that will be conducted by the writer. The similarity is known in the use of jumbled sentences. While, the focus of the second prior researches is same as this research in using jumbled sentences to improve the students' writing skill. Nonetheless, in the second prior researches is focus on the students' writing skill in procedure text while the writer will focus on the students' skill in mastering the structure of procedure text to make the students be able to write procedure completely.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of the Procedure Text Writing

1. The Concept of Writing

a. Definition of Writing

Writing is a process of communicating a writer's idea to the readers in written form. The primary role of writing is expressing the ideas and conveying the message. In expressing the ideas, a writer should explore their thought to make readers' interest in their writing. It makes the readers understand the messages clearly.

writing is the most difficult skill because in writing, the student should know more on the language itself, the vocabulary, the grammatical structure, and the characteristics of good writing. Moreover, they should use appropriate language to make the readers understand about what they write about. In other words, the students should study harder in learning how to write well.

And the other hand writing is a writing should not sound like talking, necessarily, but it should have a Personality that comes from the way you decide to approach a topic, to develop it with details, to say it your way.⁴

⁴ Paige Wilson, Teresa Ferster Glazier "the Least You should know about english writing skill". Wadsworth cengage learning, tenth edition 2005, P. 215

William Zinsser points out, “writing has no new discoveries to spring on us. We’re in no danger of reading in our morning newspaper that a breakthrough has been made in how to write [clearly]. . . . We may be given new technologies like the word processor to ease the burdens of composition, but on the whole we know what we need to know.”⁵

Writing is a psychological activity of the language user to put information in the written text. Brown says writing is a process to and up thinking something you cannot have started our thinking.⁶

From the the definition above that writing is our idea that we write down on the paper in order the other people know what we want in our brain.

b. Definition of Writing Skill

Effective Writing Skills deals not only with the printed but also the spoken word: for messages to be properly communicated and understood, clarity of speech is essential and a chapter is included for those giving audio-visual presentations and taking on public speaking assignments.⁷

⁵ Ibid,p.207

⁶H. Douglas Brown, *teaching by Principle: An interactive Approach to Language Pedagogy, second adition*, (Addison Wesley: Longman, 2001), p.337

⁷ John Foster ,”*effective writing skills for public relation*” Kogan Page Limited 1998, 2001 Second edition published in 2001. p,2

Rather than defining writing skills a talent that is owned by talented people as they are born, John Langan prefers defining writing as a skill that can be learned by anyone who wants to learn it similar to other skills such as diving, cooking, swimming. As long as people do some practice, they can write anything they want. John emphasized that a belief of writing as a natural gift limits the possibility of a person mastering writing skill.

Besides defining writing as a skill that can be learned by anyone, John Langan also defined writing as a difficult and complex matter that requires not only grammatical and rhetorical devices but also conceptual and judgment elements to master it.

He added that writing needs many other various skills that are necessary to learn to produce a good writing, language use, mechanical skills, treatment of content, stylistic skills, and judgment skills.⁸

From the definitions above it can be concluded that writing skill that can be learned by anyone who wants to learn it similar to other skills, it means that everyone can understand and learn writing. In writing skill we must master the concept. Mastering writing means that mastering other skills that can help and support the writing skill. If these skills are well learned and mastered, writing skill can be successfully acquired.

⁸ J.B Heaton, *Writing English Language Tests*, (United States of America: Longman, Inc, 1988), First Print, p. 135.

c. The Purpose of Writing

According to Miller, to make the writing keep on the track and clear to whom it is written, writing should have some purposes⁹:

1) To Inform

The students usually have more knowledge about things that they want to share to readers. Here, the writing is not based on the student's experience but published sources which usually do in most frequently in university courses.¹⁰

The information which is given should be accurate, clear, concise, and objective. The students can give the information through various forms, such as newspapers, nonfiction books, text books, guidebooks, etc.¹¹

2) To Explain

Writing does not only give the information to the readers but also how to deliver or explain it well to make the readers understand about the writing. Moreover, not all readers understand easily or have the same knowledge about what the students write.¹² In addition, the students also have to ensure that the readers can figure out about the complex topic they

⁹Robert Keith Miller, *Motives for Writing*, fifth edition, (New York: McGraw Hill, 2006), p.5.

¹⁰George Braine and Claire May, *Writing from Sources: A Guide for ESL Students*, (California: Mayfield Publishing Company, 1995), p. 141.

¹¹David Nunan, *Language Teaching Methodology*, (New York: Prentice Hall, 1991), p. 84

¹²Robert Keith Miller, *Motives for Writing*,, p.173

made. So, explanation in writing is important to make sure that the readers probably understand or not about the writing, then the students can engage it in meaningful communication in their writing.

3) To Persuade

Persuasion is fundamental to everyday life, because it can attempt to get someone to do something what the people want.¹³ Through writing, the students can accuse or defend and affect the readers minds, because writing persuades the readers to engage with their thoughts or actions. The examples of persuasive writing are recipes, maps, instruction on food and tools, telephone directories, ballot paper, etc.¹⁴

4) To Amuse

Same as writing, the student may give an entertainment to refresh readers mind by using humor so the written is appealing the readers to read. Here, the students primary object is to make the readers enjoy themselves by trying to laugh with rather than at, for instance making a joke. But, the students also need being good-humored in joking for not making the readers become offended.¹⁵ In making a joke, the students should not write satirical things

¹³Robert Keith Miller, *Motivives for Writing*,, p.451

¹⁴David Nunan, *Language Teaching Methodology*,, p.84

¹⁵Robert Keith Miller, *Motivives for Writing*,, p.570

such as gender, religion, ethnicity, racial identity, social class, etc. That can make the readers offended.

From the definition above can be concluded that writing has several purposes to make the reader understand and interest in writing. Writing can give the information through kind form, such as newspapers, nonfiction books, text book, guidebooks, etc. Deliver or explain it well to make the readers understand about the writing, persuade readers to affect the readers minds and the last amuse the readers by using humor to entertainment and refresh the readers.

d. Teaching Writing

Teaching writing covers teaching of a language ability and organization of ideas. Writing is one of language skills in communication. Thus, Harmer stated that writing as the basic language skill that must be taught. It means that teaching writing to the students is important as the other language skills.

In teaching writing, the teacher must be balance on the product or on the process itself. Brown stated that in the process teaching writing, the teacher must be balance between writing process and writing product. Writing as a process do most of the following:

- a) Focus on the process of writing that leads to the final written product;
- b) Help student to understand their own composing process;
- c) Help them to build repertoires of strategies for prewriting, drafting, and rewriting;

- d) Give students time to write and rewrite;
- e) Place central importance on the process of revision;
- f) Let students discover what they want to say as they write;
- g) Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
- h) Encourage feedback from both the instructor and peers;
- i) Include individual conferences between teacher and student during the process of composition.¹⁶

2. The Concept of Procedure Text

a. The Definition of Text

A text is a meaningful linguistics unit in a context. A linguistics unit is a phoneme or a morpheme or a phrase or clause, or a sentence or a discourse. Meaningful is full of meaning. Context refers to either linguistic unit before and after a text. Non linguistics context is outside a text. So a text is any meaningful linguistic unit in both linguistic context and non linguistic context.

A text is both a spoken text and a written text. A written text is any meaningful written text. It can be notice or a direction or an advertisement or a paragraph or an essay or an article or a book ect.¹⁷

¹⁶ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Ed), (California: Pearson ESL, 2000), p.336

¹⁷ Sanggam siahaan and kisno shinoda, "*Generic Text Structure*, Yogyakarta(graha ilmu first edition), 2008. p.1

b. The Definition of Procedure Text

Procedure is a type of text to tell how to do something. There are goal and steps in sequence as its organization structures.

Procedural texts are complex structure, they often exhibit a quite complex rational (the instructions) and irrational structure which is mainly composed of advices, conditions, preferences, evaluation, user stimulations, etc. They form what is called the explanation structure, which motivates the goal instructions structure. A number of these elements are forms of argumentation, they provide motivations and a strong and essential internal coherence to procedural texts.¹⁸

c. Language Features of Procedure Text¹⁹

- 1) Nouns or noun group are used in the listed material or equipment e.g. screws, nuts, bolts, screwdriver, wood.
- 2) Often the name of an item is omitted instead of being constantly repeated and an ellipsis is used. The person following the instructions may not be referred to or may be referred to in a general way as one or you, there is little use of personal pronouns.

¹⁸ R. Goebel, J. Siekmann, and W. Wahlster “*Advances in Natural Language Processing*” 6th International Conference, Gothenburg, Sweden (GoTAL 2008),P.366

¹⁹ Cliff walt.Halaman, “*Targeting text recount, procedure ,exposition middle primary*”, Green Giara Press ,Singapura,1998, P.45

- 3) Conjunctions are used to show chronological order. E.g. before, while, then, after, when.
- 4) Action verbs start most sentences. E.g. take, put, link.
- 5) Short statements or commands are used. E.g. pick them up
- 6) Adjectives add details relating to size, shape, colour and amount. E.g. place the red cube there
- 7) Words related to direction and specific location are found. E.g. left, north, Jamison street.
- 8) Present tense is generally used.
- 9) Vocabulary ranges from technical to everyday language according to the target audience.
- 10) Emphasis is often given to important information by underlining it or writing in bold.
- 11) Adverbs, prepositions and adverbial phrases add detailed information about how, where and when.
- 12) Clear, simple, precise but detailed language is used.

d. The Structure of Procedure Text

The structure of procedure text usually consists of three stages:²⁰

- 1) An introductory statement that gives the heading, the goal or the aim of the activity and states that the procedure is aiming to achieve. Sometimes the goal is indicated in the main heading

²⁰ Ibid, P.45

for example, “building a model of a dinosaur”. This may be aided by a diagram or map.

- 2) The listing of materials or equipment to be used for the procedure.
- 3) The method or sequence of steps written in the order in which they should be completed.

Procedures focus on people and things in general terms, referring to the reader in general terms as you. They provide specific descriptions of things, such as amounts of ingredients or size and shape of equipment, specific information is included about how, when and where actions are to be carried out, for example quickly, until cooked through (how), after the top has dried (when), in a large dish (where).

Here are a few variations of the above :

- 1) Recipes generally are divided into ingredients and method.
- 2) Instructions for games usually include how to play, rules of the game, method of scoring and number of players.
- 3) Scientific experiments usually have the purpose of the experiments, equipment, procedure, observations and conclusion.

Each stages plays a role in explaining what we need or what precisely we have to do next. Each step is ordered and sometimes numbered. Some procedures have an optional stage that explains

reasons for steps and will offer alternative methods. The next may include comments, or warnings about dangerous aspects and consequences, or describe enjoyable aspects of the task. Hints or warnings can be added at different points, for example "take care when picking up the sharp point".

3. The Measurement of Writing

There were measurements in writing ability. Jacobs, *et.al* defined that scripts were rated on five aspect of writing: content, organization, vocabulary, language use, and mechanics.²¹

Table 3

The components of writing measurement²²

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive; thorough development of the was; relevant to assigned topic
	26-22	Good to average: some knowledge of subject; adequate range; limited development of the was; mostly relevant to topic; but lacks detail
	21-17	Fair to poor: limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very poor: does not show knowledge of subject; non-substantive; non pertinent; or not enough to

²¹ Sara Cushing Weigle, *Assessing Writing.*, p.115

²² *Ibid.*, p. 116

		evaluate
Organization	20-18	Excellent to very good: fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive
	17-14	Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	13-10	Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	Very poor: does not communicate; no organization; or not enough to evaluate
Vocabulary	20-18	Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	Good to average: adequate range; occasional errors of word/idiom form, choice, usage; but meaning not obscured
	13-10	Fair to poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word

		form; or not enough to evaluate
Language Use	25-22	Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair to poor: major problems in simple constructions; major problems in complex constructions; frequent errors agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules; dominated b errors; does not communicate; or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling,

		punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, deminated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or no enough to evaluate paragraphing, -handwriting illegible, -or not enough to evaluate.

