

AN UNDERGRADUATE THESIS

**THE IMPLEMENTATION OF
YOU OUGHT TO BE IN THE PICTURE STRATEGY
IN IMPROVING STUDENTS' WRITING ABILITY
AT SMP MUHAMMADIYAH 1 TRIMURJO**

By:

REZHA DWI INDARTI

Student Number : 1501070202



Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H/ 2020 M

**THE IMPLEMENTATION OF
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AT SMP MUHAMMADIYAH 1 TRIMURJO**

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

By:
REZHA DWI INDARTI
Student Number : 1501070202

**Tarbiyah and Teacher Training Faculty
English Education Department**

Sponsor : Dr. Umi Yawisah, M.Hum
Co-Sponsor : Ahmad Subhan Roza, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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Jalan Kl. Hajar Dewantara Kampus 15A Ringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0726) 47296;
Website: www.metrouniv.ac.id; e-mail: lainmetro@metrouniv.ac.id

APPROVAL PAGE

The Title : THE IMPLEMENTATION OF YOU OUGHT TO BE IN THE
PICTURE STRATEGY IN IMPROVING STUDENTS'
WRITING ABILITY AT SMP MUHAMMADIYAH 1
TRIMURJO
Name : REZHA DWI INDARTI
St. Number : 1501070202
Department : English Education
Faculty : Tarbiyah

APPROVED BY:

To be examined munaqosahin Tarbiyah Faculty of State Institute of
Islamic Studies (IAIN) of Metro.

Sponsor

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

Metro, January 2019

Co- Sponsor

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

Head of English Education
Department

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



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Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: lainmetro@metrouniv.ac.id

NOTA DINAS

Number :
Appendix :
Matter : In order to hold the Munaqosah of Rezha Dwi Indarti

Assalamu'alaikum, Wr. Wb

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

Name : Rezha Dwi Indarti
St. Number : 1501070202
Department : English Education
Faculty : Tarbiyah
Title : THE IMPLEMENTATION OF YOU OUGHT TO BE IN
THE PICTURE STRATEGY IN IMPROVING
STUDENTS' WRITING ABILITY AT SMP
MUHAMMADIYAH I TRIMURJO

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

Wassalamu'alaikumWr.Wb

Sponsor

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

Metro, January 2019

Co-Sponsor

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



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Jalan Ki. Hajar Dewantara Kampus 15A Ilirngulyo Metro Timur Kota Metro Lampung 34111
Telp. (0720) 41507; Faksimili (0725) 47206;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number : -
Appendix : 1 (One) Bundle
Matter : In order to hold the Munaqosyah of Rezha Dwi Indarti

To The Honorable,
The Head of Tarbiyah Faculty
State Institute of Islamic Studies
(IAIN) of Metro

Assalamua'alaikumWarahmatullahiWabarakatuh

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

Name : Rezha Dwi Indarti
Student Number : 1501070202
Faculty : Tarbiyah
Department : English Education
Title : THE IMPLEMENTATION OF YOU OUGHT TO BE IN
THE PICTURE STRATEGY IN IMPROVING
STUDENTS' WRITING ABILITY AT SMP
MUHAMMADIYAH 1 TRIMURJO

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

Wassalamu'alaikumWarahmatullahiWabarakatuh

Sponsor

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

Metro, January 2019
Co-Sponsor

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



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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

RATIFICATION PAGE

No. B-0300/11-23-1/D/PP-00-9/01/2020

An Undergraduate thesis entitled: THE IMPLEMENTATION OF YOU OUGHT TO BE IN THE PICTURE STRATEGY IN IMPROVING STUDENTS' WRITING ABILITY AT SMP MUHAMMADIYAH 1 TRIMURJO, written by Rezha Dwi Indarti, student number 1501070202, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday 20th January 2020 at 11.00 – 13:00

BOARD OF EXAMINERS:

Chairperson : Dr. Umi Yawisah, M.Hum
Examiner I : Dr. Dedi Irwansyah, M.Hum
Examiner II : Ahmad Subhan Roza, M.Pd
Secretary : Tika Mayang Sari, M.Pd



The Dean of Tarbiyah and Teaching Training Faculty



Dr. Akla, M.Pd
NIP. 19691008 200003 2 005

**THE IMPLEMENTATION OF
YOU OUGHT TO BE IN THE PICTURE STRATEGY
IN IMPROVING STUDENTS' WRITING ABILITY
AT SMP MUHAMMADIYAH 1 TRIMURJO**

ABSTRACT

BY : REZHA DWI INDARTI

The purpose of this research to increase the students' writing ability in SMP Muhammadiyah 1 Trimurjo, Central Lampung. The researcher expects that *You Ought To Be in the Picture Strategy* could help the students in learning process and be one of the strategies to increase the students' writing ability.

In this research, the researcher conducted classroom action research (CAR) which was done in two cycles. Each cycle consist of planning, acting, observing and reflecting. The subjects of this research was 23 students in Eighth graders of SMP Muhammadiyah 1 Trimurjo. In collecting data, the researcher used test (pre-test, post test I and post test 2), observation and documentation. The research was conducted collaboratively with the English teacher of SMP Muhammadiyah 1 Trimurjo

The result of this research showed that *You Ought To Be in the Picture Strategy* had the positive result in increasing the students' writing ability of the Eighth graders of SMP . It can be known by the students' average score from the pre test to post test. The average score in pre test was 42, post test 1 was 66 and post test 2 was 74. It means that the *You Ought To Be in the Picture Strategy* can increase the students' writing ability.

Keywords : *You Ought To Be in the Picture Strategy, Writing, Ability, Classroom Action Research, Improving.*

**PELAKSANAAN STRATEGI
YOU OUGHT TO BE IN THE PICTURE
UNTUK MENINGKATKAN KEMAMPUAN MENULIS SISWA
DI SMP MUHAMMADIYAH 1 TRIMURJO**

ABSTRAK

**OLEH :
REZHA DWI INDARTI**

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan menulis siswa di SMP Muhammadiyah 1 Trimurjo. Peneliti berharap *Strategi You ought to be in the Picture* dapat membantu siswa dalam proses pembelajaran dan menjadi salah satu strategi untuk meningkatkan kemampuan menulis siswa.

Dalam penelitian ini, peneliti melakukan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 23 siswa kelas VIII SMP Muhammadiyah 1 Trimurjo. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post test I dan post test 2), observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru Bahasa Inggris SMP Muhammadiyah 1 Trimurjo.

Hasil penelitian ini menunjukkan bahwa Strategi *You ought to be in the Picture* memiliki hasil positif dalam meningkatkan kemampuan menulis siswa kelas VIII SMP Muhammadiyah 1 Trimurjo. Hal ini dapat diketahui dengan skor rata-rata siswa dari pre test hingga post test. Nilai rata-rata dalam pre test adalah 42, post test 1 adalah 66 dan post test 2 adalah 74. Ini berarti bahwa Strategi *You ought to be in the Picture* dapat meningkatkan kemampuan menulis siswa.

Kata Kunci : *Strategi You ought to be in the Picture, Menulis, Kemampuan, Penelitian Tindakan Kelas, Meningkatkan.*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : REZHA DWI INDARTI
Student Id : 1501070202
Department : English Education (TBI)
Faculty : Tarbiyah and Teachers Training

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

Metro, 1st December 2019
The Researcher



REZHA DWI INDARTI
1501070202

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : Rezha Dwi Indarti
NPM : 1501070202
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, 1st December 2019
Yang Menyatakan,



Rezha Dwi Indarti
1501070202

MOTTO

وَلِلَّهِ الْمَشْرِقُ وَالْمَغْرِبُ فَأَيْنَمَا تُولُوا فَثَمَّ وَجْهُ اللَّهِ إِنَّ اللَّهَ وَاسِعٌ عَلِيمٌ ﴿١١٥﴾

Wherever you lead, then there is the face of Allah

(Q.S Al- Baqarah:115)

ACKNOWLEDGEMENT

Praise thanks to Allah who has been giving His blessing and mercy to the writer to complete a research entitled "The Implementation of You Ought To Be in the Picture Strategy in Improving Students' Writing Ability at SMP Muhammadiyah 1 Trimurjo". Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

In this opportunity, the researcher would like to express her deepest gratitude especially to:

1. Prof. Dr. Hj. Enizar, M.Ag, as the Head of IAIN Metro Lampung.
2. Dr. Akla, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Ahmad Subhan Roza, M.Pd, as the head of English Education Department of IAIN Metro Lampung and the second advisor in thesis who has supported and guided in writing this thesis.
4. Dr. Umi Yawisah, M.Hum as the first advisor and Ahmad Subhan Roza, M.Pd as the second advisor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.
5. All lecturers of the English Education Department of IAIN Metro Lampung who have given their thought and shared their experience to the reseacher.
6. Headmaster, Teacher, Staff of the SMP Muhammadiyah 1 Trimurjo who gives permission to the researcher conduct the research in this school.
7. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

The writer do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, 01st December 2019



Rezha Dwi Indarti

1501070202

DEDICATION PAGE

This piece of work is dedicated to:

My Beloved Parents
(Mr. M. Zaenal and Mrs.Pariyah)
My Beloved Sister
(Aria Sri Sukanti and Salsa Nabila)
My Beloved Brother
(Iskandar Mirza)

My Beloved Lecturers Of English Education Department of State Institute for
Islamic Studies Of Metro

My Beloved Friends who help me in every condition and situation

My Beloved Campus IAIN Metro

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CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language that is used as a communication medium to interact with other people throughout the world. There are several language skills, such as speaking, reading, writing, and listening. In general, these four skills play various important roles in learning English. They can practice their abilities through speaking, understanding it through listening, knowing it through reading and conveying their ideas through writing. Thus, writing activities can broaden horizons either in theory or facts, so that writing can be make a way for someone to convey information clearly and easily understood. In discussing English, writing is a very important way that must be learnt because the concept of writing itself makes it easier for someone to interact according to the idea that has been prepared.

In addition, Many of them have slid into assuming that the point of writing is not to communicate what is on your mind but rather to be evaluated.¹ Writing is an activity that has a purpose. The purpose of writing can vary depending on the variety of writing. In general, writing aims to convey information or an idea from the researcher. Writing also aims to entertain a reader through the researcher's interesting writing with a variety of themes and appropriate structure of writing.

¹ Peter Elbow, *Everyone Can Write*,(New York, Oxford University Press. 2000) p. 32

Furthermore, writing is a medium of learning, with the ability to write will encourage and absorb, explore and gather as much information as possible to create the main idea of the theme the people wanted to write. Both information in the form of facts that have occurred or only an opinion. By writing well and correctly, of course the researcher can add the vocabulary that is currently available. Writing can make students' become more creative, inspiring and innovative. The plan writing activities can familiarize the researcher by thinking and speaking well and correctly because the writing activity itself has a positive impact on us to pour out the main ideas that are within us so that the results are very good. The writing ability that is possessed by each person can be intellectual, emotional and spiritual, so that writing ability are not only active in conveying a main idea on the theme that he has written but the ability to write can also solve a problem, train an objective attitude in one's self and practice the ability to organize according to the theme being discussed.

Moreover, the ability to write in English is influenced by various aspects that can be categorized into linguistic and non linguistic aspects. The linguistic aspects that influence writing include vocabulary mastery, grammar mastery, reading abilities, punctuation and writing mechanic. With mastery of high vocabulary the author will be very easy to express the message that will be written by using the correct writing diction. Then with good reading habits the researcher can easily describe and explain a new strategy about the ability to write using correct and correct punctuation, high grammar ability and

scientific writing that has been mastered so that the researcher can convey a new knowledge that will be written. The ability to write that is mastered by someone can create a writing that is very good when it is compiled using a sentence that uses punctuation and good correct structure so that in this linguistic aspect writing ability can be more learned to create a paper that is easy to understand by the reader.

Therefore, in learning English any non-linguistic aspects that influence writing, including teaching strategy, media learning, writing abilities, environment and psychological aspect. By using a new learning strategy that is applied in the learning process, students' can easily understand a lesson that has been conveyed so that the learning process is more efficient. Then the learning strategy is also very influential on the process of absorbing a lesson for students', because through a creative and innovative strategy, students' can easily digest a lesson.

However, writing is not an easy thing to master. There are many problems experienced by beginner writers in the learning process of writing. Writing problems can be caused by the weak support of linguistic aspects and non-linguistic aspects. Writing problems are caused by weak linguistic aspects include limited English power possessed. Then the weak grammar mastery, then the limited ability to apply the concept of writing mechanics in the writing process, difficulties in developing writing ideas.

The limitation of the English vocabulary that is owned by the author will prevent the researchers from pouring ideas with the right choice of words.

Weak mastery of English grammar will make it difficult for writers to construct ideas or messages that will be conveyed using appropriate grammar, so the quality of the writing produced does not contain correct grammar. The difficulty of the researcher in applying the writing mechanic concept will worsen the quality of the writing produced because the writing is not coherent and cohesive. In this case, many beginning writers have difficulty in applying the concepts of punctuation and conjunction in their writing. Another problem in writing is the difficulty of writers in developing writing ideas because they have difficulty finding writing inspiration.

Furthermore, the problems in writing are also caused by the weak support of non-linguistic aspects which include the ineffectiveness of learning to write media, incompatibility of learning writing strategies, weak environmental support and limited psychological aspects (psychological factors). The ineffectiveness of writing learning media will reduce students' motivation and interest in learning to write an English text.

In addition, problems in writing are also caused by lack of interest between learning objectives and learning strategies used in the writing process. Weak environmental support that comes from parents, peers, teachers, and classmates will hinder the creation of an effective writing environment. The limited push of the psychological aspects which include the lack of motivation, awareness, self-confidence in writing will hinder continuity.

Regarding the writing problems above, the researcher also found the writing problems experienced by the student of eighth grade at SMP Muhammadiyah 1 Trimurjo from the pre-survey results. The researcher had conducted a pre- survey at the eighth graders of SMP Muhammadiyah 1 Trimurjo. The researcher had conducted a pre-survey on March 11th 2019 at SMP Muhammadiyah 1 Trimurjo. The researcher give the picture for the students', and the student write a paragraph with describe some picture in the paper. The results of the pre-survey in the form of students' problems in writing English texts, they are illustrated in the following table.

Table 1
The Data of Sudents' Writing Score of Pre- survey
At SMP Muhammadiyah 1 Trimurjo

No	StudentName	Final Score	Criteria
1	AA	70	Complete
2	AO	40	Incomplete
3	AP	10	Incomplete
4	AS	50	Incomplete
5	CD	68	Incomplete
6	DR	65	Incomplete
7	EA	70	Complete
8	FH	75	Complete
9	FM	40	Incomplete
10	IP	70	Complete
11	JP	45	Incomplete
12	DR	68	Incomplete
13	PN	60	Incomplete
14	PY	68	Incomplete
15	RA	50	Incomplete
16	RD	10	Incomplete
17	RF	10	Incomplete
18	RY	70	Complete
19	SH	60	Incomplete
20	SM	10	Incomplete
21	SR	60	Incomplete
22	TA	60	Incomplete
23	VS	50	Incomplete
	Min. Score	10	
	Max. Score	70	

Table 2
The Score of
The Eighth Graders at SMP Muhammadiyah 1 Trimurjo

No	Grade	Frequency	Percentage	Criteria
1	≥ 70	7 students	30%	Complete
2	≤ 70	16 students	70%	Incomplete
	Total	23students	100%	

Based on the table of pre-survey result above, it was investigated that the students who were able to passed the Minimum Mastery Criteria (MMC) is less than the students who are not able to complete MMC. The total of students who are able to complete the minimum mastery criteria (MMC) is 7 students (30%), and the student who are not able to complete the minimum mastery criteria (MMC) is 16 students (70%).

