

AN UNDERGRADUATE THESIS

THE USE OF METACOGNITIVE STRATEGY
TO IMPROVE THE STUDENTS' WRITING SKILL
AMONG THE EIGHTH GRADERS OF SMP N 7 METRO

BY:
ASTIA RANTI
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Tarbiyah and Teachers Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H/ 2020 M

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THE USE OF METACOGNITIVE STRATEGY

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AMONG THEEIGHTH GRADERS OF SMP N 7 METRO

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

By:
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1441 H/ 2020 M



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NOTA DINAS

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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.

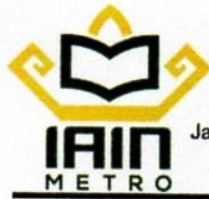
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It has been agreed so it can continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum WarahmatullahiWabarakatuh

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RATIFICATION PAGE

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An Undergraduate Thesis entitled: **THE USE OF METACOGNITIVE STRATEGY TO IMPROVE THE STUDENTS' WRITING SKILL AMONG THE EIGHTH GRADERS OF SMP N 7 METRO.**

Written by Astia Ranti, Student Number 1501070024, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 14th 2020 at 08.00 - 10.00 p.m.

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**THE USE OF METACOGNITIVE STRATEGY
TO IMPROVE THE STUDENTS' WRITING SKILL
AMONG THE EIGHTH GRADERS OF SMP N 7 METRO**

ABSTRACT

BY :

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This study was carried out to improve the students' writing skill through metacognitive strategy of SMP SMP N 7 Metro. The subjects of this study were consisted of 29 students.

The method used in this study was Classroom Action Research (CAR). The classroom action research design applied in this study was a collaborative classroom action research. It meant that the writer collaborated with the English teacher of SMP N 7 Metro as an observer and collaborator. This study was conducted following Kurt Lewin model with the following procedures of the action research: planning, acting, observing, and reflecting. The study was carried out in two cycles. Each cycle consisted of two meetings. The data were gathered in this study through test, observation and documentation .

The result of the study showed that there was improvement of students' writing skill. Most of the students gradually gained good scores at the end of each cycle. The score of Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) of English lesson was 75. The students' mean score in preliminary study was 56. The mean score in the first cycle was 66. The mean score in the second cycle was 79. In addition, there was a positive response from the English teacher about implementing the action. In conclusion metacognitive strategy could improve students' writing skill.

Keyword : metacognitive strategy, writing skill, classroom action research (CAR).

PENGUNAAN STRATEGI METAKOGNITIF UNTUK MENINGKATKAN KETERAMPILAN MENULIS SISWA

DI KELAS VIII SMP N 7 METRO

ABSTRAK

OLEH :

ASTIA RANTI

Penelitian ini dilaksanakan untuk memperbaiki keterampilan menulis siswa dengan menggunakan strategi metakognitif di kelas 8 SMP N 7 Metro. Subyek penelitian ini berjumlah 29 siswa.

Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas (PTK). Penulis bekerjasama dengan guru bahasa Inggris dari SMP N 7 Metro sebagai pengamat dan kolaborator. Penelitian ini dilaksanakan mengikuti model Kurt Lewin dengan prosedur penelitian tindakan yaitu perencanaan, pelaksanaan, pengamatan, dan refleksi. Penelitian ini dilaksanakan dalam dua siklus. Setiap siklus terdiri dari dua kali pertemuan. Teknik pengumpulan data dalam penelitian ini menggunakan instrument: tes, pengamatan, dan dokumentasi.

Hasil dari penelitian dengan menggunakan Strategi Metakognitif ini menunjukkan bahwa ada perbaikan dari keterampilan menulis siswa. Siswa mendapatkan nilai yang bagus secara bertahap pada akhir siklus. Nilai Kriteria Ketuntasan Minimal (KKM) adalah 75. Nilai rata-rata siswa pada tes awal adalah 56. Nilai rata-rata siswa pada siklus pertama yaitu 66. Nilai rata-rata siswa pada siklus kedua yaitu 79. Selain itu, ada tanggapan yang positif dari siswa dan guru bahasa Inggris terkait penggunaan strategi metakognitif. Kesimpulannya, strategi metakognisi dapat meningkatkan keterampilan menulis siswa.