B. The Concept of the Jumbled Sentence Approach

1. The Definition of the Jumbled Sentences

Jumbled sentences is material "writing skills" or skills that trains students to write random sentences into coherent paragraphs or text, can include descriptive text, report, procedure, recount and narrative. Using jumbled sentences is one of the teaching aids that teachers depend on in their teaching. The word jumbled is used to describe something which is in disorder or not in proper order.

A paragraph as we know consist of set a sentences, and in the context of these types of questions, this set is jumbled and mixed,

which gives us a jumbled paragraph that may or may not make sense in the given order.²³

Rearranging jumbled sentences or jumbled words or linking the jumbled halves of sentences also appears to be quite enjoyed by younger pupils. Is a slightly more advanced version, pupils rearrange sentences given in random order to produce a letter or similar communication.²⁴

Sentence ordering or para jumbles paragraph. Basically, you are given a paragraph- but the sentences are not in the right order. It is to you to unite this not and rearrange the sentences so that they logically make sense.²⁵

According to the definition above, can be understood that jumbled sentence are arrange these jumbled sentence into a good paragraph. Jumbled sentences rearranging deal with the questions on jumbled paragraph and sentences and arrangement of the given phrases or sentences. The student has to choose a logical sequence to make a meaningful sentence or paragraph.

2. The Definition of the Jumbled Sentence Approach

According to Brown, approach is theoretically well-informed positions and beliefs about the nature of language, the nature of

²³ Ajay, Das “*english based on ncf*”, Disha Olympiad Champ, New Delhi, 2005, P. 227

²⁴ Colin wringe. “*The effective teaching of modern languange*”. Roulledge ,London and New york 2013, P.

²⁵ Arvin Mohan Clat “*Common Law Admission Test : Details Study Materials of English*, by Diamond Power Learning ,2014. P.265

language learning, and the applicability of both to pedagogical settings.²⁶

This topic requires different approach attempting is the candidate should try to arrange the sentences in chronological order, with is one of the best way to solve out. For this, they should read all the sentences and try to get the theme stated. Commad over vocabulary, knowledge of grammatical rules will also be helpful in solving the questions related to sentece reconstruction.²⁷

Another catogary of sentence arragement questions is of jumbled sentence. In this test, the students have to rearrange the jumbled sentences into a meaningful paragraph. This type of test judges the students' s ability to understand the logical pattern, thematic unity and evaluation of ideas in a paragraph.²⁸

The use of jumbled sentences approach for effectiveness the writing learning has been one of the most popular ways of teaching English. Jumbled are commonly used for learning new words associated with the topic presented by the teacher. Jumbled sentences must be delivered carefully and it is hoped that this study will shed some light on how teachers make these choices.

From definition above the writer concludes that jumbled sentences apparoach are visual aid which their function are

²⁶ Brown H Douglas , “*Teaching By Principle An Interactive Approach To Language Pedagogy*” Second Edition. Longman, P. 13

²⁷ Jagran Josh “General English E-Book For Banking. Indian Education Website”.

²⁸ Dr Malti Agarwal “*Objective English For Competitions*” Dept Of English NAS (Pg) College Meerut 2010, P.389

transmitted messages from the source to receiver and attract receiver attention, clear the idea, and illustrate the act. Jumbled sentences are simple and easy to make.

3. The Procedure of the Jumbled Sentences Approach as Follows:

Willy renadya state that are some procedure to using jumbled sentence in writing as follow:²⁹

- a) Ask the students to rearrange the paragraphs.
- b) Write down the proper order of a jumbled text following the situation-problem- solution-evaluation structure.
- c) Students can undertake this task individually if the class size is small, or in small groups when the class size is big. At this stage, teachers may also introduce the Michigan corpus of upper-level student papers ,an online database of successful writing that can be used by students to improve their writing. Students can directly interact with the database to learn about features of academic writing in an innovative way.

The other procedure to applicaes jumbed sentences in teaching writing are as follow:³⁰

- 1) Students number jumbled sentence in a logical order, then write them in the numbered order to form paragraph and essays.
- 2) Arranging sentences involves figuring out the writer's logic.

²⁹ Willy A renadya. English language teacing today.springer international. Switzerland 2016.P.186

³⁰ Arthur whimbey, myra j.linden. *Teacherr's manual and answer key for analytical writing and thinking*". Lawrence erlbaum associates ,United States Of America. 1990, P. 4

- 3) As student read the sentence, they constantly think, “where does this fit?” what exactly does it say?” what should come next?” they have to follow the author’s logic to arranging material general , specifics, transitions. To encourage internalization of the syntax grammar and spelling of standard english.
- 4) Students write the sentences partly from memory, cheking back to the original and correcting any differences. This activity gives them immediate feedback on organizatio and language.

4. The Key for Putting the Jumbled Sentences in Order

The key skills that are identified for solving jumbled sentences approach are as follow:³¹

- a) Find proper opening sentences: You can look for a proper beginning sentences. This sentence introduces an idea for the rest of paragraph or group of sentences.
- b) Look for concluding sentences: If you find a sentence which sums up an idea or comes to a conclusion, this is probably a concluding sentence. Be careful, though- sometimes paragraph have conclusions at the beginning and then the argument is explained in further detail afterward.

³¹ Arvin Mohan. “*Common Law Admission Test : Details Study Materials of English*”,P.265

c) Look for connecting sentences: You will usually find sentences, which you know for certain connect with each other. From there you can build upon the information that will fit in between. Figure out the sentences which match with each other, and look for these pairs in your choice selections.

5. The Implementation of the Jumbled Sentences Approach in Students Writing Skill in Procedural Text

There are several processes to implement jumbled sentences rearranging in the class they are as follow:³²

a) Prior teaching

Students should understand the structure of a procedure and be able to identify feature such as the use of present tense and adverbs.

b) Preparation

Photocopy sufficient copies of HVS for each student in the class.

c) Activity

- 1) The work sheet has a jumbled procedure listed on it.
- 2) the students read through the information on the sheet and think about the order the procedure should be in. Once they have thought about this.

³² Lynne sung and helen richard, "Targeting english assessment", Australia Blake Education , Autralia ,2002, P.80

- 3) The students arrange the jumbled procedure into a new sheet of paper.
- 4) Then they rewrite the procedure text which completed by their own word.

6. Advantages and Disadvantage of Using the Jumbled Sentence Approach in Teaching Procedure text

Another category of sentence arrangement questions is of jumbled sentence. In this test, the students have to rearrange the jumbled sentences into a meaningful paragraph. The advantages and disadvantage of jumbled sentence as follow :³³

a) The advantages are:

This type of test judges the students ability to understand the logical pattern, thematic unity and evaluation of ideas in a paragraph.

b) The disadvantage are:

- 1) It requires a thorough knowledge of syntax and semantics

C. Hypotheses Formulation

Based on the theoretical review above, the writer formulates the action hypothesis of the study is:

³³ Dr Malti Agarwal “*Objective English For Competitions*” Dept Of English NAS (Pg) College Meerut 2010.p.389

By Using Jumbled Sentences Approach the Students Can Improve
Their Writing Procedure Text at Tenth Graders of SMK IT Baitunnur.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operational Definition of Variables

Operational definition of variable is explained about variables that used in this research. The indicators included in a variable are result of the synthesis theory which is used on the theoretical review.

The object in this research includes 2 variables; they are independent variable and dependent variable.

a. Independent Variable (X)

The independent variable in this research is simulation approach. Independent variable is the major variable which is hoped to investigate. It is the variable which selected, manipulated, and measured by the writer. Independent variable of this research was using Jumbled Sentence as approach which can be defined as tool to help students easier to write the writing procedure.

Moreover, indicator of this variable was the students of SMK IT Baitunnur Punggur can perform their writing spontaneously and structured

b. Dependent Variable (Y)

Dependent variable of this research was the variable which was observed and measured to determine the effect of the independent variable. Writing Procedure as the dependent variable defined as built

from the Writing skill of someone that has develop or practiced on a classroom.

B. Setting of the Reasearch

This research was carried out at the SMK IT Baitunnur Punggur Lampung Tengah which located was Pesantren street 1, Tanggulangin Punggur, Central Lampung.

C. The Subject of the Research

The subject of this research was the tenth grade students of SMK IT Baitunnur Punggur in academic year of 2018/2019. There were five classes and classroom action research. The researcher chooses class X TKJ which consist of 26 students.

Table 3

The Number of X.TKJ Students

Class	Sex		Total
	Male	Female	
X.TKJ	6	20	26

Source: Teacher's archive, number of students at X.TKJ class of SMK IT

Baitunnur Punggur.

D. Procedure of the Research

In this research, the researcher chosen classroom action research because the researcher wanted to encourage the students to active in learning process activities and improving students' writing skill by using jumbled sentence approach.

Action research in education as a systematic inquiry conducted by teachers, principals, school counselors, or other stakeholders in the teaching learning environment that involves gathering information about the ways in which their particular schools operate, the teachers teach, and the students learn.³⁴

According to Donald say that “Classroom action research is a process to improve education by incorporating change and involves educators working together to improve their own practice”.³⁵

Another state, Valsa Koshy in her book *Action Research fo Improving Practice* state that action research was about working towards practical outcomes, and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless.³⁶

From the explanation above, it can be inferred that classroom action research was a research in teaching and learning in the class which the aim was to solve problem or to repair something.

Action research deals with social practice and it involves the direct interaction of teachers and group of students. It portrayed as a cyclical spiral process involving step of planning, acting, observing, and reflecting.

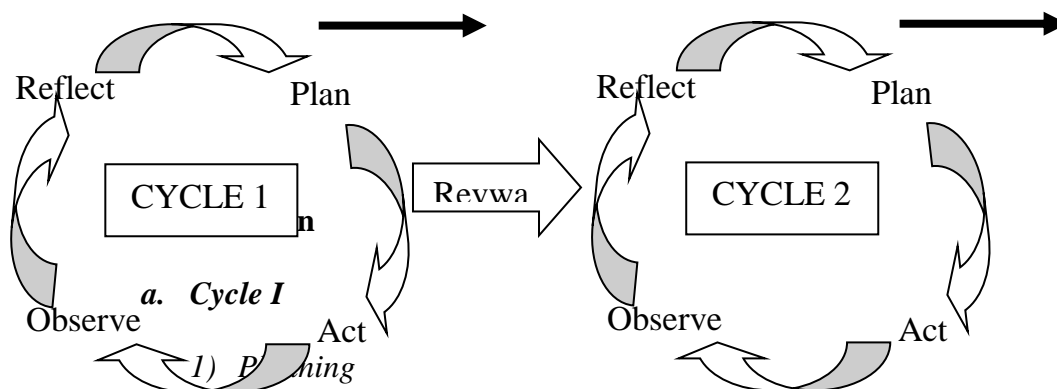
³⁴ Gay ,Mills, And Airasian, *Educational Research: Competencies For Analysis And Applications*.Tenth Edition (New York: Pearson) p.508

³⁵ Donald, Ary. *Introduction to Research in Education*. Eight edition(USA. Wadsworth. 2010)p.515

³⁶Valsa Khosy,*Action Research for Improving Practice: A Practical Guide* (London: Paul Chapman Publwashing, 2005) p.9

Here was step of classroom action research design:

(Activities in CAR, adapted from Mc Taggart design and modified by the writer)³⁷



Planning is the first step in every activity, A plan develop for taking action and or for gathering information and data in order to observe or capture the experience or monitor the practice.

Without planning, the researcher's activity would not focus. The planning would be reference in doing action. Here were the steps that the researcher did in planning:

- a) The researcher identify the problem causes and finds the problem solving.
- b) The researcher make a lesson plan.
- c) The researcher prepare the material, approach and technique of teaching.
- d) The researcher prepare the source of learning

³⁷ Valsa Khosy, *Op Cit.*; P.4

- e) The researcher prepare format to observe
- f) The researcher prepare the instrument of evaluation.

2) *Acting*

Doing action was the second step in activity. The researcher implements the plan or changes a practice and collects data. Data may be collected from a variety of sources. Without the action the planning just imagination that never can be real.