It means that the number of students who are able to reach MMC is less than the number of students who are unable to complete MMC on the value of writing. Therefore, it can be concluded that the student of eighth grade at SMP Muhammadiyah 1 Trimurjo have insufficient writing ability.

Based on the problems above, the reseacher had investigated the students' problems in writing. The students are still difficult in writing their idea in their mind. The students are not creative to write some vocabularies to be sentences in paragraph. They do not understand the grammar concept. Moreover, the students' motivation is lack in learning English. The eighth graders are not confident with their result of paragraph in descriptive text.

Based on the problem above, the researcher implement the appropriate teaching strategy. It is the solution to make them develop their ability to writing English among the eighth grade at SMP Muhammadiyah 1 Trimurjo namely *You ought to be in the Picture Strategy*. *You ought to be in the picture* strategy is a beneficial teaching strategy to be used to teach writing. The purpose of this strategy is to give students the opportunity to express their thoughts and become actively involved with the pictures.

In the other word, *You ought to be in the Picture* strategy has a lot benefits. This strategy can evoke a sense of mood and convey meaningful information written description.² It improved students' comprehension, vocabularies, and content retention. This strategy has been found to be an effective and productive means of arousing interest in writing paragraph, with the result this strategies can also increase motivation and good opportunities to improve their writing skill individually for the student in writing.

To solve the problem, the researcher will try to use *You ought to be in the Picture Strategy* to improve the students' writing ability. Based on the description above the researcher conducted a classroom action research in the title of "The Implementation of *You ought to be in the Picture Strategy* in Improving Students' Writing Ability at SMP Muhammadiyah 1 Trimurjo in the Academic Year of 2019/2020."

² Buehl Doug, *Classroom Strategy for Interactive Learning*,(United States: Stenhouse Publishers and International Literacy Association, 2017) p.103

B. Problem Identification

Based on the background of the study above, the problems can be identified, as follows:

1. The students have insufficient descriptive writing ability.
2. The students have insufficient vocabulary mastery.
3. The students have lack grammar mastery.
4. The student has limited ability to apply the concept of writing mechanics in the writing process.
5. The students have low motivation in writing the English text.

C. Problem Limitation

Based on the problem identification, the researcher limits the problems in the students' have insufficient descriptive writing ability. Therefore, the title of this research is The Implementation of You ought to be in the Picture Strategy in Improving Students' Writing Ability at SMP Muhammadiyah 1 Trimurjo.

D. Problem Formulation

Based on the background above, it is necessary to formulate the problem of this research as follows: "Can the implementation of You Ought to be in the Picture strategy improve the students' writing ability and their learning activities among the eighth grade at SMP Muhammadiyah 1 Trimurjo?"

E. Objective of the Research

Dealing with the problems statement, the objective of this research is to know wheather the implementation of You ought to be in the Pictures strategy can improve the students' writing ability and their learning activities among the eighth grade at SMP Muhammadiyah 1 Trimurjo.

F. Benefits of the Research

The benefits of the research as follows:

1. For the English teacher

As information to the teacher applies You Ought to Be in the Pictures strategy in the process of teaching and learning. This research already inspire the teachers related to innovative and creative teaching strategies.

2. For the students

As the solution for students, so the students not only can write descriptive text in writing easily, but also can be the positive contribution for increasing and developing their ability in writing by using You Ought To Be in the Picture Strategy.

3. For the HeadMaster

As information and suggestion for the headmaster, so that he/she give motivation in English learning process by preparing the facilitation and instrument.

G. Prior Research

This research will be conducted based on consideration of some prior researches. The first researcher was done by Miftahul Khairat with the title “Teaching Writing By Combining You Ought to be in the Pictures Strategy and 20 Questions Strategy at Junior High School”. The methodology of the research have similarities this of research, namely is Classroom Action Research (CAR). The aim of the first prior research is that the students are able to describe what is in the pictures in their own language in writing. From the process of applying this strategies that can make it easy the student in writing. Therefore, it can improve the student writing ability.³

The second prior research was done by Halimatus Sa’diyah with the title “Improving Students’ Ability in Writing Descriptive Texts Through a Picture Series-Aided Learning Strategy”. The methodology of the research is Classroom Action Research (CAR). The aim of the second prior research is also proved that the strategy improved the students’ writing and the students had a positive attitude toward the use of the picture-series to learn descriptive text writing.⁴

The third prior research was done by Monica Lolita Meity with the title “The Use of Picture Media to Improve Students’ Ability in Writing Descriptive Text for the Tenth Grade Students of SMK Perintis 29

³ Miftahul Khairat. *Teaching Writing by Combining You Ought To Be In The Pictures Strategy and 20 Questions Strategy at Junior High School*. STKIP PGRI Sumatra Barat Padang. 2014.

⁴ Halimatus Sa’diyah. *Improving Students’ Ability In Writing Descriptive Texts Through A Picture Series-Aided Learning Strategy*. The English teacher. Vol.XL:64-182. 2017

Ungaran in the Academic Year of 2017/2018". The research method used in the third prior research is Classroom Action Research (CAR). The aim of the third prior research is to show that the use of picture media can improve the students' ability in writing descriptive text, the improvement of the students' ability in writing descriptive text is really significant.⁵

The similarity and differentiation between this research and first prior research are both of these researches are researching Junior High School students and improving the quality of writing to students. This research has similarity compared by the first prior research. The similarity is in form of the same strategy to improve writing ability that is You Ought to be in the Picture Strategy.

Based on all of the explanation above, it is concluded that this research and all of the prior researches notice on the implementation of the strategy using picture media to teaching writing. The researcher desires to know the students' writing ability and language activity in English at SMP Muhammadiyah 1 Trimurjo. Writing is one of the important aspects in English, the students' will confuse if they still difficult for writing in pharagraph. Based on the pra-survey result the researcher finds out fault of the students' descriptive text. Therefore the resercher think that those needed to be investigated.

⁵ Monica Lolita Meity. *The Use of Picture to Improve Students' Ability in Writing Descriptive Text The Tenth Grade Students of SMK Perintis 29 Ungaran in the Academic Year of 2017/2018*. IAIN Salatiga.2018

CHAPTER II

REVIEW OF THE LITERATURE

A. The Concept of writing Ability

1. The Nature of writing

a. The Definition of Writing

In English learning, there are four basic languages for student which consist of listening, speaking, reading, and writing. Writing is the important aspects for student in English learning. They have to write main ideas in text. Writing is one of the important for them to expend their knowledge in the form of essay, paper and article. Terminologically, Doug Buehl said that “writing is an effective way to help students synthesize their understandings.”⁶ It means that writing is a medium communicate one’s opinion, thought, feeling, and concept by nonverbal mean. According to Ken Hyland, writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.⁷ It’s mean that writing can to be a tools that make some people more understand.

Moreover, Geraldin Deluca defined that writing is deliberate and strategic, not random, not something that just happens to a writer.⁸ It

⁶ Buehl, Doug. *Classroom Strategies for Interactive Learning*. (United States:Stenhouse Publishers and International Literary Association, 2017) p.173

⁷ Ken Hyland, *Second Language Writing*, (USA: Cambridge University Press, 2003), p.9

⁸ Geraldin Deluca, *Dialogue on writing : rethinking ESL, basic writing, and first-year Composition*(Mahwah, New Jersey, Lawrence Erlbaum Associates Inc,2002) p. 30

means that writing is a task process although an essay that have need of skill, good articulation in order to realize by the reader easily.

Besides that according to Geraldine Deluca writing ability is individual; that is, it will follow its own developmental logic, one that derives from a syllabus “built into” the learner, and such growth takes place not through the acquisition of general rules.⁹ It means that writing ability is the way to make the writing text is meaningful.

Based on the quotations above, the researcher can assume that writing is an activity to remove the ideas and to express someone’s thinking through written form, and writing is a useful written message that uses the rules and the strategies of language. The term of ability is defined as skill or competence. The meaning of writing ability is the skill to express main ideas, opinion, and feeling to other people in punctuation to make other readers understand the ideas conveyed.

b. Purposes of Writing

Terminologically, Kate said that any piece of writing will be trying to do at least one of the following things. The purposes of writing are classified into three: they are writing to entertain, writing to inform and writing to persuade. Each of three purposes is the basic aim of getting ideas from one brain into another.¹⁰ The following purposes of writing are :

⁹ Ibid p.30

¹⁰Kate Greenville, *Writing From Start To Finish A Six-Step Guide*, (Australia: Griffin Press, 2001), p.1

1) Writing to entertain

Writing to entertain generally takes the form of so-called ‘imaginative writing’ or ‘creative writing’. Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays.

2) Writing to inform

Writing to inform means that the text as the information from some task. The text can give the information for the reader. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

3) Writing to persuade

This includes advertisements, some newspaper and magazine’s articles, and some types of essay. This type of writing might include your opinion. In other word, writing has many functions in text. Writing can help students for making the text more useful.

c. Writing Instruction

Writing is a process. Most of it happens when you are not writing. ¹¹Writing is a never one-step action, but it is a process that has several steps. It starts from the beginning of what the topic is going to

¹¹ Marck tredinnick, *The Little Red Writing Book*, (Australia:A UNSW Press Book, 2006), p.16

write until the publication of the writing. There are at least three steps of writing process, they are:

1) Prewriting (Planning)

Before we start to compose a writing a, some ideas should be thought as a topic of product writing. In this step, writers are challenged to think and gather the topic will be written. In deciding the subject of writing, the writer should consider who will be the reader of the writing.

Every writer should read appropriate references as their warming up to get an adequate topic. Unfortunately, the information which is invented from reading is imperfectly remembered. Therefore, it is extremely important that writers make note-taking from what they have read. Taking a few sentences might be done to set them aside for a later draft. These sentences will be literal ideas of possible topics to be composed.¹²

In addition, reading common place book can make the researchers get easy to find idea for their writing. Common place book provides new perceptions and more quotations which will make writing product become strong and more alive.¹³ The other reference to enrich the subject of writing is journal. Many outstanding writers use journal to create an interesting writing because it contains of good perceptions, ideas, emotions, and

¹² Alastair Fowler, *How to write*, (New York: Oxford University Press, 2006), p.12.

¹³ Thomas. S. Kane, *The Oxford Essential Guide to Writing*, (New York: Oxford University Press, 1988), p.21.

actions¹⁴. It can make writers interest in writing even they don't have any ideas.

2) Drafting

Before the writers begin to write well, they should make a format of the writing and put the words down on paper.¹⁵ This step is often called drafting. Kristine argued that drafting is the step that the writers really begin to write. In this step, the writers put their words into the paper without worrying about spelling, grammar punctuation, or the best wording¹⁶.

Actually, drafting is tentative and imperfect writing. Drafting product can be refined to develop by putting down all the term related to the topic in the margin to make the writers easily to check an appropriate word in elaborating the topic. Moreover, in drafting phase, rereading and correcting are required to improve the product of writing.

3) Revising

Revising is the important next step of writing process. Revising makes the writers correct the product of writing in the reader side that looks forward to a perfect writing. It is not just a matter of checking spelling, punctuation and grammar. It is

¹⁴ *Ibid.*

¹⁵ Beverly Ann Chin, *How to Write Great Research Paper*, (USA: John Wiley & Sons, Inc, 2014), p. 57

¹⁶ Kristine Brown and Susan Hood, *Writing Matters*, (New York: Cambridge University Press, 1989), p. 14.

involves arranging, changing, adding, and leaving out words.¹⁷

When the writers examine the product writing in side of their own place, revising is demanded the writers to read and equalize the product by expecting themselves what will be expecting the reader.

They should consider the questions which are likely to appear when the readers read their product. Revising includes checking that the content and purpose are clear. It is important that the writers ask their friends to reread their writing to get good checking. Harmer also argued that revising is often helped by the readers who comment and make suggestions of the writing¹⁸.

Furthermore, revising fundamental aspect is a right way to make intelligibility of the writing. Moreover, it can be carried out by strengthening the main points by using brief statements, omitting the similar words in the writing product, and being alert for grammatical error. To revise effectively, the writers should be forced to read slowly in order to notice the clumsiness in sentence structure or a trembling repetition in a sentence which can make the reader confuse to read the writing product.

Then, striking out imprecise words and inserting more fixed terms of the previous drafting are being the next step in this phase. In addition, in revising, punctuation and grammar usage are carefully considered in arranging the sentences because they will

¹⁷ Kristine Brown and Susan Hood, *Writing Matters*, (New York: Cambridge University Press, 1989) p. 24

¹⁸ Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2004), p.5.

make the sentences be fixed in a product of the writing.¹⁹ It means that this process in writing will make a sentences more clearly and simple but complete.

d. Assesment of writing Ability

This is a rubric to give a student score there are²⁰ :

CONTENT	
30 - 27	Excellent to very good : knowledgeable-substantive- etc.
26 - 22	Good to average: some knowledge of subject-adequate range – etc.
21 - 17	Fair to poor : limited knowledge of subject-little substance- etc.
16 - 13	Very poor : does not show knowledge of subject-non substantive- etc.
ORGANIZATION	
20-18	Excellent to very good : ideas clearly stated- etc.
17-14	Good to average : loosely organized but main ideas stand out- etc.
13- 10	Fair to poor : ideas confused
9 – 7	Very poor : does not communicate- no organization, etc.
VOCABULARY	
20 - 18	Excellent to very good : effective word/idiom choice and usage- etc.
17 - 14	Good to average: adequate range-occasional errors of word/idiom form, choice, usage but meaning not obscured.
13 - 10	Fair to poor: frequent errors of word /idiom form, choice, usage-etc.
9 – 7	Very poor: essentially translation-little knowledge of English vocabulary

¹⁹ Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), p. 37.

²⁰ J. B Heaton, *Writing English Language Test* (New York, Loungman, 1990), p. 135

LANGUAGE USE	
25-22	Excellent to very good: effective complex constructions-etc.
21 – 19	Good to average: effective but simple constructions-etc.
17 – 11	Fair to poor: major problems in simple/complex constructions-etc.
10 – 5	Very poor: virtually no mastery of sentence construction rules, etc.
MECHANICS	
5	Excellent to very good : demonstrates mastery of conventions- etc.
4	Good to average: frequent error of punctuation.
3	Fair to poor: frequent error of punctuation, capitalization.
2	Very poor: no mastery of conventions.

B. The Concept of You ought to be in The Picture Strategy

1. The Nature Of You Ought To Be In The Picture Strategy

You ought to be in the picture strategy is a strategy that encourages students to imagine themselves within the context of a photograph and to personalize their perception.²¹ It means that the students are asked to make personal connection with the picture and students perceive in the picture. In the other words, the students can choose one of the character based on the photograph. Furthermore, the student can imagine. Then, they tell what they feel if they become one of the character in the picture.