Kata Kunci : Strategi metakognitif, Keterampilan menulis, Penelitian Tindakan Kelas (PTK)

STATEMENT OF RESEARCH ORIGINALITY

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Metro, January 2020
The writer



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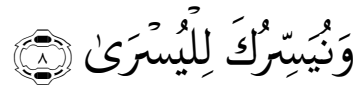
Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka

Metro, Januari 2020
Yang membuat pernyataan



Astia Ranti
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MOTTO



“And we shall make easy for you the easy way”

(Q.S Al-A’laa : 8)

DEDICATION PAGE

I dedicate this thesis to:

ALLAH SWT

My beloved parents

(Mr. Suyatmin and Mrs. Giarti)

*My Beloved Lectures Of English Education Study Program Of Institute Islamic
Collage Of Metro*

My best friends

*(Cia Karunia Anggraini, Lulu Oktavia, Winda Aulia Sar, and Wendy Ayu
Fransiska)*

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Praise thanks to Allah who has been giving His blessing and mercy to the writer to complete a research entitled “The Use of Metacognitive Strategy To Improve The Students’ Writing Skill Among The Eighth Graders Of SMP N 7 Metro”. Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

In this opportunities, 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.
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5. All lecturers of the English Education Departmen of IAIN Metro Lampung who have given their thought and shared their experience to the reseacher.
6. Headmaster, Teacher, Staff of the SMP N 7 Metro 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, September 2019


Astia Ranti
1501070047

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CHAPTER I

INTRODUCTION

A. Background of The Study

Writing in a foreign language is a task that is not easy for students. While writing students must have extensive knowledge and require cognitive activities. Besides, writing skills are special abilities that helped writers to convey their thoughts in meaningful words and to interact mentally with messages. When students had mastered this skill, students can write so students can read and understand not only what students have written, but also other speakers in that language.

As a result, both instructors and students thought writing English as a traumatic. Teachers prefer to taught courses other than english, and students often did not study English writing courses, even though classes are included in the curriculum, and teachers and students feel that is as important as the three other language skills. Many EFL writing instructors agreed that the course is less useful for the teacher and more annoying for students in the English writing course. Therefore, most teachers would choose subjects other than writing.

It is even more complicated for EFL writers to write in a second language. They needed to have both the linguistic knowledge and the rhetorical concepts of the target language, in addition to the knowledge and strategies required. EFL writers are often frustrated and despair because of problems such as lack of good lexical expression of english, grammar,

[illegible]

Table 2. The Result of Pre Survey at the Eighth Graders of SMP N 7 Metro

No	Grade	Frequency	Percentage	Explanation
1	≥ 75	2	8%	Complete
2	≤ 75	27	92%	Incomplete
Total		29	100%	

A pre-survey has done on May 8, 2019, there are 29 students at the eighth graders of SMP N 7 Metro. The English minimum mastery criteria in this school are 75. In another word, the students who gain the score under 75, they do not pass the examination. Practically, 2 students got to score 75 or 20%, and 27 students got to score ≤ 75 or 65%. It can be concluded that students writing skill is still low.

In this case, the students must study hard to master it and the teacher should create a good atmosphere in class. One of the teachers' responsibilities is to help their students to study together using metacognitive strategy. The metacognitive strategy is the strategy.

Based on the explanation above, the researcher is interested in research to apply the metacognitive strategy. Therefore, this research is entitled "the use of metacognitive strategy to improve the students writing skill among the eighth graders of SMP N 7 Metro"

B. Identification of The Problem

According to what the writer wrote in a background of the problem about the use of metacognitive strategy to improve the writing skill among eight grade of SMPN 7 Metro. The identification of the problems involve:

1. Most students considered themselves not good at writing;
2. They tried to avoid writing and didn't their best when they write, they thought that they didn't have written talents;

3. They thought that they have nothing to write about and when they have ideas about what to write, their ideas could not be delivered correctly because of their lack of vocabulary, grammar, and organization of sentences.