After finishing the planning, the learning process have done in the tenth grade of SMK IT Baitunnur. It described about teaching procedures of the research. There were the steps that the researcher will do in the action:

- a) The teacher apply the lesson plan
- b) The teacher explain the approach of learning to writing skill.
- c) The teacher ask the students to discuss with their group about the lesson or materials.
- d) The teacher guide the students in teaching learning process based on the lesson plan.

3. *Observing*

Observing was activity when researcher synthesizes and analyzes the data. Key issues related to the problem were identified.

The observation was done in teaching learning process. Based on the observation, the researcher can determine whether there was anything that the researcher has to be improved soon in order that the action can achieve the aim of researcher wants. In this step, the researcher observed the process of teaching learning by using form of observation.

4. Reflecting

By reflection, the researcher analyze and discuss result during teaching learning like the weakness and strength done by the researcher and the students during teaching learning process. The researcher decides that the next cycle focused on the weakness in preview cycle.

b. Cycle II

1) Planning

- a) The researcher identified the problem and found the problem from the first cycle
- b) The researcher prepare a lesson plan
- c) The researcher prepare the material, method and strategy of teaching
- d) The researcher prepare the source of learning
- e) The researcher prepare format to observe
- f) The researcher prepare the instrument of evaluation.

2) *Acting*

This stage design on the basis of result of planning of cycle II.

3) *Observing*

In this step, the researcher observe the process of teaching learning by using format of observation to collect the data in action plan II.

4) *Reflecting*

In this step, the researcher compares the score of pre-test and post test. The researcher review and reflect on students' activity and teacher performance whether it was positive or negative, the second cycle enough or need for the next step.

CAR will apply in this study. It regard important for the researcher to develop writing skill of the tenth graders at the SMK IT Baitunnur applying jumbled sentence rearranging approach. By applying this approach, it was expect to solve student's problems in teaching learning process of writing skill.

The classroom action research design apply in this study a collaborative classroom action research. In conducting the research, the researcher will collaborate with the real English teacher of SMK IT Baitunnur as an observer and collaborator.

E. Data Collecting Methode

In collecting the data, the writer used the following technique:

1. Test

In this research the researcher use test as data collection method to measure both of variables. The test consists of pre-test and post-test. The test use students' writing skill in procedure text. The material in pre-test and post-test were different but have same difficulties.

a) Pre test

The pre-test give in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b) Post-test

The post-test give in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. The improvement will be seen if the average score of the post-test was higher than pre-test. This step was done after the treatment to know the improving of students' writing skill in procedure text by applying jumbled sentences rearranging

2. Observation

Observation was a monitoring and recording systematically to the phenomenon that was investigates. Its mean that observation was a

data collection strategy in which the activities of subjects were visually examined.

The purpose of the observation was to explain the situation being investigated: activities, people, or individuals were involved in an activity and the relationship among them.

3. Documentation

Documentation was data collection method by investigating object written such as book, magazine, document, note and others. The researcher used this method to get the data about the history of the school, total of teachers, official employed and students at SMK IT Baitunnur.

4. The Field Note

To collect the data more accurately, the researcher used field note to make easy when analyze the data. In much profession, it was a manner of good practice to make field note while actually engaged in professional. The researcher used this method to know students' activities during teaching process. It was done after finishing learning process.

F. Data Analysis Method

1. Formula

After setting the data from the result of pre test and post test the researcher will analyze the data base on the limitation of the problem and objective of the research. To know whether there was

any improving or not for the students writing skill in procedure text skill use jumbled sentences rearranging strategy after the students give treatment. In this research, the researcher use very simple statistical formula for comparing the result of pre test and post test. To knows the increase of the average score. The result of individual subject was put in the table. The researcher (teacher) analyze the data and relate the result of the treatment. To find the average score, the data was analyze by using:³⁸

$$\bar{x} = \frac{\sum x}{n}$$

Note:

\bar{x} = Mean (Average score)

\sum = Sum of

X = Raw score

N = Total of Students

Furthermore, to know the result the researcher will compwere between pre test and post test. Then, the result was matched by minimum standard at the school at least 70. If from the cycle 1, there were some students were not successful so we conduct cycle 2. The minimum cycle in classroom action research was two cycles. So, if in cycle 2 all of the students were successful. It was not continue to other cycle.

³⁸Donald Ary, *Introduction to Research in Education* .p.108

Then, the researcher using observation to know the students activities and involvement on students writing procedure text through jumbled sentences approach during teaching learning process.

G. The Indicator of Success

Indicator of successful in this research was students can use the formula in procedure text. To know the result of research, the research would compeer pre test and post test. The minimum standard (MS) at the school was 70. There many students did not reach the minimum standard (MS). Researcher would conduct the cycle 1. If the cycle 1 was not enough success, the researcher will continue the cycle 2. The minimum cycles in classroom action research was two cycles. If they were not success, the researcher will conduct cycle 3.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research Location

The general description that assessed is as the complementary data. It is subjectively concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organizational school.

1. The History of SMK IT Baitunnur Punggur

SMK IT Baitunnur Punggur is located on Pesantren Street 1 Tanggulangin Punggur. This school was established on 2013 by a society figure of Central Lampung on the 12.175m² area at Punggur distric. At the same time, this school were have 11 local. The establishment of this school based on the NSS/NPSN 34.2.12.03.06.067/69787061 and the number of certificate/Akta 64/Punggur 2000.

Since SMK IT Baitunnur Punggur was established, this school has been led by the following principals:

- a) 2013- 2018 led by Mr. Drs.Supiar Ali

2. The Building Condition and School Facilities

SMK IT Baitunnur punggur has the satisfy facilities to support the learning activity. Specifically, the facilities as follows:

Table 4
Facilities at SMK IT Baitunnur Punggur in Academic Year 2017/2018

No .	Name of Room	Number of Unit	Area
1.	Classroom	5	543 m ²
2.	Headmaster's Room	1	24 m ²
3.	Teacher's Room	1	121 m ²
4.	Laboratory		
	A. Computer Laboratory	1	116 m ²
	Conseling Room	1	25 m ²
5.	Library	1	72 m ²
6.	Mosque	1	2000 m ²
7.	Student Health Units	1	18 m ²
8.	Toilet	14	84 m ²
9.	Parking	4	1200 m ²
10.	The Ceremony Field	1	3000 m ²
11.	Canteen	3	52 m ²

Source: Documentation of SMK IT BAITUNNUR Punggur in the academic year 2017/2018 on May 26th 2018.

Table 5
The Teacher Education Background SMK IT BAITUNNUR
PUNGGUR

Higher Education	Male	Female
S3/S2	-	-
S1	7	3
D3/Sarmud	2	
D2		-
D1	1	
SMK	1	-
SLTP	-	-
SD	-	-

3. The Condition of Teacher

The data of teachers in academic year of 2018/2019 based on the employment of the status, it can be identified as follow:

Table 6

The Data of Teachers in SMK IT Baitunnur Punggur

No	Lasson	Permanent	Non Permanent	Total
1	Entrepreneurship	1	1	2
2	Computer	1	1	2
3	Arabic	1		1
4	Islamic	1	1	2
5	Sport	1		1
6	History		1	1
7	Technique	1		1
8	Mathematic		1	1
9	English		1	1
10	Social		1	1
11	Indonesia Language	1		1
12	Art		1	1
	Total	7	8	15

Source: Documentation at SMK IT Baitunnur Punggur

Table 7

The Data of Staff in SMK IT Baitunnur Punggur

No	Staff	Permanent	Non Permanent	Total
1	Administration Staff	2		1
2	Librarian		2	2
3	Cleaning Service	1		1
4	Laboratory assistant		2	2
	Total	3	4	6

Source: Documentation at SMK IT BaitunnurPunggur

4. The Quantity of SMK IT Baitunnur Punggur

The quantity of SMK IT Baitunnur Punggur Students in academic year of 2018/2019 can be identified as follows;

Table 8
The Quantity of SMK IT Baitunnur Punggur

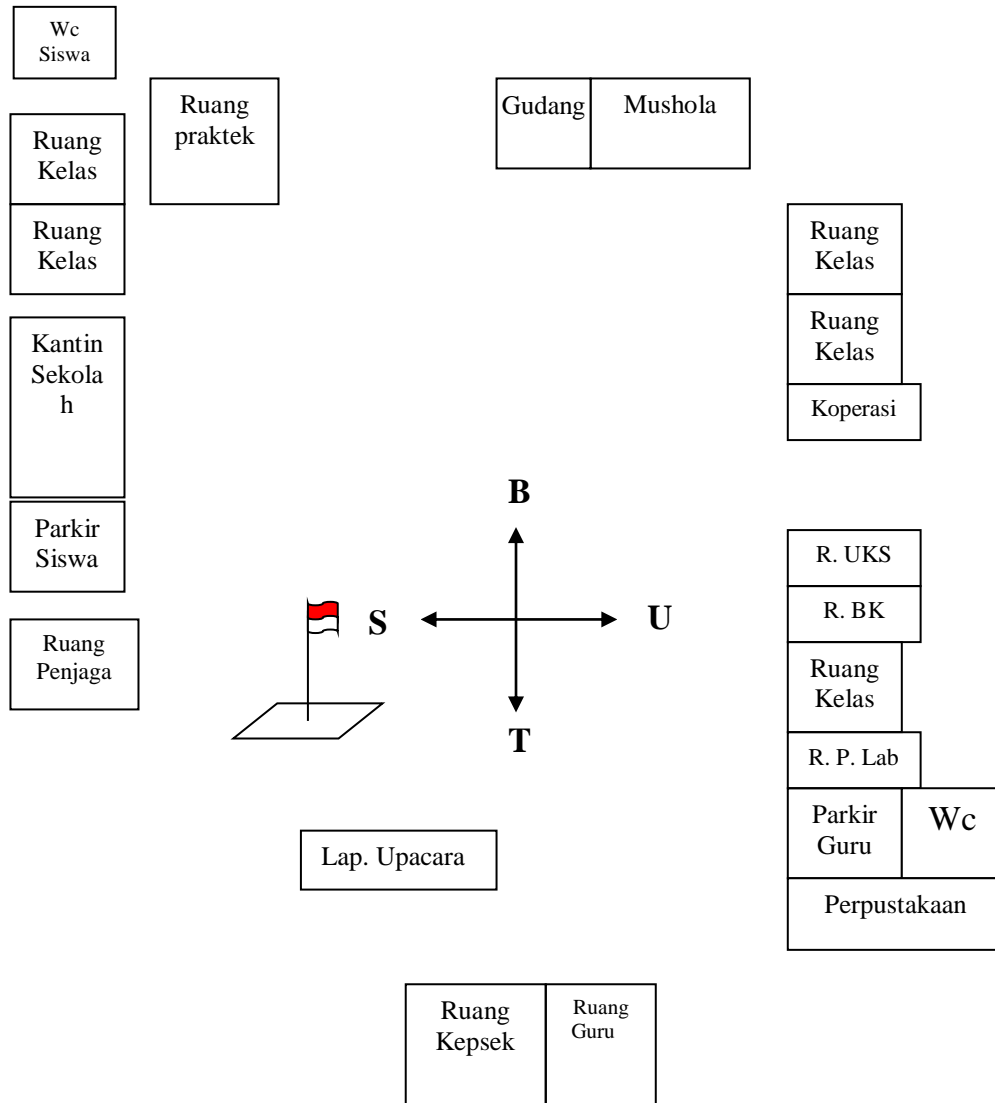
Class	2018-2019			
	Male	Female	Total	Total Class
X TKJ	19	13	32	1
X TSM	9	4	13	1
XI TKJ	7	20	26	1
XI TSM	6	1	7	1
XII TKJ	13	14	27	1
Total	54	52	106	5

Source: Documentation at SMK IT Baitunnur Punggur

5. School Map of SMK IT Baitunnur Punggur

- a. School's name : SMK IT BAITUNNUR Punggur
- b. School's address : Pesantren Street 1 Tanggulangin Punggur
- c. School map :

Figure 1
The Map of SMK IT Baitunnur Punggur, Central Lampung



B. Description of the Research

This research used classroom action research whose had purpose to improve the students' activity and the result of the study in SMK IT Baitunnur Punggur it was conducted in two cycles. The researcher used Jumbled Sentences to improve the students Writing Skills.