²¹ Buehl, Doug. *Classroom Strategies for Interactive Learning*. (United States:Stenhouse Publishers and International Literary Association, 2017), p. 3

Furthermore, *You Ought to be in Pictures* Strategy is a teaching strategy that displays various photos that connect with the curriculum; gives the students a prompt to record their observations and thoughts; and stimulates the students to share their responses with a partner and volunteers read aloud to the class.²² It means that this strategy has function in helping the teacher to achieve the competence standart of English curriculum because the type of picture that is chosen must be related to the curriculum.

In addition, *You Ought to be in Pictures* is a teaching strategy used by the students to transform their thoughts about images into words.²³ It means that this strategy is used to reveal the content of the pictures in the form of words.

Many students don't want to write because they don't have many ideas to make a sentences. Because of that, the teachers should be know ability of the students in writing in order to strategy that will be used appropriated in teaching writing. Writers build a writing tool kit by reading hungrily, by borrowing tools from other writers, by making a little time to write every day, and then by showing what they've written to someone else and carefully listening to what they have to say.²⁴ It means

²² Melissa Sethna. *Literacy Skills and Strategies for Content Area Teachers: Comprehension and Vocabulary*. (Chicago, USA: Mundelein High School (MHS), 2011),p.6

²³ Sarah L. Stone. "Integrating Project CRISS Strategies into the Reading/ Language Arts Curriculum". *Winter Journal* 22, no. 2(2009)p: 11.

²⁴ Ted kooser and steve cox,*Writing Brave And Free: Encouraging Words for People Who Want to Start Writing*(United Stated Of America:University Of Nebraska Press, 2006), p. 2

that You Ought to be in Pictures strategy has benefits in helping the writers to describe the pictures in to the words.

2. The Benefits of You Ought to be in the Picture Strategy

There are some benefit of You Ought to Be in the Picture Strategy:²⁵

1. You Ought To Be in Pictures strategy stimulates the creativity involved in producing visual art is a tool that can surely be carried through to creative writing.
2. You Ought To Be in Pictures strategy is part of art that is wonderfully interpretive.
3. You Ought To Be in Pictures strategy deals with a local art exhibition that combines both images and stories.
4. By using You Ought To Be in Pictures strategy, the student may begin with the artwork and write a story to accompany it or begin with the story and illustrate it.
5. You Ought To Be in Pictures strategy can be used by the youngest students tell their stories orally, which are then recorded by adult volunteers.

²⁵ Sarah L. Stone. "Integrating Project CRISS Strategies into the Reading/ Language Arts Curriculum". *Winter Journal* 22, no. 2(2009) p: 11.

6. The Advantages and Disadvantages of You Ought to Be in the Picture Strategy

a. The Advantages of You Ought To Be in the Picture Strategy

By using You Ought to be in the Picture Strategy, students can analyze, synthesize, question, and write about what they describe as well as personalize and reflect on what they have learned by picture on information in the paper to support their analyses.

Imagination activities nurture readers who use visual, auditory, and other sensory connections to fashion personal mental images of an author's message. The students who place inordinate attention on reading the words are prompted to enliven their reading by unleashing their imaginations. The students develop an eye for evocative language, which stimulates the development of increasingly more sophisticated mental images. The students read with a deeper engagement with a text and personalize their reading through individual interpretations of how things might appear if they experienced them. Students create vivid mental images of ideas and concepts that help them remember information longer.

b. The Disadvantages of You Ought To Be in the Picture Strategy

There are two problematic disadvantages of You Ought To Be in the Picture Strategy. First, owing to its specific teaching procedure, it elicits only one type of discourse, namely description. Second, it tells very little about the students's capacity for interaction, since there is

no actual chance to interact with.²⁶ It means that You Ought To Be in the Picture Strategy focuses on asking the students to describe something in the picture so there is a tendency to ignore the other linguistics elements. In addition, You Ought To Be in the Picture Strategy provide a little chance to the students in interacting to others.

c. The Implementation Of You Ought To Be In The Picture Strategy

There are many procedures you ought to be in the picture strategy the procedure that can be use for the teacher in teaching writing. Melissa Sethna says that there are four procedure for you ought to be in pictures.²⁷

The procedure of this strategy are :

1. First, the teacher asks the students to examine the location of the photograph and to detect as much detail as possible. The examples of the questions that should be answered by the students related to the picture: *What do you observe about the countryside? About the land? The plants and vegetation? The road? What time of year might it be? What does the climate appear to be like? What type of day does it seem to be?*
2. The teacher asks the students to focus very closely on each person in the photograph. The example of instruction given to the students: *Pay careful attention to what each person is wearing. Look at the*

²⁶Shin-Mei Kao and Cecily O'Neill. *Words Into Worlds: Learning a Second Language Through Process Drama*, (United States of America: Ablex Publishing Corporation. 1998), p 76

²⁷ Melissa Sethna. *Literacy Skills and Strategies for Content Area Teachers: Comprehension and Vocabulary*. (Chicago, USA: Mundelein High School (MHS), 2011),p.6

way the family members carry themselves, their posture, their facial expressions.

3. Next, the teacher asks the students to choose one of the individuals in the photograph and imagine you are this person. The examples of the questions that should be answered by the students related to the picture: *What might you be thinking if this was happening to you? Describe what you might be feeling, what emotions you might be experiencing. What has this day been like for you? Imagine what might have happened before the scene presented in the photo. What do you see happening later on, during this day and the following days?*
4. The teacher asks the students to write what they want to share to other by giving the following writing prompt: *It is now many years later. You are showing this photograph to a grandchild. What would you say about your memories of that day? Write what you would share as an entry in your notebook.*

d. The Example of “You Ought To Be In Pictures”

The following example is a photograph provided to prepare students to make a composition by studying the photograph about the Great Depression of the 1930s in the United States.²⁸ Before the process of writing, the students identify the photograph that illustrates some key themes of the time period, such as a Dorothea Lange photograph.

²⁸ Buehl, Doug. *Classroom Strategies for Interactive Learning*. (United States: Stenhouse Publishers and International Literacy Association, 2017), p.103

Photograph From the Great Depression^a



D. (1938). *Family walking on highway, five children*. Washington, DC: Library of Congress.

(Adapted from Buehl Doug, 2017)²⁹

Using the photograph, the teacher take students through the guided imagery exercise by implementing ‘You Ought to be in Pictures’.

The example of teacher’s instruction related the photograph above³⁰:

- a) First, examine the location of the photograph and note as many details as possible.
- b) What do you observe about the countryside, the land, the plants and vegetation, and the road?
- c) What time of year might it be? What does the climate appear to be like?
- d) What time of day does it seem to be?
- e) Now, focus closely on each person in the photograph.
- f) Pay particular attention to what each person is wearing.
- g) Look at how the family members carry themselves: their posture

²⁹ Buehl, doug. *Classroom Strategies for Interactive Learning*. (United States: Stenhouse Publishers and International Literary Association)p.104

³⁰ *Ibid*

and their facial expressions.

- h) Next, choose one individual in the photograph and imagine that you are this person. What might you have been thinking while this event was happening?
- i) Describe what you might have been feeling, what emotions you might have been experiencing. What has the day been like for you? Imagine what might have happened before the scene presented in the photo. What do you see happening later during this day and the following days?

The example of students' writing result after implementing 'You Ought to be in Pictures'³¹:

During the period of the Great Depression, many people, especially farmers, lost their land and were forced out on the road. You are looking at a Library of Congress photograph of a homeless family in Oklahoma in 1938. I remember I was so small that Papa plunked me in the wagon. At first, I thought it was a great, long wagon ride, and I would giggle and shriek every time we went over a bump. It was really hot, but I only had one set of clothes to wear. If we happened past a farm with vegetables, we would try to snatch something to eat, but Papa wouldn't eat with us. He used to say, "The bank didn't take my dignity."

C. Action hypothesis

The action hypothesis of this research is stated, as follows : “ The implementation of *You Ought to Be in the Picture Strategy* can improve the students writing ability and their learning activities among the eighth grade at *SMP Muhammadiyah 1 Trimurjo* in the Academic Year of 2019/2020.

³¹ Ibid, p.104

CHAPTER III

RESEARCH METHOD

A. Variables and Operational Definition of Variables

1. Variables of Research

This research consists of two variables; they are independent and dependent variables. The independent variable in this research is You Ought to be in the Picture Strategy that implemented to increase the students' writing ability in easy way. This strategy is useful to make their writing is excellent in paragraphs of sentences.

The dependent variable of this research is writing as one of the four of language skills that has to be mastered by the students in order to be able to write their ideas effectively.

2. Operational Definition of Variable

Operational definition is the definition that based on characteristic of the things that defined, and it can be observed or measured. Meanwhile, variable can be defined as an attribute of a person or a subject which varies from object to object.³² It's mean that variable is a value that can change depending on information passed to the operational definition.

An operational definition is the specification of how you defined and measure the variable in your study.³³ It's mean that an operational definition is the statement of procedures used defining the term of a process.

³¹John W Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Lincoln: SAGE Publications,2002), p.24.

³³ Ibid .p151

Based on the statement, the definition operational of the variable in this research are:

a. Dependent Variable

According to Geoffrey Marczyk, Dependent Variable is measure of the effect (if any) of the independent variable.³⁴ Dependent variable is a variable that can improve by an independent variable. The dependent variable of this research is students' writing ability that focuses on the students' ability.

To measure writing ability of students, the researcher was take the writing test by giving essay test. The students was composed a descriptive text in 25 minutes about their favorite things. It was a simple test as a sample to know about the students' writing ability. The indicators of a written test in this variable are:

- 1) The students are good in content of writing. The content should be relevant to the topic.
- 2) The students are good in organization of writing. The students are able to compose descriptive text based on the appropriate generic structure of descriptive text.
- 3) The students are able to write descriptive text by using good mechanics writing.

³⁴ Geoffrey Marczyk, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology*, (Hoboken, New Jersey: John Wiley and Sons, Inc, 2005) p, 42

b. The independent Variable

According to Geoffrey Marczyk, Independent Variable is variable that the factor that is manipulated or controlled by the researcher.³⁵ In a sense, the dependent variable “depends” on the independent variable.

This variable measured by observation. To observe this variable the researcher was used observation sheet. The measurement of this variable is 1- 4 score. The indicators of this variable are:

- 1) The students are good respond to learn writing using You Ought to be in the Picture.
- 2) The students have more concentration to write the descriptive text in English.

B. The Research Setting

The researcher conducted the Classroom Action Research at SMP Muhammadiyah 1 Trimurjo Academic Year 2019/2020. The object of this research is the students’ writing ability and learning activities at the eighth grade of SMP Muhammadiyah 1 Trimurjo, consists of 23 students. The school located at the Lk. Srikaton, Kel. Adipuro, Kec. Trimurjo, Central Lampung

C. The Subject of the Research

The subject of this present research is the students of the eighth grade at SMP Muhammadiyah 1 Trimurjo. While the object of this research is the

³⁵ Ibid p : 44

students writing ability at class VIII of SMP Muhammadiyah 1 Trimurjo. The collaborator in this research is Mrs. Siti Nurhasanah, S.Pd an English teacher at SMP Muhammadiyah 1 Trimurjo.

Table 4

Total students of the eighth grade SMP Muhammadiyah 1 Trimurjo

No	Class	Gender		Total
		Male	Female	
1	VIII	10	13	23

D. Research procedure

The design of this research is classroom action research. It is called CAR because the research is aimed at developing a certain instructional technique to solve problems in a class.

According to Glenda Mac, Action research is a cyclical process of ‘think-do-think’ to research and create change. We think about what we do at present, then we do something to create change, then we think again about what we’ve done and its effects.³⁶

Jean Mc Niff Also stated that, “Action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be.”³⁷

³⁵Glenda Mac Naughton and Patrick Hughes, *Do Action Research in Early Childhood Studies: A Step by Step Guide*, (New York: Open University Press, 2009), p.1

³⁶Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: Routledge Falmer, 2002) Second Edition, p.15

Based on the statement above, the researcher can say that Classroom Action Research is a reflective study done by the teacher in a classroom for getting solution about the problem until it can be solved. In addition, classroom action research helps the teacher to solve problem by applying a new method, strategy, or technique as an alternative way leading to innovation.

In this Classroom Action Research (CAR), consisted of the cycle and consisted of four steps, namely planning, acting, observing and reflecting.³⁸ The researcher describes the cycles through the scheme of action research design by Zina O’leary as follows:

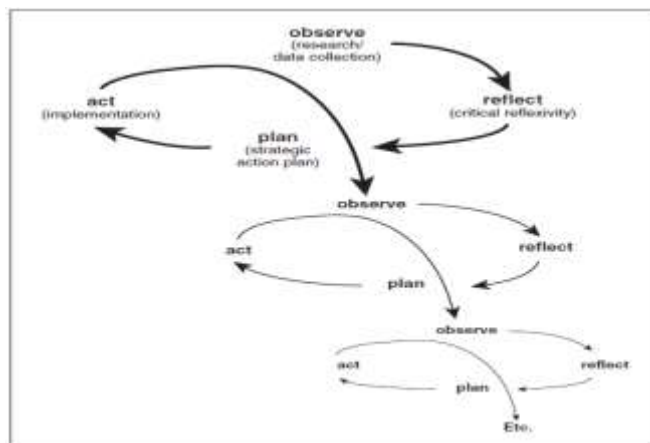


Figure 1
Zina O’leary’s Action Research Design
(Adapted from Zina O’leary, 2004)³⁹

CAR was applied in this research since it is regarded important to develop writing ability of the eighth grader of SMP Muhammadiyah 1 Trimurjo by You Ought to be in the Picture strategy applied, by applied this

³⁸ *Ibid*, p.41

³⁹ O’leary Zina, *The Essential Guide To Doing Research*,(London: SAGE Publication Ltd,2004) p. 141

strategy it is expected to solve students' problems in teaching-learning process of writing ability.

The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the researcher collaborate with the real English teacher of SMP Muhammadiyah 1 Trimurjo as an observer and collaborator. The researcher play a role as an English teacher who teaches writing ability trough You Ought to be in the Picture Strategy to the students, while the real English teacher's role is as an observer who observes the action of the research while teaching-learning activities happen in the classroom. Also the real English teacher acts as a collaborator when helps the researcher in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the researcher is not only as an observer but the researcher also took actions by making lesson plan and giving assessment. Then, the researcher also collecting and analyzing data together with the teacher to know the result of their student writing result.

According to the Anne Burn action research design, the researcher wants to describe a plan for Classroom Action Research (CAR) as follows:⁴⁰

1. Cycle 1

a. Planning

After interviewing, observing and conducting test before CAR.

The teacher and the researcher make instruments, as follows:

⁴⁰ Anne Burns, *Collaborative Action Research for English Language Teachers*, (New York: Cambridge University Press,1999), p 8.

- 1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The researcher prepares the observational note and guidelines
- 3) The researcher prepares the instrument of written tests before and after CAR.

b. Acting

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The researcher conducts some activities in the class as follows:

1) Pre-Teaching

- a) The researcher greets the students and checks the attendance list.
- b) The researcher gives warm up activities.
- c) The researcher explains general overview related to the topics of descriptive text.
- d) The researcher confirms the students their comprehension about the descriptive text.

