AN UNDERGRADUATE THESIS

**THE USE OF DRAW LABEL CAPTION (DLC) TECHNIQUE
TO IMPROVE THENARRATIVE PARAGRAPH WRITING ABILITY
AMONG THE TENTH GRADERS OF SMAN 1 TRIMURJO
CENTRAL LAMPUNG**

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ENGLISH EDUCATION DEPARTMENT**

**THE STATE INSTITUTE FOR ISLAMIC STUDIESOFMETRO
1440 H / 2018 M**

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THE TENTH GRADERS OF SMAN 1 TRIMURJO
CENTRAL LAMPUNG

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

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ABSTRACT
By :
RINI HASTARI

The purposes of this research are to show that using of Draw Label Caption (DLC) technique can increase the students' narrative paragraph writing ability and students' learning activities at the tenth graders of SMAN 1 Trimurjo East Lampung.The researcher had outlined the problem in this research that focused on writing ability. It is related on the problem identification that the students have low motivation to learn English especially in writing, they get the difficulties to comprehend the main idea and information from the topic and they are also not interested about the learning technique in the class. They always feel bored in writing subject.

In this research conducted a classroom action research (CAR) in form of experiment research; the characteristic of the writer is correlated at tenth graders of SMAN 1 Trimurjo East Lampung. The population of this research consist of 20 students and the sample is of the class X.Science.1 grade students. The total sampling technique. The instruments used test, observation, and document. Before writer gave the test, writer has been teaching about 6 times at the class to get information from the students. Test is a primary method in collecting data. Test had been done twice; they were pre-test and post-test. Furthermore, documentation and observation are supporting method in collecting data.

Finally, the data confirmed that pre-test just 15% students that can fulfill minimum mastery criteria (KKM) and mean of the pre-test is 55. It can say that the result of pre-test was unsatisfactory. Then, in post-test 1 there are 35% students that can fulfill minimum mastery criteria (KKM) and mean of the post-test 2 is 66,25. It means that there is a significant influence of using Draw Label Caption (DLC) techniqueon the the students' narrative paragraph writing ability at the tenth graders ofSMAN 1 Trimurjo East Lampung.

Keywords : *Writing Ability, Narrative Paragraph, Draw Label Caption (DLC) Technique*

**PENGGUNAAN TEHNIK DRAW LABEL CAPTION (DLC)
UNTUK MENINGKATKAN KEMAMPUAN SISWA
DALAM MENULIS PARAGRAF NARATIF PADA KELAS X SMAN 1
TRIMURJO LAMPUNG TENGAH**

ABSTRAK
Oleh :
RINI HASTARI

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan Draw Label Caption (DLC) technique dapat meningkatkan kemampuan siswa dalam menulis paragraph naratif dan aktiitas pembelajaran pada siswa kelas X SMAN 1 Trimurjo Lampung Tengah. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan menulis. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi rendah untuk belajar bahasa Inggris khususnya materi menulis, mereka mengalami kesulitan dalam memahami topik utama dan informasi padatopik dan mereka pula tidak tertarik terhadap tekhnik yang digunakan di kelas. Mereka selalu bosan pada saat mata pelajaran menulis.

Penelitian ini merupakan penelitian tindakan kelas (PTK), yang berbentuk penelitian ekperimen dan bersifat hubungan antara variabel pada murid kelas X SMA Negeri 1 Trimurjo Lampung Tengah. Populasi dalam penelitian ini berjumlah 20 siswa dan sampel yang diambil dalam penelitian ini adalah siswa kelas X.IPA.1. Teknik pengambilan data sampel menggunakan teknik sampel secara keseluruhan. Instrument penelitian yang digunakan yaitu test, dokumentasi, dan observasi. Tes merupakan metode pengumpulan data yang terutama. Sebelum melakukan tes penulis mengajar terlebih dahulu sekitar 6 kali pemberian materi untuk mendapatkan informasi dari siswa. Tes digunakan untuk mengukur hasil belajar bahasa inggris siswa dan dilaksanakan dua kali yakni pre-test dan post-test. Sedangkan observasi dan dokumentasi adalah metode penunjang dalam penelitian ini.

Akhirnya, setelahdata diteliti dapat disimpulkan bahwa hasil pre-test hanya 15% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (KKM) dengan rata-rata 55. Hal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan. Sedangkan hasil post-test 1 ada 35% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (KKM) dengan rata-rata 66,25. Hal ini dapat

disimpulkan bahwa ada peningkatan yang nyata antara penggunaan Draw Label Caption (DLC) technique terhadap kemampuan siswa dalam menulis paragraf naratif pada kelas X SMAN 1 Trimurjo Lampung Tengah.

Kata Kunci : *Kemampuan Menulis,Paragraf Naratif, Draw Label Caption (DLC) Tekhnik*

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APPROVAL PAGE

Title : THE USE OF DRAW LABEL CAPTION (DLC) TECHNIQUE TO IMPROVE THE STUDENTS' NARRATIVE PARAGRAPH WRITING ABILITY AT THE TENTH GRADERS OF SMAN 1 TRIMURJO IN CENTRAL LAMPUNG

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

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

Name   : Rini Hastari

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikumWr.Wb

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Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE
No. B-3790/In.28.1/D/PP.00.9/11/2018

An Undergraduate thesis entitled: THE USE OF DRAW LABEL CAPTION
(DLC) TECHNIQUE TO IMPROVE THE STUDENTS' NARRATIVE
PARAGRAPH WRITING ABILITY AT THE TENTH GRADERS OF SMAN1
TRIMURJO CENTRAL LAMPUNG, written by RINI HASTARI student number
14122067, English Education Department, had been examined (Munaqosyah) in
Tarbiyah Faculty on Monday, November 19th, 2018.

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STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researchers' research, in exception of certain parts which are excerpted from the bibliography.

Metro, August 2018
The Researcher

RINI HASTARI
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ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pusaka.

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Yang membuat peryataan,

RINI HASTARI
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MOTTO

يُسْرًا الْعُسْرِ مَعَ فَإِنَّ

" Indeed, there are difficulties in addition to ease of "
(Q.S.Al-Insyirah:5)

"The best pleasure in life is doing what people say that you cannot do"

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My beloved family, especially myparents (Mr. Jumiran and Mrs. Hariyani) who always pray and supporting their endless love.

My beloved friends, thanks for supporting me.

My Sponsor and Co-sponsor, thanks for guiding.

My beloved Almamater of State Institute for Islamic Studies of Metro.

ACKNOWLEDMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

In the name of Allah, the Most Gracious, the Most Merciful. Praise to Allah who has created the beautiful universe and given his blessing to all mankind all over the world without any exception. Peace and blessing be upon the lovely prophet Muhammad SAW, the family and this followers.The greatest gratitude who also be addressed to the Dean of Tarbiyah was Dr. Akla, M.Pd, Head of English Education Department was Ahmad Subhan Roza, M.Pd, Sponsor Dr. Mahrus As'ad, M.Ag and Co-sponsor Trisna Dinillah Harya, M. Pd, who have sincerely given him helpful idea and guided way of writing an undergraduate thesis.

The researcher also did not forget to appreciate all helps and supports from the lectures of English Education Departement, staff of Teachers and Training Faculty, all of my friends, Mrs. Restuning, S.Pd as the English teacher of SMAN 1Trimurjo and of course to the students sitting at the tenth graders of SMAN 1 TrimurjoCentral Lampung. The researcher realized that this undergraduate thesis still imperfect. Therefore, critique and suggestion are needed to build up this

undergraduate thesis to be better. The researcher hoped that the result of the research can be beneficial to all of us properly.

Metro, August 2018
The Researcher

Rini Hastari
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a set of habits that plays very important role in human's life, such as in thinking, communicating ideas and negotiating with the others. Language means of communication and information.

English is as an international language that can be used by all countries as the first, the second or the foreign language. In Indonesia, English is as the foreign language that must be learned by students from the elementary school up to the university.

Writing is one of the four language skills that play an important role in language point of view in written to the others in the communities. According to Sylvan Barnet, "writing is a way of getting and developing ideas." The

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students are not only need to learn the theory for writing but also they have to know how to control and develop idea in their writing. Beside that, the students' motivation also belongs to important aspect in writing process because writing is one of skill that is difficult enough to learn. In learning writing skill, many students often find problems. The problems are the students still feel strange and face some difficulties in writing process.[1]

Furthermore, Michael Hutagulung "Draw Label Caption (DLC) technique is the both a lesson plan and pre-writing technique that can help the students brainstorm before writing a functional story or a personal narrative.[2] The purpose of teaching Draw Label Caption is process generating opportunities for the students in order to make them more active in learning in the class or in their environment to get the ideas to analysis purpose new information to write a narrative paragraph.

The researcher used Draw Label Caption Technique in this research. The researcher believed that draw label caption technique could motivate and measure the students' ability in writing narrative paragraph.

The students' test result of report writing ability at the tenth graders of SMAN 1 Trimurjo :

Table 1
The Result of Students' Narrative Paragraph Writing Ability at The Tenth Graders
of SMAN 1 Trimurjo

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[1]Sylvan Barnet, *Critical Thinking, Reading, and Writing A Brief Guide to Argument*,newyork:Bedford/ St. Martin's(2011) p.227

[2]Steve Peha, *The writing Teacher's Strategy Guide,* Teaching That Making Sense, Inc, New York, 2003, P. 47

No	Score	Category	Frequency	Percentage
1	>70	Passed	3	15 %
2	<70	Failed	17	85 %
Total			20	100%

Source: The Students' Test Result of Writing Narrative Paragraph that was taken on Pre survey at October 30, 2017

Based on the data of pra-survey on October 30, 2017 at the tenth graders of SMAN 1 Trimurjo. The researcher got the data about students' score. There are 20 students in the tenth graders, 3 students (15%) get higher score and 17 students (85%) get score under 70. It means that, the students failed to pass the minimum mastery criteria (MMC) of English Subject that was 70.

Based on the problem above , the researcher found the students' writing ability was still low and here the researcher only focused on increasing the students' writing ability and solved the problem about students' difficulties to write an English text or paragraph. Draw Label Caption is one of technique in learning language. It could help the students to increase their skill in writing through draw everything and give summary based on the picture. In this research, the researcher tried to find the effective solution to increase the students' writing skill through Draw Label Caption Technique to Improve The Narrative Paragraph Writing Ability Among The Tenth Graders of SMAN 1 Trimurjo.

Based on situation above the researcher conducted a research entitled:

"The Use of Draw Label Caption Technique to Improve The Narrative Paragraph Writing Ability Among The Tenth Graders of SMAN 1 Trimurjo."

B. Problem Identification

Referring to the background of the study above, the problems could be identified as follows:

1. The students have low score in writing ability.
2. Most of the students have difficulties to write in English.
3. The students have low motivation in writing an English paragraph or text.
4. The students have low skill especially in narrative paragraph.

C. Problem Limitation

Limitation is very useful for the researcher to determine the focus point of problem that would be analyzed. So in this case, the researcher focused on the first and the second problems which the students have low score in writing ability and the students have difficulties to write in English, especially on increasing the students' narrative paragraph writing ability.

D. Problem Formulation

Based on the background of the study and problem identifications above, the researcher formulated the problem as follows:"Can the use of Draw Label

Caption Technique increase the students' learning process and narrative paragraph writing ability at the tenth graders of SMAN 1 Trimurjo?"

E. Objective and Benefit of The Study

1. Objective of Study

The objectives of the study was intended to find out whether there was improvement to use of Draw Label Caption (DLC) technique in narrative paragraph writing ability and improve the result of the DLC technique in order to determine which more effective.

2. Benefits of the study

Benefits of study those are :

a. For the students

The students would get easy technique to write narrative text by using Draw Label Caption (DLC) technique.

b. For the teacher

To give information for the English teacher, especially in State Senior High School 1 Trimurjo, that Draw Label Caption (DLC) technique

was more effective to be used in teaching narrative paragraph writing ability.

c. For the researcher

The researcher would know about the students' narrative paragraph writing ability especially by using Draw Label Caption (DLC) technique and the research could carry out the strategy to the next teaching and learning in the classroom.

CHAPTER II

REVIEW OF THE RELATED THEORY

A.   **Concept of Narrative Paragraph Writing Ability**

1.   **Definition of Ability**

According to Carrol term of ability is in common usage in both everyday talk and in scientific discussions; its precise definition is seldom explicated or even considered.

Then, Widgor and Garner, define ability as "systematic observation of performance on a task.[3] Whereas ability is inferred from the comparison o one individual's performance to that of other individuals or to an external standard, process is inferred from the comparison of performance in one condition to performance in another condition.

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[3] David F. Lohman, *Issues in the definition and measurement of abilities,* (USA: The University of Lowa, 1997) p. 7

According to A. S Hornby, the word ability can be defined as to do something the fact that somebody or something is able to do something and a level of skill or intelligence.[4]

Based on the definition above, the researcher could conclude that ability is a talent or skill is owned by a person to do activities in her or his life.

2.   The Definition of Writing

Dorothy and Carlos stated that writing is also one o the most difficult skills to master in both a first language and a second language. Students can find it challenging to find ideas to include in their writing and each culture has its own style for organizing academic writing.[5] Make letters or numbers on a surface, especially with a pen or pencil on paper, to put information, a message of good wishes, etc. In a letter and send to somebody, to produce something in written form so that people can read, perform and use it.

According to Paul Davies, "writing is a probably the linguistic skill that it least use by most people in their native language."[6] Furthermore, According to Jeremy Harmer, writing is used or a wide variety of purposes it is produced in many different forms.[7]

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[4] A. S, Hornby, *Oxford Advanced Learner's Dictionary,* (New York, Oxford University Press, 2010), p.2

[5] Dorothy E, Zemach and Carlos Islam, *Paragraph Writing From Sentence To Paragraph,* (ttp: Macmillan, 2005) p. iv

[6] Paul Davies, *Success in English Teaching,* Oxford University Press,Ne York, 2002, p. 96

[7] Jeremy Harmer, *How to Teach Writing,* England : Person Longman, 2004, p.4

According to Yakhontova, Writing is a complex process that requires a number of various skills.[8] It means that writing is the most complicated skill because the writer must master the other skills such as listening, speaking and reading.

Furthermore, I.S.P Nation argued that writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading.[9] It means that, the preparation makes the possible of words that have been used receptively to come into productive uses. Writing is the skill to deliver information and express the ideas from the writer to the readers through written language. Moreover, on the proces of delivering information through written language, a good writer has to use sistematic language that agree with the rule of its language and simple language that easy to learn by the readers.

In another book, Sylvan Barnet said that "writing is a way of getting and developing ideas."[10] It means that writing has purpose to learn and to express student's background world knowledge. So, it should be noted that expressing ideas in writing is based on the background of knowledge or the result of collecting information in the social environment.

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8 T. V. Yakhontova, *English Academic Writing*, (UK: University of Liverpool, 2003), p.18.

9 I.S.P Nation, *Teaching ESL/EFL Reading and Writing,* (New York: Routledge, Taylor & Francis Group, 2009), p. 113.

10 Sylvan Barnet, *Critical Thinking, Reading, and Writing A Brief Guide to Argument*, newyork:Bedford/ St. Martin's(2011) p.227

Writing is also being constructed as processes in which writers plan their writing, produce initial ideas on paper, reread, evaluate, and revise their writing with their purposes and audiences in mind.[11]

In other word, John Langan states that writing is a process o discovery that involves a series of steps and those steps are very often zigzag journey. Very often, writers do not dicover just what they want to write about until they eplore their thoughts in writing.[12]

Next, H. Douglas brown stated that writing pedagogy that focuses students on how to waken ideas, how to arrange the coherently, how to apply discourse markers and rhetorical conventions to put them cohesively into written paragraph, how to revise paragraph for clearer meaning, how to repair paragraph for appropriate grammar and how to create a final product.[13]

Based on quotations above, the researcher concluded that writing is the activity transer the information to the others in written form. Writing is also the act or art of forming letter and characters in a place or something for the purpose of recording the ideas which characters and word express, communicating them to others by visible signs.

In other words, the researcher could conclude that teaching writing guided the students that were not only to write sentence in paragraph but also to organize ideas in written form. Thus teaching writing could develop students' ability in writing, they could organize their ideas into

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[11] Karen Kuelthau Allan, et al, *Learning to Write With Purpose, (* New York: The Guilford Press, 2009)p. 42

[12] John Langan, *Exploring Writing Sentences and Paragraph,* Second Edition, (Mc Graw Hill, New York, 2010), p. 12

[13] H. Douglas Brown, *Teaching By Principles An Interactive Approach to Language Pedagogy,* Second Edition (San Fransisco State University, Longman, 2001) p. 335

written form. Then the teacher must guide the students to be able to express their ability of writing well.

3. **The Definition of Writing Ability**

Therefore, writing ability is the skill to express ideas, thoughts and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. The word "ability" means the mental or physical capacity, power or skill required to do something.

Not only that, but also the word ability can be defined as :

1) The quality of being able to do something, especially the physical, mental, financial or legal power to accomplish something.
2) A natural, acquired skill or talent.
3) The quality of being suitable or receptive to a specified treatment, capacity : the ability of a computer to be configured to use as a file server.

Based on the definition above, the writer can conclude that ability is a talent or skill which is owned by a person to do activities in her or his life. To understand the ability to write narrative paragraph, it is important to understand writing ability, writing paragraph, writing narrative and narrative paragraph writing ability.

a) Kinds of Writing

To know the kinds of writing skill means to understand the kinds of writing first like description, narration, exposition and argumentation. There are several kinds of writing that is usually used in high school and college classes are as follows:

1. Descriptive

   Descriptive writing related to the senses that tell how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture. It that has a meaning that a good description has to be able make the reader can imagine the object, place, or person in his or her mind.[14]

2. Narrative

   Narrative is an account or description of events in the past which entails following a time sequence or chronological order.[15]

3. Exposition

   Expository paragraphs deal with facts, ideas, beliefs. They explains, analyze, define, compare, illustrate. Answering the questions such as What? Why? How? What was the cause? The effect? Like what? Unlike what?. It is one kinds of paragraph that we write through reports or term papers or tests.[16]

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14 Alice Oshima & Ann Haque, *Introduction to Academic.,* p. 61

15 R.R Jordan, *Academic writing Course Study Skills in English,* (Cambridge: Longman, 1999), p. 27

16 Thomas S. Kane, *Essential Guide to Writing,* (New York: Oxford University Press, 2000), p.89

4. Argumentative

While in argumentation type, in addition to only convincing the readers to believe or disabelieve something the truth of the the fact of an object, the also has a goal to persuade the readers in order to take a certain course of action related to the new truth exposed to them. So, argumentation is a text in which you agree or disagree with a problem, using reasons to support your opinion, your goal is to convince your reader that your opinion is right.