1. Action and Learning at Pre-Test

a. Pre-test activity

In this research before the process of cycle one, the research conducted the pre-test on Tuesday, July 17th 2018 at 08.50 until 10.20. The researcher gave a pre-test for the students to see how far the students' writing skill before the treatment was given. In pre-test activity, the researcher gave a written test. The researcher asked the students to make procedure text. Then the result of pre-test could be seen on the table below:

Table 9
Table of the result Score of Students' Writing Pre-Test

NO	Students' Name	Total	Note >70
1	AS	43	Uncompleted
2	AM	47	Uncompleted
3	AH	71	Completed
4	ARN	40	Uncompleted
5	BTT	45	Uncompleted
6	BM	50	Uncompleted
7	DAP	43	Uncompleted
8	DR	47	Uncompleted
9	DF	48	Uncompleted
10	DL	50	Uncompleted
11	EK	60	Uncompleted
12	FP	50	Uncompleted
13	LN	57	Uncompleted
14	MAA	40	Uncompleted

15	MM	50	Uncompleted
16	M	45	Uncompleted
17	NH	55	Uncompleted
18	NL	72	Completed
19	QAF	50	Uncompleted
20	RES	55	Uncompleted
21	RR	71	Completed
22	SA	45	Uncompleted
23	SR	48	Uncompleted
24	ULM	50	Uncompleted
25	VTS	50	Uncompleted
26	YA	71	Completed
Total		1353	
Average		52	

Table 10
Frequency of students' score in Pre-test

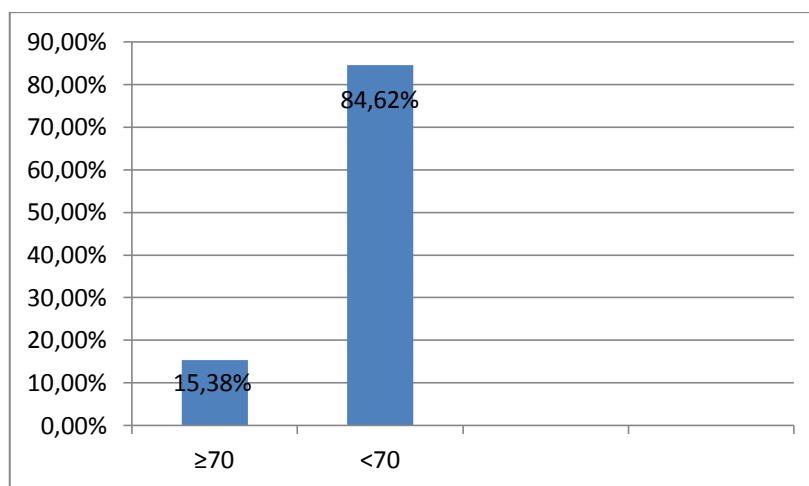
No.	Grade	Category	Frequency	Percentage
1.	≥ 70	Completed	4	15,38%
2.	< 70	Uncompleted	22	84,62%
Total			26	100%

Source: The result score of writing pre-test at X class of SMK

IT Baitunnur Punggur on July 19th 2018.

Graphic 1

The Result of The Students' Score on Pre-test



Based on the data above, it could be inferred that 22 students were not successful and 4 students were succes. The successful students were those who got the minimum mastery criteria at SMK IT Baitunnur Punggur at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 52, so the result was unsatisfied. Therefore, the researcher used the jumbled sentences approach to improve the students' writing skill.

2. Cycle I

a. Planning

In this step, the researcher prepared the lesson plan, material that would be used in teaching learning process. The material was procedure text. The material included the definition, the generic structure, the language features and the example of procedure text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

b. Acting

1) The first meeting

Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 11
The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1 st	Thursday, July 19 th 2018	10.20- 11.40 am
2 nd	Tuesday, July 24 th 2018	08.50-10.20 am

The first meeting was conducted on Thursday, July 19th 2018, for 2x40 minutes. The meeting was started by praying, At the beginning of teaching learning process, the researcher greeted the students and then the researcher checked the students attendance list and give motivation in the material that will be taught. The motivation gave the students spirit, cheer up and make the students more interested to the material.

The next activities was whilst activities. This activity consists of several steps there are exploration, elaboration, and confirmation. In exploration the researcher asked and answered the question about the material will be taught. This session was give to the students to know their knowledge about the material. The students had enough knowledge, it was marked by their responding each other to the researcher questions. The next step is elaboration, in this step the researcher gave explanation about definition jumbled sentences in daily activity. After the researcher gave the example jumbled sentences, the teacher gives an example jumbled sentences about daily activities and then the students to arrange sentence is about daily activities. After they finished, they came forward to present and explain the

result. Last step is confirmation. In confirmation, the researcher asked about the materials had been taught. This step has a good respond from the students. The students could answer the questions.

In this session, the students were more active to follow the teaching learning process, because they enjoyed following the learning process. But, there were still some problem faced by students. Such as many students just silent when the teacher gave a question, there were some students who were passive when learning process and some student difficult to comprehend the text.

After 2 x 40 minutes the ball rang and the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

2) The Second meeting

The second meeting was conducted on Tuesday, July 24th 2018, for 2x40 minutes. The steps of learning activity at the first meeting as follows:

a) Planning

- 1) Preparing the material of procedure text.
- 2) Preparing the lesson plan.
- 3) Making instruments of data collection that are the observation sheet of the teacher's activities and the students' activities.

b) Acting

The second meeting was done on Tuesday, July 24th 2018. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about procedure text. Then, at the end of this meeting the researcher gave post-test cycle 1 with the similar task on pre-test before. The students had to answer the questions that are consist of quation that was given in 40 minutes. The students did it seriously. It seemed that the students' score will be improved. The score of post-test cycle 1 can be seen on the table below:

Table 12
Table of the result Score of Students' Writing Post Test 1

No	Students' Name	Total	Note >70
1	AS	49	Uncompleted
2	AM	65	Uncompleted
3	AH	78	Completed
4	ARN	50	Uncompleted
5	BTT	60	Uncompleted
6	BM	65	Uncompleted
7	DAP	50	Uncompleted
8	DR	62	Uncompleted
9	DF	65	Uncompleted
10	DL	60	Uncompleted
11	EK	75	Completed
12	FP	70	Completed
13	LN	73	Completed
14	MAA	50	Uncompleted
15	MM	55	Uncompleted
16	M	55	Uncompleted
17	NH	74	Completed
18	NL	78	Completed

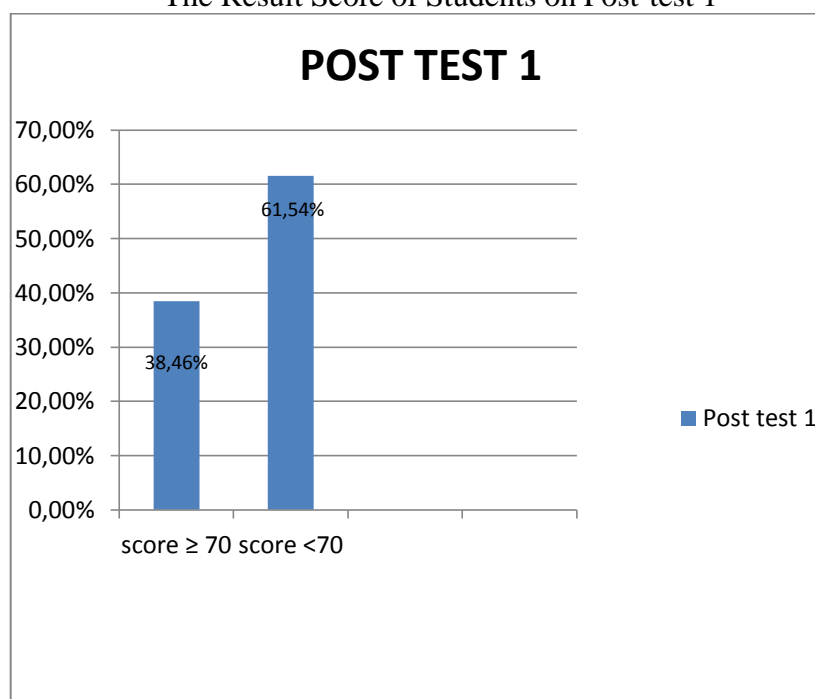
19	QAF	60	Uncompleted
20	RES	72	Completed
21	RR	75	Completed
22	SA	55	Uncompleted
23	SR	55	Uncompleted
24	ULM	75	Completed
25	VTs	60	Uncompleted
26	YA	74	Completed
Total		1660	
Average		64	

Table 13
Frequency of students' score in Post test 1

No	Grade	Category	Frequency	Percentage
1.	≥ 70	Completed	10	38,46%
2.	< 70	Uncompleted	16	61,54%
Total			26	100%

Source: The result score of writing post test 1 at X class of SMK IT Baitunnur Pungur on Tuesday July 24th 2018.

Graphic 2
The Result Score of Students on Post-test 1



Based on the result above, it could be seen that 10 students (38,5%) got score up to the standard and 16 students (61,54%) got score less than the standard. It was higher than the result of pre-test.

The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said success, when 75% got score ≥ 70 . The fact showed that the result was unsatisfactory.

c) Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 14
Observation Sheet of Students' Activities (Cycle I)

No	Name	Students activities					Total
		1	2	3	4	5	
1	AS			✓		✓	2
2	AM	✓	✓		✓	✓	4
3	AH	✓		✓	✓	✓	4
4	ARN	✓				✓	2
5	BTT	✓		✓	✓	✓	4
6	BM			✓		✓	2
7	DAP	✓		✓		✓	3
8	DR	✓		✓	✓	✓	4
9	DF	✓	✓		✓	✓	4
10	DL	✓		✓		✓	3
11	EK	✓	✓		✓	✓	4
12	FP	✓		✓		✓	3

13	LN	✓		✓	✓	✓	4
14	MAA	✓		✓	✓	✓	4
15	MM	✓				✓	2
16	M	✓	✓	✓		✓	4
17	NH	✓			✓	✓	2
18	NL	✓		✓	✓	✓	4
19	QAF	✓		✓	✓	✓	4
20	RES			✓		✓	3
21	RR	✓		✓	✓	✓	4
22	SA			✓		✓	2
23	SR	✓				✓	2
24	ULM	✓		✓		✓	3
25	VTs			✓		✓	2
26	YA	✓		✓	✓	✓	4

Table 15
The Result of Students Activity in Cycle 1

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	21	80,76%
2	Giving respond	4	15,38%
3	Making Notes	19	73,07%
4	Following Teacher Instruction	13	50%
5	Doing the task	26	100%

From table above, it was revealed that there were 21 students (80,76%) who paid attention to the teacher explanation, 4students (15,38%) giving respond in learning process, 19students (73.07%) made the notes from the material, 13 students (50%) Following Teacher Instruction and 26 students doing the task.

According to the result of observation above, it can be concluded that the learning process was sufficient. The weaknesses in the implementation of the learning process in cycle I were the some studentmade noisy and still confuse with the material was given.

d) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' did not understand about the clue to arrange writing procedure text so there average have not achieved the standard minimum criteria yet.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

3. Cycle II

The action in the cycle I was not success enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

a. Planning

In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material that would be used in teaching learning process. The material was procedure text. The material included the definition,

the generic structure, and the example of procedure text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

b. Acting

1) The first meeting

In this session, they were looked more enthusiasm and more active in following the learning process. They more asked the question or answered it. They also could deliver their result discussion well. The first meeting was done on Thursday, July 26st 2018. At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle 2 was focused on the weakness of cycle 1. The researcher found the students' problems were in understanding the clue to rearrange procedure text. The researcher asked about the previous material before she explained more about it. After that, the researcher explained again what is procedure and how to understand it. Then, the researcher gave an example of procedure text.