2) Whilst Teaching

- a) The researcher implements You Ought to be in the Picture strategy.
- b) The researcher gives picture, and the students imagine to describe
- c) The researcher applies the second step, the students found the main ideas from the pictures.

d) The researcher applies the third step is the students write about the pictures with descriptive text.

3) Post-Teaching

a) The researcher gives a conclusion about descriptive text.

b) The researcher closes the class.

c. Observing

In this phase, the researcher was conduct some activities as follows:

1) The real teacher observers teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response.

2) Identifies the students' achievement in learning writing ability by giving the test after CAR in cycle 1.

3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

d. Reflecting

In this phase, the researcher and teacher have some activities as follows:

1) The teacher and the researcher discuss not only about the result of the implementation of CAR, but also students' achievement and the media.

2) The teacher and the researcher prepare the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the

improvement of students' score and to solve the problem unfinished yet.

2. Cycle 2

a. Planning

After interviewing, observing and conducting test before CAR.

The teacher and the researcher make instruments, as follows:

- 1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The researcher prepares the observational note and guidelines
- 3) The researcher prepares the instrument of written tests before and after CAR.

b. Acting

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The researcher conducts some activities in the class as follows:

1) Pre-Teaching

- a) The researcher greets the students and checks the attendance list.
- b) The researcher gives warm up activities.
- c) The researcher explains general overview related to the topics of descriptive text.
- d) The researcher confirms the students their comprehension about the descriptive text.

2) Whilst Teaching

- a) The researcher implements You Ought to be in the Picture strategy.
- b) The researcher gives picture, and the students imagine to describe
- c) The researcher applies the second step, the students found the main ideas from the pictures.
- d) The researcher applies the third step is the students write about the pictures with descriptive text.

3) Post-Teaching

- a) The researcher gives a conclusion about descriptive text.
- b) The researcher closes the class.

c. Observing

- 1) The real teacher observes of teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response.
- 2) Students are given the test after CAR in cycle 2.
- 3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.

d. Reflecting

- 1) The researcher and the teacher discuss about the result of the implementation CAR by modifying a new strategy in action, about students' response with the media, about improvement students'

score in writing and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2.

- 2) Then, the researcher and the teacher make an agreement, if the target is not achieved, the action was continued to cycle 3, but if the target is achieved, the action was stopped.

E. Data Collecting Technique

There are two type of collecting data: qualitative data and quantitative data. The researcher uses observation dealing with the qualitative data. On the other side, the researcher uses the students' final result score of writing as a pre-test and post-test to obtain the quantitative data.

Some instruments are applied to obtain the data in this study. The completely explanation of those instruments as follow:

1. Test

The researcher uses test to get data result of the students' writing ability. The result of this test is students' writing score based on the media applied. The aim of this test is to measure the students' writing ability. The tests consist of the some types, as follows:

a. Pre-test

The pre-test was conducted before implementing *You Ought to be in the Picture Strategy* in preparations study. Pre-test of this research was in the form of essay test that ask the students to write a composition of descriptive text in English.

b. Post-test

The post-test is implemented after using *You Ought to be in the Picture Strategy* in teaching writing ability. Post-test of this research was in the form of essay test that ask the students to write a composition of descriptive text in English.

2. Observation

Observation is a mainstay of action research. It enables writer to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think they occur.⁴¹

In this case, the researcher observes the students directly in the classroom and gets the description about students' activity in learning writing process. The real teacher also observes the researcher who teaches in the classroom and the implementation of CAR based on observation notes which already made before.

The data is taken based on the students' participants during teaching and learning activity according to lesson plan. The information obtained from this observation is used to as a basis to determine the planning for following cycle.

3. Documentation

Documentation is collection of various documents relevant to the research questions which can include students' reading worksheet, student

⁴⁰Anne Burns, *Collaborative Action Research for English Language Teachers*, (New York: Cambridge University Press, 1999), p.80

records and profile, course overviews, lesson plans, classroom materials.⁴²

The researcher uses the documentation method to get some information about:

- a. The history of SMP Muhammadiyah 1 Trimurjo.
- b. The condition teachers and official employees in SMP Muhammadiyah 1 Trimurjo
- c. The quantity of the students of SMP Muhammadiyah 1 Trimurjo.
- d. Organization structure of SMP Muhammadiyah 1 Trimurjo.
- e. Writing worksheet, course overviews and classroom materials of the students at SMP Muhammadiyah 1 Trimurjo.

4. Field Note

In this research, the researcher was used field note to focus on a particular issue or teaching behavior over a period of time. Moreover, the researcher was take field note related to the classroom situation, classroom management, classroom interaction between teacher and students or students with students and etc.

F. Research Instrument

1. Writing Test

To identify the students' writing ability of the tenth grade of SMP Muhammadiyah 1 Trimurjo, the researcher was applied writing test. The test is measuring the ability of the students about the topic on writing subject.

⁴¹Ibid, p.117

The test consists of pre-test and post-test, of this research was in the form of essay text that asks the students to write a composition of descriptive text in English.

G. Data Analysis Technique

Data analysis was conducted by taking the average score of the pre-test. The researcher uses a statistical technique. In scoring the test, the students score is counted with the following formula.⁴³

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

Notes:

\bar{X} = Mean

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

N = Number of students

Moreover, to know the result the researcher was compared between pre-test and post-test. The result was matched by the minimum standard in this school at least 70. If from cycle 1, there are some students not successful, so the researcher was conduct cycle II. The minimum cycle in CAR is two cycles if from cycle II of the students were successful, the cycle able to be stop until cycle II only.

The formula to figure out the percentage of the students who pass the MSC in each cycle as follows:⁴⁴

$$P = \frac{F}{N} \times 100\%$$

⁴²Donald Ary at all, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010) Eighth edition, p.108

⁴⁴*Ibid*

P = Class percentage

F = Frequency

N = Number of student

H. The Indicator of Success

The indicator of success takes from the process and the result of the action research. This research is called success if 75% of the students get minimal score 70 and 75% of the students active in learning activities.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

In this chapter, the researcher would like to present the result of this research that explains the answer of problem formulation, as follows: “Can the Implementation of You ought to be in the Picture Strategy improve the students’ writing ability among the eighth grade of SMP Muhammadiyah 1 Trimurjo?”

1. Description of SMP Muhammadiyah 1 Trimurjo

Before presenting the result of this research, the researcher describes SMP Muhammadiyah 1 Trimurjo that consists of:

a. The History of SMP Muhammadiyah 1 Trimurjo

SMP Muhammadiyah 1 Trimurjo was established in 1976, which was approved by the Minister of National Education led by Mr. Abdullah Rifa’i S.Pd.I. SMP Muhammadiyah 1 Trimurjo is located at the Lk. Srikaton, Kel. Adipuro, Kec. Trimurjo, Kab. Lam-Teng. This school has land area of 4.550 m² with ownership status.

b. Vision and Mission of SMP Muhammadiyah 1 Trimurjo

1) Vision of the School

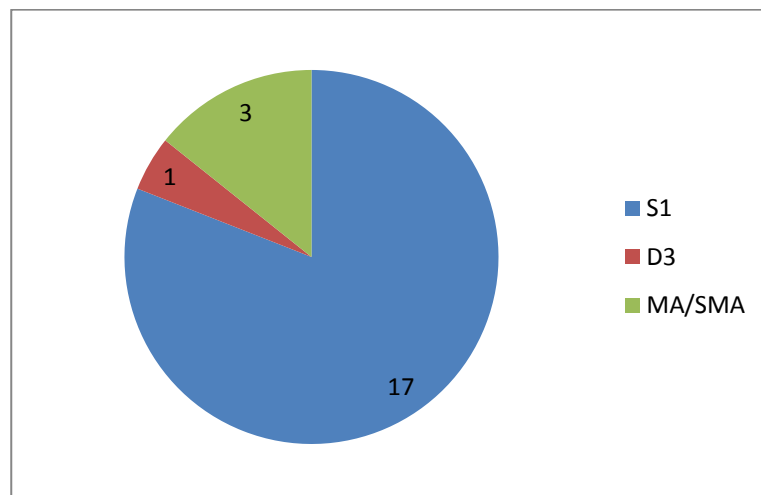
Becoming a school that has achievement based on faith and piety.

2) The mission of the school

- a) Developing curriculum content according to school character, but with national standards.
- b) Striving to provide complete educational facilities from simple to sophisticated ones such as the use of ICT.
- c) Trying to develop school website as one of the effective means of promotion.
- d) Trying to implement a valid and authentic assessment or testing system.

3) The Condition of Teacher and Official Employees at SMP Muhammadiyah 1 Trimurjo

Figure 2
The Condition of Teachers and Official Employees at SMP Muhammadiyah 1 Trimurjo

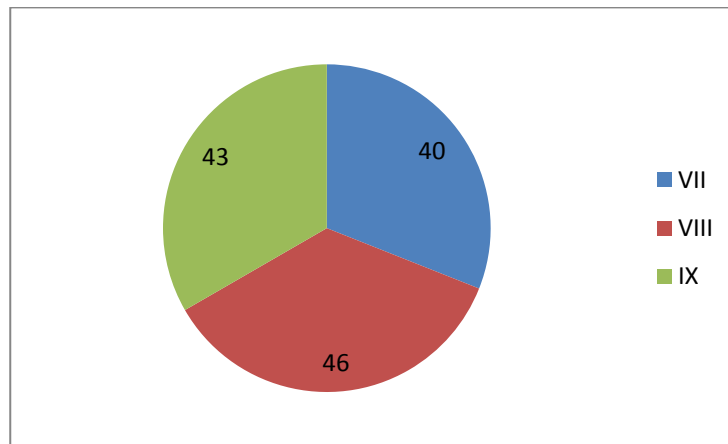


source: Documentation of SMP Muhammadiyah 1 Trimurjo

4) The Quantity Students of SMP Muhammadiyah 1 Trimurjo

The students' quantity at SMP Muhammadiyah 1 Trimurjo is identified, as follows:

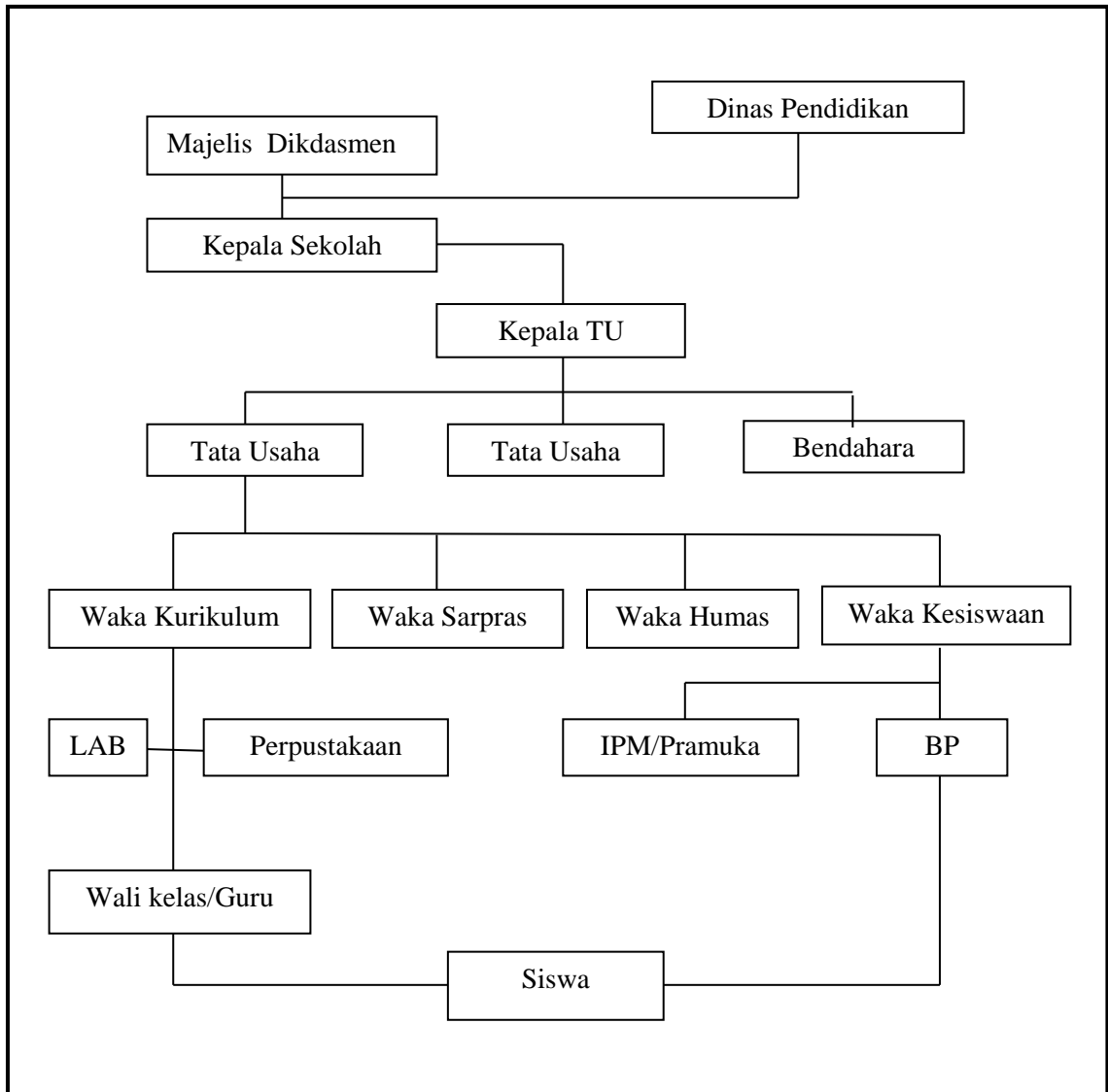
Figure 3
The Students' Quantity at SMP Muhammadiyah 1 Trimurjo in the Academic Year of 2019/2020.