5. Report

Kennedy explained that "Imparting and seeking factual information identifying; reporting (including describing and narrating); correcting; asking"[17] it means that report is one kinds of writing that has purpose to provide generalism informations about whole class of things".[18]

b) **Process of Writing**

1) Planning

"Planning is a series of strategies designed to find and produce information in writing." The planning is as the beginning of writing, it is enabled to identify several subjects and encouraged to gendering information on those subjects from different perspectives.

17 Graeme Kennedy, *Structure and Meaning in English,* (New York: Pearson Longman, 2003), p.317

18 Ibid. p.334

When planning, the writer think about three main issues. *The first* is the purpose of the writing, it includes the type of the text the writer wants to product, the language the writer use, and the information the writer choose. *The second* is the audience, who are the reader of the writing. So the writer must attend the choice of the language informal or formal writing. *The last* is the content structure that is how sequence the facts, ideas, or argumentation which the writer decided to included.[19]

2) Drafting

"Drafting is a series of strategies designed to organize and develop a sustained piece of writing."[20] The drafting is as the selection of a subject and organizing the information about the subject into meaningful clusters. Also it is finding the connection among those clusters and discovers the relationship that links the connection.

3) Revising

"Revising is a series of strategies designed to re-examine and evaluated the choices that have created a piece of writing."[21] After it has completed the preliminary draft, it needs to stand back of the text and decide what action would seem to be most productive. It has to begin upon global revision-a complete re-creation of the world of the writing.

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19 Jeremy harmer, *How To Teach Writing*, Pearson Longman, England, 2007, p. 5
20 Ibid, 9
21Ibid, 11

Based on the explanations above, in this research the researcher focused the research on the planning of the writing which identified the several topics and encourage gathering information on the topic from many perspectives in the writing activity by using the technique in narrative text.

4.   **The Definition of Paragraph**

According to Joy M. Reid states "paragraph is a series of sentences that develop one idea. In U.S. Academic prose that idea is usually stated in general form in one sentence, called topic sentence. That topic sentence tells your audience what to expect in the pararaph.[22]

Based on the definition above, the researcher concluded that the definition of paragraph is group of sentences or smallest unit of prose that contain relevant information about one mind or central idea.

The paragraph consists of three parts, namely : introduction or the beginning, body and conclusion. Here are the explanation about about three parts in the paragraph:

The first part is introduction or the beginning. Commonly it only has one sentence. It is the most important sentence in the paragraph. It functions as the introductory sentence. Technically, it is also called by the topic sentence.

The second part is called by the body. It contains several supporting sentence. Each of these sentences elaborates the topic sentence. Writters usually classify them into some types according to their function. The first type is called the major supporting sentences. Each of them is about each

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22 Joy M.Reid, *The Process of Composition* Prentice-hall, Inc, New Jersey, 1988, p. 8

main point of the divisions of the topic sentence. They are directly related to the topic sentences. The second type is called the minnor supporting sentences. A major supporting sentence may have one or more than one minor suporting sentence. Each of them is about the major supporting sentence that they elaborate.They directly relate to the major supporting sentence. They also elaborate the topic sentence, but they directly relate to it. In a complicated, a minor supporting sentence may also have one or more than one sub-minor supporting sentence.

The third part is the ending. It is a complete sentence. It concludes the development of the paragraph. Technically, it is also called concluding sentence. It can be defined then that a paragraph is a piece of writing which contains a topic sentence, some supporting sentence an a concluding sentence.

Based on the explanation above, the paragraph consist of three parts, that are introduction or beginning of a paragraph as the topic sentence, the body or the development of a paragraph as the supporting sentence and the ending of a paragraph as a concluding sentence.

5. **The Definition of Narrative Paragraph**

According to Sanggam Siahaan, narrative paragraph is a paragraph in which a writer recounts an event to his readers. It can be about biographies, autobiographies, historical event, instructions and processes.[23]

Furthermore, Thomas S. Kane states that a narrative is a meaningful sequence of events told in words. It is a sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in

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23 Sanggam Siahaan, *The English Paragraph,* Graha Ilmu, Yogyakarta, 2008, p. 110

time (an usually other arrangement as well).[24] It is important to know that the social function of the narrative text is to inform and entertain. Narrative text will tell the story with amusing way. It provides an esthetic literary experience to the reader.

Narration is a type in which the writer tries to recount an event (object) of his world experiences in order his readers can see, feel, smell, hear and taste it as he can.[25]

Based on statements above, the researcher could conclude that narrative paragraph is a paragraph that tell or recount us more about events in order to enable the reader as if can experience it as he or she does. In this case, the function of narrative paragraph is to recount what is being narrated to the readers.

6. **Narrative Paragraph Writing Ability**

Narrative paragraph describes the action that occur within a story. These consecutive groups of sentences help move the story along by explaining what happens next and why. They written in such a way as to place the writer, the reader or both rights in the centre of the action which contains about a story or fairy tale (can be folklore (folktale), an animal story (fable), the legend (legend) short stories, etc). There is a conflict or climacs of problem, followed by settlement. The main function of this text is to entertain the readers.

Writing ability is the skill to express ideas, thoughts and feelings to other people in written symbols to make other people or the readers

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[24] Thomas S. Kane, *The Oxford Essential Guide to Writing,* (New York : Berkley Books, 2000), p. 366

[25] Sanggam Siahaan, *The English Paragraph,* p. 217

understand the ideas conveyed. The word "ability" means the mental or physical capacity, power or skill required to do something.

Based on explanation above, the researcher concluded that narrative paragraph writing ability is the ability that students express or write based on ideas, thoughts and feelings to the other people in witten symbols to make the other people or the readers understand the ideas conveyed and the students described the actions occur within a paragraph and the contains usually about a story or fairy tale (can be folklore (folktale), an animal story (fable), the legend (legend) short stories, etc). In it there is a conflict or climacs of problem, followed by settlement and the main function of this text is to entertain the readers.

7. **The Features of Narrative Paragraph Writing Ability**

Narrative paragraph describes the actions that occur within a story. These consecutive groups of sentences help to move the story along by explaining what happens next and why. They are written in such a way as to place the writer, the reader or both rights in the centero the action. When written in the third person (he, she, etc), the reader follows the character arround, mentally visualizing the events and must always be written in an active voice and normally cover past tense.

Narrative is also has text element which relate each other in order to be a good narrative writing. Similarity with Otong he states that text features in narrative writing there are:

a. Orientation, sets the scene where and when the story happened, introduces the participants of the story, who and what that involved in the story.

b. Complication, tells the beginning of the problems which leads to the crisis (climax) of the main participants.

c. Resolution, the problem (crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

d. Reorientation, this is a closing remark to the story and it is optional.

e. Coda, it consists of a moral lesson, advice or teaching from the researcher.

In narrative has a language features as follow:

1) The use of noun phrase (a beautiful princes, a big temple, etc)

2) The use of connectives (First, before that, then, finally, etc)

3) The use of adverbial of place and time (in the castle, a week ago, etc)

4) The use of simple past tense (She walked away from the castle)

5) The use of action verb (walk, sleep, wake up, etc)

6) The use o saying verb (say, tell, convey, ask, etc)

7) The use of thinking verb, feeling verbs, verb of senses (she felt hungry, he was clever)

Based on explanations above, the researcher could conclude that the students ability have to mastery in narrative paragraph writing ability is the ability to understand and write elements of narrative paragraph, including ability to write narrative paragraph by using generic structures

and language features of narrative paragraph. Here is ability to write narrative paragraph by using generic structures, the first is making an orientation, in feature sequence of even has told effectively as an introduction, and then story continued until conflict to climax, next step is making resolution (solving the problem), finally is making coda (moral lesson) from the story. Next is the ability to write narrative paragraph by using of noun phrase, connectives, adverbial phrases of time and place, simple past tense, action verb, saying verb, the last is thinking of verb, feeling verbs and verb of senses.

The example of narrative paragraph as follows:

A huge snake got in my aunts' living room, one day. It was so horrible and could be very harmful to everybody.

Orientatio

First, my aunt was very frightened to see the snake, but she tried to manage herself to be quite. Unfortunately, she failed to do it. She screamed out very loudly to see the snake moving and hissing. Then, she called some neighbors for some help. After that she ran out and in try to chase the snake out of the room, but she failed to do so.

Complication -Climax

Some neighbors suggested using salt to chase it away. Then she went to the kitchen to get a cup of salt. Using her right hand, she spread the salt over the snake and the floor of the living room. Not long after that, the snake slowly began to move its body and through the opened door, it began to leave the room.

Resolution

My aunt was so relieved to see the snake leaving the room without making any harm to anybody.

Re- Orientatio

The language features of narrative paragraph are:[26]

1) Noun phrase are either a single noun, pronoun or a group of words containing a noun or a pronoun that function together as a noun or a pronoun as a subject or object of verb. Noun phrase is a noun or words that can modify a noun. Example, *a huge snake, a beautiful red dress, and a true hero.*

2) Time connectives and conjunctions are a word or phrases that links clauses, sentence or paragraph. Connectives can be conjunctions such as when, then, just then, meanwhile, etc.

3) Adverbs and adverbial phrases are the words that modify verbs, adjective and other adverbs. Kinds of adverb are manner, place/time, frequency, etc. Meanwhile, adverbial phrases is linguistics term for a group of two or more words that operating adverbially, when viewed in terms of their syntactic function.

4) Action verbs are an action verbs that person, animal, object or force of nature can do or be as in. Action verbs usually refer to the verbs of doing and happening such as, create, build, make develop, send, move, fall, go, etc.

5) Saying verbs is a verb to indicate speaking. They can provide more information as to how things are being sad and refer to the talking verbs

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26 Marcella Frank, *Modern English a Partial Refrence Guide*, (New York University: USA, 1972), p. 141

in direct speech. The list of saying verbs are said, spoke, told, screamed, replied, suggested, answered, etc.

6) Thinking verbs are processes of sensing like feeling, thinking, perceiving. Feeling : like, dislike, regret, fear, enjoy, hate, love, etc. Thinking: think, agree, assume, etc. Perceiving: see, watch, hear, imagine, etc.

8. **Kinds of Abilities to Write Narrative Paragraph Writing Ability**

Narrative is also has text feature which related each other in order to be a good narrative writing. There were some abilities to write narrative paragraph writing ability those are :

a. Orientation, sets the scene where and when the story happened, introduces the participants of the story, who and what that involved in the story. Orientation is beginning of the story. The students can find the orientation on the first paragraph that consists of those are :

1) who is the figure of the story

2) what is the story talking about

3) when and where the story happened

4) how the story happened

b. Complication, tells the beginning of the problems which leads to the crisis (climax) of the main participants.

c. Resolution, the problem (crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

d. Reorientation, this is a closing remark to the story and it is optional.

e. Coda, it consists of a moral lesson, advice or teaching from the researcher.

According to some features above, the researcher says that the students have to mastery all of features to make a good writing especially for a narrative paragraph. In order that, there are some abilities that the students have to mastery, such as :

a. Content   : the substance or writing ideas express the unity.

b. Vocabulary   : the selection word that is suitable with the content.

c. Organization   : the organization of contents or the ideas. It is coherence.

d. Grammar   : the use of sentences that appropriate.

e. Mechanic   : the use of graphic conventions of the language.

Based on explanations above, the researcher concluded that there are some abilities to write narrative paragraph writing and the researcher has emphasized to grammar structure those are :

a. Setting   : Introduction of the main character and description of the time, location or social context of the story.

b. Beginning Event : A cause which initiates a reaction or response from the main character.

c. Internal Reaction : An emotional response by the character which leads to the creation of a goal.

d. Attempt   : An action from the character to achieve the goal.

e. Ending   : (Non-) attainment of the goal by the character and/or the character's reaction to the outcome and/or a moral.

The students' ability is in narrative paragraph writing ability are the ability is to understand and write features of narrative paragraph, including ability is to write narrative paragraph by using content, vocabulary, organization, grammar and mechanic. In other hand, the students have to understand grammatical structure of the story that consists of setting, beginning event, internal reaction, attempt and ending.

9. **The Measurement of Narrative Paragraph Writing Ability**

Writing involves the mastery of all features in target language such as content, organization, vocabulary, grammar and mechanics. It involves complex process. There are five general categories in writing narrative paragraph, those are:[27]

a. Setting   : Introduction of the main character and description of the time, location or social context of the story.

b. Beginning Event : A cause which initiates a reaction or response from the main character.

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[27]Arthur Hughes. 2003. *Testing for Language Teachers, Second Edition.* Edinburgh: Cambridge University Press. P. 104

c. Internal Reaction : An emotional response by the character which leads to the creation of a goal.

d. Attempt : An action from the character to achieve the goal.

e. Ending : (Non-) attainment of the goal by the character and/or the character's reaction to the outcome and/or a moral.

Table 2

The Measurement Rubric of Narrative Paragraph Writing Ability

Writing Ability	Score	Level	Indicator
SETTING	27-30	Excellent	The students really understand the content of writing. Their writing is really wide, and complete. It's very suitable with the title.
	22-26	Good	The student can understand the content of writing. Their writing is wide, complete and suitable with the title but less detail.
	17-21	Fair	The students less understand the content. Their writing is less complete and less detail.
	13-16	Poor	The students do not understand to content of writing.
BEGINNING EVENT	18-20	Excellent	Writing really organized and neat. It's really clear, much ideas and the sequence is very logic.
	14-17	High	Writing is organized, neat, clear,

			much ideas, and the sequence is logic.
	10-13	Fair	Writing is less organized and neat, it is less ideas and the sequence is less logic.
	7-9	Poor	The sequence is not logic.
INTERNAL REACTION	18-20	Excellent	The students have many vocabularies. They use the words very effective and appropriately.
	14-17	High	The students have good vocabularies; use the words effectively and appropriately.
	10-13	Fair	The students have little vocabularies; the words less effective and less appropriate.
	7-9	Poor	The students do not master the words and their writing like translation.
ATTEMPT	22-25	Excellent	The students can master the grammar well.
	18-21	High	The students uses and arranges the sentence simply.
	11-17	Fair	The students are difficult in using and arranging the simple sentence.

	5-10	Poor	The students do not master the grammatical in their writing.
ENDING	5	Excellent	The students can master the mechanics in writing.
	4	High	The students master the mechanics in writing.
	3	Fair	The students less master the mechanics in writing and many mistakes.
	2	Poor	The students do not master the mechanics in writing and their writing are difficult to be read.

The researcher uses the istrument by using pre – test and post – test. The pre – test uses to get the score before the treatment conduct. This test uses to know the knowledge of students' skill in narrative paragraph writing ability. The writer uses the individual test.

B.   The Concept Draw Label Caption Technique

1.   The Definition of DLC Technique

According to A.S Hornby the word technique can be defined as:

a) Skill or ability in a particular field.

b) A particular way of doing something, especially one in which you have to learn special skills.

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c) The skill with which somebody is able to do something practical.[28]

Moreover, The technique means that way, that is how to practice or execute something. So, the technique of teaching or teaching is effort, efforts ways that teachers used to carry out teaching in the classroom at the time face to face in order to present and establish learning materials so that the aim of learning can achieve.

From the statement above, the researcher concluded that technique is a learning activity that should be done by the teacher or student in order to the aim of learning can be effectively and successfully. Technique is also the easy way of operation to do something important in educational term, especially in English subject. Below are the definition about the draw label caption technique.

1) **Draw**

In Oxford Learner's Advanced Learner's Dictionary the word draw is defined as:

a) To make pictures, or a picture of something, with a pencil, pencil or chalk (but not paint).

b) To move something/somebody by pulling it or them gently.

c) To pull a vehicle such as carriage.[29]

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28 As Hornby, *Oxford Advanced Learner's Dictionary*, Oxford University Press, New York, 2000, p. 1336

29 Oxford University, *Oxford Advanced Learner's Dictionary*, Oxford University Press, New York, 2000, p. 400

Moreover Steve Peha states that draw is making a quick pencil sketch of your scene.[30]

Based on the quotation above, it can be inferred that draw is the activity make a picture with using a toll (s) with the certain object and purpose.

2) Label

Etymologically, the word "label" in Oxford Advanced Learner's Dictionary of Current English can be defined as:

a) A piece of paper, atc. That is attached to something and gives information about it.

b) A word or phrase that is used to describe somebody/something in a way that seems too general, unfair or not correct.

c) A company that produces and cells records, CDs, etc"[31]

In addition, Steve Peha defined label as "create a one or two word text label for each item in your drawing."[32]

Based on the quotation above, the researcher assumed that label is a word or more that can be used to give a name for an object.

3) Caption

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[30] Steve Peha, *The writing Teacher's Strategy Guide,* Teaching That Making Sense, Inc, New York, 2003, P. 47

[31] As Hornby, *op.cit.,* p. 747

[32] Steve Peha, *The writing Teacher's Strategy Guide.,* p. 47

The word caption is defined as "words that are printed underneath a picture, cartoon, etc. that explain or describe it." Moreover, according to Steve Peha, caption is write a single sentence underneath the picture that tells what is happening.

Based on the quotation above, it can be inferred that caption is a phrase that can be the main or topic of the paragraph.From the explanation about the definition of each words Draw Label Caption (DLC) technique above, can be explained of the theory of Draw Label Caption (DLC) technique.

According to Michael Hutagulung "Draw Label Caption (DLC) technique is the both a lesson plan and pre-writing technique that can help the students brainstorm before writing a functional story or a personal narrative. It can also be used to introduce new vocabulary or review vocabulary. The basic technique is those students draws a picture, then label everything in the picture and then give an overall caption or summary of what is happening in the picture." Moreover, Steve Peha explains that "drawing for writing is a little different than normal drawing because it has a purpose."[33]

Based on the definition above, the researcher concluded that Draw Label Caption (DLC) technique is the technique that can help the students capture a scene and focus on important details

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[33] Steve Peha, *The writing Teacher's Strategy Guide.*, p. 47

about the writing their event or activity. Because the students in this technique have three steps and every step has a purpose in writing process.

Using this technique can be founded the general, specific word and about the topic of the sentence in a paragraph. The students could draw from their own mind that related to the topic.

2. **The Principle of DLC Technique**

The Draw Label Caption (DLC) Technique develops the focus, ideas and details fo writing. It helps students to find what they believe is most important about a topic and plan their approach to the topic. [34]In addition, the technique helps develop students' abilities to write decriptively about single topic and can be used to sequence a series of events or intructions. Finally, the technique is versatile. The students can Draw Label Caption in their journal or as part of a longer writing project. Beecause Draw Label Caption Technique permits students to draw and label pictures. It is easy to scaffold instruction for students at multiple ability levels.
The principle or traits of Draw Label Caption Technique as follows :[35]

a) *Ideas*. The ideas traits focuses on the content of a piece of writing drawing for preparation in writing provides students for opportunities to think about and develop their ideas. As students draw and label pictures, they learn to make general statements, as

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34 Kindergarten, *Writing Resource Guide,* kakau mea nui team, New York, 2013, p. 3
35*Ibid*, p. 4

they practice drawing and labeling, they learn to select and expound upon specific detail. Draw Label Caption supports the natural progression from pictures to letters, to words and to sentences. The technique provides a starting place for all writers to find, visualize and develop a topic.

b) *Organization.* Draw Label Caption Technique gives students a way to collect their word and thoughts before writing a draft. The drawing helps students to focus on the "big picture" of their writing, while labeling and drawing helps them focus on smaller details. The attention to smaller details is important, because it allows students to find a direction for their writing. The captions are particularly useful when students arrange two or three of their drawings or captions into a sequence of events.

c) *Voice.* Voice perhaps the hardest of traits to the teach the hardest to assess. At the prewriting stage students can develop their voice through expressive language and images. Draw Label Caption is one technique that leads itself to develop students' writing ability, because they draw an image and select what is most important or most fascinating about that image. Labeling the drawings and the other labels in drawings pull details rom students' mind and onto paper.