Finally, the bell rang after 2 x 40 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about procedure text.

2. The Second Meeting

a) Planning

Based on the problem, faced in the first cycle, the researcher made a lesson plan that focused on it, she also prepared observation sheet of the student.

b) Acting

The second meeting was done on Tuesday, July 31th 2018 at 08.50 – 10.20 a.m. The researcher began the class by greeted the students. After that, the researcher asked about their condition and checked the attendance list. The researcher reviewed explanations the material of procedure text. The researcher asked to the students whether they have any question about the material. Then, the researcher gave feedback to the students about their question.

After that, the researcher gave pos-test cycle 2 with the similar task on post-test cycle 1 before. He gave 40 minutes to the students to finish their task. The score of post-test cycle 2 can be seen on the table below:

Table 16

Table of the result Score of Students' Writing skill Post Test II

No	Students' Name	Total	Note >70
1	AS	51	Uncompleted
2	AM	80	Completed
3	AH	90	Completed
4	ARN	50	Uncompleted
5	BTT	75	Completed
6	BM	75	Completed
7	DAP	70	Completed
8	DR	78	Completed
9	DF	78	Completed
10	DL	75	Completed
11	EK	80	Completed
12	FP	75	Completed
13	LN	78	Completed
14	MAA	50	Uncompleted
15	MM	70	Completed
16	M	70	Completed
17	NH	75	Completed
18	NL	80	Completed
19	QAF	75	Completed
20	RES	78	Completed
21	RR	78	Completed
22	SA	75	Completed
23	SR	70	Completed
24	ULM	80	Completed
25	VTS	60	Uncompleted
26	YA	80	Completed
Total		1896	
Average		73	

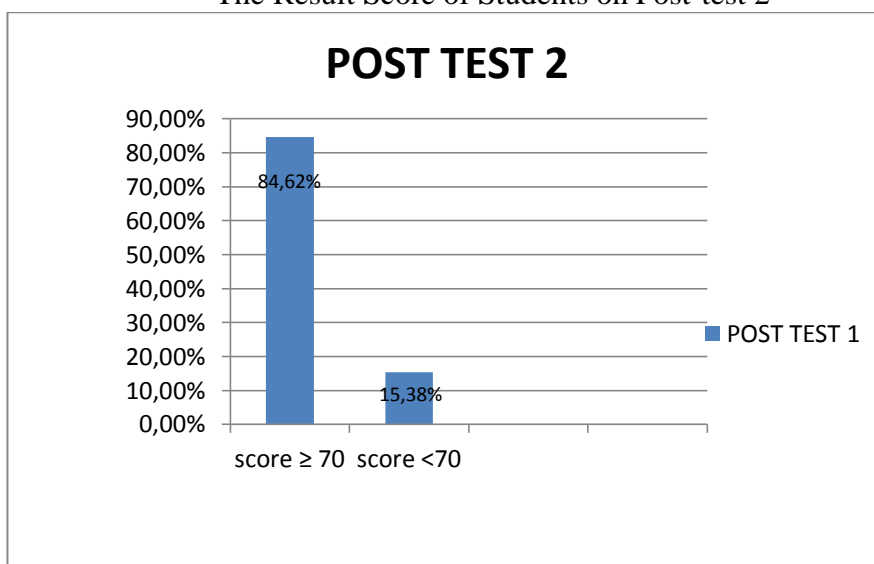
Table 17
Frequency of students' score in Post test 2

No.	Grade	Category	Frequency	Percentage
1.	≥ 70	Completed	22	84,62%
2.	< 70	Uncompleted	4	15,38%
Total			26	100%

Source: The result score of writing post test 2 at X class of SMK IT Baitunnur Punggur 1 on July 31th 2018.

Graphic 3

The Result Score of Students on Post-test 2



Based on the result above, it could be inferred that 22 students (84,62%) were successful and 4 other students (15,38%) were not successful. From the post test 2 results, the researcher got the average of 73. It was higher than post test 1 in cycle I.

c. Observing

In this stage, the observation was done by the researcher. There were some observations that had been done such as; observation on the students activities, and observation on the result of the evaluation.

The observing was done by the researcher that is presented in meeting II in cycle 2. After doing the

treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 18
Observation Sheet of Students' Activities (Cycle II)

No	Name	Students activities				Total	
		1	2	3	4	5	
1	AS	✓		✓		✓	3
2	AM	✓		✓	✓	✓	4
3	AH	✓	✓	✓	✓	✓	5
4	ARN	✓		✓	✓	✓	4
5	BTT	✓	✓	✓	✓	✓	5
6	BM	✓		✓	✓	✓	4
7	DAP	✓	✓	✓	✓	✓	5
8	DR	✓		✓		✓	3
9	DF	✓	✓	✓	✓	✓	5
10	DL	✓	✓	✓	✓	✓	5
11	EK	✓	✓	✓	✓	✓	5
12	FP	✓	✓	✓	✓	✓	5
13	LN	✓		✓	✓	✓	4
14	MAA	✓		✓	✓	✓	4
15	MM	✓		✓	✓	✓	4
16	M	✓	✓	✓	✓	✓	5
17	NH	✓	✓		✓	✓	4
18	NL	✓	✓	✓	✓	✓	5
19	QAF	✓		✓	✓	✓	4
20	RES			✓	✓	✓	4
21	RR	✓	✓	✓	✓	✓	5
22	SA	✓			✓	✓	3
23	SR	✓		✓	✓	✓	4
24	ULM	✓	✓	✓	✓	✓	5
25	VTS	✓		✓		✓	3
26	YA	✓	✓	✓	✓	✓	5

Table 19
The Result of Students Activity in Cycle 2

No	Students Activity	Frequency	Percentage
1	Attention to each explanation	25	96,15%

2	Giving Respond	13	50%
3	Making Notes	24	92,30%
4	Following Teacher Instruction	23	88,46%
5	Doing the Task	26	100%

Source:the result of post test II

From table above, it was revealed that there were 25 students (96,15%) who paid attention to the teacher explanation, 13 students (50%) giving respond, 24 students (92,30%) made the notes from the material, 23 (88,46%) following Teacher Instruction and 26 students (100%) doing the task.

According to the result of the observation above, it can be concluded that the learning process was successful. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

d. Reflecting

The result of cycle II is better than cycle I, it can be seen that the most of the students have not difficulty to arrangement the paragraph. It happened because the student have understand the clue to use jumbled sentence approach in procedure text. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in

cycle I. In the cycle II, the students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using jumbled sentences approach. The teacher help student to understand the paragraph, so they was easy to understand about the text. And their writing skills were improving.

e. Result of the Students' Activities

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II could be seen as follow:

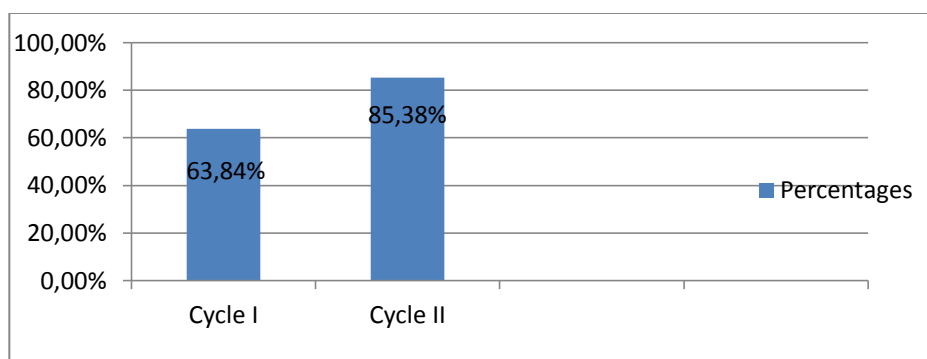
Table 20.
Result of the students' activities in Cycle I & Cycle II

No	Students' Activity	Cycle I	Cycle II	Improving
1.	Attention to teacher explanation	80,76%	96,15%	15,39%
2.	Giving Respond	15,38%	50%	34,62%
3.	Making Notes	73,07%	92,30%	19,23%
4.	Following Teacher Instruction	50%	88,46%	38.46%
5.	Doing the Task	100%	100%	0%
Percentage		63,84 %	85,38%	100%

Based on the data above, it could be inferred that the students felt comfortable and active in following the teaching and learning process. Most of the students showed good improving in learning activities when jumbled sentence approach was applied in teaching and learning process from cycle I to cycle II.

Then, the result of the students' activities could be seen in the graph below:

Graph 4.
Comparison of students' activities in Cycle I and Cycle II



Based on the graphic above, it could be concluded that there was an improving of students' learning activity during study time came by using jumbled sentences approach in improving the students' writing skill. It could look on the result of observation sheet when cycle I that was 63,84%. In addition, the result observation sheet in cycle II was 85,38%. Therefore, this research was stated finish and could be stopped in cycle II

because the results of the students' activities had achieved the indicator of success that was 75%.

C. Interpretation

1. Action and Learning Result in Cycle I and Cycle II

There was an improving score of the students' pre-test, post test 1 and post test 2 in cycle I and cycle II. This is the result score as follow:

Table 21.
Result score of students' Pre-test, post test 1 post test 2

No	Name	Pre-test	Post-test 1	Post-test 2	Note
1.	AS	43	49	51	Improve
2.	AM	47	65	80	Improve
3.	AH	71	78	90	Improve
4.	ARN	40	50	50	Constant
5.	BTT	45	60	75	Improve
6.	BM	50	65	75	Improve
7.	DAP	43	50	70	Improve
8.	DR	47	62	78	Improve
9.	DF	48	65	78	Improve
10.	DL	50	60	75	Improve
11.	EK	60	75	80	Improve
12.	FP	50	70	75	Improve
13.	LN	57	73	78	Improve
14.	MAA	40	50	50	Constant
15.	MM	50	55	70	Improve
16.	M	45	55	70	Improve
17.	NH	55	74	75	Improve
18.	NL	72	78	80	Improve
19.	QAF	50	60	75	Improve
20.	RES	55	72	78	Improve
21.	RR	71	75	78	Improve
22.	SA	45	55	75	Improve
23.	SR	48	55	70	Improve

24.	ULM	50	75	80	Improve
25.	VTS	50	60	60	Constant
26.	YA	71	74	80	Improve
Total Score		1353	1660	1896	
Average		52	64	73	

From the improving each cycle, it could be inferred that the use of jumbled sentences approach could improve the students' writing skill, because the students had understood about the information of the text. It could be seen from the average 64, the data become 73 in the cycle II. It means that the students could achieve the target, the target is 75% students could gain score ≥ 70 .

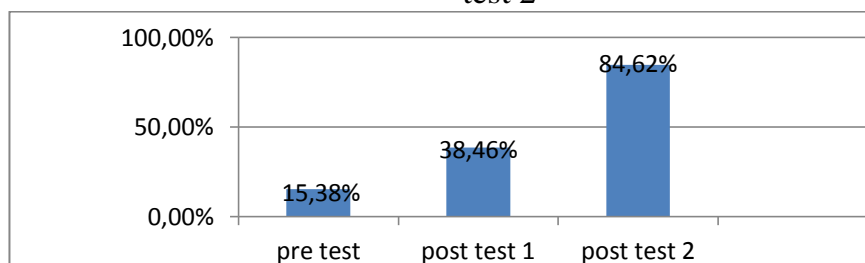
Furthermore, the improving score in each cycle could be seen in the graph below:

Frequency of students' complete score in Pre-test, post test 1, post test 2

No.	Result	Grade	Frequency	Percentage
1.	Pre test	≥ 70	4	15,38%
2.	Post test 1	≥ 70	10	38,46%
3	Post test 2	≥ 70	22	84,62%

Graph 5.

Percentages of the students' score in Pre-test, Post test 1 and Post test 2



There was an improving of the students who got score up to the standard from the pre-test to the post test 1 and from post test 1 to the post test 2.

The research was success if 75% of students able to achieving the minimum mastery criteria (MMC), at least 70. Based on the result pre-test and post test, it could be seen that Jumbled sentences approach was able to improve the students' writing skill significantly related to the students' average before and after given the treatment. The students' average in the pre-test was 52, in post test 1 was 64, and in post test 2 was 73.