5) The Structure Organization of SMP Muhammadiyah 1 Trimurjo

The Structure Organization of SMP Muhammadiyah 1 Trimurjo the academic year of 2019/2020 is illustrated in the following figure:

Figure 4



2. Description of the Research

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher is as an English teacher and Mrs. Siti Nurhasanah, S.Pd as the collaborator.

a. Pre-test activity

The researcher conducted the pre-test on November, 18th 2019 at 09.00 until 10.30. All students have already prepared when the teaching time came. The researcher greeted the students. The researcher had told the students that the researcher conducted the research in their class in order to know their writing essay test before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of test was writing test that asked the students to do the test about descriptive text. Then, the students' pre-test result is illustrated on the table below:

Table 5
Students' Pre-test Grade

No	Name	C	O	V	LU	M	TOTAL GRADE
1	AA	17	13	9	10	3	52
2	AO	13	9	9	5	4	40
3	AP	17	10	10	10	3	50
4	AS	21	14	13	10	4	62
5	CD	13	7	7	5	2	34
6	DR	13	7	7	5	2	34
7	EA	16	7	9	5	2	39

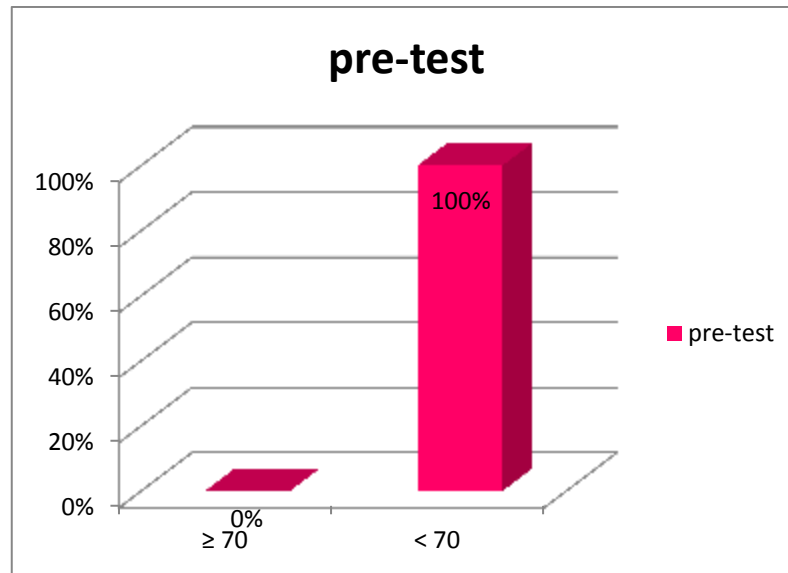
8	FH	13	7	7	5	2	34
9	FM	13	9	7	5	2	36
10	IP	13	9	9	5	3	39
11	JP	21	14	13	11	4	63
12	OR	13	9	7	5	2	36
13	PN	13	9	9	5	2	38
14	PY	13	7	7	5	2	34
15	RA	13	7	9	5	2	36
16	RD	13	7	7	5	2	34
17	RF	13	7	7	5	3	35
18	RY	17	9	10	5	2	43
19	SH	16	10	9	10	3	48
20	SM	13	7	13	5	2	40
21	SR	17	9	10	10	4	50
22	TA	16	13	9	11	3	52
23	VS	13	10	10	10	2	45
Total of all students' grade							974
Total all of the students (n)							23
The highestgrade							63
The lowestgrade							34
Average							42

Table 6
Frequency of students' grade in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	0	0%	Complete
2	< 70	23	100%	Incomplete
	Total	23	100%	

Source: The result grade of Writing pre-test at VIII class of SMP Muhammadiyah 1 Trimurjo November 18th 2019.

Figure 5
The Percentage of the Students' Grade in Pre-test



Based on the data above, it could be inferred that 23 students (100%) were not successful and 0 other students (0%) were not successful. The successful students were those who got the minimum mastery criteria of English subject at SMP Muhammadiyah 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 42, so the result was unsatisfied. Therefore, the researcher used you ought to be in the picture strategy to increase the students' writing ability.

a. Cycle I

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 November, 19th 2019 at 09.00 until 10.30 and followed by 23 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. In the beginning, the researcher asked the students, "how many type of the text do you know?" Some students answered "narrative text, descriptive text, and announcement text". Some students kept silent. The researcher said "Good! Today, we study about descriptive text, and have you ever studied about descriptive text?" All of students answered "Yes, I have".

The researcher started to introduce the descriptive text that was used in the learning process, then started to deliver the material. The generic structure included of identification-

description. The purpose of the text is to describe and to reveal a particular person, place, or thing. Furthermore, a student asked for the example Miss?" The researcher answered "For the example is your close friend, her name is putri, She is clever and she has pointed nose, so she look so beautiful".

In implementing You ought to be in the picture strategy in teaching writing ability in the process of action, the researcher applied the steps of you ought to be in the picture strategy. The first step is the researcher gives the students some picture about activity in the class. The picture about the activity of *playing puzzle in the classroom*. The researcher asked students to examine the location of the picture and detect as much detail as possible. Like "*what time of year might it be?*" and the students try to identify the picture. Next the researcher asked the students to focus very closely on each person in the picture. The third step that is the students choose one of the individuals in the picture and imagine you are this person. The example is "*in the picture there are many people, any teacher and students that they look so happy, but you can focus one of the individual person and you can imagine if you became a person in the picture, than describe the facial expressions, what you might the feeling and the others*".

The fourth step that is the researcher asked the students to write what they want to share to other by giving the following writing prompt with descriptive text.

b. The second meeting

The second meeting was conducted on November, 20th 2019 at 09.00 until 10.30. for 2x45 minutes after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by teaching writing with the implementation of you ought to be in the picture strategy.

In the second meeting, the researcher gives the students some picture about activity in the class. In implementing You ought to be in the picture strategy in teaching writing ability in the process of action, the researcher applied the steps of you ought to be in the picture strategy. The first step is the researcher gives the students some picture about activity in the house. The picture about the activity of *gathering together with my family*. The researcher asked students to examine the location of the picture and detect as much detail as possible. Like “*what time of year might it be?*” and the students try to identify the picture. Next the researcher asked the students to focus very closely on each person in the picture. The third step that is the students choose one of the individuals in the picture and imagine you are this person. The

example is *“in the picture there are many people, any father, mother, sister and brother, but you can focus one of the individual person and you can imagine if you became a person in the picture, than describe the facial expressions, what you might the feeling and the others”*.

The fourth step that is the researcher asked the students to write what they want to share to other by giving the following writing prompt with descriptive text.

Furthermore, on November, 26th 2019 the researcher gave post test 1 conducted in cycle I with similar task on pre-test before. The kind of the test was writing test with the picture this post test about *first time i know the camera*. The researcher asked the students to describe *what you might the feeling ?*, *what time of year might it be ?* and the others based on the picture and students imagine if they become the person in the picture, the students write what they want to share to others by giving the following writing prompt.

The result of the students’ test in post test 1 was better than test in pre-test before.

Table 7
The Students' Grade of Post-Test 1

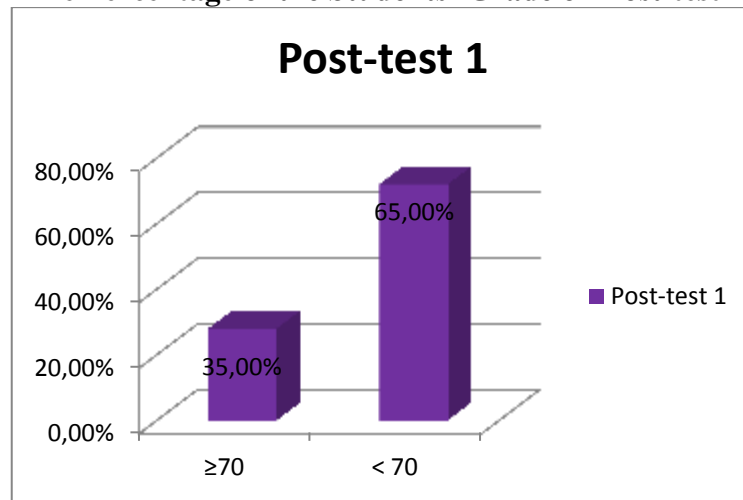
No	Name	C	O	V	LU	M	TOTAL GRADE
1	AA	21	14	13	17	4	69
2	AO	16	14	10	11	3	54
3	AP	13	13	14	11	4	55
4	AS	22	17	17	17	4	77
5	CD	21	14	14	17	3	69
6	DR	21	17	14	17	4	73
7	EA	17	13	14	19	4	67
8	FH	21	17	17	19	5	79
9	FM	21	14	17	19	4	75
10	IP	13	14	13	19	3	62
11	JP	22	17	17	17	4	77
12	OR	21	17	14	11	4	67
13	PN	13	10	10	17	4	54
14	PY	16	10	13	11	3	53
15	RA	21	14	14	17	3	69
16	RD	16	10	10	11	4	51
17	RF	17	17	14	17	3	68
18	RY	21	17	14	19	4	75
19	SH	16	14	14	17	4	65
20	SM	17	14	10	10	3	54
21	SR	22	17	17	21	4	81
22	TA	17	10	13	17	4	61
23	VS	21	17	17	17	4	76
Total of all students' grade							1531
Total all of the students (n)							23
The highestgrade							81
The lowestgrade							51
Average							66

Table 8
Frequency of students' grade in Post-test I

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	8	35%	Complete
2	< 70	15	65%	Incomplete
	Total	23	100%	

Source: The result grade of writing Post-test I at VIII class of SMP Muhamadiyah 1 Trimurjo September, 26th 2019.

Figure 6
The Percentage of the Students' Grade on Post-test 1



Based on the result above, it could be seen that 8 students (35%) got grade up to the standard and 15 students (65%) got grade 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 successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

3) Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave explanation about the definition of descriptive text.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and

meeting 2. The result of the students' learning activities could be seen as follow:

Table 9
The Students' Learning Activities Observation in Cycle I

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
1.	AA	-	√	√	√
2.	AO	√	√	√	-
3.	AP	-	-	√	√
4.	AS	-	-	√	√
5.	CD	√	-	√	√
6.	DR	-	-	√	-
7.	EA	√	-	-	√
8.	FH	√	√	-	√
9.	FM	-	-	√	-
10.	IP	√	-	-	√
11.	JP	√	-	√	-
12.	OR	√	√	√	-
13.	PN	√	√	-	√
14.	PY	-	-	√	-
15.	RA	√	-	-	√
16.	RD	-	√	-	-

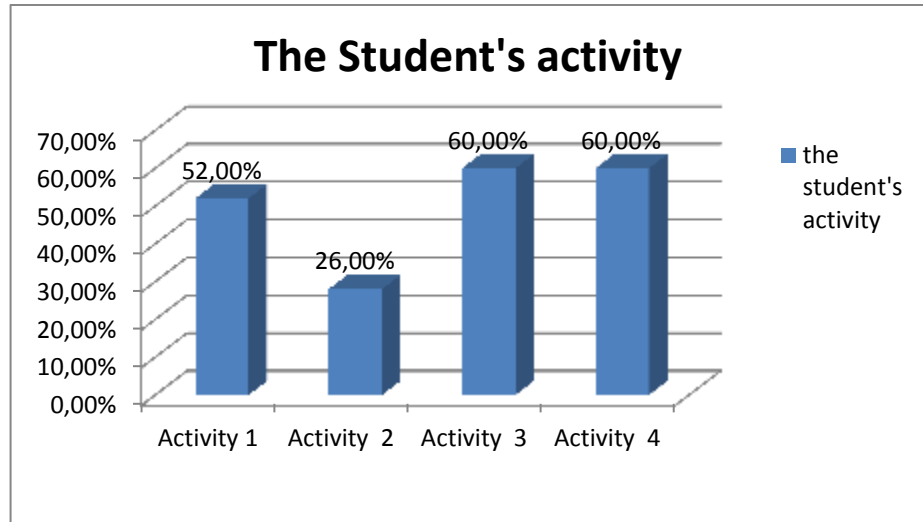
17.	RF	-	-	√	√
18.	RY	√	-	-	√
19.	SH	-	-	√	-
20.	SM	√	-	√	√
21.	SR	-	-	-	√
22.	TA	√	-	-	-
23.	VS	-	-	√	√
→	TOTAL	12	6	14	14

Table 10
The Frequency of Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	12	52%
2	The students' ask/answer question	6	26%
3	The students active in the class	14	60%
4	The students able do the task	14	60%
Total Students		23	

Source: The students' activity at the eighth grade of SMP Muhammadiyah 1 Trimurjo on November, 26th 2019.

Figure 7
The Percentage of Students Activities in Cycle I



The table showed that not all the students' active in learning process. There were students (52 %) who gave attention to the teacher explanation. students (26%) who ask/answer question, students who are active in the class (60%) 14 students (60%) who are able to do the task.

4) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follows:

Table 11
The Comparison between Pre-Test and Post-Test I Grade in Cycle I

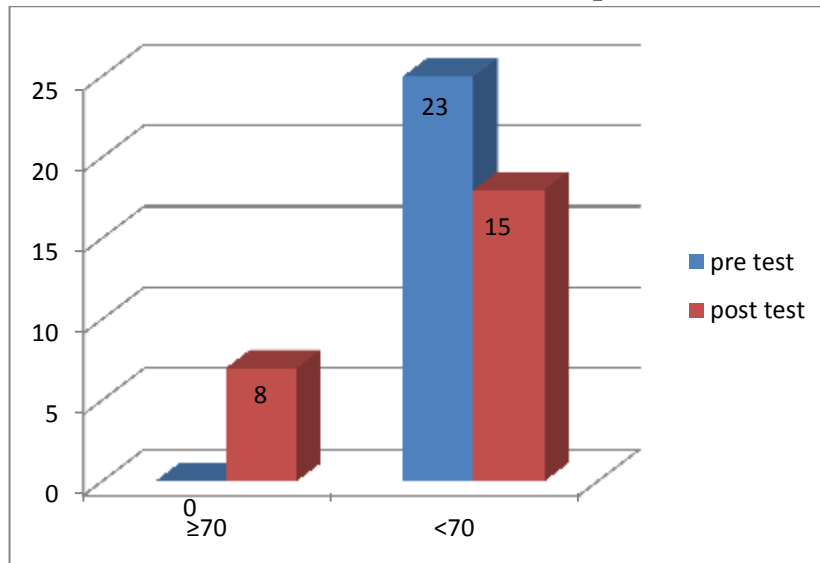
NO	Name Initial	Pre Test	Post Test I	Deviation	Explanation
1.	AA	52	69	17	Increased
2.	AO	40	54	14	Increased
3.	AP	50	55	5	Increased
4.	AS	62	77	15	Increased
5.	CD	34	69	35	Increased
6.	DR	34	73	39	Increased
7.	EA	39	67	28	Increased
8.	FH	34	79	45	Increased
9.	FM	36	75	39	Increased
10.	IP	39	62	23	Increased
11.	JP	63	77	14	Increased
12.	OR	36	67	31	Increased
13.	PN	38	54	16	Increased
14.	PY	34	53	19	Increased
15.	RA	36	69	33	Increased
16.	RD	34	51	17	Increased
17.	RF	35	68	33	Increased
18.	RY	43	75	32	Increased
19.	SH	48	65	17	Increased
20.	SM	40	54	14	Increased
21.	SR	50	81	31	Increased
22.	TA	52	61	9	Increased
23.	VS	45	76	31	Increased
Total		974	1531	557	
Average		42	66		
The highest grade		63	81		
The lowest grade		34	51		

Table 12
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥70	0	8 students	Complete
< 70	23 students	15 students	Incomplete
Total	23	23	

Then, the graph of comparison students writing essay pre-test and post-test I grade in cycle I could be seen as follow:

Figure 8
The Comparison of Percentage of the Students' Completness Grade on Pre-test and post-test I



The table and the graphic above, it could be inferred that 23 students (100%) were not successful and 0 other students (0%) were successful. The successful students were those who got the minimum mastery criteria at SMP Muhammadiyah 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 42, so the result was unsatisfied. Meanwhile, based on the graphic of pot-test 1, it could be seen that 8 students (35%) got grade up to the standard and 15 students (65%) got grade 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 successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

b. Cycle II

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

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in writing essay by the you ought to be in the picture strategy.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last 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 November 27th 2019 at 09.00 until 10.30 followed by 23 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The

researcher continued the material in the last meeting, the topic of this meeting is about the descriptive text.