Steve Peha suggested that there some tips to develop the students' writing ability on the Draw Label Caption technique namely:[36]

a) Don't be shy about drawing. Drawing can really help in peparation for writing, will be much more focus, ill have better command of the details and when you are drawing, will spend several minutes thinking about what you want to say.

b) Really get into the labelling. I have already talked about how each label can be turned into a detail in your piece and how each detail can be turned into a sentence.

c) Redo a picture for your cover. You can use colour, fill things in, add details, etc. The picture that you choose might even suggest a little for your piece.

d) Explore the fine art of caption writing. If you want to learn a lot about revising sentences,, put in some works on your caption. Captions are short and you can revise them quickly and easily.

e) Use dialogues and thought bubbles. You can treat your picture as thought it was a panel in a comic strip. Use dialogue bubbles to show people talking about. Use thought bubbles to show people thinking.

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36 Steve Peha, *The Writing Teachers',* p. 51

C.   Using Draw Label Caption (DLC) Technique to Improve The Students' Narrative Paragraph Writing Ability

Technique is the way for learners to solve problems encountered in contructing meaning in any context. Unlike skills, technique that chosen by learners are modified to fit the demands of the learning situation. It can be explained that teaching and learning English by using technique can motivate and improve the students to know more about English.The students also can be easy to understand the material subject that will be taught by the teacher, more active in the class and it could make the English teaching and learning process will be more effective.

Moreover, the influence of Draw Label Caption Technique toward writing ability can be explained as follows :

The influence between narrative paragraph concept and Draw Label Caption (DLC) technique, this technique is appropriate for the students to improve their ability in writing skill, especially to get supporting detail in narrative paragraph and also can help the teacher in order teaching and learning process in the class can be run well.

Below are procedures and steps which a researcher follows to write narrative paragraph by using Draw Label Caption (DLC) technique as follows:

1.   The Procedures of DLC Technique

According to Kindergarten to achieve the purpose in writing process there are proceures process in Draw Label Caption (DLC) technique those are:[37]

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37 Kindergarten, *Writing Resource Guide,* kakau mea nui team, New York, 2013, p. 11

a. Tell the students to draw a picture of a real or imagined scene. The drawing should be clear and simple.

b. Instruct students to label the most important parts of the drawing.

c. Ask students to write one or two sentences as a caption for the drawing.

d. Ask students to make complete story from that students have been made.

There are the procedures which a researcher commonly follows to write narrative paragraph by using Draw Label Caption (DLC) technique namely:

a. The students must understand about Draw Label Caption (DLC) Technique.

b. The students identify narrative paragraph by using Draw Label Caption (DLC) technique.

c. The students write narrative paragraph by using Draw Label Caption (DLC) technique.

Based on explanation above, it can be inferred that the use of Draw Label Caption (DLC) technique can improve the students' narrative paragraph writing ability.

2. **The Steps of DLC Technique**

In a technique has process that is started from beginning until the last. The purpose of the proces is to get a good value. So, in Draw Label Caption (DLC) technique also has process that should be done for the

students before they write a paragraph. The students can follow the steps process in this technique. There are the explanation about the steps process of this technique.

According to Steve Peha to achieve the purpose in writing process there are three steps process in Draw Label Caption (DLC) technique, those are :

a.   Draw,make a quick pencil sketch of your scene. This is a rough sketch: use outlines only, stick people are encouraged. Try to include as many little details as you can.

b.   Label,create a one- or two-word text label for each item in your drawing. Label everything you can think of, even different parts of things.

c.   Caption,write a single sentence underneath the picture that tells what is happening. This can be a very simple sentence or something more complicated if you're up for it.

Below are the steps of teaching narrative paragraph by using Draw Label Caption (DLC) technique name ly:

a. *Step 1.* The teacher introduces Draw Label Caption (DLC) technique to the students.

b. *Step 2.* The teacher chooses an appropriate narrative paragraph topic that can be applicated into Draw Label Caption (DLC) technique.

c. *Step 3.* The teacher asks the students to make a quick pancil sketch of their scene that relates to the topic which is given by the teacher.

This is a rough sketch : use outline only. Draw narrative paragraph clearly, or the first, tell the students about narrative story clearly and explains to them that writing narrative is more easier when the students have a picture to refer to and often they find it easier to draw first before writing. The may have a clear picture in their head.

d. *Step 4.* The teacher asks the students to creat one or two words (phrases) label for each item in their drawing. Label everything they can think of, eve different parts of things. They write most important labels in the picture, encourage them to think about anything like colours, smells, textures, materials, etc. Push them to be as detailed as possible.

e. *Step 5.* The teacher asks the students to write caption or the picture. Now. the students write a one sentence caption for their pictures. It is about what is the main scene action and what is this story about.

f. *Step 6.* The teacher asks the students to write a single sentence underneath the picture that tells what happening. It can be very simple sentence or something more complicated if they are up for it. They write sentences for each labels: pick up one on labels and then decide what the label will describes and encourage them to write the label their picked.

g. *Step 7.* The teacher asks the students to turn sentences into complete paragraph. They write a complete paragraph based on caption their made. Now, students have more than enough material to write a

complete scene narrative paragraph. They will have to pick and choose which details are important and put it together into a complete narrative paragraph.

Based on procedures and steps above Draw Label Caption (DLC) technique could help students learn to write narrative paragraph. When students draw and label pictures before writing that allows students to become familiar the topic and visualize details and make notes for what should be included in their writing. The students could focus on a topic and details to a piece of writing.

SCHEME OF DRAW-LABEL-CAPTION (DLC) TECHNIQUE

Draw-Label-Caption

DRAW	LABEL

_____

_____

CAPTION[38]

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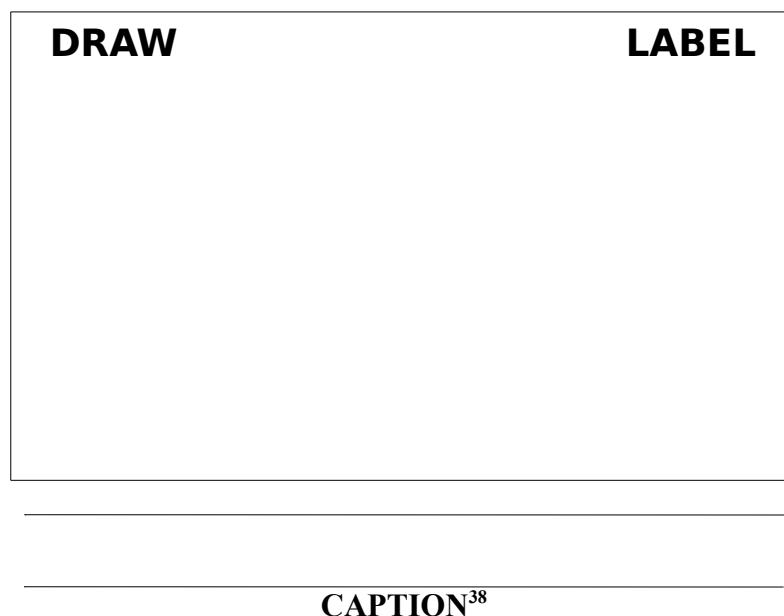
[38] Steve Peha, *The Writing Teachers'.,* p. 47-48

From the third process in Draw Label Captain (DLC) technique above, the researcher concluded that this technique have three steps, namely: first, draw a picture that will be the main idea of their story, second label as many words as possible around the picture, and then write a caption in the bottom of the picture to go along with the picture (start with a phrase), after that make a sentence from the label and the last each sentence could be included into a narrative paragraph.

D.   Action Hypothesis

Based on the theoretical review above, the researcher would like to formulate the hypothesis as follow : using Draw Label Caption (DLC) technique can improve narrative paragraph writing ability among the tenth graders of State Senior High School 1 Trimurjo Central Lampung.

CHAPTER III

RESEARCH METHOD

A. Setting and Subject of The Research

In State Senior High School 1 Trimurjo there are three graders, the first grade was the tenth graders that have 189 students, second grade was the eleventh graders that have 208 students and the last grade was the twelfth graders that have 196 students. The subject of this research was the tenth graders of students' State Senior High School 1 Trimurjo. The researcher took the tenth graders which consist of 20 students as the subject of the research because the average of English Test in the tenth grade was low and the researcher wanted to improve students' skill in writing narrative paragraph through draw label caption technique. In the tenth graders, there were 8 male

students and 12 female students, so the total of the whole students at the tenth

graders were 20 students that would be the subject of the research.

B. Object of The Study

The object in this research included two variables thosewere

independent variable and dependent variable. Independent was the variable

which selected, manipulated and measured by the researcher. Independent

variable of this research was using draw label caption as technique which

could be defined as design or plan used for explaining or illustrating

something in general way. Moreover, indicator of this variable was the

students could find idea and illustration for compose the topic.

Dependent variable of this research was the variable which observed

and measured to determine the effect of the independent variable. Dependent

variable of this research wasna   39   riting skill that defined as activities to

tell something which purposed the readers got information and understood

what the meaning of the paragraph.

The object of the study expected that by using Draw Label Caption

(DLC) technique couldimprove their learning activity and their writing

narrative paragraph. In conducting this research, the researcher chosenthe

tenth graders that consisted of 20 students because the students in the class

have low score in writing skill.

Based on the result of pre-survey at the tenth graders of SMAN 1

Trimurjo. After using DLC Technique in learning process, it would be hoped

that it could be improving learning result and studies activity.

C. Action Plan

  1. Classroom Action Research (CAR)

The research used the clasroom action research because, the researcher was the teacher in the class. Therefore, the action research finished clearly.

In this research, the researcher used the clasroom action research (CAR) principle to collect the data. Watts states that the action research is a process in which participants examine their own educational practice systematically and carefully to use of the technique of research.[39]

The researcher tried to use two cycles and each cycle consisted of four elements. If the first cycle was not success, so the researcher had to continued to the next cycle to get good score or to solve the students' problems in learning writing narrative paragraph. Clasroom action research consisted of four activities which were conducting in each cycle namely planning, action, observation and reflecting.[40]

Those were step of clasroom action research design :

| Planning | → | Planning |

| Reflecting | 1 | Acting | Reflecting | 2 | Acting |

| Observing | | | Observing |
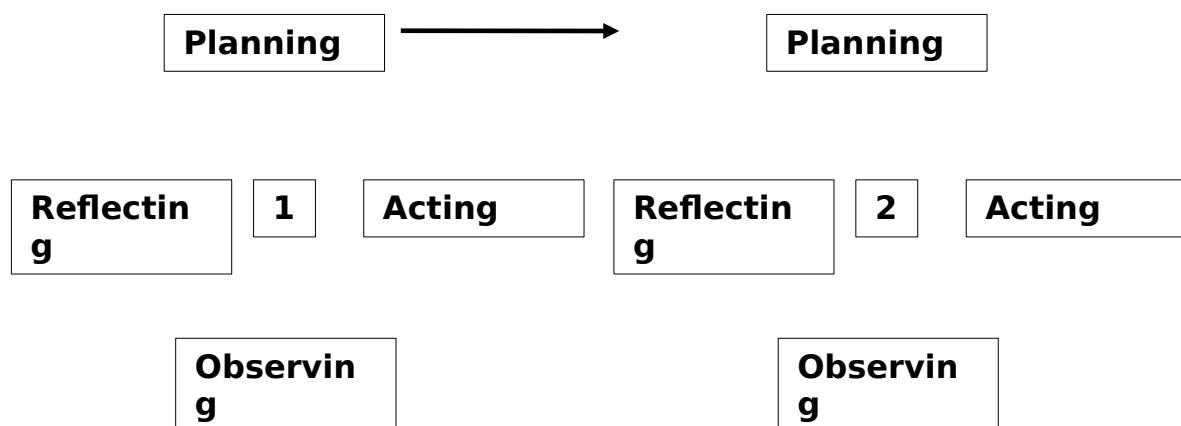
Picture. 1 Spiral Classroom Action Research.[41]

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39 Eileen Ferrance, *Action Research,* (New York: LAB at Brown University, 2000) p. 1
40 Valsa, korshy, *Action Research for Improvving Practice,* (London: Paul Chapman Publisher, 2005) p.4
41 jean, McNiff and jack Whitehead, *Action Research: Principles and Practice* (London: 2002) p.41

Based on the action research spiral above , it meant that classroom action research was process that has cycles which have four aspect (planning, acting, observing, and reflecting). Those aspects were to increase the result and quality of teaching and learning process.

In the classroom action research, the researcherhad to implement the good procedure as well. In this research one of the procedure was the researcher conducted at least two cycles, if the first cycle failed, it continued in the second cycle. It conducted for the purpose of increasing the students' writing skill. It was illustrated like these procedures as follow:

Cycle 1

a. **Planning**

Planning was the first steps in each activity. Without planning, the activity was not focus. The steps that the researcher have been made to do this research those were :

1) The researcher and collaborator prepared lesson plan.
2) The researcher and collaborator prepared material.
3) The researcher and collaborator prepared source learning.
4) The researcher and collaborator prepared observation sheet.

b. **Acting**

The second step in the action research was acting. It was the applying about the planning. In this step the researcher acted as follows :

1) Pre Teaching Activities
   a) Praying and greeting to the students,
   b) Checking the attendance list,
   c) Asking the students' condition,
   d) The researcher chose the appropriate material was going to learn.

2) While Teaching Process
   a) The researcher applied the lesson plan,

b) The researcher explained the narrative paragraph and the researcher asked the students to make a narrative text entitled "our vacation last week" individually,

c) The researcher gave an evaluation to the students.

3) Post Teaching Activities

a) The researcher asked the students to answer some questions related to the topic,

b) The researcher gave a homework to the student,

c) The researcher greeted to the students.

c. Observing

In this step, the researcher observed the process of teaching learning by using format observation and the outlines of observation. In this step such as students' skill in question answer, the student answered question. The student could do the task and the student understood the material. The important things in teaching learning process noted by observer.

d. Reflecting

Reflecting was the last step in this process. The researcher analyzed and discussed the observation result during teaching process, like the weakness and strength from the action in this steps. The researcher used data from evaluation to make improvement for the second cycle. The researcher decided that the next focuses on the weakness in preview cycle.

Cycle II

a. Planning

Planning was the first steps in each activity. Without planning, the activity is not focus. The steps that the researcher hadmade to do this research those were :

1) The researcher and collaborator prepared lesson plan.
2) The researcher and collaborator prepared material.
3) The researcher and collaborator prepared sourch learning.
4) The researcher and collaborator prepared observation sheet.

b. Acting

The second step in the action research was acting. It was applying

about the planning. In this step the researcher acted as follows :
1) Pre Teaching Activities
   a) Praying and greeting to the students.
   b) Checking the attendance list.
   c) Asking the students' condition.
   d) The researcher chose the appropriate material was going to

     learn.

2) While Teaching Process
   a) The researcher applied the lesson plan,
   b) The researchergave explanation to the students how to make

     a good narrative paragraph writing,
   c) The researcher introduced Draw Label Caption (DLC)

     Technique to the students,
   d) The researcher chose an appropriate narrative paragraph

     topic that could be applicated into Draw Label Caption

     (DLC) technique,
   e) The researcher asked the students to make a quick pancil

     sketch of their scene that related to the topic which had

     given by the researcher,
   f) The researcher asked the students to creat one or two words

     (phrases) label for each item in their drawing,
   g) The researcher asked the students to write caption or the

     picture,

h) The researcher asked the students to write a single sentence underneath the picture that told what happening,

i) The researcher asked the students to turn sentences into complete paragraph,

j) The researcher asked to the students to make a narrative paragraph entitled "my achievement" that used DLC technique.

k) The researcher gave an evaluation to the students.

3) Post Teaching Activities

a) The researcher asked to the students to answer some questions related to the topic.

b) The researcher gave a homework to the student.

c) The researcher greetedto the students.

c. **Observing**

In this step, the researcher observed the process of teaching learning by using format observation and the outlines of observation in this step such as, students' skill in question answer, the student answered question. The studentscould do the task and the student understood the material. The important things in teaching learning process noted by observer.

d. **Reflecting**

The researcher corrected and analyzed the result of the action. By reflecting, the researcher knew the strength and weakness of the action. In the step, the researcher compared the score distribution of pre-test and post-test, the researcher reviewed and reflected on the students' attitude whether it was possitive or negative, enough in the second cycle or needed for next cycle.

D. Data Collecting Method

In collecting data, the researcher used in this class action research:

1. **Test**

   According to Donald Ary, a test is a set a stimuli present to an individual in order to elicit respon on the basis of which a numerical score can be assigned. [42] So, Lorraine said that a test is a formal, systematic, usually paper and pencil procedure or gathering information about peoples' cognitive and affective characteristics.[43] Moreover, the researcher used test as a data colletion method to measure both of the variable. In this research, the tests used in this study are pre-test and post-test :

   a. **Pre – Test**

   The researcher gave the pre – test to the students. This step finished before giving treatment to know how are the students' writing narative paragraph.

   b. **Post – test**

   The post – test finished after the treatment in order to find wether using this technique could improve of the students' skill in writing narative paragraph.

2. **Documentation**

   Documentation as the method which was used to get information from written language of. The researcher used the documentation method to get detail information about history of school, the sum of the teachers, employees, students and organizations strusture at the tenth graders of State Senior High School 1 Trimurjo in Academic year 2017/2018. There are lists of documentation as follows :

   a. Documentation about historical background of SMAN 1 Trimurjo.
   b. Documentation about structural organization of SMAN 1 Trimurjo.
   c. Documentation about fasilities of SMAN 1 Trimurjo.
   d. Documentation about sketch of location o SMAN 1 Trimurjo.

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[42] Donald Ary, *Introduction to Research in Education,* (USA: Wadsworth , 2010) p. 201.
[43] Lorraine R Gay, *Educational Research Competencies for Analysis and Applications,* (USA: Pearson, 2012), P. 130

e. Documentation about condition of teachers and official employers of SMAN 1 Trimurjo.

f. Documentation about students of SMAN 1 Trimurjo.

3. Observation

Observation was measuring of the data immediately to the object of the research. In this research used observation sheet. Observation sheet observed the activeness of student.