Based on the explanation above, the researcher concluded that the research was successful because the result score of the students had achieved the indicator of success that was 75% with the MMC was 70.

D. Discussion

Based on the explanation of cycle I and cycle II, it could be inferred that the use of jumbled sentences approach could improve the students' writing skill in procedure text. There was a progress average score from cycle I was 64. In the cycle II the average score was 73. We could be seen that there was an improvement on the average score.

In this case, the students of tenth graders of SMK IT Baitunnur Punggur have low skill in the writing procedure text. So, the researcher had to be more creative to make students more active and

interest in learning process especially in writing procedure text. It was the reason why the researcher chooses jumbled sentences approach that jumbeld sentences approach was an effective approach for the student which the students should be taught how to plan and organize the ideas or supporting information before doing the composition and the students understand the logical pattern,thematic unity and evaluation of ideas in a paragraph so that they were able to improve their writing skill.

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APPENDIXES

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS - WAJIB
Kelas : X
Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif 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 pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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

Kompetensi #dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.7. Menganalisis fungsi sosial, struktur teks, dan	<input type="checkbox"/> Teks tulis berbentuk <i>Procedure</i> Fungsi Sosial Menyelesaikan pekerjaan, secara lengkap dan urut. Struktur Teks <i>-Goal (something to achieve)</i> Material/ingredient <i>(things we needed to achieve the goal)</i> Steps <i>(activities to achieves the goal)</i>	Mengamati Siswa memperhatikan beberapa contoh teks tentang prosedur. -Siswa menirukan contoh secara terbimbing. -Siswa belajar tentang langkah retorika terkait dengan penulisan procedure text	Tertulis		<ul style="list-style-type: none"> • www.dailyenglish.com • <i>Buku Look Ahead X</i> Erlangga

<p>unsur kebahasaan dari teks prosedur sesuai dengan konteks penggunaannya.</p> <p>4.8 Menangkap makna dalam teks prosedur lisan dan tulis sederhana.</p> <p>4.9 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i>, <i>narrative</i>, dan <i>procedure</i></p> <p>4.10 Menyusun teks tulis <i>recount</i>, <i>narrative</i>, dan prosedur dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Unsur Kebahasaan: <i>-Using Simple Present Tense.</i> <i>-Using an imperative form</i> (Prepare mushrooms, add some sugar, etc.) <i>-Using temporal conjunction (connectives)</i> : (First, firstly, second, secondly, then, after that ...) <i>-Using action verb (material process)</i> : (take, put, cut, pour, etc.) <i>-Using adverbials to clarify the time, place, or manner</i> (wait for fifteen minutes, mix thoroughly, stirring gently, etc.)</p>	<p>Mempertanyakan (questioning) -Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks procedure yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</p> <p>Mengeksplorasi -Siswa secara kompok membacakan teks prosedur dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat</p> <p>-Siswa menuliskan frasa frasa kalimat yang di perlukan dalam teks procedure</p>			
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Metro, juli 2018

Khafid Royani S.Pd

The Researcher

Tri Mulya Indah Wardani

NPM. 14122287

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMK
Mata Pelajaran : Bahasa Inggris
Kelas/semester : X
Materi Pokok : Teks prosedur berbentuk tulis
Alokasi Waktu : 2x45 menit

A. Kompetensi Inti

1. : Menghargai dan menghayati ajaran agama yang dianutnya
2. : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.	3.6.1. Mengidentifikasi struktur teks dan unsur kebahasaan dari teks prosedur

2.	<p>4.10 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i>, <i>narrative</i>, dan <i>procedure</i></p> <p>4.11 Menyusun teks tulis <i>recount</i>, <i>narrative</i>, dan prosedur dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.8.1. Membaca teks prosedur berbentuk tulis</p> <p>4.8.2. Membuat teks prosedur berdasarkan instruksi yang diberikan.</p>
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C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Siswa dapat mengidentifikasi struktur teks dari teks prosedur yang telah ditunjukkan oleh guru dengan benar.
2. Siswa dapat mengidentifikasi unsur kebahasaan dari teks prosedur yang telah ditunjukkan oleh guru dengan benar.
3. Siswa dapat membaca teks prosedur berbentuk tulis setelah guru memberikan contoh teks dengan jelas.
4. Siswa dapat menyusun teks prosedur menjadi paragraph yang padu berdasarkan instruksi yang diberikan oleh guru.

D. Materi Pembelajaran

Procedure text adalah sebuah teks yang memberikan kita perintah atau instruksi untuk melakukan sesuatu.

1. Fungsi Sosial

Menyelesaikan pekerjaan, secara lengkap dan urut.

2. Struktur Teks

- a. *Goal (something to achieve)*

b. **Material/ingredient** (things we needed to achieve the goal)

c. **Steps** (activities to achieves the goal)

3. Unsur Kebahasaan:

a. Using Simple Present Tense.

b. Using an imperative form (Prepare mushrooms, add some sugar, etc.)

c. Using temporal conjunction (connectives) : (First, firstly, second, secondly, then, after that ... etc)

d. Using action verb (material process) : (take, put, cut, pour, etc.)

e. Using adverbials to clarify the time, place, or manner (wait for fifteen minutes, mix thoroughly, stirring gently, etc.)

f. Generalized human is "you", but with implicitly (add salt and grind all spices (It is mean that the subject is "you", so it is not really important to be written)

E. Metode Pembelajaran:

Jumbled sentences Approach

F. Media, Alat, dan Sumber Pembelajaran

1. **Media** : Gambar, LCD, Laptop, students` work sheet, Buku

2. **Alat** : board marker,

4. Sumber Pembelajaran: ·

Buku Get Along with English

LKS berbahasa Inggris

·Sumber dari internet:

· www.dailyenglish.com

G. Langkah-langkah pembelajaran

1. Pendahuluan

a. Guru memberi salam.

b. Guru memeriksa kehadiran siswa.

c. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengajak peserta didik untuk merapikan kelas dan penampilan mereka.

- d. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa.
- e. Guru mengajak peserta didik untuk bermain ice breaking bersama
- f. Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.
- g. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- h. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP

2. Kegiatan Inti

a. Eksplorasi

- Guru menjelaskan tentang penulisan introduction terkait dengan teks procedur.
- Guru menjelaskan tentang langkah retorika terkait dengan penulisan procedure text
- Guru memberikan latihan soal tentang teks procedure
- Guru meminta siswa untuk membaca teks tersebut
- Guru meminta siswa untuk menuliskan frasa frasa, kalimat kalimat yang di perlukan untuk menulis teks procedure.

b. Elaborasi

- Guru membagi siswa menjadi beberapa kelompok secara berpasangan
- Guru memberikan teks procedure
- Guru menegaskan kepada masing masing kelompok secara berpasangan untuk menyusun kembali teks procedure yang tidak tersusun dengan benar
- Peserta didik menyusun kembali teks procedure tersebut secara berpasangan dengan kelompok dan menjadi susunan yang padu

c. Konfirmasi

- Guru bertanya jawab tentang hal yang belum diketahui oleh siswa
- Siswa bersama dengan guru memberikan ulasan tentang retorika, kosa kata, dan tata bahasa yang terkait dengan teks procedure.

d. Penutup

- Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

- Guru memberikan penugasan berupa tugas mandiri membuat teks procedure
- Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Peserta didik dan guru mengucapkan salam perpisahan.

WRITING RUBRIC ASSESSMENT

Name :

Class/Number :/

No	Criteria to be assessed	Low performance 1-4	Good Performance 5-7	Very Good Performance 8-10	Score
1.	Text Organization	Doesn't use the correct text organization	Use the correct text organization but has not elaborated the idea	Use the correct text organization and with elaborated idea	
2.	Sentence formation	Use simple sentences	begins to vary simple sentences and compound sentences	Use simple sentences, compound sentences and complex sentences correctly	
3.	Grammar	Too many mistakes	6 until 10 mistakes	Under 5 Mistakes	
4.	Vocabulary	Basic	Developed	Purposefully	

		Vocabulary, less precise	vocabulary	chosen vocabulary	
5.	Mechanic	Some errors with spelling and punctuation	Mostly effective use of mechanics; errors do not detract from meaning	Effective use of capitalization, punctuation, and spelling	
6.	Tidiness and deadline	Write awkwardly, Unreadable, submit late more than 3 days from the deadline	Write quite neatly, quite clear font, submit late three days from the deadline	Write neatly, clear font, submit the work in/on time	
	Total score				
	Final Score = (total score : 6)				

Metro, juli 2018

Mengetahui,
The Collaborator

The Researcher

Khafid Royani S.Pd

Tri Mulya Indah Wardani

NPM. 14122287

PRE-TEST INSTRUMENT OF PROCEDURE TEXT

Subject : English
Class : X
Time Allocation : 45 Minutes

Direction :

1. Write your name on answer sheet.
2. Write Procedure Text with your own word with the theme
 - a. How to make mango juice
 - b. How to make coffee
 - c. How to make noodle

POST TEST 1 INSTRUMENT OF PROCEDURE TEXT

Subject : English
Class : X
Time Allocation : 45 Minutes

Direction :

1. Write your name on answer sheet.
2. Arrange the sentences into a good order of procedure.
3. Please use your own hand writing and write carefully.

Arrange the following sentences into a good order of procedure.

How To Call Person

1. Press the call button (green button)
2. Press the “power” button.
3. Wait until the other accept your call
4. Search the name of the person that you want to call in contact list or
5. press the number you want to call (3,1,4,2)

Arrange the following sentences into a good order of procedure.

How To Make Orange juice

1. next, add sugar and ice cubes.
2. third, Place the sliced oranges into the blender or grinder
3. next, Grind or blend until they become smooth.
4. last, Pour the collected orange juice into tall glasses and Serve it.
5. First, Rinse the oranges (4,3,5,6,1,2)

POST TEST 11 INSTRUMENT OF PROCEDURE TEXT

Subject : English
Class : X
Time Allocation : 45 Minutes

Direction :

1. Write your name on answer sheet.
2. Arrange the sentences into a good order of procedure.
3. After do the task, rewrite with your own word.

Arrange the following sentences into a good order of procedure.

How To Make Orange juice

1. next, add sugar and ice cubes.
2. third, Place the sliced oranges into the blender or grinder
3. next, Grind or blend until they become smooth.
4. last, Pour the collected orange juice into tall glasses and Serve it.
5. First, Rinse the oranges (4,3,5,6,1,2)

How to Make a Cup Milo

1. Second, add Hot Water until it reaches about $\frac{3}{4}$ of the cup
2. Finally, Add a little more Hot Water until nearly full and stir once more.
3. Third, stir and make sure all of the Powdered Milo is dissolved.
4. First, put in about 4 tablespoons of Powdered Milo into a cup.(2,4,3,1)

Observation Sheet of the Teacher's Activities (Cycle I)

Day/Date : 19 July 2018

School : SMK IT BAITUNNUR PUNGGUR

Class : X TKJ

Teacher's Activity	Good	Enough	Less
1. Pre Teaching a. Prepare the lesson plan b. Prepare the material that will be given c. Ability in opening the learning process	√		
2. While teaching a. Inform the objective of learning b. Explain the material chronological c. Guide the students follow the lesson d. Motivate the students e. Guide the students to practice the material	√		
3. Post teaching a. Conclude the result Learning b. Close the learning activity	√		

Observation Sheet of the Teacher's Activities (Cycle II)

Day/Date :24 july 2018

School : SMK IT BAIUNNUR PUNGGUR

Class : X TKJ

Teacher's Activity	Good	Enough	Less
4. Pre Teaching d. Prepare the lesson plan e. Prepare the material that will be given f. Ability in opening the learning process	√		
5. While teaching f. Inform the objective of learning g. Explain the material chronological h. Guide the students follow the lesson i. Motivate the students j. Guide the students to practice the material	√		
6. Post teaching c. Conclude the result Learning d. Close the learning activity	√		

Observation Sheet of Students' Activities (Cycle I)