In the first meeting of cycle 2, the researcher gave the students some picture about *the activity of flag ceremony*. In implementing You ought to be in the picture strategy in teaching writing ability in the process of action, the researcher applied the steps of you ought to be in the picture strategy. The first step is the researcher gives the students some picture about activity in the school. The researcher asked students to examine the location of the picture and detect as much detail as possible. Like “ *what time of year might it be ?*” and the students try to identify the picture. Next the researcher asked the students to focus very closely on each person in the picture. The third step that is the students choose one of the individuals in the picture and imagine you are this person. The example is “ *in the picture there are many people, any students, teachers, and leader but you can focus one of the individual person and you can imagine if you became a person in the picture, than describe the facial expressions, what you might the feeling and the others*”.

The fourth step that is the researcher asked the students to write what they want to share to other by giving the following writing prompt with descriptive text.

b) The second meeting

The second meeting of cycle 2 was conducted on December, 3rd 2019 for 2x45 minutes after the students given the action. In the second meeting, the researcher asked students the researcher gave the students some picture about *playing with my friends*. In implementing You ought to be in the picture strategy in teaching writing ability in the process of action, the researcher applied the steps of you ought to be in the picture strategy. The first step is the researcher gives the students some picture about activity in the river. The researcher asked students to examine the location of the picture and detect as much detail as possible. Like “*what time of year might it be?*” and the students try to identify the picture. Next the researcher asked the students to focus very closely on each person in the picture. The third step that is the students choose one of the individuals in the picture and imagine you are this person. The example is “*in the picture there are many people, but you can focus one of the individual person and you can imagine if you became a person in the picture, than describe the facial expressions, what you might the feeling and the others*”.

The fourth step that is the researcher asked the students to write what they want to share to other by giving the following writing prompt with descriptive text.

Furthermore, on December, 4th 2019 the researcher gave post test 2 conducted in cycle 2. The kind of the test was writing test that asked the students to describe. The topic of writing test in post-test 2 is traditional game. In this meeting almost all of the students could answer well. It could be seen from the result of the post test II provided in table 13. There were 19 of 23 students got the grade under the minimum mastery criteria in SMP Muhammadiyah 1 Trimurjo.

Table 13
The Students' Post Test II grade

No.	Students' Name	Grade	Note
1.	AA	79	COMPLETE
2.	AO	73	COMPLETE
3.	AP	70	COMPLETE
4.	AS	86	COMPLETE
5.	CD	71	COMPLETE
6.	DR	82	COMPLETE
7.	EA	79	COMPLETE
8.	FH	82	COMPLETE
9.	FM	80	COMPLETE
10.	IP	70	COMPLETE
11.	JP	85	COMPLETE
12.	OR	62	INCOMPLETE
13.	PN	70	COMPLETE

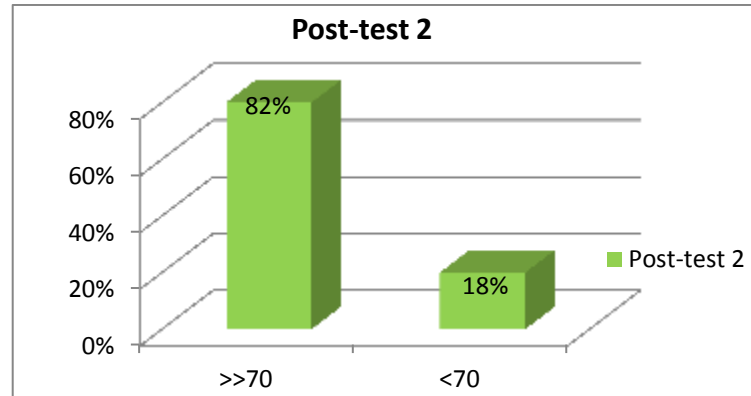
14.	PY	70	COMPLETE
15.	RA	76	COMPLETE
16.	RD	65	INCOMPLETE
17.	RF	76	COMPLETE
18.	RY	61	INCOMPLETE
19.	SH	70	COMPLETE
20.	SM	58	INCOMPLETE
21.	SR	89	COMPLETE
22.	TA	73	COMPLETE
23.	VS	88	COMPLETE
Total of all students' grade		1715	
Total all of the studets (n)		23	
The highest grade		89	
The lowest grade		58	
Average		74	

Table 14
The Frequency of students' grade in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	19	82 %	Complete
2	< 70	4	18%	Uncomplete
	Total	23	100 %	

Source: The result grade of writing post test II at VIII class of SMP Muhammadiyah 1 Trimurjo on December, 4th 2019.

Figure 9
The Percentage of the Students' Grade in Post-test II



Based on the result above, it could be inferred that 19 students (82%) were successful and 4 other students (18%) were not successful. From the post test 2 results, the researcher got the average of 82 %. It was higher than post test 1 in cycle I.

3) Observing

In this step, the researcher presented the material by you ought to be in the picture strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result grade of students' learning activities observation, as follow:

Table 15
The Students' Activity Result in Cycle II

No	Name	The Aspects that observed			
		The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The students' able do the task
1.	AF	√	√	√	√
2.	AG	√	-	√	√
3.	AH	√	√	√	√
4.	AK	-	√	-	√
5.	AM	√	√	√	√
6.	AN	-	√	-	√
7.	AP	√	-	√	√
8.	DB	-	√	√	√
9.	DK	√	-	√	√
10.	DP	√	√	√	√
11.	FH	√	√	-	-
12.	HP	-	√	-	-
13.	HR	√	√	√	-
14.	IM	√	√	√	√
15.	IP	√	√	-	√
16.	MA	√	√	-	√
17.	MN	√	-	-	√

18.	NH	√	√	√	√
19.	PA	√	√	-	√
20.	PD	√	-	√	-
21.	RO	√	√	√	√
22.	RP	√	√	√	-
23.	SA	√	-	√	√
Total		19	17	15	18

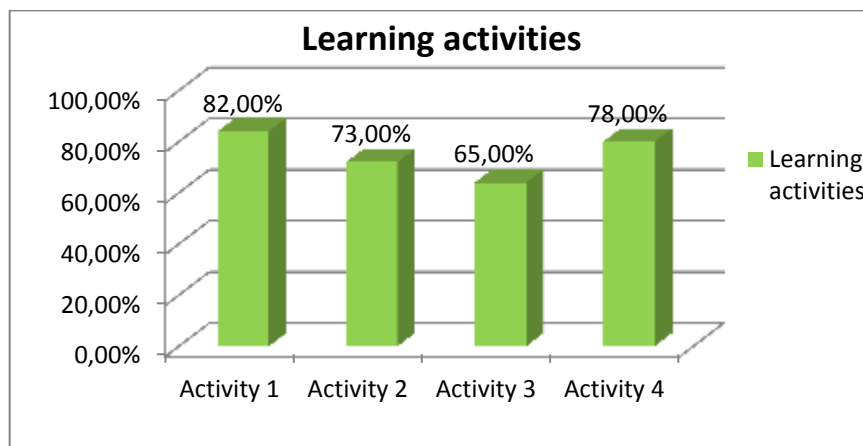
Table 16
The Frequency Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	19	82%
2	The students' ask/answer question	17	73%
3	The students active in the class	15	65%
4	The students able do the task	18	78%
Total Students		23	
The percentage of students' learning activity		75 %	

Source: The students' writing essay at the eighth grade of VIII class of SMP Muhammadiyah 1 Trimurjo on December 4th 2019.

Then, the graph of percentage students writing essay in cycle II, as follow:

Figure 10
The Percentage of Students writing essay in Cycle II



The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 82%, then, the students ask/answer the question from the teacher 73% and the students active in the class 65%, and the last the students able do the task 78%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 70\%$.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using you ought to be in the picture strategy, the students writing essay would increase.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison

between students post test I grade and post-test II grade could be compared on the following table.

Table 17
The Comparison between Post-Test I Grade and Post-Test II Grade

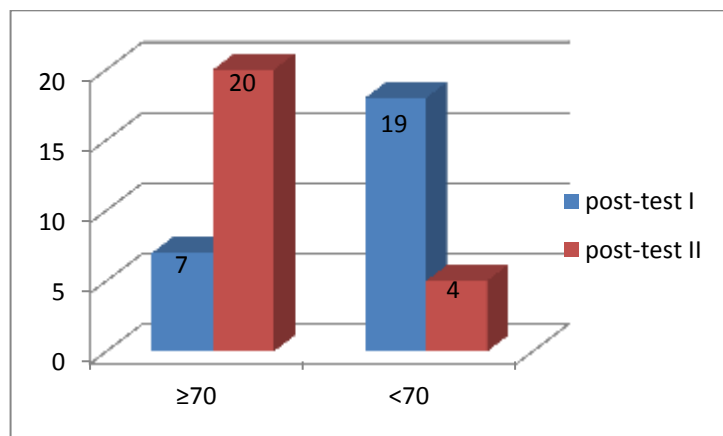
NO	Name Initial	Post-Test I Grade	Post-Test II Grade	Deviation	Explanation
1.	AA	69	79	10	Increased
2.	AO	54	73	19	Increased
3.	AP	55	70	15	Increased
4.	AS	77	86	9	Increased
5.	CD	69	71	2	Increased
6.	DR	73	82	9	Increased
7.	EA	67	79	12	Increased
8.	FH	79	82	3	Increased
9.	FM	75	80	5	Increased
10.	IP	62	70	8	Increased
11.	JP	77	85	8	Increased
12.	OR	67	62	-5	Decreased
13.	PN	54	70	16	Increased
14.	PY	53	70	17	Increased
15.	RA	69	76	7	Increased
16.	RD	51	65	14	Increased
17.	RF	68	76	8	Increased
18.	RY	75	61	-14	Decreased
19.	SH	65	70	5	Increased
20.	SM	54	58	4	Increased
21.	SR	81	89	8	Increased
22.	TA	61	73	12	Increased
23.	VS	76	88	12	Increased
Total		1513	1715	184	
Average		66	74		
The highestgrade		81	89		
The lowest grade		51	58		

Table 18
The Comparison of Students' Grade in Post-Test I and Post-Test II

Interval	Criteria	Post-Test I	Post-Test II
≥ 70	Complete	8	19
< 70	Incomplete	15	4
Total		23	23

Then, the graph of students writing essay post-test I and post-test II grade in cycle II could be seen as follow:

Figure 11
The Percentage of Comparison of Students' grade on Post-test I and Post-test II



From the table above, it could be seen that the grade of the students in post-test I was various. It could be inferred that 8 students (35%) were successful and 15 other students (65%) were not successful. From the post test II results, the researcher got the percentage of 82%. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that

was $\geq 75\%$ students got grade 70. It indicated that the students' writing essay was increased.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that you ought to be in the picture strategy increase the students' writing essay.

B. INTERPRETATION

Writing would be easier to understanding when it is supported by the appropriate teaching strategy because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching writing essay by using you ought to be in the picture strategy can increase students' writing essay. You ought to be in the picture strategy has benefits in helping the writer to describe the picture in to the words. When you ought to be in the picture is done correctly, students are encouraged to develop their own creativity, motivation, and resource fulness. Therefore, it has proved that you ought to be in the picture strategy could be one the interesting strategy to teaching writing essay.

1. Result of Students Learning

a.Result of students Pre- Test Grade

In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment. The researcher obtained the data through test in the form of essay writing completed for 60 minutes. It was done on November 18th, 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on pre-test result, it could be inferred that 19 students (100%) were not successful and 0 other students (0%) were successful. The successful students were those who got the minimum mastery criteria at SMP Muhammadiyah 1 Trimurjo at least 70.

b. Result of Students Post- Test 1 Grade

In this research, to know the students writing essay after implementing the treatment the researcher conducted the post- test I. It was done on November, 26th 2019, based on the result of post-test 1, it could be seen that 8 students (35%) got grade up to the standard and 15 students (65%) got grade less than the standard. It was higher than the result of pre-test. The criteria of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

c. Result of Students' Post- Test II Grade

In this phase, the researcher continued to cycle II because the grade of post test I in cycle I did not fulfilled the MMC yet that was only 35% passed the MMC. The researcher presented the post- test II to measure the students ability after implementing the treatment. The researcher obtained the data through test in the form of writing test which completed for 60 minutes. It could be seen that the grade of the students in post-test II was various. It could be inferred that 19 students (82%) were successful and 4 other students (18%) were not successful. From the post test 2 results, the researcher got the average of 74. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was >75% students got grade 70. It indicated that the students' writing essay was increased.

d. Comparison of Grade in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process was successfully in cycle I but the students' average grade was low. While. The grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average grade was higher than cycle I. The following was the table of illustration grade in cycle I and cycle II.

Table 19
The Comparison of Writing essay of
Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Grade		
	Pre-Test	Post-Test I	Post-Test II
1.	52	69	79
2.	40	54	73
3.	50	55	70
4.	62	77	86
5.	34	69	71
6.	34	73	82
7.	39	67	79
8.	34	79	82
9.	36	75	80
10.	39	62	70
11.	63	77	85
12.	36	67	62
13.	38	54	70
14.	34	53	70
15.	36	69	76
16.	34	51	65
17.	35	68	76
18.	43	75	61
19.	48	65	70
20.	40	54	58
21.	50	81	89
22.	52	61	73
23.	45	76	88
Total	974	1531	1715
Average	42	66	74
Complete	0	8	19

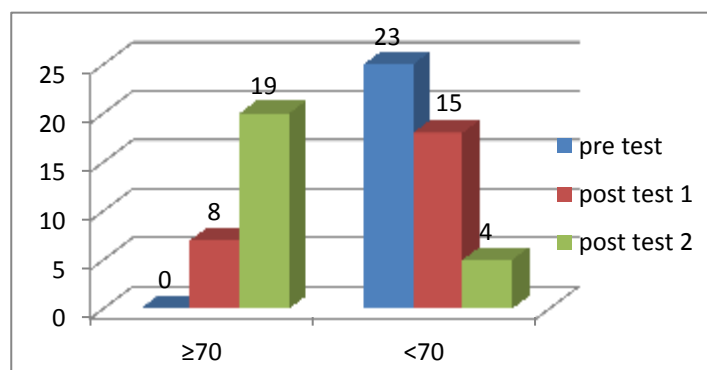
Table 20
The Comparison of Students' Pre-Test, Post-Test I Grade in Cycle I and Post-Test II Grade in Cycle II

Interval	Pre-Test		Post-Test I		Post-Test II		Explanation
	frequency	percentage	F	P	F	P	
≥70	0	0%	8	35%	19	82%	Complete
< 70	23	100%	15	65%	4	18%	Incomplete
Total	23	100%	23	100%	23	100%	

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' grade. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 12
The Comparison Grade of Students Writingessay in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle I



Based on the graph above, it could be inferred that you ought to be in the picture strategy could increase the students' writing essay. It

is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

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

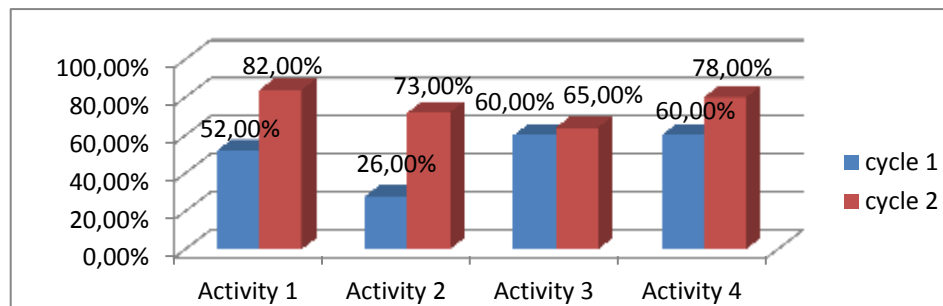
The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table increasement is as follows:

Table 21
The Presentage of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Pay attention of teacher explanation	12	52%	19	82%	Increased
2	The students' ask/answer question	6	26%	17	73%	Increased
3	The students active in the class	14	60%	15	65%	Increased
4	The students able do the task	14	60%	18	78%	Increased

Figure 13

Figure of Learning Activity in Cycle I and Cycle II



Based on the data had gotten, it can be explained as follow:

a) The Students' pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I it was only 52% and in cycle II 82%, it is increased 30%.

b) The students ask/answer question from the teacher

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was increased 47%, from cycle I 26% and cycle II 73%.

c) The students' activeness in the class

The active students in class were increased. It could be seen on the cycle I 60% and cycle II 65%, it increased 5%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in writing essay when you ought to be in the picture strategy was applied in learning process from cycle I up to cycle II.

d) The students' ability in doing the task

The students who had done the task were increased. It could be seen on the cycle I 60% and cycle II 78%, it increased 18%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of you ought to be in the picture strategy increase the students' in writing essay. There was progress average grade from 42 to 66 and to 74.