C. Problem Limitation

Based on the problem identification above, the researcher focused on most students considered themselves not good at writing. Therefore, the researcher would like to conduct research on the title of: "The Use of Metacognitive Strategy to Improve the Students' Writing Skill among the Eighth Graders of SMP N 7 Metro".

D. Problem Formulation

The researcher formulated the research problems as follows:

1. "Can the implementation of metacognitive strategy improve the students' writing skill among the eighth graders of SMP N 7 Metro?"
2. "Can the implementation of metacognitive strategy improve the students' learning activities among the eighth graders of SMP N 7 Metro?"

E. Objectives and Benefits of The Problem

1. The Objectives of the Problem

Through this study, the researcher would like to know whether there is an improvement in the writing skill among the eighth graders of SMPN 7 Metro by using metacognitive strategy.

2. The Benefits of the Problem

The effect of this study is going to be very helpful for several parts of education which are included in.

a. Theoretically

The research is useful for the next researchers who would like to use a metacognitive strategy to improve the writing skills of their students. The research is expected to be an additional source for the next researchers.

b. Practically

The first, hopefully, the research can improve the researcher's knowledge of mastering English. The second, the results of the research are expected to be references for the students of the English department to improve their writing skills about the errors they made.

F. Prior Research

This research will be conducted by considering some prior researches which focused on the research of using the metacognitive strategy in writing. The first prior research conducted by Panahandeha and Asl. The research method used in the first prior research is experimental and control research. The sample of the first prior research is 60 university EFL learners who were in the third year (semester 5) of their study in Ardabil Islamic Azad University in Iran. They were at the intermediate level of English proficiency. The results of the first prior research are meta-cognitive learning strategies

that could enhance the intermediate language learners' Argumentative writing skill ability.¹

The research and the first prior research have similarities and differences. The similarity between this research and the first prior research has been located in the similarity of language skills. Both of these research have similarities in the domain of the research, namely in the metacognitive strategy in writing. This research and the first prior research have a difference in the research method. The research method of the first prior research is experimental and the researcher method of this research is classroom action research. While the other differences between this research and the first prior research have been located in the research sample. The sample of this research is eighth graders of SMPN 7 Metro; while the sample of the first prior research is 60 university EFL learners who were in the third year (semester 5) of their study in Ardabil Islamic Azad University in Iran. They were at the intermediate level of English proficiency.

The second prior research was done by Shahlan et al. The research method used in the first prior research is analysis research. The sample 18 students from one secondary school in Malaysian Education. The results of the first prior research are using the metacognitive strategy in writing will enhance students writing skills.²

¹ Esmaeil Panahandeha & Shahram Esfandiari Asl, "The Effect of Planning and Monitoring as Metacognitive Strategies on Iranian EFL Learners' Argumentative Writing Accuracy", (Iran: Elsevier, 2014), 1409 – 1416

² Shahlan Surat, et al., "The Use of Metacognitive Knowledge in Essay Writing among High School Student", (Canadian Center of Science), Vol. 7, No. 13, 2014

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The third prior research was done by Azizi and Estahbanati. The research method used in the first prior research is analysis research. The sample Iranian EFL Learners. The results of the first prior research successful students used metacognitive learning strategies.³

The research and the third prior research have similarities and differences. The similarity between this research and the second prior research has been located in the similarity of language skill. Both of these research have similarities in the domain of the research, namely in the metacognitive strategy in writing. This research and the third prior research have a difference in the research method. The research method of the third

³ Muhammad Azizi et al., “*Meta-Cognitive Awareness of Writing Strategy Use among Iranian EFL Learners and Its Impact on Their Writing Performance*”, (International Journal of English Language & Translation Studies), Vol. 5(1)

prior research is an analysis and the researcher method of this research is classroom action research. While the other differences between this research and the second prior research have been located in the research sample. The sample of this research is eighth graders of SMPN 7 Metro; while the sample of the second prior research is Iranian EFL Learners.