No	Name	Students activities					Total
		1	2	3	4	5	
1	AS			✓		✓	2
2	AM	✓	✓		✓	✓	4
3	AH	✓		✓	✓	✓	4
4	ARN	✓				✓	2
5	BTT	✓		✓	✓	✓	4
6	BM			✓		✓	2
7	DAP	✓		✓		✓	3
8	DR	✓		✓	✓	✓	4
9	DF	✓	✓		✓	✓	4
10	DL	✓		✓		✓	3
11	EK	✓	✓		✓	✓	4
12	FP	✓		✓		✓	3
13	LN	✓		✓	✓	✓	4
14	MAA	✓		✓	✓	✓	4
15	MM	✓				✓	2
16	M	✓	✓	✓		✓	4
17	NH	✓			✓	✓	2
18	NL	✓		✓	✓	✓	4
19	QAF	✓		✓	✓	✓	4
20	RES			✓		✓	3
21	RR	✓		✓	✓	✓	4
22	SA			✓		✓	2
23	SR	✓				✓	2
24	ULM	✓		✓		✓	3
25	VTS			✓		✓	2
26	YA	✓		✓	✓	✓	4

Observation Sheet of Students' Activities (Cycle II)

No	Name	Students activities				Total	
		1	2	3	4	5	
1	AS	✓		✓		✓	3
2	AM	✓		✓	✓	✓	4
3	AH	✓	✓	✓	✓	✓	5
4	ARN	✓		✓	✓	✓	4
5	BTT	✓	✓	✓	✓	✓	5
6	BM	✓		✓	✓	✓	4
7	DAP	✓	✓	✓	✓	✓	5
8	DR	✓		✓		✓	3
9	DF	✓	✓	✓	✓	✓	5
10	DL	✓	✓	✓	✓	✓	5

11	EK	✓	✓	✓	✓	✓	5
12	FP	✓	✓	✓	✓	✓	5
13	LN	✓		✓	✓	✓	4
14	MAA	✓		✓	✓	✓	4
15	MM	✓		✓	✓	✓	4
16	M	✓	✓	✓	✓	✓	5
17	NH	✓	✓		✓	✓	4
18	NL	✓	✓	✓	✓	✓	5
19	QAF	✓		✓	✓	✓	4
20	RES			✓	✓	✓	4
21	RR	✓	✓	✓	✓	✓	5
22	SA	✓			✓	✓	3
23	SR	✓		✓	✓	✓	4
24	ULM	✓	✓	✓	✓	✓	5
25	VTs	✓		✓		✓	3
26	YA	✓	✓	✓	✓	✓	5

The Result Score of Students' Writing Pre-Test

NO	Students' Name	Criteria of the score					Total	Note >70
		C	O	V	L	M		
1	AS	13	7	7	13	3	43	Uncompleted
2	AM	14	9	10	11	3	47	Uncompleted
3	AH	17	14	20	15	4	71	completed
4	ARN	13	8	9	7	3	40	Uncompleted
5	BTT	14	10	8	10	3	45	Uncompleted
6	BM	16	11	11	8	4	50	Uncompleted
7	DAP	14	8	9	9	3	43	Uncompleted
8	DR	13	11	7	12	4	47	Uncompleted
9	DF	15	10	9	10	4	48	Uncompleted
10	DL	13	12	7	13	5	50	Uncompleted
11	EK	16	13	15	11	5	60	Uncompleted
12	FP	14	9	10	14	3	50	Uncompleted
13	LN	15	16	12	10	5	57	Uncompleted
14	MAA	16	9	8	7	3	40	Uncompleted
15	MM	16	7	11	13	3	50	Uncompleted
16	M	14	8	12	7	4	45	Uncompleted
17	NH	13	16	13	8	5	55	Uncompleted
18	NL	17	14	20	16	4	72	completed
19	QAF	13	8	11	15	3	50	Uncompleted
20	RES	14	15	10	12	4	55	Uncompleted
21	RR	17	14	20	15	4	71	completed
22	SA	13	9	7	13	3	45	Uncompleted
23	SR	13	7	10	15	3	48	Uncompleted
24	ULM	14	11	8	12	5	50	Uncompleted

25	VTS	13	12	8	13	4	50	Uncompleted
26	YA	17	14	20	15	4	71	completed
Total							1.353	
High score							72	
Lowest score							40	
Average							52	

Result Score of Students' WritingPostTest 1

No	Students' Name	Criteria of the score					Total	Note >70
		C	O	V	L	M		
1	AS	16	11	9	10	3	49	Uncompleted
2	AM	15	14	13	19	4	65	Uncompleted
3	AH	17	19	17	21	4	78	Completed
4	ARN	13	12	13	9	3	50	Uncompleted
5	BTT	15	13	13	15	4	60	Uncompleted
6	BM	15	14	13	19	4	65	Uncompleted
7	DAP	13	14	11	9	3	50	Uncompleted
8	DR	14	13	14	17	4	62	Uncompleted
9	DF	15	14	13	19	4	65	Uncompleted
10	DL	15	13	13	15	4	60	Uncompleted
11	EK	15	17	19	20	4	75	Completed
12	FP	14	15	17	20	4	70	Completed
13	LN	15	16	17	21	4	73	Completed
14	MAA	13	12	13	9	3	50	Uncompleted
15	MM	14	13	15	10	3	55	Uncompleted
16	M	14	15	13	10	3	55	Uncompleted
17	NH	15	17	19	19	4	74	Completed
18	NL	17	19	17	21	4	78	Completed
19	QAF	15	14	13	15	4	60	Uncompleted
20	RES	14	18	18	18	4	72	Completed
21	RR	15	17	19	20	4	75	Completed
22	SA	14	15	13	10	3	55	Uncompleted
23	SR	14	15	12	11	3	55	Uncompleted
24	ULM	15	17	19	20	4	75	Completed
25	VTS	15	14	13	15	4	60	Uncompleted
26	YA	15	16	20	19	4	74	Completed
Total							1660	
High score							78	
Lowest score							49	
Average							64	

the result Score of Students' Writing skill Post Test II

No	Students' Name	Criteria of the score					Total	Note >70
		C	O	V	L	M		
1	AS	13	12	13	9	4	51	Uncompleted
2	AM	17	19	17	22	5	80	completed
3	AH	23	21	19	22	5	90	completed
4	ARN	13	14	11	9	3	50	Uncompleted
5	BTT	15	17	19	20	4	75	completed
6	BM	15	18	20	20	4	75	completed
7	DAP	14	15	17	21	3	70	completed
8	DR	17	19	17	21	4	78	completed
9	DF	17	19	18	20	4	78	completed
10	DL	15	18	20	20	4	75	completed
11	EK	17	19	17	22	5	80	completed
12	FP	16	17	20	20	4	75	completed
13	LN	18	18	18	20	4	78	completed
14	MAA	13	12	13	10	4	50	Uncompleted
15	MM	15	14	17	21	3	70	completed
16	M	14	15	17	21	3	70	completed
17	NH	15	18	19	21	4	75	completed
18	NL	19	17	17	22	5	80	completed
19	QAF	15	18	19	21	4	75	completed
20	RES	18	19	17	20	4	78	Completed
21	RR	18	19	17	20	4	78	Completed
22	SA	15	18	19	21	4	75	Completed
23	SR	15	14	16	21	4	70	Completed
24	ULM	19	17	17	22	5	80	Completed
25	VTS	15	14	13	15	4	60	Uncompleted
26	YA	19	17	17	22	5	80	Completed
Total							1896	
High score							90	
Lowest score							50	
Average							73	



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Tri Mulya Indah Wardani
NPM : 14122287

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	06/09/2018		✓	revise your abstract revise chapter IV-V	
2	13/09/2018		✓	Acc and Continue to the first sponsor	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004



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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Tri Mulya Indah Wardani
NPM : 14122287

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday 14/2018 /09	✓		Revise cover. abstract Revise chapter. IV	
2	Senin 17/9-18	✓		- Revisi is ok acc for munagimyah	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



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KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-2390/In.28.1/J/TL.00/10/2017
Lamp : -
Hal : **IZIN PRA-SURVEY**

31 November 2017

Kepada Yth.,
Kepala SMK IT Baitunnur Punggur
Di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa kami :

Nama : Tri Mulya Indah Wardani
Npm : 1422287
Fakultas : Tarbiyah Dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul : Improving The Student's Writing Skill In Procedure Text By Rearranging
Jumbled Sentences At Tenth Grade Of SMK IT Baitunnur Punggur 2017/2018

Untuk melakukan *pra-survey* di SMK IT Baitunnur Punggur

Demikianlah permohonan ini di sampaikan, atas perhatian dan perkenannya dihaturkan terimakasih.

Wassalamu'alaikum wr. Wb.

Ketua Jurusan TBI.

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : 1546 /In.28.1/J/PP.00.9/5/2018

10 Mei 2018

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dra. Umi Yawisah, M.Hum

2. Syahreni Siregar, M.Hum

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Tri Mulya Indah Wardani
NPM : 14122287
Fakultas : Tarbiyah dan Ilmu keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving the Students' Writing Skill in Procedure Text by Jumbled Sentences Approach at the Tenth Graders of SMK IT Baitun Nur Punggur in Academic Year 2017/2018

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan TBI

A. Subhan Roza, M.Pd

NIP. 19750610 2008011014



المعهد الإسلامي السني ببيتون

SMK IT BAITUN NUR PUNGGUR

Alamat : Jl. Pesantern No.1 Tanggulangin Kec. Punggur
Kab. Lampung Tengah Telp. 0725 7522207 Kode Pos 34152

NSS : 34.2.12.03.06.067 NPSN : 69787061 Email : smkit_baitunnur@yahoo.com

Nomor : 421.5/043./SMKIT-BN/VII/2018
Perihal : Surat Balasan Izin Research
Lampiran :-

16 JULI 2018

Kepada Yth.
Wakil Dekan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Menanggapi surat Saudara No. B-2217/In.28/D.1/TL.00/07/2018 pada tanggal 10 Juli 2018 dengan Perihal " Izin Melaksanakan Research" bersama dengan ini kami menerangkan, bahwa mahasiswi :

Nama : **TRI MULYA INDAH WARDANI**
NPM : 14122287
Semester : 8 (Delapan)
Fakultas/Jurusan : Pendidikan Bahasa Inggris

Telah selesai melaksanakan Penelitian pada tanggal 16 Juli - 04 Agustus 2018 di **SMK IT BAITUN NUR PUNGGUR** dengan judul "IMPROVING THE STUDENTS WRITING SKILL IN PROCEDURE TEXT BY JUMBLED SENTENCES APPROACH AT THE TENTH GRADERS OF SMK IT BAITUN NUR PUNGGUR IN ACADEMIC YEAR OF 2017/2018".

Demikian surat keterangan ini untuk dapat dipergunakan sebagai mana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakaatuh

Kepala Sekolah

Dr. SUPIAR ALI





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2216/In.28/D.1/TL.01/07/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : TRI MULYA INDAH WARDANI
NPM : 14122287
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK IT BAITUNNUR PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS WRITING SKILL IN PROCEDURE TEXT BY JUMBELED SENTENCES APPROACH AT THE TENTH GRADERS OF SMK IT BAITUNNUR PUNGGUR IN ACADEMIC YEAR OF 2017/2018".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.