E. Research Instrument

According to Lorraine said an instrument is a tool used to collect data.[44] It means that, instrument is a tool or facilities that are used by the writer to collect the data completely and systematically. Furthermore, the research instrument involves :

1. Blueprint Instrument

The instrument is used to measure the students' writing skill was test to obtain the data related to the research problem. The researcher used the same type of pre – test and post – test in this research. The pre – test instrument was different with the post – instrument, but have same difficulty level. In this research, the researcher asked to the students to write about narrative text based on their own experience. It would be measure certain writing abilities more be effective than the objective test. Moreover the students wrote in their own idea and creativity, it could motivate the students to improve their writing skill.

2. Calibration Instrument

Instrument calibration was the scale of measurement which would be used to decide the instrument standard which would be used.

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44 Lorraine R Gay, *Educational Research Competencies for Analysis and Applications,* (USA: Pearson, 2012), P. 130

Furthermore, instrument calibration was screening or examination of items of instrument that made by the researcher.

Based on this quotation above, it could be inferred that the instrument calibration was the scale of measurement which would be used to decide the action in this research made by the researcher. In addition, the researcher would collect the data by using the test. There as one of this test consisted of making a narrative paragraph. The test was consisting only one question about making the narrative paragraph.

In order the data trusted, the instrument which would be tested should had good quality. Therefore, the researcher used content validity. Content validity refers to the relevance of the instrument or measurement strategy to the construct being measured.[45] In other words, the instrument would be relevant to the focus of the research. Therefore, the researcher used content validity based on the syllabus and materials at the tenth grade students of State Senior High School 1 Trimurjoin the academic year of 2017/2018.

In writing, there were indicators that could be used to know the students' writing score. According to Burhan Nurgiyantoro these indicators can be shown in the table below:

Table 3
The Indicators of Score Narrative Writing

Writing Ability	Score	Level	Indicator
	27-30	Excellent	The students really understand the content of writing. Their writing is

45 Geoffry Marczyk et.al., *Essential of Research Design and Methodology*, New Jersey, John Willey and Sons Inc., 2005, p. 107

CONTENT			really wide, and complete. It's very suitable with the title.
	22-26	Good	The student can understand the content of writing. Their writing is wide, complete and suitable with the title but less detail.
	17-21	Fair	The students less understand the content. Their writing is less complete and less detail.
	13-16	Poor	The students do not understand to content of writing.
ORGANIZATION	18-20	Excellent	Writing really organized and neat. It's really clear, much ideas and the sequence is very logic.
	14-17	High	Writing is organized, neat, clear, much ideas, and the sequence is logic.
	10-13	Fair	Writing is less organized and neat, it is less ideas and the sequence is less logic.
	7-9	Poor	The sequence is not logic.
	18-20	Excellent	The students have many vocabularies. They use the words very effective and appropriately.

VOCABULARY	14-17	High	The students have good vocabularies; use the words effectively and appropriately.
	10-13	Fair	The students have little vocabularies; the words less effective and less appropriate.
	7-9	Poor	The students do not master the words and their writing like translation.
GRAMMAR	22-25	Excellent	The students can master the grammar well.
	18-21	High	The students uses and arranges the sentence simply.
	11-17	Fair	The students are difficult in using and arranging the simple sentence.
	5-10	Poor	The students do not master the grammatical in their writing.
MECHANICS	5	Excellent	The students can master the mechanics in writing.
	4	High	The students master the mechanics in writing.
	3	Fair	The students less master the mechanics in writing and many mistakes.
	2	Poor	The students do not master the mechanics in writing and their writing are difficult to

			be read.[46]

The researcher used the istrument by using pre − test and post − test. The pre − test used to get the score before the treatment conducted. This test used to know the knowledge of students' skill in writing narrative paragraph. The researcher used the individual test.

F. Data Analysis Technique

Analysis of data meant studying the tabulated material in order to determine inherent facts or meanings. A paln of analysis can prepare in advance before the actual collection of material.[47] A data analysis techmique that used in this research was descriptive statistical analysis to find the average students' score an percentage of students' score then the result was matched by the minimum standard.

Descriptive statistical analysis is concerned with numerical description of particular group observing and any similarity to those outside the group can not be taken for granting. The data describe one group. [48] Data analysis would be conduct by quantitative data and qualitative data, The quantitative data would be conducted by step of taking the average score of the pre − test and post − test in cycle 1 and 2. The qualitative data would be conducted by observation.

46Arthur Hughes. 2003. *Testing for Language Teachers, Second Edition.* Edinburgh: Cambridge University Press. P. 104

47 Yogesh, Kumar Singh, *Fundamental of Research Methodology and Statistics*, (USA : Age International Publisher, 2006), p. 223.

48 Ibid, p.224

Tabulating the result of the test, and finding the mean of the pre-test and the post-test. The mean was calculated by applying the following formula:

$$\overline{X} = \frac{\sum X}{N}$$

Notes: $\overline{X}$ = Mean

$\sum X$ = The total number of students' scores

N   = Number of students

G. Indicator of The Successes

Based on the result of the research, it could be stated successful in learning process if the result of the cycle 2 was more successful than cycle 1. Aspects that were inspected of the research were the students' activities and the students' skill of learning actiity in the class.

The parameters are :
1. The students could response the teachers' question.
2. The students could answer the question (oral, written).
3. The students gave an attention.
4. The students finished the assignment.

Indicator of the success research is if ≥ 70% of the students get score minimum 70 in the post test. It meant that, the use of draw label caption technique was success to improve students' narrative paragraph writing ability.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data
  1. Research Setting

  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.

  a. The History of SMAN 1 Trimurjo

  SMAN 1 Trimurjo is located on Karang Bolong Street 11F,

Simbarwaringin Central Lampung. It was established on October, 30

2001. SMAN 1 Trimurjo has accreditation status of B and had been

lead by the following principle :

  1) 2001 – 2002 had been lead by Mr. Drs. Syatbi Tahmid
  2) 2002 – 2010 had been lead by Mr. Drs. Deddy Irawan, M.Pd
  3) 2010 – 2012 had been lead by Mr. Drs. Tri Hartoto, M.Pd
  4) 2012 – 2017 had been lead by Mr. Drs. Puryanto, MM
  5) 2017 till now is lead by Mr. Didi Nuryadi, M.Pd

  SMAN 1 Trimurjo established with school statistic number 30 1

12 02 09 043. SMAN 1 Trimurjo have three levels of class. Those

are the tenth, the eleventh and the twelfth graders with the total class

are 24 students. SMAN 1 Trimurjo have 65 teachers and 10 official

employees.

  b. The Teachers Educational Background in SMAN 1 Trimurjo

  The number o the teacher educational background of SMAN 1

Trimurjo can be identified as follows :

Table 4
Teachers Educational Background of SMAN 1 Trimurjo

Teachers Educational Background	
S1	60

S2	5
Total	65

c. Students Quantity of SMAN 1 Trimurjo

The students' quantity of SMAN 1 Trimurjo can be identified as

follows:

Table 5
Students Quantity of SMAN 1 Trimurjo

No	Class	Total
1	Class X	259 Students
2	Class XI	243 Students
3	Class XII	124 Students
Total		**628 Students**

2. Research Data

This research used classroom action research. It was conducted in two cycles. The action in cycle 1 and cycle 2 were conducted about three meetings in each cycle and each meeting in these cycles took 2x45 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, the researcher made lesson plan. The material of classroom action research was utilizing Draw Label Caption (DLC) Technique to increase the students' narrative paragraph writing ability.

a. Action and Learning at Pre-Test

1) Pre-test activity

The learning was conducted on Monday, May 7th, 2018 at 08.00 until 09.30. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of narrative paragraph writing ability before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was written test.

2) The students' pre-test result

Table 6
The students' pre-test result

No.	Students' Name	Score	Note
1.	OW	46	Uncompleted
2.	RD	46	Uncompleted
3.	RA	71	Completed
4.	NM	76	Completed
5.	FU	44	Uncompleted
6.	GO	51	Uncompleted
7.	AW	52	Uncompleted
8.	PA	44	Uncompleted
9.	PE	41	Uncompleted
10.	DA	57	Uncompleted
11.	VA	45	Uncompleted
12.	IH	72	Completed

13.	HA	50	Uncompleted
14.	TW	45	Uncompleted
15.	MA	49	Uncompleted
16.	EV	53	Uncompleted
17.	AY	45	Uncompleted
18.	SB	52	Uncompleted
19.	DA	54	Uncompleted
20.	TB	51	Uncompleted
Total		1044	
Average		52,2	Uncompleted

Table 7
Frequency of students' score in Pre-test

No	Score	Category	Frequency	Percentage
1	≥70	Completed	3	15 %
2	≤70	Uncompleted	17	85 %
Total			20	100%

Source: The Students' Test Result of Writing Narrative Paragraph that was taken
on Pre-Test on July 19, 2018

Graphic 1
The Result of The Students' Score on Pre-test
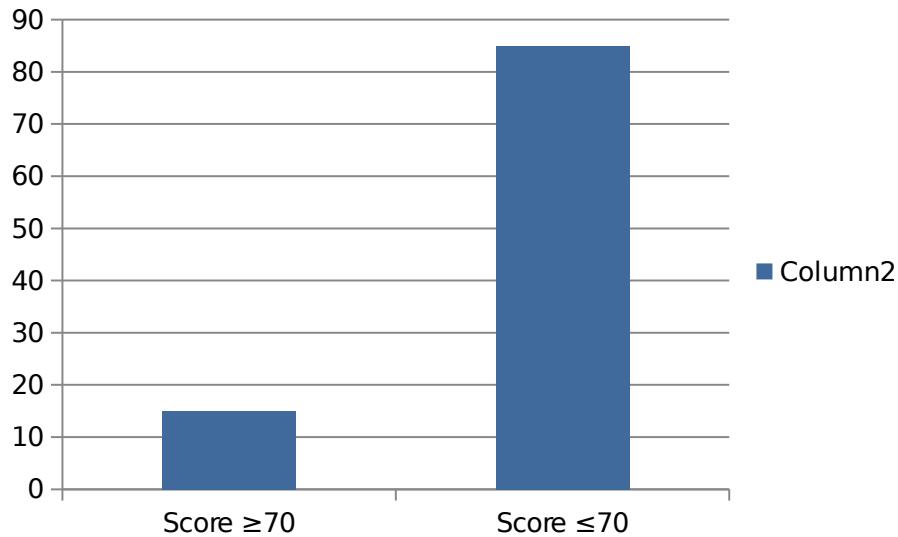
Based on the data above, it could be inferred that 17 students (85%) were not successful and 3 other students (15%) were successful. The successful students were those who got the Minimum Mastery Criteria (MMC) at SMAN 1 Trimurjo at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 52.2, so the result was unsatisfactory. Therefore, the researcher used Draw Label Caption (DLC) Technique to improve narrative paragraph writing ability.

b. Cycle 1
   1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the

material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on Saturday, July 21st 2018 at 09.10 until 10.15 and followed by 20 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

For the beginning, the researcher started to introduce and explain about narrative paragraph writing ability. The researcher gave the text about 'Snow White' and asked the students to read it. Then, the researcher said "Well class, now I want to ask you. What is the type of the text?" Some students

answered "descriptive paragraph", some students kept silent, and two students answered "narrative paragraph". The researcher said "Good! The type is narrative paragraph. Today we will discuss together about narrative paragraph."

The researcher explained that the used text in the teaching learning was organized in the narrative form. The generic structure included orientation, complication, resolution, and reorientation. The purpose of the text is to inform and to entertain the reader.

Then, a student asked "Ms, what is complication?" The researcher answered "Complication tells the beginning of the problems which leads to the crisis (climax) of the main participants."

Next, the researcher announced to the students to draw a picture of a real or imagined scene. The drawing should be clear and simple. The researcher instructed student to label the most important parts of the drawing and then the researcher asked to the students to write one or two sentences as a caption for the drawing and the students made complete story based on the picture that they have been made.

In this stage, the students were actively following the teaching learning process. But, there were still trouble faced to the students. Such as, some of the students were not confidence to share the ideas in front of the others, they still felt shy, and because of their high desire in reading English text for some students, they lost time.

b) The second meeting

The second meeting was conducted on Saturday, July 28th 2018 at 08.10 until 09.15. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave the ice breaking and reviewed the last material.

In this stage, the researcher continued the material in the last meeting. The researcher reminded that the used text in the teaching learning was organized in the narrative form. The text structure included orientation, complication, resolution, reorientation and coda.

Then, the researcher asked the students, "Class, what do you know about orientation?" All of students silenced. Then the researcher replied, "Anybody knows?" A student raised hand, "Ok Adistya, what is orientation?" Adistya answered, "Orientation is when the characters, time and place of the story happened." The researcher said, "Excellent, give

applause for Adistya guys!" Then, the researcher gave some topics, and asked to the students to make a narrative paragraph based on the topics that have been given by the researcher. All of students began to draw a picture and the researcher instructed student to label the most important parts of the drawing and then the researcher asked to the students to write one or two sentences as a caption for the drawing and the students made complete story based on the picture that they have been made based on their imagination or real life. The second meeting had finished, the students looked more enjoy and actively than the first meeting. The students have many vocabularies based on the picture and they were easier to make a narrative paragraph. The result of the students' test in post test 1 was better than test in pre-test before.

Table 8
Students' Post Test 1 Score

No.	Students' Name	Score	Note
1.	OW	67	Uncompleted
2.	RD	62	Uncompleted
3.	RA	74	Completed
4.	NM	78	Completed
5.	FU	68	Uncompleted
6.	GO	72	Completed
7.	AW	72	Completed
8.	PA	75	Completed
9.	PE	56	Uncompleted
10.	DA	57	Uncompleted

11.	VA	60	Uncompleted
12.	IH	77	Completed
13.	HA	70	Completed
14.	TW	65	Uncompleted
15.	MA	63	Uncompleted
16.	EV	68	Uncompleted
17.	AY	58	Uncompleted
18.	SB	76	Completed
19.	DA	60	Uncompleted
20.	TB	67	Uncompleted
Total		**1345**	
Average		**67,25**	Uncompleted

Table 9
Frequency of students' score in Post test 1

No.	Grade	Category	Frequency	Percentage
1.	≥70	Completed	8	40%
2.	<70	Uncompleted	12	60%
Total			**20**	**100%**

Source: The result score of narrative paragraph writing ability post test 1 at X IPA 1 class of SMAN 1 Trimurjo on July 28th 2018.

Graphic 2
The Result of The Students' Score on Post-Test 1
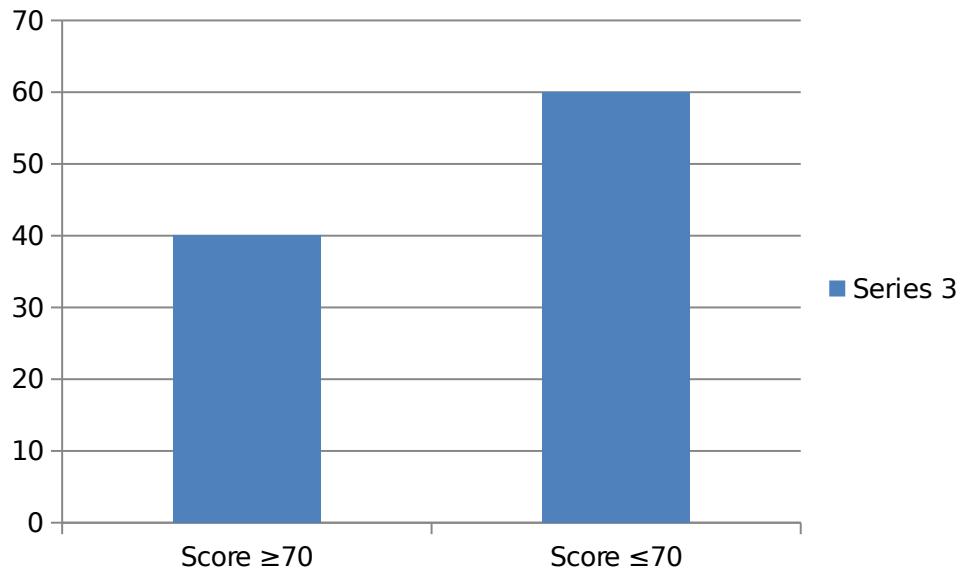
Based on the result above, it could be seen that 8 students (40%) got score up to the standard and 12 students (60%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said success when 80% students got score ≥70. The fact showed that the result was unsatisfying.

3) **Observing**

In observation, the researcher presented two meetings in cycle I of learning to find information of the text in writing lesson. The researcher explained the Draw Label Caption (DLC) technique to the students. The students confused about what they should do and got the difficulty to find the information of the text.

In the second meeting, the researcher explained Draw Label Caption (DLC) technique before giving assignments. In this

meeting, the students began active. They also began to be interested in teaching and learning process. In the post test 1, there were 8 of 20 students got good score. Although 12 students who did not pass the minimum score, but the result of the students' test was better that the students' pre-test before giving treatment.

Table 10
The Percentage of the Students' Activity

No	Students' Activity	Frequency	Percentage
1	Giving attention to the explanation of preparing for drawing a picture.	15	75%
2	Giving the attention about the topic that have given by the researcher.	17	85%
3	Ask and answer the questions.	14	70%
4	Do an assignment to write narrative paragraph based on the topic.	18	90%
5	Collecting narrative	18	90%

	paragraph to the researcher.		

From the data above, it showed that 15 students (75%) paid attention to the researchers' explanation of preparing drawing a picture, 17 students (85%) giving the attention about the topic that have given by the researcher., 14 students (70 %) asked and answered the questions, 18 students (90%) did an assignment to write narrative paragraph based on the topic and the last were 18 students (90%) did the collecting narrative paragraph to the researcher.

4) Reflecting

Generally, there was increasing in the narrative paragraph writing ability by using Draw Label Caption (DLC) technique in this cycle. It indicated the score and the students' activities were increased and good enough. Score of the students increase from the average in the pre-test was 52,2 and the average of post-test I was 67,25. Although from the pre-test to post-test 1 have increased but it was not

fulfill the Minimum Mastery Criteria (MMC) at leats 70% students must get ≥ 70 score in the post test of cycle I showed that only 8 students 40%) who got score 70, and it can be said that it is not fulfill the Minimum Mastery Criteria (MMC).