Based on the result of pre-survey, it can be inferred that there was an improving on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. The average grade in the pre-test was 23 students' did not achieve the criteria (100%).

Moreover, in the post-test I there was 8 students or (35%) passed the test the indicator students get grade ≥ 70 with average 66. Meanwhile, in the post-test II there was 19 students or (82%) passed the test the indicator students get grade ≥ 70 with average 74. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 75% of students got grade 70 was achieved.

C. DISCUSSION

In teaching writing essay to the students' of SMP Muhammadiyah 1 Trimurjo especially in students of VIII class, based on the pre survey there are some problems like some students have lack in vocabulary mastery. The researcher choose you ought to be in the picture strategy to increase the students' writing essay.

The researcher used this strategy to organize students' idea and made students more active in writing essay in learning English. Therefore, it is proved that the implementation of you ought to be in the picture strategy increases the students' learning activities using you ought to be in the picture strategy. Therefore, you ought to be in the picture strategy hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of you ought to be in the picture strategy could increase the students' in writing essay. There is progress from the students gets grade ≥ 70 from pre-test 100% or 0 students, post-test I 35% or 8 students and post-test II become 82% or 19 students. It is inferred that there is increasement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got grade ≥ 70 are reached.

The result of the student's activities in cycle I and cycle II are increased. Pay' attention of the teacher' explanation from 52% become 82%, the students' ask/answer question from 26% become 73%, the students' activeness in the class from 60% become 65%, the students' able do the task from 60% become 78%. The result of students' activities in cycle I and cycle II, there is increasement in students' learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the writing ability could be increased through “You ought to be in the picture strategy” among the eighth graders at SMP Muhammadiyah 1 Trimurjo, as follows:

“You ought to be in the picture strategy” can increase writing ability at the eighth graders at SMP Muhammadiyah 1 Trimurjo. It can be seen on the progress from pre-test to cycle I and cycle II. The average grade from pre test 42 to post test 66 became 74 in post test II. In cycle I, there were 8 students passed the test. Moreover, in cycle II there were 19 students who get grade ≥ 70 . It means that result of cycle II had already achieved the indicator of succes that was 82 % of the students achieve the minimum mastery criteria (MMC).

You ought to be in the picture strategy can increase students’ learning activity at the eight graders at SMP Muhammadiyah 1 Trimurjo. The student’s activity in the implementation of cycle I and cycle II is very active and confidence. It means that “You ought to be in the picture strategy” can increase the student’s writing ability. The student’s writing ability in cycle I and cycle II increases significantly.

B. Suggestion

Based on the conclusion above, there are some suggestions intended to the increasement of teaching and learning process, as follows:

1. For English Teacher

- a. The teacher should prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning enjoyable process, such as selecting text or new teaching media.
- b. It is better for the teacher to use You ought to be in the picture strategy in English learning especially in writing because it can increase students' writing ability
- c. The teacher should give motivation to the students in order to be active in learning process.

2. For the Students

It is suggested to the students to be more active in learning process in the class and increase their ability in writing ability so they can be successful in English learning.

3. For Headmaster

To support the English teacher to use You ought to be in the picture strategy in learning process, because You ought to be in the picture strategy is so helpfull.

The Building of SMP Muhammadiyah 1 Trimurjo

The condition of facilities at SMP Muhammadiyah 1 Trimurjo in the academic year of 2019/2020 is illustrated in the table below:

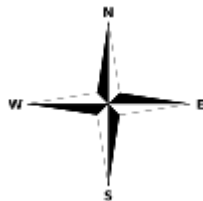
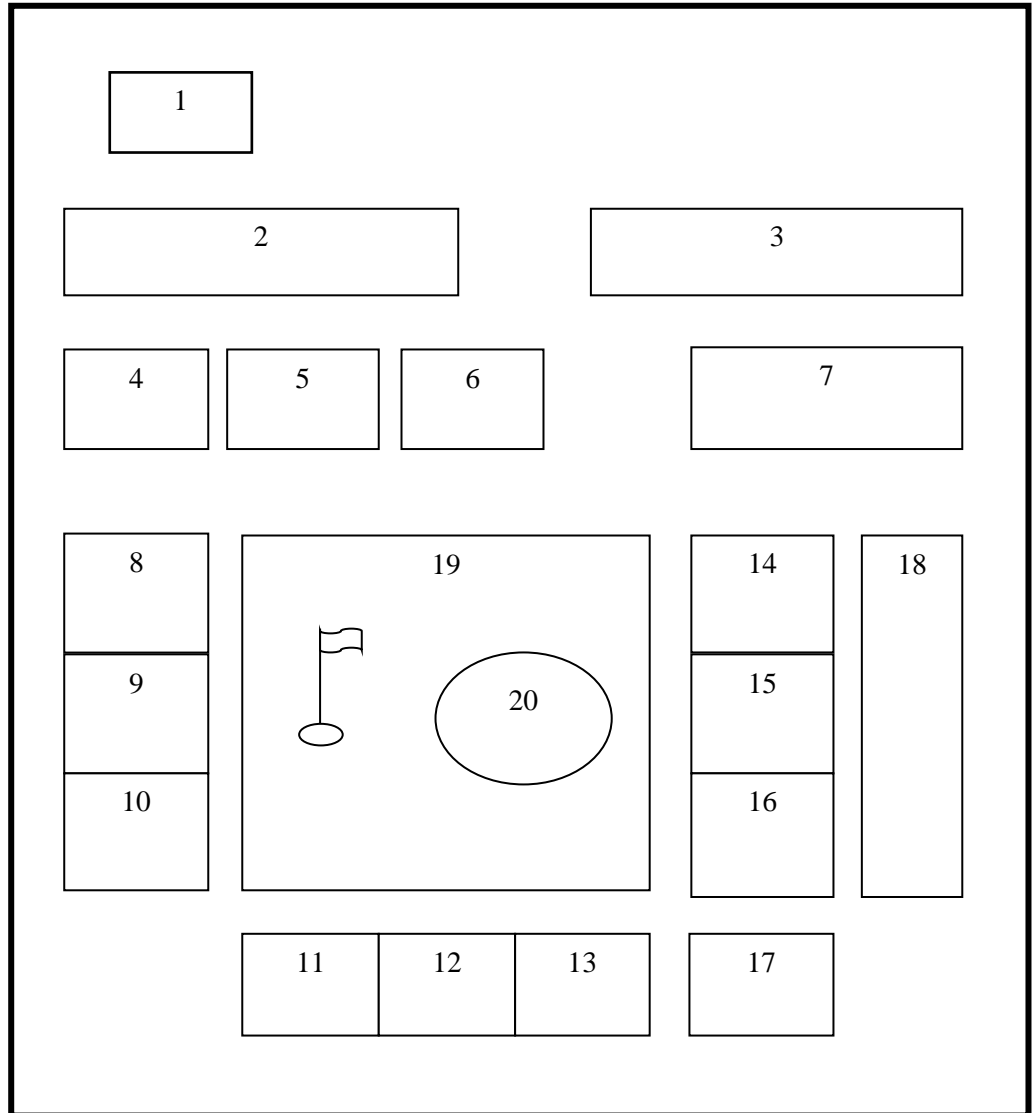
The Building of SMP Muhammadiyah 1 Trimurjo

No	Building facility	Quantity
1	Classroom	6
2	library room	1
3	Administration room	1
4	Principal's office	1
5	Teacher council room	1
6	Computer Laboratory Room	1
7	Teacher's WC	1
8	Student's toilet	1
9	OSIS room	1
10	UKS	1
11	Mosque	1

source: Documentation of SMP Muhammadiyah 1 Trimurjo

Location Sketch of SMP Muhammadiyah 1 Trimurjo

Figure 3



Notes:

1. Security's Post
2. Teacher's parking area

3. Students' parking area
4. Teacher's room
5. OSIS
6. Office
7. Library
8. Mosque
9. TU
10. Laboratory Room
11. Classroom of VII A
12. Classroom of VII B
13. Classroom of VIII A
14. Classroom of VIII B
15. Classroom of IX A
16. Classroom of IX B
17. Toilets
18. Canteen
19. Basketball field
20. School yard

SILABUS SMP Muhammadiyah 1 Trimurjo

Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan	Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda <i>Fungsi sosial</i> Membanggakan, menjual, mengenalkan, mengidentifikasi,	Mengamati <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan 	KRITERIA PENILAIAN <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan 	2 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru

<p>menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<p>mengkritik, dsb.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <ol style="list-style-type: none"> Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan Menyebutkan sifat orang, binatang, benda dan bagiannya, dan Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <ol style="list-style-type: none"> Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>). Kata ganti <i>it, they, she, we, dst.; our, my, your, their, dst</i> Kata sifat tentang orang, binatang, benda 	<p>ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> Siswa membaca dan mengengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa mencari dan 	<p>menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif.</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di</p>	<p>menggunakan akan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailymail.co.uk http://americaenglishteaching.com
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	<p>dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very</i>.</p> <p>(4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take, dll.</i></p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Topik Orang, binatang, benda di sekitar dan relevan</p>	<p>mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</p> <ul style="list-style-type: none"> Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> fungsi sosial setiap teks nama orang, 	<p>lingkungan sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri: Pernyataan siswa secara</p>	<p>/ae/res ource_f iles</p> <ul style="list-style-type: none"> http://le arnengl ish_briti shcoun cil.org/ en/ https:// www.g oogle.c om/
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	<p>dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>binatang, benda yang dideskripsikan</p> <ul style="list-style-type: none"> - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <ul style="list-style-type: none"> • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa 	<p>tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. • Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. • Lembar soal dan hasil tes 		
--	--	---	---	--	--

		<p>membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan 			
--	--	--	--	--	--

			<p>sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none">• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.• Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.		
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Worksheet of Cycle 1

Treatment 1

- A. Choose, describe and write one of the character bellow and imagine you are to be the person in photograph !



I am in class' room with my frenos in my Tiger I do the
 Tasks for my teacher after Finis the Task we are sat me
 Colection

$$16 + 13 + 10 + 10 + 3 = (52)$$

Worksheet of Cycle 1

Treatment 2

- A. Choose, describe and write one of the character bellow and imagine you are to be the person in photograph !



I'am in home together famely in table and I'am in Praying together .

By The I'am Very Heppy My Family Gathering to gether .

$$16 + 14 + 10 + 11 + 3 = 54$$

ARNEL

Worksheet of Cycle 2

Treatment 1

- A. Choose, describe and write one of the character bellow and imagine you are to be the person in photograph !



At this Monday do ceremony of flag in the flat
 And the ceremony do with orderly and nothing any obstacle
 And at ceremony of flag host and tired to raise
 So long to stand up
 Suka bismillah

$$16 + 13 + 14 + 11 + 4 = (58)$$

Worksheet of Cycle 2

Treatment 2

- A. Choose, describe and write one of the character bellow and imagine you are to be the person in photograph !



I am remember ^{best time} Pleasure • Play this
 This is a illustration time childhood
 this my time childhood. I and Friend P. often playing
 in the river together, and bath together.
 In the past we was time time for playing together
 and I and friends is very happy.

 ok thank all them. Thank you very much.

$$26 + 17 + 17 + 19 + 4 = (83)$$

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 1

Subject : English

Class/semester: VIII/Ganjil

School : SMP Muhammadiyah 1 Trimurjo

No	Student's Name	The aspects that are observed			
		The students pay attention of teacher's explanation	The students ask & answer question	The students are active in class	The students are able to do the task
1	AF	-	✓	✓	✓
2	AG	✓	✓	✓	-
3	AH	-	-	✓	✓
4	AK	-	-	✓	✓
5	AM	✓	-	✓	✓
6	AN	-	-	✓	-
7	AP	✓	-	-	✓
8	DB	✓	✓	-	✓
9	DK	-	-	✓	-
10	DP	✓	-	-	✓
11	FH	✓	-	✓	-
12	HP	✓	✓	✓	-
13	HR	✓	✓	-	✓
14	IM	-	-	✓	-
15	IP	✓	-	-	✓
16	MA	-	✓	-	-
17	MN	-	-	✓	✓
18	NH	✓	-	-	✓
19	PA	-	-	✓	-
20	PD	✓	-	✓	✓
21	RD	-	-	-	✓
22	RP	✓	-	-	-
23	SA	-	-	✓	✓
TOTAL		12	6	14	14

Note:

- Tick (√) for each positive activity
- Percentage of student's activities
 1. The students pay attention of teacher's explanation=
 2. The students ask and answer question=
 3. The students are active in class=
 4. The students are able to do the task=

Metro, November 2019

Collaborator



Siti Nurhasanah, S.pd
NUPTK. 4361757659300033

The writer



Rezha dwi Indarti
NPM: 1501070202

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 2

Subject : English

Class/semester: VIII/Ganjil

School : SMP Muhammadiyah 1 Trimurjo

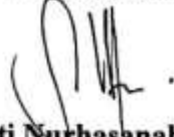
No	Student's Name	The aspects that are observed			
		The students pay attention of teacher's explanation	The students ask & answer question	The students are active in class	The students are able to do the task
1	AF	✓	✓	✓	✓
2	AG	✓	-	✓	✓
3	AH	✓	✓	✓	✓
4	AK	-	✓	-	✓
5	AM	✓	✓	✓	✓
6	AN	-	✓	-	✓
7	AP	✓	-	✓	✓
8	DB	-	✓	✓	✓
9	DK	✓	-	✓	✓
10	DP	✓	✓	✓	✓
11	FH	✓	✓	-	-
12	HP	-	✓	-	-
13	HR	✓	✓	✓	-
14	IM	✓	✓	✓	✓
15	IP	✓	✓	-	✓
16	MA	✓	✓	-	✓
17	MA	✓	-	-	✓
18	NH	✓	✓	✓	✓
19	PA	✓	✓	-	✓
20	PD	✓	-	✓	-
21	RO	✓	✓	✓	✓
22	RP	✓	✓	✓	-
23	SA	✓	-	✓	✓
TOTAL		19	17	15	18

Note:

- Tick (√) for each positive activity
- Percentage of student's activities
 1. The students pay attention of teacher's explanation=
 2. The students ask and answer question=
 3. The students are active in class=
 4. The students are able to do the task=

Metro, November 2019

Collaborator



Siti Nurhasanah, S.pd
NUPTK. 4361757659300033

The writer



Rezha dwi Indarti
NPM: 1501070202

**Scoring Table of Writing Test
Pre-Test**

No	Name	C	O	V	LU	M	TOTAL GRADE
1	AA	17	13	9	10	3	52
2	AO	13	9	9	5	4	40
3	AP	17	10	10	10	3	50
4	AS	21	14	13	10	4	62
5	CD	13	7	7	5	2	34
6	DR	13	7	7	5	2	34
7	EA	16	7	9	5	2	39
8	FH	13	7	7	5	2	34
9	FM	13	9	7	5	2	36
10	IP	13	9	9	5	3	39
11	JP	21	14	13	11	4	63
12	OR	13	9	7	5	2	36
13	PN	13	9	9	5	2	38
14	PY	13	7	7	5	2	34
15	RA	13	7	9	5	2	36
16	RD	13	7	7	5	2	34
17	RF	13	7	7	5	3	35
18	RY	17	9	10	5	2	43
19	SH	16	10	9	10	3	48
20	SM	13	7	13	5	2	40
21	SR	17	9	10	10	4	50
22	TA	16	13	9	11	3	52
23	VS	13	10	10	10	2	45
Total of all students' grade							974
Total all of the students (n)							23
The highestgrade							63
The lowestgrade							34
Average							42

TABLE OF TEST SPECIFICATION

PRE-TEST

Writing Test

Basic Competence	Performance Goal	Written Test of Writing
3.10 Arrange the simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.	1. The students are able to arrange simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.	<i>Compose a descriptive text about one of the following topics!</i> <i>a. My Family</i> <i>b. My Friend</i>

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at SMP Muhammadiyah 1 Trimurjo

THE PRE-TEST

Mata Pelajaran : Bahasa Inggris

Kelas : VII

Waktu : 20 menit

Direction: Choose and write one of the themes of the descriptive text below!