The Result Score of Students' Writing Pre-Test

NO	Students' Name	Criteria of the score					Total	Note >70
		C	O	V	L	M		
1	AS	13	7	7	13	3	43	Uncompleted
2	AM	14	9	10	11	3	47	Uncompleted
3	AH	17	14	20	15	4	71	completed
4	ARN	13	8	9	7	3	40	Uncompleted
5	BTT	14	10	8	10	3	45	Uncompleted
6	BM	16	11	11	8	4	50	Uncompleted
7	DAP	14	8	9	9	3	43	Uncompleted
8	DR	13	11	7	12	4	47	Uncompleted
9	DF	15	10	9	10	4	48	Uncompleted
10	DL	13	12	7	13	5	50	Uncompleted
11	EK	16	13	15	11	5	60	Uncompleted
12	FP	14	9	10	14	3	50	Uncompleted
13	LN	15	16	12	10	5	57	Uncompleted
14	MAA	16	9	8	7	3	40	Uncompleted
15	MM	16	7	11	13	3	50	Uncompleted
16	M	14	8	12	7	4	45	Uncompleted
17	NH	13	16	13	8	5	55	Uncompleted
18	NL	17	14	20	16	4	72	completed
19	QAF	13	8	11	15	3	50	Uncompleted
20	RES	14	15	10	12	4	55	Uncompleted
21	RR	17	14	20	15	4	71	completed
22	SA	13	9	7	13	3	45	Uncompleted
23	SR	13	7	10	15	3	48	Uncompleted
24	ULM	14	11	8	12	5	50	Uncompleted
25	VTS	13	12	8	13	4	50	Uncompleted
26	YA	17	14	20	15	4	71	completed
Total							1.353	
High score							72	
Lowest score							40	
Average							52	

the result Score of Students' Writing skill Post Test II

No	Students' Name	Criteria of the score					Total	Note >70
		C	O	V	L	M		
1	AS	13	12	13	9	4	51	Uncompleted
2	AM	17	19	17	22	5	80	completed
3	AH	23	21	19	22	5	90	completed
4	ARN	13	14	11	9	3	50	Uncompleted
5	BTT	15	17	19	20	4	75	completed
6	BM	15	18	20	20	4	75	completed
7	DAP	14	15	17	21	3	70	completed
8	DR	17	19	17	21	4	78	completed
9	DF	17	19	18	20	4	78	completed
10	DL	15	18	20	20	4	75	completed
11	EK	17	19	17	22	5	80	completed
12	FP	16	17	20	20	4	75	completed
13	LN	18	18	18	20	4	78	completed
14	MAA	13	12	13	10	4	50	Uncompleted
15	MM	15	14	17	21	3	70	completed
16	M	14	15	17	21	3	70	completed
17	NH	15	18	19	21	4	75	completed
18	NL	19	17	17	22	5	80	completed
19	QAF	15	18	19	21	4	75	completed
20	RES	18	19	17	20	4	78	Completed
21	RR	18	19	17	20	4	78	Completed
22	SA	15	18	19	21	4	75	Completed
23	SR	15	14	16	21	4	70	Completed
24	ULM	19	17	17	22	5	80	Completed
25	VTS	15	14	13	15	4	60	Uncompleted
26	YA	19	17	17	22	5	80	Completed
Total							1896	
High score							90	
Lowest score							50	
Average							73	

Result Score of Students' Writing Post Test 1

No	Students' Name	Criteria of the score					Total	Note >70
		C	O	V	L	M		
1	AS	16	11	9	10	3	49	Uncompleted
2	AM	15	14	13	19	4	65	Uncompleted
3	AH	17	19	17	21	4	78	Completed
4	ARN	13	12	13	9	3	50	Uncompleted
5	BTT	15	13	13	15	4	60	Uncompleted
6	BM	15	14	13	19	4	65	Uncompleted
7	DAP	13	14	11	9	3	50	Uncompleted
8	DR	14	13	14	17	4	62	Uncompleted
9	DF	15	14	13	19	4	65	Uncompleted
10	DL	15	13	13	15	4	60	Uncompleted
11	EK	15	17	19	20	4	75	Completed
12	FP	14	15	17	20	4	70	Completed
13	LN	15	16	17	21	4	73	Completed
14	MAA	13	12	13	9	3	50	Uncompleted
15	MM	14	13	15	10	3	55	Uncompleted
16	M	14	15	13	10	3	55	Uncompleted
17	NH	15	17	19	19	4	74	Completed
18	NL	17	19	17	21	4	78	Completed
19	QAF	15	14	13	15	4	60	Uncompleted
20	RES	14	18	18	18	4	72	Completed
21	RR	15	17	19	20	4	75	Completed
22	SA	14	15	13	10	3	55	Uncompleted
23	SR	14	15	12	11	3	55	Uncompleted
24	ULM	15	17	19	20	4	75	Completed
25	VTS	15	14	13	15	4	60	Uncompleted
26	YA	15	16	20	19	4	74	Completed
Total							1660	
High score							78	
Lowest score							49	
Average							64	

ATTENDANCE LIST OF PRE TEST

Class : XTKJ

Date : 17 July 2018

NO.	NAME	SIGNATURE
1	ADKHATUS SANGADAH	1. <i>[Signature]</i>
2	ADRIKIL MAZIDAH	2. <i>[Signature]</i>
3	AFRILIA HANDAYANI	3. <i>[Signature]</i>
4	ANNISA ROFIATUN NASHIHAH	4. <i>[Signature]</i>
5	BATRA TINAR TAMA	5. <i>[Signature]</i>
6	BINTI MAGHFIROH	6. <i>[Signature]</i>
7	DAVID ADE PRASETYO	7. <i>[Signature]</i>
8	DEKA RAMADANI	8. <i>[Signature]</i>
9	DWI FITRIANI	9. <i>[Signature]</i>
10	DWI LESTARI	10. <i>[Signature]</i>
11	ELY KURNIAWATI	11. <i>[Signature]</i>
12	FREDY PRATAMA	12. <i>[Signature]</i>
13	LIANA NU ULİYAH	13. <i>[Signature]</i>
14	M. ALFAN AFIFI	14. <i>[Signature]</i>
15	MUHAMMAD MIFTAHURRPHIM	15. <i>[Signature]</i>
16	MUSLIHAH	16. <i>[Signature]</i>
17	NURUL HIKMAH	17. <i>[Signature]</i>
18	NUR WAHYU LITAHANI	18. <i>[Signature]</i>
19	QONIATUN ATMUL FAUZIYAH	19. <i>[Signature]</i>
20	RENDRA EKA SAPUTRA	20. <i>[Signature]</i>
21	RINA RAHMAWATI	21. <i>[Signature]</i>
22	ASABILA ABIDA	22. <i>[Signature]</i>
23	SINTIA RISTIANI	23. <i>[Signature]</i>
24	UMMI LATIFATUL MUKAROMAH	24. <i>[Signature]</i>
25	VINKA TRIA SAPUTRI	25. <i>[Signature]</i>
26	YUYUN AYUNI	26. <i>[Signature]</i>

Guru Mata Pelajaran

[Signature]

Khafid Royani S.Pd

Mahasiswa

[Signature]

Tri mulya Indah Wardani
NPM. 14122287

ATTENDANCE LIST OF POST TEST 1 CYCLE 1

Class : XTKJ

Date : 24 July 2016

NO.	NAME	SIGNATURE
1	ADKHATUS SANGADAH	1.
2	ADRIKIL MAZIDAH	2.
3	AFRILIA HANDAYANI	3.
4	ANNISA ROFIATUN NASHIHAH	4.
5	BATRA TINAR TAMA	5.
6	BINTI MAGHFIROH	6.
7	DAVID ADE PRASETYO	7.
8	DEKA RAMADANI	8.
9	DWI FITRIANI	9.
10	DWI LESTARI	10.
11	ELY KURNIAWATI	11.
12	FREDY PRATAMA	12.
13	LIANA NU ULİYAH	13.
14	M. ALFAN AFIFI	14.
15	MUHAMMAD MIFTAHURRPHIM	15.
16	MUSLIHAH	16.
17	NURUL HIKMAH	17.
18	NUR WAHYU LITAHANI	18.
19	QONIATUN ATMUL FAUZIYAH	19.
20	RENDRA EKA SAPUTRA	20.
21	RINA RAHMAWATI	21.
22	ASABILA ABIDA	22.
23	SINTIA RISTIANI	23.
24	UMMI LATIFATUL MUKAROMAH	24.
25	VINKA TRIA SAPUTRI	25.
26	YUYUN AYUNI	26.

Guru Mata Pelajaran

Khafid Royani S.Pd

Mahasiswa

Tri mulya Indah Wardani
NPM. 14122287

ATTENDANCE LIST OF POST TEST CYCLE 2

Class : XTKJ

Date : 31 July 2019

NO.	NAME	SIGNATURE
1	ADKHATUS SANGADAH	1.
2	ADRIKIL MAZIDAH	2.
3	AFRILIA HANDAYANI	3.
4	ANNISA ROFIATUN NASHIHAN	4.
5	BATRA TINAR TAMA	5.
6	BINTI MAGHFIROH	6.
7	DAVID ADE PRASETYO	7.
8	DEKA RAMADANI	8.
9	DWI FITRIANI	9.
10	DWI LESTARI	10.
11	ELY KURNIAWATI	11.
12	FREDY PRATAMA	12.
13	LIANA NU ULİYAH	13.
14	M. ALFAN AFIFI	14.
15	MUHAMMAD MIFTAHURRPHIM	15.
16	MUSLIHAH	16.
17	NURUL HIKMAH	17.
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20	RENDRA EKA SAPUTRA	20.
21	RINA RAHMAWATI	21.
22	ASABILA ABIDA	22.
23	SINTIA RISTIANI	23.
24	UMMI LATIFATUL MUKAROMAH	24.
25	VINKA TRIA SAPUTRI	25.
26	YUYUN AYUNI	26.

Guru Mata Pelajaran

Khafid Royani S.Pd

Mahasiswa

Tri mulya Indah Wardani
NPM. 14122287

FIELD NOTE IN CYCLE I

CLASS : X

SCHOOL : SMK IT BAITUNNUR PUNGGUR

Date	Meeting	Activities
17/2018 /9	I	<ul style="list-style-type: none"> - Give Pre-Test for the students' - Most of the students' did the Confusedly
19/2018 /9	II	<ul style="list-style-type: none"> - The Teacher give the material about the topic
24/2018 /9	III	<ul style="list-style-type: none"> - Give Post-Test 1 to the students' - Some students passed the minimum standard criteria, but to many students' did not pass the score. - Make reflection to students' and made evaluation for the teaching learning Process

Mengetahui,
The Collaborator



Khafid Royani S.Pd

The Researcher



Tri Mulya Indah Wardani
NPM. 14122287

FIELD NOTE IN CYCLE II

CLASS : X

SCHOOL : SMK IT BAITUNNUJUM PUNGGUR

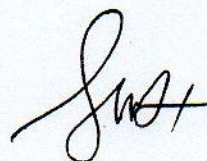
Date	Meeting	Activities
26/2018 7	<u>VI</u>	<ul style="list-style-type: none"> - Explain the material clearly - The student give more attention for the teacher explanation - The students' able to make arrange the sentences into a good order of procedure.
31/2018 7	<u>V</u>	<ul style="list-style-type: none"> - The Teacher give post-test II after giving treatment - Most the student doing the task correctly - Most of students' passed the minimum standar Criteria.

Mengetahui,
The Collaborator



Khafid Royani S.Pd

The Researcher



Tri Mulya Indah Wardani

NPM. 14122287

DOCUMENTATION GUIDANCE

- a. Documentation about historical background of SMK 1 BAITUNNUR Punggur.
- b. Documentation about condition of teacher and official employees of SMK IT BAITUNNUR Punggur.
- c. Documentation about students of SMK IT BAITUNNUR Punggur.
- d. Documentation about structural organization of SMK IT BAITUNNUR Punggur.
- e. Documentation about sketch of location SMK IT BAITUNNUR Punggur.

THE RESEARCHER GIVES TREATMEN



THE STUDENTS` DOING THE TASK

Post test 1



Post test 2



CURRICULUM VITAE



Tri mulya indah wardani was born on May 16th 1996 in kotagajah, Central Lampung. Ethnically speaking, she comes from Javanese family descent. She is the last child of Mr. Slamet Riyadi and Mrs. Dwi Wati.

She took her elementary school at SDN 1 Ekamulya (2002-2008). Then, she continued to junior high school at SMPN 1 Mesuji Timur (2008-2011). Having graduated from junior high school, she took her study on SMA N 1 Mesuji Timur and finished in 2014. Actually, at the same year, she was registered as a S1 student of English Education Study Program of State Institute for Islamic Studies of Metro.