Table 11
The Result Score of Students Pre-test and Post test 1

No	Name	Students' Result			Category
		Pre-test	Post – test I	Improve	
1	OW	46	67	21	Improve
2	RD	46	62	16	Improve
3	RA	71	74	3	Improve
4	NM	76	78	2	Improve
5	FU	44	68	24	Improve
6	GO	51	72	21	Improve
7	AW	52	72	20	Improve
8	PA	60	75	15	Improve
9	PE	41	56	15	Improve
10	DA	57	65	8	Improve
11	VA	45	60	15	Improve
12	IH	72	77	5	Improve
13	HA	50	70	20	Improve
14	TW	45	65	20	Improve
15	MA	49	63	22	Improve
16	EV	53	68	15	Improve
17	AY	45	58	13	Improve
18	SB	52	76	24	Improve
19	DA	54	60	6	Improve
20	TB	51	67	16	Improve
Total		1044	1345		
Average		52,2	67,25		

Source : The result of Pre-Test and Post-Test 1

Table 12
The Comparison of Completed of Students' Score on Pre-test and Post-test 1

No.	Result	Category	Frequency	Percentage
1.	Pre-test	Completed	3	15%
2.	Post-test 1	Completed	8	40%
Total			**11**	**55 %**

Graphic 3
The Comparison of The Completed of The Students' Score
on Pre-test and Post-test 1
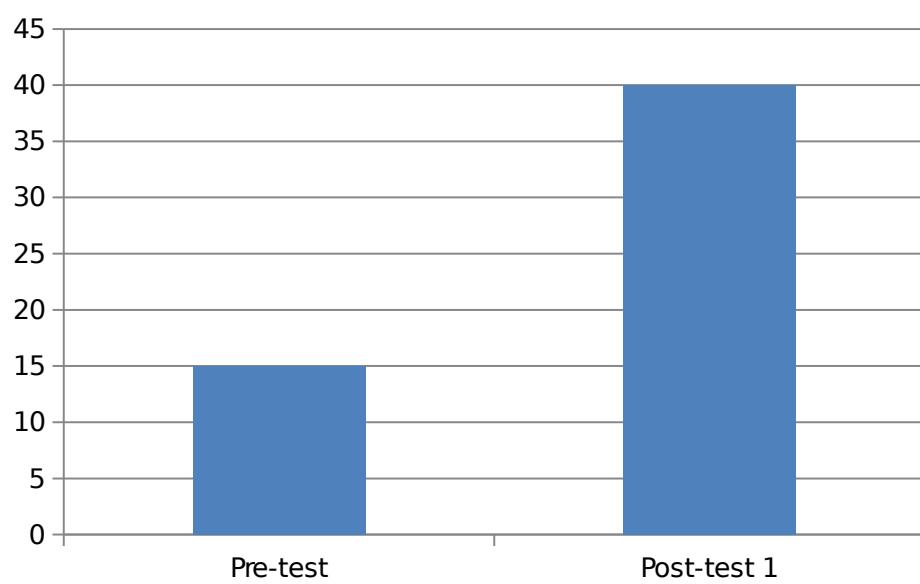
From the result of score completed on pre-test is 15 %, that were 3 students who got the category completed. In the result of score completed on post test 1 is 40 %, that were 8 students who got the category completed. It means that, the target based on Minimum Mastery Criteria (MMC) has not been achieved yet. So will be conduct to cycle II.

c. **Cycle II**

Cycle II also divided into four activities such as : planning, action, observation, reflection.

1) Planning

Based on the reflection that was conducted in the cycle I, the researcher and the collaborator made the planning of the action as follow :

a) Preparing the material about greeting card, congratulation.

b) Preparing the lesson plan.

c) Preparing the items that will be examined as the post-test in the end cycle.

d) Preparing the topic to make conversation and learning approach that will be used in the teaching and learning process.

e) Preparing the observation sheet of the students' activity.

2) Action

The action in the cycle II consist of two meeting, one meeting for the action, and one meeting for the post-test. The explanation of every meeting will be explained below:

a) The First Meeting

The first meeting was conducted on August 4th 2018, in this meeting was used as the pre-test for 2x40 minutes.

b) The teacher started by praying and greeting

c) The teacher checking the students' attendance list

d) The teacher gave the information about the subject that would be studied.

e) The teacher reviewed the material about draw label caption that had studied in cycle I

f) The teacher gave the topic to make narrative paragraph

g) The students were asked to review again about a narrative paragraph

h) The teacher and students made a conclusion about the material and closing the class.

1) The Second Meeting

The second meeting was conducted on August 11ˢᵗ 2018. The action that was conducted as follow :

a) The teacher started by praying and greeting.

b) The teacher checking the students' attendance list

c) The teacher gave the information about the subject that would be studied

d) The teacher reviewed the material about draw label caption that had studied in cycle I

e) The teacher gave the topic to make a narrative paragraph

f) The students were asked to draw a picture and make a narrative paragraph based on the picture.

g) The teacher and students made conclusion about the material and closing the class.

Table 13
The Students Post-Test II Score of Writing Ability

No.	Students' Name	Score	Note
1.	OW	80	Completed
2.	RD	68	Uncompleted
3.	RA	80	Completed
4.	NM	85	Completed
5.	FU	73	Completed
6.	GO	76	Completed
7.	AW	78	Completed
8.	PA	82	Completed
9.	PE	76	Completed

10.	DA	60	Uncompleted
11.	VA	68	Uncompleted
12.	IH	85	Completed
13.	HA	75	Completed
14.	TW	70	Completed
15.	MA	67	Uncompleted
16.	EV	72	Completed
17.	AY	69	Uncompleted
18.	SB	79	Completed
19.	DA	64	Uncompleted
20.	TB	70	Completed
Total		**1477**	
Average		**73,85**	Completed

Table 14
Frequency of students' score in Post-test II

No.	Grade	Category	Frequency	Percentage
1.	≥ 70	Completed	14	70%
2.	<70	Uncompleted	6	30%
Total			**20**	**100%**

Source: The result of post test II on August 11,

2018

Graphic 4
The Result Score of Students on Post-test II

Post test 2
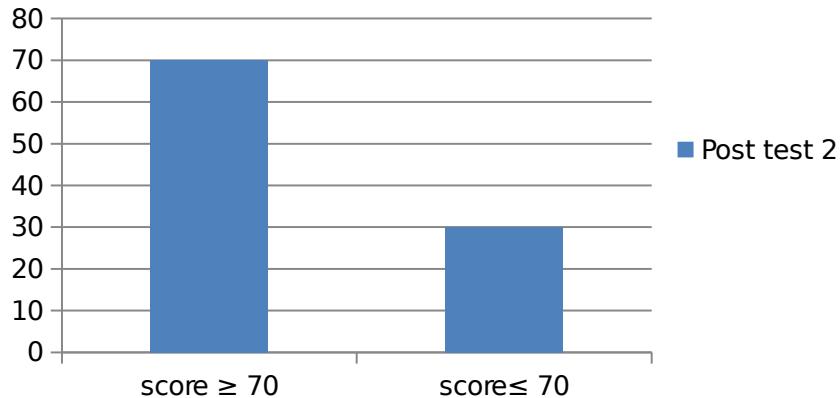
Based on the table above, it could be seen that the students' average score in post-test II was 73,85. The highest score was 85 and the lowest score was 60. According to minimum mastery criteria 90% students passed the test. Most of the students could increase their writing ability. It means that cycle II was successful.

3) **Observation**

In this step, the researcher presented the material about a narrative paragraph by using draw label caption technique. The teacher gave the material and made the students enthusiasm. The material was given by funny situation so made the students interested with the material. There were also four indicators used to know the students'

activities in learning process. The result score of students' learning activities observation, here are the explanations of it :

Table 15
The Percentage of the Students' Activity

No	Students' Activity	Frequency	Percentage
1	Giving attention to the explanation of preparing for drawing a picture.	17	85%
2	Giving the attention about the topic that have given by the researcher.	19	95%
3	Ask and answer the questions.	17	85%
4	Do an assignment to write narrative paragraph based on the topic.	20	100%
5	Collecting narrative paragraph to the researcher.	20	100%

From the data above, it showed that 17 students (85%) paid attention to the researchers' explanation of preparing drawing a picture, 17 students (85%) giving the attention about the topic that have given by the researcher., 17 students (85 %) asked and answered the questions, 20 students

(100%) did an assignment to write narrative paragraph based on the topic and the last were 20 students (100%) did the collecting narrative paragraph to the researcher.

Based on the result in cycle II, it can be inferred that the learning process has done well. It means that their writing ability had increased especially in greeting card, congratulation. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

4) Reflection

Based on the observation of learning process in cycle II, it can be inferred that the result of cycle II is success. The researcher felt satisfied about the result of the research. It looked at ≥ 70 % students were active in the class. Beside it, 16 students passed the exam. It means that writing ability on the students has developed.

B. INTERPRETATION

During research process, the researcher observed that the students were interested in teaching and learning writing ability. They were enthusiastic the learning process. The researcher assumes that teaching by draw label caption. By using draw label caption was easier because the students could practice how to determine vocabularies, how to make a narrative paragraph, and how to understand writing ability more easily and effectively. So, it has proved that draw label caption can be interesting technique in learning writing. Especially for the students at the tenth graders of SMAN 1 Trimurjo.

1. Interpretation the Result of Students' Score in Cycle I and Cycle II

The students score in narrative paragraph from pre-test, post-test I to post-test II could be seen on the table below :

Table 16
Students' score at pre-test, post test I and post-test II

No	Name	Students' Score			Category
		Pre-test	Post –test I	Post-Test II	
1	OW	46	67	80	Increase
2	RD	46	62	68	Increase
3	RA	71	74	80	Increase
4	NM	76	78	85	Increase
5	FU	44	68	73	Increase
6	GO	51	72	76	Increase
7	AW	52	72	78	Increase

8	PA	44	75	82	Increase
9	PE	41	56	76	Increase
10	DA	57	57	60	Increase
11	VA	45	60	68	Increase
12	IH	72	77	85	Increase
13	HA	50	70	75	Increase
14	TW	45	65	70	Increase
15	MA	49	63	67	Increase
16	EV	53	68	72	Increase
17	AY	45	58	69	Increase
18	SB	52	76	79	Increase
19	DA	54	60	64	Increase
20	TB	51	67	70	Increase
Total		**1044**	**1345**	**1477**	
Average		**52,2**	**67,25**	**73,85**	

Graphic 5
**The Comparison of the Average of Students' Score
at Pre-test, Post-test I and Post-test II**
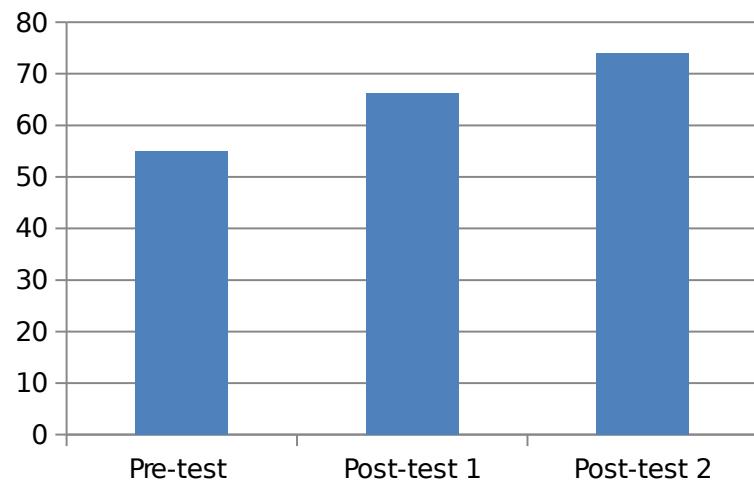
Table 17
**The Comparison of Completed of Students' Score on
Pre-test, Post-test 1 and Post-test 2**

No	Result	Category	Frequency	Total

.				
1.	Pre-Test	Completed	3	52,2
2.	Post-Test 1	Completed	8	67,25
3.	Post-Test 2	Completed	14	73,85
Total			**25**	**193,3**

Graphic 6
The comparison of the Completed of the students' score at pre test, post test 1 and post test 2
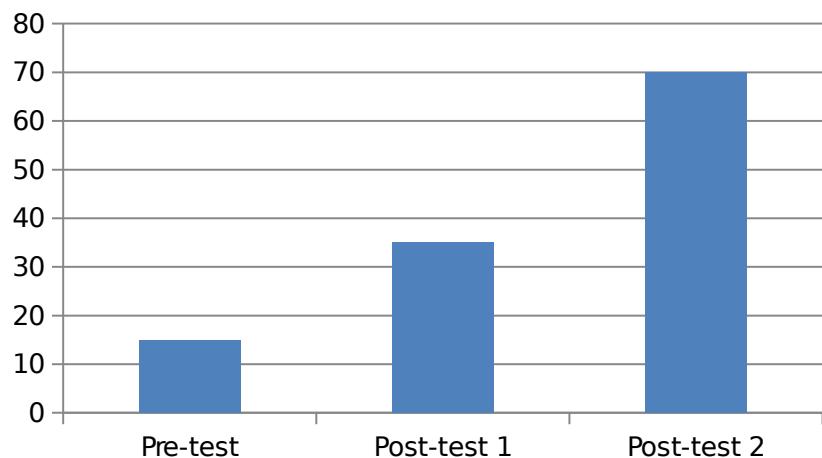
Based on the table and the graph above, in the cycle 1 from the pre-test to the post-test 1 have progress average score from 52,2 to 67,25. There is increasing about 15,05 point. Then from the cycle II have progress average score from 67,25 to 73,85 there is increasing about 6,6 point.

2. Interpretation the Result of Students' Learning Activities in Cycle I and Cycle II

In this session, the researcher will be discussed the interpretation of the result of the research. The researcher would like to explained teh result score by compairing the data, as follow :

Table 18
The result of students' activity of Writing Ability

No	Students' Activity	Cycle I		Cycle II		Increasing
		F	(%)	F	(%)	
1	Giving attention to the explanation of preparing for drawing a picture.	15	75%	17	85%	10%
2	Giving the attention about the topic that have given by the researcher.	17	85%	19	95%	10 %
3	Ask and answer the questions.	14	70%	17	85%	5%
4	Do an assignment to write narrative paragraph based on the topic.	18	90%	20	100%	10 %

5	Collecting narrative paragraph to the researcher.	18	90%	20	100%	10 %
Average		82 %		93%		9%

3. Action and Learning Result in Cycle I

Based on the result of data above, The treatment on cycle I have been done, it shows on the result of post test I. In can be seen from the students' score who has complete in pre test 52,2 became 67,25 in post test I. Based on the result of pre-test and post test in cycle I, could be known that there was an increasing. In the cycle I, the researcher found some difficulties that happen in the class such as the students got difficulty in teaching learning proccess. It happened because they were not focus to join the class and another case the students hard to understand the material.

4. Action and Learning result on cycle II

The data from the cycle I made the researcher must continue the learning process to the cycle II and fixed the problem at the cycle I. Finally, the learning process could be better. It can be seen that the students score was increased. The result of pre-test and post-test I is good

enough, but the students score could not achieve the target Minimum Completeness Criteria. After the teacher gave the post test in cycle II, most of students increased. The students score could achieve the targer (Minimum Completeness Criteria). It can be seen the persentage score test is 40% post test in cycle I is 67,25 and the average post in cycle is 73,85. It means that draw label caption can increase the students' narrative paragraph writing ability. From the result of the pre-test, post-test I, and post-test II, It could be conclude that draw label caption have positive affect toward the teaching learning process, especially in learning a narrative paragraph writing ability.

C. Discussion

The researcher concluded that draw label caption was an alternative technique that had improve on the students' narrative paragraph writing ability. On account for this, it could be seen by the result of cycle I and cycle II. Students of the tenth graders of SMAN 1 Trimurjo, particularly X.IPA.1 had done pre-test and post-test where by before holding the post-test, the researcher gave them certain treatment that consisted of draw label caption.

Similarly, the score they had got before and after treatment was so different that in the pre-test, the average score of class was 52,2. Meanwhile, the average score of class in the post-test 1 was 67,25, and than the average

score of class in the post-test 2 was 73,85. In conclusion, there was a positive and significant improve of using draw label caption on the students' narrative paragraph writing ability at the tenth graders of SMAN 1 Trimurjo.

To be exact, through draw label caption as an alternative technique, the students learnt such make a narrative paragraph in learning English. More precisely, there was a positive and significant improve of using draw label caption on the students' narrative paragraph writing ability after treatment. The fact shown that there was a change at the amount of the students who got lower scores. They were able to implement their result of narrative paragraph especially writing ability. Draw label caption could be a solution for teaching learning process especially in writing ability because this technique have a lot of advantages. So, the main advantage of draw label caption is used for genuine purpose, meaning that communication should take place and than preparing the report for the class, students should consider language form in general rather than concentration on single form. The students have fun with the technique, because in procedure this technique could make a group and they are can do by drawing. They were given much more opportunities to explore all their ideas. By using this technique, teaching and learning process was more interesting, enjoyable and fun because it included visual capability and creativity among students so that they might take part better during learning process.

As a solution in teaching English especially writing ability the teacher had to gave some techniques to make the students interest and pay attention in order they did not bored to catch the material. After the students was

interested, the material that given by the teacher would be understand by the students were easier.

Based on the discussion above, we could take a conclusion that the students felt comfort and active with the learning process because most of the students shown good improving in learning activities when draw label caption technique was applied in the learning process from the cycle 1 up to cycl_ _.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the implementation of learning writing ability through the use of Draw Label Caption (DLC) as technique in two cycle of the classroom action research, the reseacher would like to give conclusion as follows:

Using Draw Label Caption could increase the students' narrative paragraph writing ability at the tenth graders of SMAN 1 Trimurjo, Central Lampung. Using Draw Label Captioncould increase ability to write narrative paragraph in learning activity.It made students easier and enjoyable to understand the material. The result of post-test was higher score than pre-test. The average score of pre-test was 59,31. Then the average score of post-test I was 66,55, and the average score of post-test II is 73,96.

The result of cycle II already reached the indicator of success that was students fulfill the standard criteria with the score minimum was 70. Therefore, the research could be stopped in cycle II.

B. SUGGESTION

Based on the result of the research, the researcher would like to give suggestions constructively as follow :

1. **For the teacher**

   a. DLC could be effective technique to teach writing,

   b. The teacher should create fun situation and activity in the classroom. It meant that it could simulate students' interest during learning process.

2. **For Students**

   a. The students should learn writing activity in the class and then interest to write narrative paragraph.

   b. The students had to mastery vocabularies to increase their narrative paragraph writing ability.

3. **For the Principal**

The researcher greatly expects that this study could give contribution for the school, such as references for further studies in learning writing. The principle should take positive side of this technique as the new method or strategy in learning writing that could increase the students' narrative paragraph writing ability.

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APPENDICES

SILABUS MATA PELAJARAN

SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH/SEKOLAH

MENENGAH KEJURUAN/MADRASAH ALIYAH KEJURUAN)

(SMA/MA/SMK/MAK)

MATA PELAJARAN

BAHASA INGGRIS UMUM

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

JAKARTA, 2016

Daftar Isi

BAHASA INGGRIS UMUM SMA/MA/SMK/MAK

I. Pendahuluan

A. Rasional

Bagi peserta didik SMA/MA/SMK/MAK di Indonesia, belajar bahasa Inggrisbukan pengalaman pertama, tetapi kelanjutan dari yang sudah didapat di SMP.Namun demikian, kebanyakan peserta didik masih mengalami banyak kesulitan dalam mengungkapkan dan menyusun makna dalam teks, termasuk memilih dan menggunakan kosa kata, pengucapan, tekanan kata, tata bahasa dan unsur kebahasaannya lainnya.