1. My Family

2. My Friend

I am have Scool friend the name Datta Rifki Jainudin
He live in Batang hari ogan. he sit with me

$$13 + 9 + 7 + 5 + 2 = 36$$

**Scoring Table of Writing Test
Post Test 1**

No	Name	C	O	V	LU	M	TOTAL GRADE
1	AA	21	14	13	17	4	69
2	AO	16	14	10	11	3	54
3	AP	13	13	14	11	4	55
4	AS	22	17	17	17	4	77
5	CD	21	14	14	17	3	69
6	DR	21	17	14	17	4	73
7	EA	17	13	14	19	4	67
8	FH	21	17	17	19	5	79
9	FM	21	14	17	19	4	75
10	IP	13	14	13	19	3	62
11	JP	22	17	17	17	4	77
12	OR	21	17	14	11	4	67
13	PN	13	10	10	17	4	54
14	PY	16	10	13	11	3	53
15	RA	21	14	14	17	3	69
16	RD	16	10	10	11	4	51
17	RF	17	17	14	17	3	68
18	RY	21	17	14	19	4	75
19	SH	16	14	14	17	4	65
20	SM	17	14	10	10	3	54
21	SR	22	17	17	21	4	81
22	TA	17	10	13	17	4	61
23	VS	21	17	17	17	4	76
Total of all students' grade							1531
Total all of the students (n)							23
The highestgrade							81
The lowestgrade							51
Average							66

TABLE OF TEST SPECIFICATION

POST-TEST I

Writing Test

Basic Competence	Performance Goal	Written Test of Speaking
3.10 Arrange the simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.	1. The students are able to arrange simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.	Compose a descriptive text about one of the following topics! <i>a. My Village</i> <i>b. Lovely Cat</i>

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at SMP Muhammadiyah 1 Trimurjo

Post Test 1

A. Choose, describe and write one of the character bellow and imagine you are to be the person in photograph !



When I was child Long time ago. when I was 5 years old. In the 2009. feel land my family taking a picture in my house. My cousin feel shy when it happening. I remember this moment is a wonderful moment.

$$17 + 13 + 14 + 19 + 4 = (67)$$

**Scoring Table of Writing Test
Post Test II**

No.	Students' Name	Grade	Note
1.	AA	79	COMPLETE
2.	AO	73	COMPLETE
3.	AP	70	COMPLETE
4.	AS	86	COMPLETE
5.	CD	71	COMPLETE
6.	DR	82	COMPLETE
7.	EA	79	COMPLETE
8.	FH	82	COMPLETE
9.	FM	80	COMPLETE
10.	IP	70	COMPLETE
11.	JP	85	COMPLETE
12.	OR	62	INCOMPLETE
13.	PN	70	COMPLETE
14.	PY	70	COMPLETE
15.	RA	76	COMPLETE
16.	RD	65	INCOMPLETE
17.	RF	76	COMPLETE
18.	RY	61	INCOMPLETE
19.	SH	70	COMPLETE
20.	SM	58	INCOMPLETE
21.	SR	89	COMPLETE
22.	TA	73	COMPLETE
23.	VS	88	COMPLETE
Total of all students' grade		1715	
Total all of the studets (n)		23	
The highest grade		89	
The lowest grade		58	
Average		74	

TABLE OF TEST SPECIFICATION

POST TEST 2

Writing Test

Basic Competence	Performance Goal	Writing Test Items of Writing
3.10 Arrange the simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.	1. The students are able to arrange simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.	Compose a descriptive text about one of the following topics! <i>a. Playing Football</i> <i>b. Playing Marbles</i>

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at SMP Muhammadiyah 1 Trimurjo

Post Test 2

- A. Choose, describe and write one of the character bellow and imagine you are to be the person in photograph !



.....
 Since I was a child in 2007. I remember at the time
 my friends playing marble. and very happy when why
 playing marble. past saskia cough when why si we
 playing marble. and viola silent when why si we
 present playing because because she no to
 playing marble. and friends ^{coating} ~~ating~~ I always win when
 I play marble. my friend sad and cry because
 the marble loose.

$$27 + 18 + 18 + 21 + 5 = 89$$

Field Note Table

No.	Date	Field Note Result
1.	November, 19 th 2019 Thursday, 09.00 - 10.30	- The students still difficult for writing in descriptive text. - The students have motivation in learning
2.	November, 20 th 2019 Wednesday, 09.00 - 10.30	- The students have progress in writing but sometimes they still difficult to find an idea
3.	November, 26 th 2019 Tuesday, 09.00 - 10.30	- The students are good in writing but sometimes forget in grammar - The students active in learning
4.	November, 27 th 2019 Wednesday, 09.00 - 10.30	- The students have lack in vocabulary
5.	November, 27 th 2019 Wednesday, 09.00 - 10.30	- The students still confuse grammar
6.	December, 3 rd 2019 Tuesday, 09.00 - 10.30	- The students have more vocabulary and easy to make a concept of writing
7.	December, 4 th 2019 Wednesday, 09.00 - 10.30	- The students have more knowledge vocabularies and increase their writing ability.

Nomor : B-3547/In.28.1/J/TL.00/10/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP MUHAMMADIYAH 1 TRIMURJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **REZHA DWI INDARTI**
NPM : 1501070202
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE IMPLEMENTATION OF YOU OUGHT TO BE IN THE
PICTURE STRATEGY IN IMPROVING STUDENTS' WRITING
ABILITY AT SMP MUHAMMADIYAH 1 TRIMURJO

untuk melakukan *pra-survey* di SMP MUHAMMADIYAH 1 TRIMURJO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 31 Oktober 2019
Ketua Jurusan
Pendidikan Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
50610200801 1 014



**MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH TRIMURJO
SMP MUHAMMADIYAH I TRIMURJO**

TERAKREDITASI B NSS/NPSN. 201120209025/10801854

Alamat : Jalan Raya Trimurjo Kecamatan Trimurjo Kabupaten Lampung Tengah Kode Pos 34172

E-mail : smpmitrimurjo@gmail.com

SURAT KETERANGAN

Nomor : 274/IV.4.AU/KET/2019

Yang bertanda tangan dibawah ini Kepala SMP Muhammadiyah I Trimurjo Kecamatan Trimurjo Kabupaten Lampung Tengah menerangkan bawah :

Nama	: REZHA DWI INDARTI
NPM	: 1501070202
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris

Telah melaksanakan pra survey disekolah yang kami pimpin. Adapun Pra Survey tersebut dilaksanakan dalam rangka penyelesaian tugas akhir/skripsi dengan judul **"THE IMPLEMENTATION OF YOU OUGHT TO BE IN THE PICTURE STRATEGY IN IMPROVING STUDENTS' WRITING ABILITY AT SMP MUHAMMADIYAH I TRIMURJO"**.

Demikian surat keterangan ini kami buat dan kami berikan pada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Trimurjo, 06 November 2019
Kepala Sekolah,

Abdullah Rifa'i, S.Pd.I
NBM. 1036960



Nomor : B-3714 /In.28.1/J/PP.00.9/11/2019

11 November 2019

Lamp : -

Hal : BIMBINGAN SKRIPSI

Kepada Yth:

1. Dr. Umi Yawisah, M.Hum (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Rezha Dwi Indarti
NPM : 1501070202
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Implementation Of You Ought To Be In The Picture Strategy In Improving Students' Writing Ability At SMP Muhammadiyah 1 Trimurjo

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.





KEMENTERIAN AGAMA REPUBLIK INDONESIA 136
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

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

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

SURAT TUGAS

Nomor: B-3816/In.28/D.1/TL.01/11/2019

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

Nama : REZHA DWI INDARTI
NPM : 1501070202
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP MUHAMMADIYAH 1 TRIMURJO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF YOU OUGHT TO BE IN THE PICTURE STRATEGY IN IMPROVING STUDENTS' WRITING ABILITY AT SMP MUHAMMADIYAH 1 TRIMURJO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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



Dikeluarkan di : Metro
Pada Tanggal : 18 November 2019





KEMENTERIAN AGAMA REPUBLIK INDONESIA³⁷
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

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

Nomor : B-3817/ln.28/D.1/TL.00/11/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP MUHAMMADIYAH 1
TRIMURJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3816/ln.28/D.1/TL.01/11/2019, tanggal 18 November 2019 atas nama saudara:

Nama : **REZHA DWI INDARTI**
NPM : 1501070202
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MUHAMMADIYAH 1 TRIMURJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF YOU OUGHT TO BE IN THE PICTURE STRATEGY IN IMPROVING STUDENTS' WRITING ABILITY AT SMP MUHAMMADIYAH 1 TRIMURJO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 18 November 2019
Wakil Dekan I,

[Signature]
Dra/ Isti Fatonah MA
NIP 19670531 199303 2 003



MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH TRIMURJO
SMP MUHAMMADIYAH TRIMURJO

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TERAKREDITASI B NSS/NPSN. 201120209025/10801854

Alamat : Jalan Raya Trimurjo Kecamatan Trimurjo Kabupaten Lampung Tengah Kode Pos 34172

E-mail : mpjtrimurjo@gmail.com

SURAT KETERANGAN

Nomor : 280/IV.4.AU/KET/2019

Yang bertanda tangan dibawah ini Kepala SMP Muhammadiyah I Trimurjo Kecamatan Trimurjo Kabupaten Lampung Tengah, meerangkan bahwa :

Nama : REZHA DWI INDARTI
NPM : 1501070202
Jurusan : Pendidikan Bahasa Inggris
Semester : 9 (Sembilan)

Nama tersebut diatas telah melakukan Research/Survey di SMP Muhammadiyah I Trimurjo, Kecamatan Trimurjo, Kabupaten Lampung Tengah.

Dalam rangka menyelesaikan tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF YOU OUGHT TO BE IN PICTURE STRATEGY IN IMPROVING STUDENTS' WRITING ABILITY AT SMP MUHAMMADIYAH I TRIMURJO"

Demikian Surat keterangan ini dibuat semoga dapat dipergunakan dengan sebaik-baiknya.

Trimurjo, 04 Desember 2019
Kepala Sekolah


Abdullah Rifai, S.Pd.I
NBM 1036960

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : *Rezha dwi Indarti*
 NPM : *1501070202*
 Fakultas : *Tarbiyah*
 Jurusan : *Tadris Bahasa Inggris*
 Angkatan : *2015*

Telah menyerahkan buku berjudul *Literary Education and Digital Learning*


Metro,
 Ketua Jurusan TBI

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

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : *Rezha dwi Indarti*
 NPM : *1501070202*
 Fakultas : *Tarbiyah*
 Jurusan : *Tadris Bahasa Inggris*
 Angkatan : *2015*

Telah menyerahkan buku berjudul *Literary Education and Digital Learning*

Metro,
 Ketua Jurusan TBI

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA¹⁴⁰
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-34/In.28/S/U.1/OT.01/01/2020

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : REZHA DWI INDARTI
NPM : 1501070202
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070202.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 06 Januari 2020
Kepala Perpustakaan

Drs. Mokhtardi Sudin, M.Pd.
NIP. 195808311981031001





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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : REZHA DWI INDARTI
 NPM : 1501070202

Jurusan : TBI
 Semester : IX/2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 23 Desember 2019			<ul style="list-style-type: none"> - Revise Cover - Revise Abstract - Revise Statement of research Originality - Revise Dedication page - Revise Table of contents - Revise Chapter I, IV and V. 	
2.	Jumat, 27 Desember			<ul style="list-style-type: none"> - Revise Statement of research Originality - Revise Chapter III 	
3.	Selasa, 21/12-19	✓		<ul style="list-style-type: none"> - Revision is Ok - Acc for munggal 	

Mengetahui,
 Ketua Jurusan/TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610200801 1 014

Dosen Pembimbing I,

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



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : REZHA DWI INDARTI
 NPM : 1501070202

Jurusan : TBI
 Semester : IX/2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Jum'at, 06 Desember 2019			Revise cover Revise Abstract Revise margin and page Revise grammar	
2	Senin, 09 Desember 2019			Revise acknowledgement Revise chapter IV	
3	Kamis, 12 Desember 2019			Revise page Revise chapter V	
4	Senin, 16 Desember 2019			As Muzandi & Indus	

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610200801 1 014

Dosen Pembimbing II,

Ahmad Subhan Roza, M.Pd
 NIP. 19750610200801 1 014

CURRICULUM VITAE



REZHA DWI INDARTI was born in Nampirejo, Lampung Timur on December, 1st 1997. She is daughter from happy couple namely Mr. M Zaenal and Mrs. Pariyah.

She took her elementary school at Elementary School for 6 years at SDN 01 Trimurjo, from 2003-2009. She continued her study in SMPN 2 Trimurjo, for 3 years from 2009-2012. In line with her focus on the study, she decided to continue her study in SMK Muhammadiyah 2 Metro from 2012-2015. Then, she was registered as an S1 student of English Education Department at State Institute for Islamic Studies (IAIN) of Metro on 2015-2019. Many things she has gotten in the classroom and she hoped get job soon after graduated from the institute..