The fourth prior research was done by Ayele. The research method used in the first prior research is analysis research. The sample Hawassa University Students. The results of the first prior research are significant.⁴

The research and the fourth prior research have similarities and differences. The similarity between this research and the fourth prior research has been located in the similarity of language skill. Both of these research have similarities in the domain of the research, namely in the metacognitive strategy in writing. This research and the first prior research have a difference in the research method. The research method of the first prior research is an analysis and the researcher method of this research is classroom action research. While the other differences between this research and the second prior research have been located in the research sample. The sample of this research is eighth graders of SMPN 7 Metro; while the sample of the fourth prior research is Hawassa University Students.

The last prior by Pitenoe. The research method used in the first prior research is experimental research. The sample of the last prior is 75 EFL

⁴ Zeleke Arficho Ayele, *Training in Metacognitive, Affective and Social Learning Strategies, of Writing: Its Effects in Improving Students' Use of the Strategies, the case of Hawassa University Student*, (Journal for Studies in Management and Planning), Vol. 01 Issue 05, 2005.

learners who were recruited to participate in two private language institutes in Golestan, Iran. The results of the first prior research are metacognitive strategies can be valuable and improve the content quality.⁵

The research and the last prior research have similarities and differences. The similarity between this research and the last prior research has been located in the similarity of language skill. Both of these research have similarities in the domain of the research, namely in the metacognitive strategy in writing. This research and the last prior research have a difference in the research method. The research method of the last prior research is experimental and the researcher method of this research is classroom action research. While the other differences between this research and the last prior research have been located in the research sample. The sample of this research is eighth graders of SMPN 7 Metro; while the sample of the last prior research is 75 EFL learners were recruited to participate from two private language institutes in Golestan.

Based on all the above descriptions, it can be concluded that the metacognitive strategy is important to study in writing. The reason is that the use of the metacognitive strategy is very effective for the writing of teaching. Therefore, taking into consideration some of the prior research, the researcher has a solid foundation to improve the writing skill among the eighth graders of SMPN 7 Metro using the metacognitive strategy.

⁵ Mehran Rajaei Pitenoee, et al “*The Effect of Cognitive and Metacognitive Writing Strategies on Content of the Iranian Intermediate EFL Learners’ Writing*”, (Journal of Language Teaching and Research), Vol. 8, No. 3, 2008.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing Skill

1. Definition Writing Skill

According to Duffy skill is something you do automatically without thinking about it and you do it the same way every time.⁶

The skill was characterized by pear as being concerned with the quantity and quality of motor output: skill is the integration of well-adjusted muscular performances.⁷

Patel has defined “in addition to providing writing skills material must also be practiced. When students are writing, they can learn and get more vocabulary, practice making good sentence patterns and matching spellings”.⁸

Another statement presented by Mandell holds that writing is not only done at school but writing can be done anywhere because writing is a skill that everyone must-have.⁹

⁶ G. Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills, And Strategies*, (New York: The Guilford Press, 2009), 13.

⁷ Jonathan Winterton et al, *Typology of Knowledge, Skills, and Competencies: Clarification of the concept and Prototype*, (European Communities, 2006), 26.

⁸ M. F Patel & Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Jaipur: Sunrise Publisher and Distributors, 2008), 125.

⁹ Laurie G. Kirsner & Stephen R. Mandell, *Writing First: Practice in Context with Readings Fourth Edition*, (New York: Bedford/ St. Martin's, 2009), 4.

Meanwhile, Oshima assumed that writing could not be done only once but the writing was a skill activity that had to be carried out gradually and continuously.¹⁰

Moreover, before making writing the writer needs a lot of time to think and gather ideas and ideas that are strong and clear to convey through writing. The goal is that the reader can the writing we write.¹¹

Then, Huy argues that when writing we use knowledge, basic skills, and strategies or methods. It is all called complex metacognitive.¹²

Therefore, skill is a combination of ability, knowledge, and experience, that enables a person to do something well.¹³

Based on the definitions above, it can be inferred writing skill is a form of creativity that is conveyed in written form. This can be done by communicating words, settings, feelings, or anything based on knowledge by writing. Not only that, when writing the writer is required to develop ideas, organize and revise properly, use good punctuation and make text with proper grammar. The aim is for readers to understand what is written.