Materi pembelajaranBahasaInggris di sekolah menengah telah dirancang berbasis genre, dan oleh karenanya pembelajaran dilaksanakan pada satuan teks, dengan tujuan untuk melaksanakan berbagai tindakan komunikatif secara bermakna, secara lisan maupun tulis, di berbagai konteks yang relevan dengan kehidupan peserta didik. Artinya, teks dipelajari bukan sebagai sasaran akhir, tetapi sebagai alat untuk melakukan berbagai aktivitas terkait dengan dengan kehidupan nyata. Adapun yang dimaksud dengan teks adalah kesatuan makna yang dapat terdiri atas satu kata seperti pada rambu lalu lintas *'Stop'*, satu frase *'No Smoking'*, satu kalimat ucapan selamat, sampai satu buku.Selain perbedaan pada jumlah dan jenis teks yang dicakup, mata pelajaran Bahasa Inggris di SMA berbeda dengan mata pelajaran di jenjang SMP dalam hal tingkat kompleksitas teks maupun tindakan komunikatifnya.

Merujuk pada rumusan Kompetensi Inti untuk SMA/MA/SMK/MAK, pembelajaran dirancang untuk memberikan pengalaman dalam menggunakan teks-teks berbahasa Inggris lisan dan tulis untuk memahami dan menerapkan pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan beradaban terkait penyebab fenomena dan kejadian. Selain itu, pengetahuan prosedural juga diterapkan sesuai bakat dan minatnya untuk memecahkan masalah. Kegiatan komunikatif dilaksanakan melalui kegiatan berbicara, menyimak, membaca, dan menulis dalam ranah konkretmaupun abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan menggunakan metoda yang sesuai. Penggunaan teks juga bertujuan untuk menumbuhkansikap menghayati dan mengamalkan nilai-nilai agama dan sosial,

termasuk perilaku jujur, disiplin, bertanggungjawab, peduli (toleransi, gotong royong), santun,responsif dan proaktif 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.

Untuk merancang proses pembelajaran, Kurikulum 2013 pada prinsipnya menggunakan pendekatan saintifik. Pendekatan saintifik, atau pendekatan berbasis proses keilmuan, merupakan pengorganisasian pengalaman belajar dengan urutan logis meliputi proses pembelajaran mengamati, menanya, mengumpulkan informasi/mencoba, menalar/mengasosiasi, dan mengomunikasikan. Langkah-langkah tersebut tidak berbeda dengan langkah-langkah yang diperlukan dalam belajar menangkap makna dan menyusun teks.

Pendekatan berbasis kompetensi, pendekatan berbasis genre, dan pendekatan saintifik, semuanya selaras dengan berbagai teori belajar dan pembelajaran yang berkembang di abad 21, antara lain *sociocultural learning teory,social-cognitive teory of learning,problem-based learning, humanistic approach to learning, autonomous learning*, dsb. Berdasarkan semua pendekatan tersebut, proses pembelajaran yang berhasil adalah yang menekankan pentingnya peserta didik terlibat langsung secara mandiri dalam interaksi dengan lingkungan sosialnya dalam menemukan masalah secara alami dan kemudian berupaya mengatasinya, sebagai manusia seutuhnya, yang memiliki cita, rasa, dan karsa. Pandangan tersebut berlaku untuk pendidikan formal, non formal dan informal, di dalam maupun di luar institusi pendidikan. Strategi pembelajaran yang digunakan antara lain pembelajaran berbasis tugas, berbasis proyek, *inquiry, discovery*.

Dengan berbasis teks, pembelajaran Bahasa Inggrisjuga dapat mendukung pembelajaran mata pelajaran lain. Misalnya, pembelajaran teks *explanation* dan eksposisi dapat membantu peserta didik memperolah wawasan internasional tentang ilmu yang dipelajari di mata pelajaran IPA dan IPS. Terkait dengan mata pelajaran Seni Budaya, pembelajaran teks deskriptif dapatmengembangkan kemampuan peserta didik untuk lebih mengenal obyek-obyek wisata di Indonesia, dan selanjutnya menumbuhkan rasa percaya diri untuk mempromosikannya.

B. Kompetensi Bahasa Inggris di Pendidikan Menengah

Secara umum kompetensi Bahasa Inggris Umum di SMA/MA dan SMK/MAK terdiri dari sikap, pengetahuan, dan

keterampilan berkomunikasi dalam bahasa Inggris pada tiga jenis wacana, (1) interpersonal, (2) transaksional, dan (3) fungsional, secara lisan dan tulis, pada tataran literasi informasional, untuk melaksanakan fungsi sosial, dalam konteks kehidupan di rumah, sekolah, dan masyarakat,serta terkait dengan mata pelajaran lain dan dunia kerja, dengan menggunakan berbagai bentuk teks sederhana, dengan struktur yang berterima, koheren dan kohesif serta dengan unsur-unsur kebahasaan yang tepat. Berikut ruang lingkup kompetensi dan materi Bahasa Inggris Umum di SMA/MA dan SMK/MAK.

KOMPETENSI	RUANG LINGKUP MATERI
▪ Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi; ▪ Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks pendek dalam kehidupan dan kegiatan peserta didik sehari-hari; ▪ Berkomunikasi secara interpersonal, transaksional dan fungsionaltentang diri sendiri, keluarga, serta orang, binatang, dan benda, kongkrit dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat, serta terkait dengan mata pelajaran lain dan dunia kerja;	▪ Teks-teks pendek dalam wacana interpersonal, transaksional, fungsional khusus, dan fungsional *descriptive*terkaittempat wisata dan bangunan bersejarah terkenal,*recount terkait peristiwa bersejarah, narrative terkait* legenda rakyat,*procedure*berbentuk manual dan kiat-kiat (tips)*, explanationtentang gejala alam dan sosial, analytical exposition terkait isu aktual, dan news item*pada tataran literasi informasional; ▪ Penguasaan setiap jenis teks mencakup tiga aspek, yaitu fungsi sosial, struktur teks, dan unsur kebahasaan, yang ketiganya ditentukan dan dipilih sesuai tujuan dan konteks komunikasinya; ▪ Sikap mencakupmenghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan; ▪ Keterampilan mencakup menyimak, berbicara, membaca,

KOMPETENSI	RUANG LINGKUP MATERI
▪ Menangkap makna, menyunting, dan menyusun teks lisan dan tulis, dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.	menulis, dan menonton, secara efektif, dengan lingkungan sosial dan alam dalam dalam lingkup pergaulan dunia; ▪ Unsur-unsur kebahasaan mencakup penanda wacana, kosa kata, tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan kerapian tulisan tangan; ▪ Modalitas: dengan batasan makna yang jelas.

C. Kompetensi Bahasa Inggris Jenjang SMA/MA/SMK/MAK

Berikut ini adalah kompetensi bahasa Inggris dan ruang lingkup materi untuk Bahasa Inggris Umum jenjang SMA/MA/SMK/MAK.

- Menunjukkan perilaku berbahasa Inggris yang mencerminkan sikap orang beriman, berperilaku 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.
- Memiliki pengetahuan faktual, konseptual,prosedural, dan metakognitif tentang fungsi sosial, struktur makna (urutan makna atau yang kita kenal dengan struktur teks),dan unsur kebahasaan berbagai teks berbahasa Inggris yang berpotensi mengembangkan 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.
- Memiliki keterampilan mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan penggunaan berbagai teks dalam bahasa Inggris yang dipelajari di sekolah secara mandiri serta bertindak secara

efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah bahasa Inggris.

D. Kerangka Pengembangan Kurikulum Bahasa Inggris

Seperti kurikulum mata pelajaran lainnya, Kurikulum Bahasa Inggris merupakan bagian dari Kurikulum 2013, yang ruang lingkup pengelolaannya dimulai dari merumuskan Kompetensi Dasar (KD), khususnya KD 3 dan KD 4, untuk mengejawantahkan KI 3 dan KI 4. Meskipun kompetensi sikap yang tercantum dalam rumusan KI 1 dan KI 2 tidak secara eksplisit diturunkan ke dalam KD 1 dan KD 2, kompetensi sikap dikembangkan dalam mata pelajaran Bahasa Inggris secara tidak langsung dan diintegrasikan ke dalam proses pembelajarannya. Berikut ini adalah rumusan Kompetensi Inti Kelas X, Kekas XI, dan Kelas XII.

KI

Kelas X	Kelas XI	Kelas XII
1. Menghargai dan menghayati ajaran agama yang dianutnya	1. Menghargai dan menghayati ajaran agama yang dianutnya	1. Menghargai dan menghayati ajaran agama yang dianutnya
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.	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.	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.
3. Memahami,menerapk	3. Memahami,menerapk	3. Memahami,menerapk

Kelas X	Kelas XI	Kelas XII
an, dan menganalisis pengetahuan faktual, konseptual,dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	an, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	an, menganalisis, dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
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.	4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.	4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Pengembangan KompetensiDasar (KD) tidak dibatasi oleh rumusan Kompetensi Inti (KI), tetapi disesuaikan dengan karakteristik mata pelajaran, kompetensi, lingkup materi, dan psiko-pedagogi.

Untuk merumuskan KD digunakan beberapa asumsi tentang bahasa fungsional, termasuk konsep genre, sebagai berikut.

- Bahasa Inggris perlu dipelajari untuk dapat berfungsi bagi kehidupan peserta didik sehari-hari, dalam berbagai bentuk teks.
- Teks adalah alat komunikasi dan berpikir.
- Teks memiliki sifat bermakna dan mempunyai tujuan untuk melaksanakan suatu fungsi sosial.
- Berdasarkan rumusan KI 3 (pengetahuan), tujuan komunikatif adalah untuk mengomunikasikan informasi faktual (terkait dengan topik komunikasi), informasi prosedural (terkait dengan langkah-langkah melaksanakan suatu proses), dan informasi konseptual (terkait dengan pemahaman terhadap fungsi sosial, struktur, dan unsur kebahasaan teks)
- Genre memberikan kerangka pembentukan teks yang terdiri atas tiga aspek: (1) tujuan atau fungsi sosial yang hendak dicapai, dengan menggunakan (2) struktur teks dan (3) unsur kebahasaan yang sesuai dengan tuntutan kontekstual.
- Secara kontekstual, teks menyesuaikan fungsi, struktur teks dan unsur kebahasaannya dengan (1) topik pembicaraan, (2) hubungan fungsional antar peserta komunikasi, (3) moda komunikasi yang digunakan.
- Struktur teks dan unsur kebahasaan yang menjadi penciri dasar setiap jenis teks (genre) akan disesuaikan dengan keunikan setiap konteks yang dihadapi, sehingga teks yang termasuk dalam setiap genre akan beragam dari konteks ke konteks.
- Pengguna bahasa akan terus menerus dihadapkan pada masalah untuk memilih dan menentukan isi dan bentuk teks yang sesuai dengan konteks yang dihadapi. Oleh karena itu, berkomuniasi merupakan rangkaian tindakan *problem solving*, eksplorasi dan *discovery* secara terus menerus.

Berdasarkan berbagai asumsi tersebut, KD kemudian dirumuskan untuk penggunaan bahasa Inggris pada tiga jenis wacana, yaitu (1) interpersonal, (2) transaksional, dan (3)

fungsional. Dalam wacana interpersonal teks berfungsi untuk menjaga hubungan interpersonal; dalam wacana transaksional teks berfungsi untuk bertukar informasi, barang dan jasa; dalam wacana fungsional teks berfungsi untuk melaksanakan tugas atau pekerjaan tertentu.

Kompetensi untuk setiap jenis teks dirumuskan dengan acuan berbasis genre. Artinya, teks harus dipelajari sebagai alat untuk melaksanakan fungsi sosial secara kontekstual yang terkait langsung dengan kehidupan peserta didik sebagai remaja terpelajar dalam berinteraksi dengan lingkungan sekitarnya, secara lisan maupun tertulis. Kualitas teks dilihat dari kesesuaian struktur teks dan unsur kebahasaan dengan fungsi teks dalam konteks penggunaannya tersebut. Ketiga aspek genre inilah yang digunakan untuk menetapkan materi pembelajaran setiap jenis teks.

Pada jenjang SMA/MA/SMAK/MAK, pengetahuan faktual, konseptual, prosedural, dan metakognitif dipelajari pada tataran berpikir 'memahami' (khususnya mengidentifikasi, membandingkan, dan menafsirkan) dan tataran 'menerapkan'. Keterampilan menggunakan teks terwujud dalam tindakan komunikatif menangkap makna melalui menyimak dan membaca, dan menyusun teks melalui berbicara dan menulis, yang semuanya terintegrasi untuk melaksanakan fungsi sosial yang sama. Khusus untuk setiap teks transaksional, diberikan penekanan khusus untuk mengaitkan dengan pembelajaran kosa kata dan tata bahasa yang menjadi penciri dasar setiap jenis teks.

Berikut adalah daftar teks yang tercakup dalam kurikulum jenjang SMA, Bahasa Inggris (Umum).

TEKS INTERAKSI INTERPERSONAL
- Ucapan selamat dan memuji bersayap (*extended*), serta menanggapinya (10)

TEKS INTERAKSI TRANSAKSIONAL
- Jati diri, dengan memperhatikan unsur kebahasaan *pronoun, subjective, objective, possessive* (10) - Niat melakukan suatu tindakan/kegiatan, dengan memperhatikan unsur kebahasaan kata kerj bantu modal *be going to, would like to* (10) - Keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan kata kerja dalam bentuk *simple past tense vs present perfect tense* (10) - Saran dan tawaran, dengan memperhatikan kata kerja bantu modal *should* dan *can* (11)

- Pendapat dan pikiran, dengan memperhatikan unsur kebahasaan *i think, I suppose, in my opinion* (11)
- Hubungan sebab akibat, dengan memperhatikan unsur kebahasaan *because of ..., due to ..., thanks to ...* (11)
- Keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan kata kerja dalam bentuk *passive voice* (11)
- Menawarkan jasa, dengan memperhatikan ungka[pan *May I help you?, What can I do for you? What if ...?* (12)
- Pengandaian diikuti oleh perintah/saran, dengan memperhatikan unsur kebahasaan *if* dengan *imperative, can, should* (12)

TEKS FUNGSIONAL KHUSUS

- Pemberitahuan (*announcement*), terkait kegiatan sekolah (10)
- Lirik lagu terkait kehidupan remaja sma/ma/smk/mak /smk/mak (10)
- Undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja (11)
- Surat pribadi, terkait kegiatan diri sendiri dan orang sekitarnya (11)
- Lirik lagu terkait kehidupan remaja sma/ma/smk/mak /smk/mk (11)
- Surat lamaran kerja (12)
- Teks caption menyertai gambar/foto/tabel/grafik/bagan (12)
- Manual penggunaan teknologi dan kiat-kiat (*tips*) (12)
- Lirik lagu terkait kehidupan remaja sma/ma/smk/mak /smk/mk (12)

TEKS FUNGSIONAL

- Teks deskriptif, terkait tempat wisata dan bangunan bersejarah terkenal(10)
- *Recount*, terkait peristiwa bersejarah (10)
- *Naratif,* terkait legenda rakyat (10)
- *Eksposisi analitis* terkait isu aktual. (11)
- *Explanation* terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas xi (11)
- Prosedurdalambentuk manual (12)
- *News item*terkait berita sederhana dari koran/radio/tv (12)

Kerangka pengembangan kurikulum Bahasa Inggris dapat diilustrasikan sebagai berikut.

Gambar Pengembangan Silabus Bahasa Inggris

Gambar di atas mengilustrasikan bahwa secara umum, kurikulum bahasa Inggris dikembangkan mengacu pada Kompetensi Inti (KI). KImeliputiaspek sikap, pengetahuan, dan ketrampilan yang selanjutnya menghasilkan Kompetensi Dasar (KD). Pengembangan KD diharapkan mampu menghasilkan peserta didik yang mampu melakukan tindakan Bahasa, dalam wacana interpersonal, transaksional, dan fungsional dalam bentuk kegiatan menangkap dan menyusun makna dalam berbagai jenis teks untuk mencapai fungsi sosial dengan menggunakan struktur teks dan unsur kebahasaan yang sesuai dengan konteksnya, dengan tingkat kompleksitas yang lebih tinggi dari yang dipelajari di SMP. Adapun proses pembelajarannya bersifat dialogis, kolaboratif, terbimbing, dan menumbuhkan kemandirian pada peserta didik.

E. Pembelajaran dan Penilaian

Berdasarkan berbagai pendekatan yang telah dibahas di atas, pembelajaran Bahasa Inggris perlu mencakup beberapa bentuk kegiatan berikut ini.

- Tujuan untuk melaksanakan fungsi sosial. Teks-teks yang diucapkan, disimak, dibaca, dan ditulis peserta didik diarahkan untuk melaksanakan fungsi sosial secara otentik atau mendekati otentik dalam hal sumber maupun penggunannya. Melalui kegiatan inilah peserta didik akan menemui masalah atau kesulitan yang autentik juga.
- Proses pembelajaran mencakup kegiatan mengamati, menanya, mengumpulkan informasi atau mencoba, mengasosiasi, dan mengomunikasikan. Dalam melaksanakan setiap setiap tidak menutup kemungkinan dilakukannya langkah-langkah lainnya. Misalnya, kegiatan menanya dapat langsung dilakukan pada tahap pengamatan, bahkan sampai pada kegiatan mengumpulkan informasi, mengasosiasi, dan mengomunikasikan. Ketika mengumpulkan informasi, bisa saja muncul hal-hal yang menghasrukan peserta untuk memperbaiki pengamatannya.
- Proses pembelajaran dilakukan melalui proses pembiasaan dan pembudayaan, dengan menggunakan banyak contoh dan keteladanan dalam ketepatan dan keberterimaan isi makna maupun struktur teks dan unsur kebahasaan dari teks yang diucapkan, disimak, dibaca, ditulis, termasuk perilaku dalam konteks penggunaannya.
- Proses pembelajaran memadukan inisiatif dan keaktifan diri, kerja sama dalam kelompok, dan bimbingan profesional dari guru
- Pembelajaran juga mencakup pengembangan kemampuan menyusun langkah kerja dalam melaksanakan setiap tugas, termasuk dalam menggunakan alat-alat seperti tabel, bagan, power point, peralatan audio/visual, dsb.
- Pembelajaran juga mencakup pengembangan kemampuan menanya, termasuk bertanya tentang hal-hal yang belum diketahui, mempertanyakan hal-hal yang sudah mapan, dsb.

Pembelajaran yang efektif dapat terwujud hanya apabila didukung oleh proses penilaian yang efektif juga. Penilaian merupakan bagian integral sehingga tidak dapat dipisahkan dari proses pembelajaran. Tujuan melaksanakan penilaian pada dasarnya adalah membantu dan memberikan arahan dan balikan pada peserta didik selama dan setelah proses pembelajaran agar dapat mencapai tujuan pembelajaran sebagaimana diharapkan.

Penilaian proses dan hasil belajar dilaksanakan berdasarkan prinsip-prinsip berikut ini.

- Penilaian dilakukan secara integratif, mencakup sikap, pengetahuan, dan keterampilan dalam menggunakanbahasa Inggris lisan dan tulis secara kontekstual sesuai dengan tujuan dan fungsi sosialnya.
- Penilaian sikap difokuskan pada sikap yang tampak dalam bentuk perilaku selama proses belajar berkomunikasi secara lisan dan tulis dengan bahasa Inggris di dalam dan di luar kelas, seperti kejujuran, kedisiplinan, tanggung jawab, percaya diri, toleransi, kerjasama, dan kesantunan, orientasi pada kedamaian, sebagai bagian dari pemecahan masalah sebagai bangsa Indonesia dalam tataran pergaulan dunia.
- Penilaian dilakukan secara integratif, mencakup sikap, pengetahuan, dan keterampilan dalam menggunakanbahasa Inggris lisan dan tulis secara kontekstual sesuai dengan tujuan dan fungsi sosialnya.

F. Kontekstualisasi Pembelajaran sesuai dengan Keunggulan dan Kebutuhan Daerah serta Kebutuhan Peserta Didik

Pembelajaran Bahasa Inggris perlu disesuaikan dengan kebutuhan belajar peserta didik, namun tetap harus disesuaikan dengan kondisi dan situasi belajar setempat. Sebagai contoh, meskipun penggunaan alat elektronik (seperti radio, komputer, LCD) secara ideal perlu digunakan, namun jika di sekolah tidak tersedia, maka perlu dicarikan cara lain. Kegiatan menyimak cerita dapat dilakukan dengan cara guru langsung membacakannya. Cara ini mungkin justru lebih otentik digunakan daripada menggunakan alat audio yang sebenarnya sudah tersedia di sekolah.

Terkait dengan jenis teks, misalnya teks deskriptif, peserta didik yang tinggal di daerah wisata perlu diarahkan untuk belajar mendeskripsikan dan mempromosikan lingkungan alam, tempat-tempat wisata, makanan khas, hasil perkebunan, dan kerajinan budaya setempat. Teks untuk pembelajaran modal *should* dan *can* dapat diarahkan untuk membuat saran-saran untuk belajar Bahasa Inggris dengan fasilitas apa adanya di sekolah. Teks *announcement* untuk membuat pengumuman terkait dengan kegiatan siswa di sekolah.

II. Kompetensi Dasar, Materi, dan Kegiatan Pembelajaran

Berikut ini adalah silabus untuk kelas X, XI, dan XII. Tentang kegiatan pembelajaran, perlu dicatat bahwa yang disebutkan di sini adalah contoh dan masih perlu disesuaikan dengan kebutuhan belajar peserta didik serta kondisi pembelajaran setempat.

KD

KELAS : X

Alokasi waktu : 76 JP

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *pronoun: subjective, objective, possessive*) 4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• **Fungsi Sosial** Mengenalkan, menjalin hubungan interpersonaldengan teman dan guru • **Struktur Teks** - Memulai - Menanggapi (diharapkan/di luar dugaan) • **Unsur Kebahasaan** - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: *be, have, go, work, live* (dalam *simple present tense*) - Subjek Pronoun: *I, You, We, They, He, She, It* - Kata ganti possessive *my, your, his,* dsb. - Kata tanya *Who? Which?*	- Menyimak dan menirukanbeberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungakapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	How? Dst. - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • **Topik** Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkanperilaku yang termuat di KI	hasil belajarnya
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (*extended*), serta menanggapinya, sesuai dengan konteks penggunaannya 4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (*extended*), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur	• **Fungsi Sosial** Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • **Struktur Teks** - Memulai - Menanggapi (diharapkan/di luar dugaan) • **Unsur Kebahasaan** - Ungkapan memberikan ucapan selamat dan memuji bersayap (*extended*), dan menanggapinya - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.	- Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (*extended*) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
kebahasaan yang benar dan sesuai konteks	- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • **Topik** Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkanperilaku yang termuat di KI	sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *be going to, would like to*) 4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar	• **Fungsi Sosial** Menyatakan rencana, menyarankan, dsb. • **Struktur Teks** - Memulai - Menanggapi (diharapkan atau di luar dugaan) • **Unsur Kebahasaan** - Ungkapan pernyataan niat yang sesuai, dengan modal *be going to, would like to* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • **Topik** Interaksi antara guru dan peserta didik di dalam dan	- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengantampilan visual(gambar, video) - Mengidentifikasidengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
dan sesuai konteks	di luar kelas yang melibatkan pernyataan niatyang dapat menumbuhkan perilaku yang termuat di KI	- Melakukan refleksi tentang proses dan hasil belajar.
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• **Fungsi Sosial** Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • **Struktur Teks** Dapat mencakup - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • **Unsur kebahasaan** - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti *quite, very, extremely, dst.* - Kalimat dekalraif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda	- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenaldengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel, *mind map*, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarahsetempat.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	baca, dan tulisan tangan • **Topik** Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkanperilaku yang termuat di KI	- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (*announcement*), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya 4.5 Teks pemberitahuan (*announcement*) 4.5 1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (*announcement*) 4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (*announcement*), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• **Fungsi Sosial** Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah • **Struktur Teks** - Istilah khusus terkait dengan jenis pemberitahuannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna • **Unsur Kebahasaan** - Ungkapan dan kosa kata yang lazim digunakan dalam *announcement* (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • **Topik** Pemberitahuan kegiatan,	- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (*announcement*) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentangpersamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (*announcement*) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	kejadian yang dapat menumbuhkanmenumbuhkan perilaku yang termuat di KI • **Multimedia** Layout dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.	
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple past tense vs present perfect tense*) 4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang	• **Fungsi Sosial** Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • **Struktur Teks** - Memulai - Menanggapi (diharapkan/di luar dugaan) • **Unsur Kebahasaan** - Kalimat deklaratif dan interogative dalam s*imple past tense, present perfect tense.* - Adverbial dengan *since, ago, now*; klause dan adveribial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata,	- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudianbertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	intonasi, ejaan, tanda baca, dan tulisan tangan • **Topik** Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkanperilaku yang termuat di KI	kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut - Melakukan refleksi tentang proses dan hasil belajar
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya 4.7 Teks *recount* – peristiwa bersejarah 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah 4.7.2 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• **Fungsi Sosial** Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan • **Struktur Teks** Dapat mencakup: - orientasi - urutan kejadian/kegiatan - orientasi ulang • **Unsur Kebahasaan** - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: *first, then, after that, before, when, at last, finally*, dsb. - Adverbia dan frasa preposisional penujuk waktu - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my,*	- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • **Topik** Peristiwa bersejarahyang dapat menumbuhkanperilaku yang termuat di KI	bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	• **Fungsi Sosial** Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan • **Struktur Teks** Dapat mencakup: - Orientasi - Komplikasi - Resolusi - Orientasi ulang • **Unsur Kebahasaan** - Kalimat-kalimat dalam*simple past tense*, *past continuous*, dan lainnya yang relevan - Kosa kata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penujuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	• **Topik** Cerita legenda yang dapatmenumbuhkan perilaku yang termuat di KI	hasil belajar.
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	• **Fungsi sosial** Mengembangkan nilai-nilai kehidupan dan karakter yang positif • **Unsur kebahasaan** - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • **Topik** Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	- Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Satuan Pendidikan	: SMA Negeri 1 Trimurjo
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: X/1
Materi Pokok	: Narrative Text
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti (KI)

As a reminder

KI 1 dan KI 2

Pembelajaran Sikap Spiritual dan Sikap Sosial dilaksanakan secara tidak langsung (indirect teaching) melalui keteladanan, terkait jujur, tanggungjawab, disiplin, dan santun melalui proses pembelajaran Pengetahuan dan Keterampilan. Selanjutnya guru melalukan penilaian sikap tersebut sepanjang proses pembelajaran berlangsung, dan berfungsi sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut

KI 3

Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif 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, menyaji,dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya	3.8.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks naratif secara lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat dengan konteks penggunaannya.
	3.8.2 Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif dengan memberi dan meminta informasi terkait legenda rakyat sesuai dengan konteks penggunaannya.
	3.8.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif dengan memberi dan meminta informasi terkait legenda sesuai dengan konteks penggunaannya.
4.8 Menangkap makna secara kontekstual terkait fungsi sosial,	*4.8.1* Menyimpulkan informasi terkait pengalaman pribadi dengan

Kompetensi Dasar	Indikator
struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan terkait teks naratif. *4.8.2* Menulis teks naratif secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks naratif secara tulis maupun lisan. *4.8.3* Mempresentasikan teks naratif yang sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan.

C. Tujuan Pembelajaran

Melalui Pembelajaran Berbasis Teks, peserta didik dapat membedakan dan menangkap makna sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan, serta mampu mengidentifikasi dan menyimpulkan informasi terkait dengan teks naratif.

D. Materi Pembelajaran

- **Fungsi Sosial**

  Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan

- **Struktur Teks**

  Dapat mencakup:

  - Orientasi
  - Komplikasi
  - Resolusi

- Orientasi ulang

- **Unsur Kebahasaan**

    - Kalimat-kalimat dalam s*imple past tense, past continuous*, dan lainnya yang relevan

    - Kosa kata: terkait karakter, watak, dan setting dalam legenda

    - Adverbia penghubung dan penujuk waktu

    - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode Pembelajaran

Cooperative Learning, Diskusi, tanya jawab dan Presentasi

F. Media/alat/bahan/sumber

1. Media/alat   : Laptop dan LCD
2. Bahan   : PPT dan Buku Paket
3. Sumber Belajar:
    - Buku Siswa Bahasa Inggris Kelas X SMA/MA/SMK/MAK

G. Kegiatan Pembelajaran

1.Pertemuan Pertama: (2 JP)

Indikator:

3.8.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks naratif secara lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat dengan konteks penggunaannya.

3.8.2 Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif dengan memberi dan meminta informasi terkait legenda rakyat sesuai dengan konteks penggunaannya.

a.Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran

CHARACTER BUILDING

- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai teks naratif terkait legenda rakyat.
- Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari

CRITICAL THINKING

- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

LITERACY

b.Kegiatan Inti

- Membaca beberapa teks yang berisi *narrative text.*
- Bertanya dan mempertanyakan terkait fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks naratif.
- Membahas sebuah contoh analisis teks *narrative* terkait fungsi sosial, struktur teks dan unsur kebahasaan .

CRITICAL THINKING

- Secara berkelompok, membaca dan mendiskusikan teks *narrative.*

COLLABORATION

- Masing- masing kelompok menyampaikan hasil diskusi terkait fungsi sosial, struktur teks, dan unsur kebahasaan

COMMUNICATION

c.Kegiatan Penutup

- Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

CHARACTER BUILDING

- Menyimpulkan apa yang dipelajari hari ini
- Pemberian tugas berupa mencari teks naratif.

LITERACY

- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

2. **Pertemuan Kedua (2JP)**

Indikator

3.8.3 Menggunakan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif dengan memberi dan meminta informasi terkait legenda sesuai dengan konteks penggunaannya.

4.8.1 Menyimpulkan informasi terkait pengalaman pribadi dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan terkait teks naratif.

a. **Kegiatan Pendahuluan**

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran

CHARACTER BUILDING

- Mereview pembahasan pada kegiatan sebelumnya.

- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus

LITERACY

b. **Kegiatan Inti**
- Secara berkelompok, saling membacakan sebuah teks khusus berbentuk naratif dari buku bahasa inggris yang dibawa.

- Mendiskusikan perbedaan fungsi **LITERACY** eks dan unsur kebahasaaan dari teks khusus berbentuk naratif yang ditayangkan/ dibagikan.

COLLABORATION & CRITICAL THINKING

- Secara individu membaca sebuah teks naratif terkait gambar kemudian menyimpulkan informasi

CRITICAL THINKING

c. **Kegiatan Penutup**
- Refleksi sejenak tentang apa yang sudah dipelajari dalam pertemuan ini dan sebelumnya"Well, we have talked about self identity for two meetings so far, is there anyone who can tell his/her feeling during the lesson?"

CHARACTER BUILDING

- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

3. **Pertemuan Ketiga (2 JP)**
   Indikator

4.8.2 Menulis teks naratif secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks naratif secara tulis maupun lisan.

4.8.3 Mempresentasikan teks naratif yang sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan.

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.

- Memotivasi peserta didik dengan dengan bertanya-jawab tentang teks khusus berbentuk narrative text di bahasa Indonesia dan bahasa Inggris

CHARACTER BUILDING

- Mereview pembahasan pada kegiatan sebelumnya.

- menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

LITERACY

b. Kegiatan Inti

- Secara individu menulis naratif pada gambar yang sudah ditugaskan sebelumnya.

LITERACY

- Secara bersama-sama membahas teks naratif yang sudah ditulis oleh masing-masing individu terkait tujuan, struktur, dan unsur kebahasaan yang digunakan

COLLABORATION & CRITICAL THINKING

- Masing-masing individu merevisi teks naratif yang ditulis berdasarkan hasil individu.

CREATIVITY

- Masing-masing individu mempresentasikan hasil diskusi tentang narrative text di depan kelas kemudian memasukan pada dokumen portofolio.

COMMUNICATION & CHARACTER

c. **Kegiatan Penutup**
- Refleksi sejenak tentang apa yang sudah dipelajari dalam pertemuan ini dan sebelumnya "Let's share how far can you follow the lesson and how feel during the lesson? Who can conclude what you have studied during this three meetings?"

CHARACTER BUILDING

H. **Penilaian Hasil Belajar**
1. Teknik Penilaian:
   a. Penilaian Sikap   : Observasi/pengamatan
   b. Penilaian Pengetahuan : Tes Tertulis
   c. Penilaian Keterampilan: Unjuk Kerja/Praktik, Proyek, Portofolio
2. Bentuk Penilaian:
   a. Observasi   : Jurnal guru
   b. Tes tertulis   : uraian dan lembar kerja
   c. Unjuk kerja   : Praktik/Pedoman Penskoran
   d. Proyek   : Produk/Pedoman Penskoran
   e. Portofolio   : E-Portofolio
3. Instrumen Penilaian (terlampir)

I. Program Tindak Lanjut

1. Remedial
   - Peserta didik yang belum mencapai KKM (70) diberi tugas untuk membaca beberapa teks *narrative*. Guru mengevaluasi kemajuan kompetensi peserta didik dalam membuat teks naratif. Kemudian guru melaksanakan penilaian remedial.

2. Pengayaan
   - Bagi peserta didik mempunyai nilai di atas 70 diberi pengayaan berupa tugas mandiri untuk membuat teks naratif dan di persentasikan di depan kelas.

Metro, July 2018

Collaborator   Researcher

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LAMPIRAN 1

MATERI PEMBELAJARAN PERTEMUAN 1

- **Fungsi Sosial**

Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan

- **Struktur Teks**

Dapat mencakup:

- Orientasi
- Komplikasi
- Resolusi
- Orientasi ulang

- **Unsur Kebahasaan**

  - Kalimat-kalimat dalams*imple past tense, past continuous*, dan lainnya yang relevan
  - Kosa kata: terkait karakter, watak, dan setting dalam legenda
  - Adverbia penghubung dan penujuk waktu
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Teks 1

Once upon a time in Pasundan West Java, there was a mancalled Kabayan. He was very poor, sohe really wanted to be a rich man. He and his wife

decided to go to Mountain Gede to spend some timefor praying, fasting and meditating, so that their wish to become richmight be granted.

One day, in the midst of theirmeditation, they heard the voice of god calling them. "Kabayan!", said the voice. " I grant you two wishes. Only two. You had better talk it over with yourwife before you make them". Kabayan and his wife then had a longdiscussion about what they should wish for. It seemed that it was impossible for them to agree. Kabayan wanted to wish a great amount of money, but his wife thought they should wish for abundant supply ofrice. Finally Kabayan became soannoyed with his wife that he said, " I wish god would turn you into amonkey !".

Immediately Kabayan swish was granted, and he saw his wife transformed into a monkey before hisvery eyes.
Kabayanregretted his words verymuch, then he wished that his wife would become herself again. Hiswish was promptly granted. But with these two wishes Kabayan'schance to ask for wealth was gone. Therefore he and his wiferemained poor as long as they lived.

INSTRUMEN PENILAIAN PERTEMUAN 1
KISI-KISI PENILAIAN HARIAN

Kompetensi Dasar	IPK	Materi	Indikator Soal	Bentuk Soal
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaanny	3.8.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks naratif secara lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat dengan konteks penggunaannya. 3.8.2 Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan teks	• **Fungsi Sosial** - Mendapat hiburan menghibur - mengajarkan nilai-nilai luhur - mengambil teladan • **Struktur Teks**	Disajikan sebuah teks naratif peserta didik dapat meng-identifikasi: • Fungsi sosial • Struktur teks • Unsur kebahasaan Disajikan sebuah teks naratif. peserta didik dapat menerapkan	

Kompetensi Dasar	IPK	Materi	Indikator Soal	Bentuk Soal
a 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	naratif dengan memberi dan meminta informasi terkait legenda rakyat sesuai dengan konteks penggunaannya. 3.8.3 Menggunakan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif dengan memberi dan meminta informasi terkait legenda sesuai dengan konteks penggunaannya. 4.8.1 Menyimpulkan informasi terkait pengalaman pribadi dengan memperhatikan fungsi sosial, struktur teks dan unsur	Dapat mencakup : - Orientasi - Komplikasi - Resolusi - Orientasi ulang • **Unsur Kebahasaan** - Kalimat-kalimat dalam *simple past tense, past continuous,* dan lainnya yang	unsur kebahasaan tentang menanyakan cerita rakyat atau legenda sesuai dengan konteks. Disajikan sebuah teks naratif, peserta didik dapat menyimpulkan informasi dari teks tersebut. Disajikan sebuah tema, peserta didik dapat menuliskan dan mempresentasikan teks naratif.	Tes Tulisan

Kompetensi Dasar	IPK	Materi	Indikator Soal	Bentuk Soal
	kebahasaan terkait teks naratif. 4.8.2 Menulis teks naratif secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks naratif secara tulis maupun lisan. 4.8.3 Mempresentasikan teks naratif yang sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan.	relevan - Kosa kata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca,		

Kompetensi Dasar	IPK	Materi	Indikator Soal	Bentuk Soal
		dan tulisan tangan		

a.   Soal Latihan

- **Tulis**

  Read the carefully , the answer the questions tha given by the teacher orally!

  1.   What is the text about?

  2.   What do you think social function of the text above?

  3.   What kind of sentence is used in the text 1 above? How do you know?

- **Tertulis**

  Read the text one more time, and then discuss the answer of these questions and write it in a piece of paper!