¹⁰ Alice Oshima, *Introduction to Academic Writing Third Edition*, (United States of America: Pearson Education, Inc, 2007), 15.

¹¹ Learning Express, *Eighth-grade reading comprehension, and writing skills*, (New York: Learning Express, LLC, 2009), 227.

¹² David Morley, *The Cambridge Introduction to Creative Writing*, (New York: Cambridge University Press, 2007), 8

¹³ Boyatzis, Richard E and Kolb, David A, *from learning styles to learning skills: The Executive Skills Profile*“, University Press”, 1995, Vol.10, No.5, 4.

2. Skills Needed in Writing

According to Champman, there are some skills needed in writing, they are:

a. The skill of Spelling and Punctuation

Spelling it is complex but it is not completely random and is, in a fact, fairly regular; there usually clear rules about when certain spellings are and are not acceptable. Spelling rules do often have exceptions but these usually only apply to a small number of individual words.

Then, punctuation is using punctuation correctly is an important skill. Many people judge the quality of what is written not just on the content, the language, and the writer's handwriting but also on their use punctuation. If the capital letters, commas, full stops, sentence and paragraph boundaries are not used correctly, this can not only make a negative impression but can, of course, also make a text difficult to understand.

b. The skill of the Writing Mechanics

Writing, like any other skill, has its' mechanical' components. Such things are nuts and bolts of the writing skill and they need to be focused on at certain stages of learning to write English. The greater the difference between the student's L1 and English, in some or all of these areas, in some or all of these areas, the bigger the challenge for student and teacher alike.

The activities in this chapter are designed to help students overcome problems with handwriting and spelling. Similarly, the techniques which are described here such as copying and parallel writing, help to give students a basic mechanical competence which they can then put to use when they write more creatively.

c. Skill of Handwriting

Although a lot of writing is typed on computer keyboards, handwriting is still necessary and widespread, wither in exam writing, postcards, forms (such as application form), etc. it should be remembered too, that however fast computer use is growing it is still, in world terms, a minority occupation. Handwriting can be particularly difficult for some students.

d. The skill of Sentence, Paragraph, and Text Production

Students need to learn and practice the art of putting words together in a well-formed sentence, paragraph, and text. Then, the definition of the sentence, paragraph, and text are as follows:

Sentence production is the most basic form of parallel writing is the kind of sentence writing that is often used for grammar reinforcement. Students are given one or two model sentences and then have to write similar sentences based on the information they are given or on their thoughts.

Then, paragraph production is a 'substitution-drill' style of the procedure to encourage students to write a paragraph that is almost

identical to one they have just to read. This is like a substitution drill in that new vocabulary is used within a set pattern or patterns.

Furthermore, the text is the logical organization of ideas applies not just to a paragraph but to whole texts as well.¹⁴

Based on the explanations above, there are four skills needed in writing such as; the skill of spelling and punctuation, Skill of the writing mechanics, and skill of handwriting, skill of sentence, paragraph, and text production.

3. The Process of Writing Skill

According to Limone, in the prewriting process, two techniques can be used, they are:

a. Prewriting

1) Choosing and Narrowing Topic

In this process when students will write, the previous teacher has provided some topics or maybe students are given the freedom to search for their hat. The next, students must do is narrow the cap that has been selected certain aspects of the broad subject.

¹⁴ Carolyn Champman & Rita King, *Differentiated Instructional Strategies for Writing in the Content Areas*, (USA, Corwin A Sage Company, 2009), 52.

2) Brainstorming

The next process is that students can determine ideas, this process is called brainstorming. Three techniques are important and can be used from brainstorming, they are:

a) Listing

In this technique, students make a list of words from ideas or words obtained from their minds. When students have many ideas, students can quickly and easily write. Besides, the writing produced can also be better and better understood by the reader.