  1. What kind of information do you find in the text 1 above?

  2. Is there any specific way of writing the narrative ? Explain your answer!

H. Rubrik

  1) Rubrik Penilaian tes tertulis

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1

Ide Penulisan	Ide yang dipilih orisinal, ide sangat sesuai dengan genre yang dipilih, ide dikembangka n dengan tepat dan terarah.	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali 4 ketentuan yang telah ditetapkan.
Struktur Teks dan Isi	Teks sesuai dengan genre yang dipilih, ketentuan dan ciri-ciri genre yang dipilih diikuti dengan sempurna, ide penulisan dan informasi yang disajikan sangat relevan, isi teks sangat mudah dipahami.	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 1 atau bahkan tidak memenuhi semua kriteria yang ditetapkan
Tata Bahasa	Tidaka ada kesalaha tata bahasa yang signifikan, makna dan isi	Ada beberapa kesalahan tata bahasa namun tidak terlalu berpengaruh	Sering ditemukan kesalahan tata bahasa, namun makna	Banyak sekali kesalahan tata bahasa sehingga makna dan isi

	teks dapat dipahami dengan jelas.	terhadap makna kalimat dan isi teks.	dan isi teks masih dapat dipahami.	teks sulit dipahami.
Perbendaharaan Kata	Kalimat yang digunakan sangat efektif, menggunakan variasi lexical dengan benar, menguasai bentuk kata dan idiom dengan benar dan efektif, istilah-istilah yang digunakan dengan benar.	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 1 atau bahkan tidak memenuhi semua kriteria yang ditetapkan

Rumus perhitungan nilai siswa sebagai berikut :

Jumlah skor yang diperoleh siswa x 100

      Skor maksimal/ideal

2) Rubrik penilaian tes lisan

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Pronouncing	Lafal apat dipahami meskipun dengan aksen tertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat	Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya	Hampir selalu keluar dari pelafalan sehingga tidak dapat dimengerti.

		fokus dan kadang-kadang menimbulkan kesalahfahaman.	sering.	
Grammar	Hampir tidak ada kekeliruan tata bahasa.	Terjadi beberapa kekeliruan tata bahasa namun tida berpengaruh terhadap arti.	Banyak terjadi kekeliruan tata bahasa yang mempengaruhi arti dan sering kali harus menyusun ulang kalimat percakapan.	Tata bahasa sangat buruk sehingga percakapan sangat sulit difahami.
Vocabulary	Kadang-kadang pelafalan tidak tepat dan mengharuskan penjelasan lebih lanjut karena kosakata yang tidak sesuai.	Sering menggunakan kosakata yang tidak tepat sehingga dialognya menjadi terbatas karena kosakata yang terbatas.	Menggunakan kosakata yang tidak dapat difahami.	Kosakata sangat terbatas sehingga tidak memungkinkan terjadinya dialog.
Fluency	Dialog lancar,	Tidak terlalu lancar karena	Sering ragu dan berhenti	Sering berhenti dan

	sangat sedikit menemui kesulitan.	menemui kesulitan bahasa.	karena keterbatasan bahasa.	diam selama dialog sehingga dialog tidak tercipta.
Comprehension	Seluruh isi percakapan dapat dipahami, meskipun sekali ada pengulangan pada bagian-bagian tertentu.	Sebagian besar isi percakapan dapat dimengerti meskipun ada beberapa pengulangan.	Sulit untuk mengikuti dialog yang dilakukan kecuali pada bagian dialog umum dengan percakapan yang perlahan-lahan dan banyak pengulangan.	Tidak dapat dipahami bahkan dalam bentuk dialog yang singkat sekalipun.

Rumus perhitungan nilai siswa sebagai berikut :

<u>Jumlah skor yang diperoleh siswa</u> x 100

      Skor maksimal/ideal

3) Rubrik Penilaian Sikap

No.	Sikap yang Diamati	Terlihat	Tidak Terlihat
1.	Kerjasama		
2.	Ketertiban		
3.	Tanggung Jawab		
4.	Kepedulian		

Jurnal Guru

NO	HARI/TGL / JAM KE	NAMA	PRILAKU/ KEJADIAN	BUTIR SIKAP	POS/NEG	TINDAK LANJUT

MATERI PEMBELAJARAN PERTEMUAN 2 dan 3

- **Fungsi Sosial**

  Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan

- **Struktur Teks**

  Dapat mencakup:

  - Orientasi
  - Komplikasi
  - Resolusi
  - Orientasi ulang

- **Unsur Kebahasaan**

  - Kalimat-kalimat dalam *simple past tense, past continuous*, dan lainnya yang relevan
  - Kosa kata: terkait karakter, watak, dan setting dalam legenda
  - Adverbia penghubung dan penujuk waktu
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Teks 2

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said. 'I know only one

trick to get away from dogs,' said the cat. 'You should teach me some of yours!' 'Well, maybe some day, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?'

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

INSTRUMEN PENILAIAN PERTEMUAN 2 dan 3

KISI-KISI PENILAIAN HARIAN

Kompetensi Dasar	IPK	Materi	Indikator Soal	Bentuk Soal
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.8.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks naratif secara lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat dengan konteks penggunaannya. 3.8.2 Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif dengan	• **Fungsi Sosial** - Mendapat hiburan menghibur - mengajarkan nilai-nilai luhur - mengambil teladan • **Struktur Teks** Dapat	Disajikan sebuah teks naratif peserta didik dapat meng-identifikasi: • Fungsi sosial • Struktur teks • Unsur kebahasaan Disajikan sebuah teks naratif. peserta didik dapat menerapkan unsur	Tes Tulisan

Kompetensi Dasar	IPK	Materi	Indikator Soal	Bentuk Soal
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	memberi dan meminta informasi terkait legenda rakyat sesuai dengan konteks penggunaannya. 3.8.3 Menggunakan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif dengan memberi dan meminta informasi terkait legenda sesuai dengan konteks penggunaannya. 4.8.1 Menyimpulkan informasi terkait pengalaman pribadi dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan terkait teks	mencakup : - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan - Kalimat-kalimat dalam *simple past tense, past continuous,* dan lainnya yang relevan	kebahasaan tentang menanyakan cerita rakyat atau legenda sesuai dengan konteks. Disajikan sebuah teks naratif, peserta didik dapat menyimpulkan informasi dari teks tersebut. Disajikan sebuah tema, peserta didik dapat menuliskan dan mempresentasikan teks naratif.	Unjuk Kerja

Kompetensi Dasar	IPK	Materi	Indikator Soal	Bentuk Soal
	naratif.	- Kosa kata: terkait karakter, watak, dan setting dalam legenda		
	4.8.2 Menulis teks naratif secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks naratif secara tulis maupun lisan.			
	4.8.3 Mempresentasik an teks naratif yang sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan.	- Adverbia penghubung dan penujuk waktu		
		- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan		

Kompetensi Dasar	IPK	Materi	Indikator Soal	Bentuk Soal
		tulisan tangan		

Tes Tertulis

Read the text above carefully!

1. What is the text about?

2. What is social function of this text?

3. Why was the fox sat under three silently?

Unjuk Kerja

- Individuall, write a text of narrative!

- In group of four, create a School 'Mading' that contain 3 texts of narrative, taken from internet. Design your 'Mading' as good as possible!

1) Rubrik Penilaian tes tertulis

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Ide Penulisan	Ide yang dipilih orisinal, ide sangat sesuai dengan genre yang dipilih,	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali 4

	ide dikembangka n dengan tepat dan terarah.			ketentuan yang telah ditetapkan.
Struktur Teks dan Isi	Teks sesuai dengan genre yang dipilih, ketentuan dan ciri-ciri genre yang dipilih diikuti dengan sempurna, ide penulisan dan informasi yang disajikan sangat relevan, isi teks sangat mudah dipahami.	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan.	Hanya memenuhi dari 4 ketentuan yang ditetapkan.	Hanya memenuhi 1 atau bahkan tidak memenuhi semua kriteria yang ditetapkan
Tata Bahasa	Tidaka ada kesalaha tata bahasa yang signifikan, makna dan isi teks dapat dipahami dengan jelas.	Ada beberapa kesalahan tata bahasa namun tidak terlalu berpengaruh terhadap makna kalimat dan isi teks.	Sering ditemukan kesalahan tata bahasa, namun makna dan isi teks masih dapat dipahami.	Banyak sekali kesalahan tata bahasa sehingga makna dan isi teks sulit dipahami.
Perbendaharaa n Kata	Kalimat yang digunakan sangat efektif,	Hanya memenuhi 3 dari 4	Hanya memenuhi dari 4	Hanya memenuhi 1 atau bahkan

menggunakan variasi lexical dengan benar, menguasai bentuk kata dan idiom dengan benar dan efektif, istilah-istilah yang digunakan dengan benar.	ketentuan yang ditetapkan.	ketentuan yang ditetapkan.	tidak memenuhi semua kriteria yang ditetapkan

Rumus perhitungan nilai siswa sebagai berikut :

Jumlah skor yang diperoleh siswa x 100

      Skor maksimal/ideal

2) Rubrik penilaian tes lisan

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Pronouncing	Lafal apat dipahami meskipun dengan aksen tertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat fokus dan kadang-kadang menimbulkan kesalahfahaman.	Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya sering.	Hampir selalu keluar dari pelafalan sehingga tidak dapat dimengerti.
Grammar	Hampir	Terjadi	Banyak	Tata bahasa

	tidak ada kekeliruan tata bahasa.	beberapa kekeliruan tata bahasa namun tida berpengaruh terhadap arti.	terjadi kekeliruan tata bahasa yang mempengaruhi arti dan sering kali harus menyusun ulang kalimat percakapan.	sangat buruk sehingga percakapan sangat sulit difahami.
Vocabulary	Kadang-kadang pelafalan tidak tepat dan mengharuskan penjelasan lebih lanjut karena kosakata yang tidak sesuai.	Sering menggunakan kosakata yang tidak tepat sehingga dialognya menjadi terbatas karena kosakata yang terbatas.	Menggunakan kosakata yang tidak dapat difahami.	Kosakata sangat terbatas sehingga tidak memungkinkan terjadinya dialog.
Fluency	Dialog lancar, sangat sedikit menemui kesulitan.	Tidak terlalu lancar karena menemui kesulitan bahasa.	Sering ragu dan berhenti karena keterbatasan bahasa.	Sering berhenti dan diam selama dialog sehingga dialog tidak tercipta.
Comprehension	Seluruh isi	Sebagian besar	Sulit untuk	Tidak dapat

| | percakapan dapat dipahami, meskipun sekali ada pengulangan pada bagian-bagian tertentu. | isi percakapan dapat dimengerti meskipun ada beberapa pengulangan. | mengikuti dialog yang dilakukan kecuali pada bagian dialog umum dengan percakapan yang perlahan-lahan dan banyak pengulangan. | dipahami bahkan dalam bentuk dialog yang singkat sekalipun. |

Rumus perhitungan nilai siswa sebagai berikut :

Jumlah skor yang diperoleh siswa x 100

      Skor maksimal/ideal

3) Rubrik Penilaian Keterampilan (Unjuk Kerja)

KRITERIA	KURANG (45-60)	CUKUP (61-75)	BAIK (76-88)	SANGAT BAIK (89 – 100)
Bertanya-jawab	Kalimat kurang bisa dipahami	Kalimat jelas namun ada beberapa unsur bahasa yang belum tepat	Kalimat jelas dengan struktur dan unsur bahasa yang yang sederhana	Kalimat dengan struktur sesuai dan unsur bahasa yang tepat serta pengucapan lancar
Presentasi	Membaca teks, kosa	Sesekali melihat teks, kosa kata	Lancar dan kosa kata dan kalimat	Lancar mencapai

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		terbatas tapi lancar	berkembang, serta ada transisi	fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
	kata terbatas, dan tidak lancar			

4) Rubrik Penilaian Sikap

No.	Sikap yang Diamati	Terlihat	Tidak Terlihat
1.	Kerjasama		
2.	Ketertiban		
3.	Tanggung Jawab		
4.	Kepedulian		

Jurnal Guru

NO	HARI/TGL / JAM KE	NAMA	PRILAKU/ KEJADIAN	BUTIR SIKAP	POS/NEG	TINDAK LANJUT

Soal Latihan

In a remote part of Ohio, United States, there is a place called Morrow. One day, at a London train station, a traveler said to the booking-clerk, "I want a ticket to Morrow, please." The clerk raised his eyebrows, saying, "If you want a ticket tomorrow, why don't you come for it tomorrow?." "But I want a ticket to Morrow today," the traveler replied. "I told you," the clerk said, "You can't have a ticket tomorrow today, you'll have to come tomorrow for it."

By this time the traveler was getting more and more annoyed and finally lost his temper and yelled, "Can't you understand what I mean? I want a ticket to a place called Morrow and I want it now!" Finally understanding what the traveler really wanted, the clerk said quite calmly, "Why didn't you say so in the first place? Here is your ticket."

1.   What is the text about?

2.   What did the traveler want?

3.   Where does the story take place?

4.   Why did the traveler become annoyed?

5.   How did he speak when he lost his temper?

6.   How did the clerk speak when he finally understood what the traveler want?

7.   What is the "Morrow" of the story?

8.   a. Do you like travelling by train?

   b. Why?

INSTRUMENT TEST OF NARRATIVE PARAGRAPH

PRE-TEST

Name   :

Class   :

Theme   :

Direction   :

1. Write your name, class and theme sheet!
2. Choose one of the topics!
3. Please use your own writing and write carefully!

Please write a narrative paragraph at least 7 sentences based on the topic that

you choose below!

a. Fox and Cat
b. Earthquake
c. Snow White

……………………………………………..

....
....
....
....
....

Good Luck and Do Your Best !!!

INSTRUMENT OF NARRATIVE PARAGRAPH

POST-TEST 1

Name   :

Class   :

Theme   :

___

Direction   :

4. Write your name, class and theme!
5. Choose one of the topics!
6. Please use your own writing and write carefully!
7. Make a narrative paragraph based on the topic that you have chosen!

___

Please write a narrative paragraph based on the topic that you choose below!

a. Malin Kundang

b. Fox and Grapes

c. Toba Lake

....

....

....

....

....

Good Luck and Do Your Best !!!

INSTRUMENT OF NARRATIVE PARAGRAPH

POST-TEST 2

Name   :

Class   :

Theme   :

Direction   :

1. Write your name, class and theme!
2. Choose one of the topics!
3. Please use your own writing and write carefully!
4. Make Draw Label Caption based on the topic that you have chosen!
5. Make a narrative paragraph based on draw label caption!

The example of using Draw Label Caption Technique to improve Narrative

Paragraph.

SCHEME OF DRAW-LABEL-CAPTION (DLC)

Draw and Label
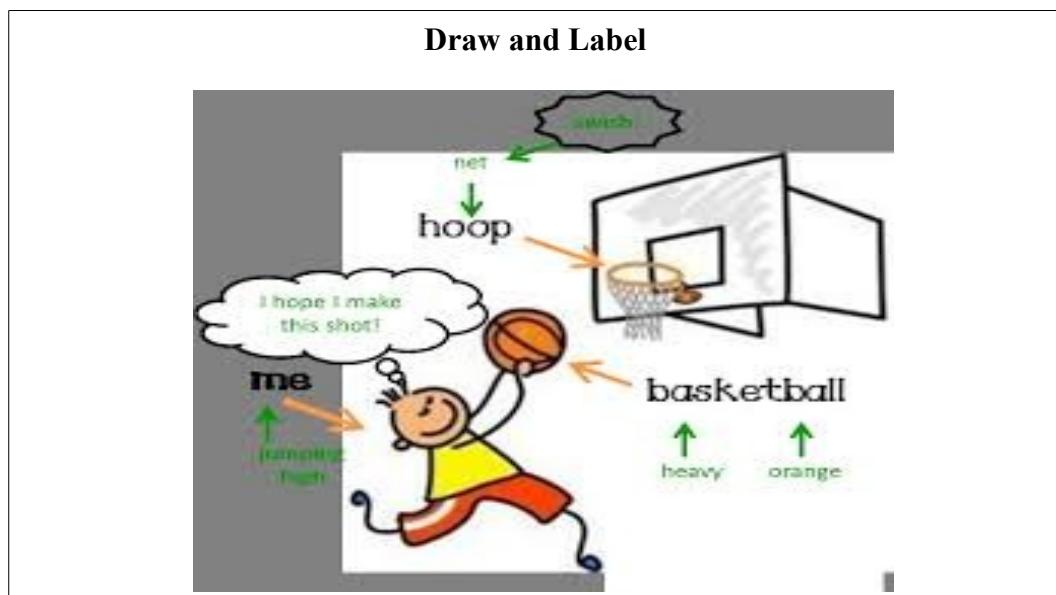
Caption : Playing basketball

In the afternoon, I played basketball. The basketball was orange and very heavy. The net was very high. It was very difficult to hoop the basketball to the net. I always tried to shot the basketball to the net. The first time that I played the basketball. I jumped and hoop the basketball to the net, and I hoped it could go into the net. When, the basketball entered to the net, I always happy. I tried to enter the basketball to the net repeatedly. Finally, I could play basketball well.

Field Notes

Cycle		Note Students' Attitude
Cycle 1	**1st Meeting (July 2018)**	➢ Most of students still confused in following the individual work. ➢ Most of the students were not accountable about their answer. ➢ Most of the students were not confidence in writing the ideas. ➢ Some of the students did not do the assignments.
	2nd Meeting (July 2018)	➢ Some of the students began interested in the individual work. ➢ Some of the students were accountable about their answer. ➢ Some of the students were confidence in writing ideas. ➢ Some of the students could do the assignments easily.
Cycle 2	**1st Meeting (August 2018)**	➢ Some of the students were enjoyed following the individual work in learning class. ➢ Most of the students were accountable about their answer. ➢ The students could be more confidence in writing ideas. ➢ Most of the students could do the assignments easily.
	2nd Meeting (August 2018)	➢ Most of the students were active in the learning class. ➢ Most of the students enjoyed the new learning technique. ➢ Most of the students could be more accountable about their answer. ➢ Most of the students were confidence in writing their ideas to the other. ➢ Most of the students could do the task easily.

Trimurjo, July 2018
Observer,

RESTUNING WALUYATI, S.Pd
NIP. 197708102005022002

DOCUMENTATIONS

1.   **Pre-Test**

2. **Post-Test 1**

3.   Post-Test 2

CURRICULUM VITAE

The name of the writer is Rini Hastari. She was born in Margomulyo, July 7th, 1997. She is the first child of Mr. Jumiran and Mrs. Hariyani.

She enrolled her study at SDN 2 Margomulyo in 2002-2008. Soon after that, she continued to Junior High School at SMP YP 17.1 Margomulyo, Tegineneng in 2008-2011. She stood her study at SMK Yadika Natar South Lampung in 2011-2014. It was long journey for her to find out her dreams. After graduating from vocational high school, she decided to take a lecture in English Education Department of IAIN Metro. Hopefully, she can do anything best to increase and to apply her knowledge wisely.