Several steps need to be taken so that students can quickly make a list, namely; students make a general topic in the top paper after that write the ideas that are on the mind. Then, to get a lot of words students must think so that many ideas are obtained and if students write wrong information or not by the topic students can cross out. Use words or sentences and ignore spelling or grammar.

b) Freewriting

The purpose of freewriting is so that students can practice more and get more ideas without worrying about the terms of writing such as grammar, spelling, logic, or organization. Then the step that must be done by students is to write the chosen topic in the top paper and search for it.

Words that relate to the topic and understand again then mark the main idea.

c) Clustering

Clustering is the technique that is screened by brainstorming that can be used to generate ideas. Here's how to use this technique: in the middle of the paper, write the topic and draw a circle around it. This is the center, or core, circle.

b. Planning

There are some steps to do in the planning process, they are:

1) Making Sub-lists.

The step towards making this outline is to divide ideas into sub-lists and eliminate unnecessary items.

2) Writing the Topic Sentence

Students write a topic sentence. The topic sentence is the most common in a paragraph, and it expresses the main focus of the paragraph. It contains the main ideas of the paragraph

3) Outlining

An outline is a formal plan for a paragraph. In outline, students write down the main points and sub-points in the order planned to be written.

c. Writing and Revising a Draft

1) Writing the First Rough Draft

In this process what students must do is write topic sentences and mark them as underlining or circling. Then students can develop ideas or points and don't worry about grammar or punctuation and spelling. Students can do it in a way skip one line or more. This blank space will allow the author to add details, information, examples, etc. So you can fully develop your points. Write a paragraph following the outline as close as possible. Don't worry about grammar, punctuation, or spelling.

2) Revising Content and Organization

During revisions, students need to re-examine the results of writing such as content and organization, including unity, coherence, and logic. The most common thing an author does in his work is to change, rearrange, add, or delete a few words or sentences with the aim that the thoughts conveyed are clearer, more effective, and in a way

3) Proofreading the Second Draft

In this stage, students are requested to read and check back like subject and verb, subject-verb agreement, correct verb form, etc. Other than the students also need to check mechanics:

punctuation, spelling, uppercase letters, typing errors, etc. if need change words that don't match.

4) Writing the Final Product

Be sure all corrections have been recorded in the second draft. Remember that writing is a continuous process of writing and rewriting until you are satisfied with the final product. From the start, the dynamic planning process, writing revisions, rough draft revisions, and final editing must be emphasized.¹⁵

Based on the indicators above, it can be concluded that if students to be successful in writing, they must do some steps, and each step involves how to organize content well, how to develop logical ideas, the grammatical rule, the use of punctuation and spelling correctly, and the use of vocabularies.

4. *The Measurement of Writing Skill*

There are measurements of writing to measure students writing skill, the teachers should use writing rubric. The writing rubric is illustrated in the table below, *as follows*:¹⁶

¹⁵ Alice Oshima, *Writing Academic Englis Third Edition.*, 3-12.

¹⁶ H Brown Douglas, *Principles Of Language Learning And Teaching* (San Fransisco State University: Pearson Longman, 2007)

Table 2. The Rubric Score of Writing Skill

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% - Identification - Description	4	Identification is complete and description are arranged with proper connectives	2x
	3	Identification is almost complete and description are arranged with almost proper connectives	
	2	Identification is not complete and description are arranged with a few misuses of connectives	
	1	Identification is not complete and description are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15%	4	It uses correct spelling, punctuation, and capitalization	1.5x
	3	It has occasional errors of spelling,	

- Spelling		punctuation, and capitalization	
- Punctuation	2	It has a frequent errors of spelling, punctuation, and capitalization	
- Capitalization	1	It is a dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

B. The Concept Metacognitive Strategy

1. Definition of Metacognitive Strategy

Metacognitive (“beyond the cognitive”) strategies help learners to regulate regulate their own cognition and to focus , plan, and evaluate their progress as they move toward communicative competence.¹⁷

Metacognitive strategies are higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity.¹⁸

Chamot holds metacognitive strategies involve learning process thought, learning planning, learning monitoring and evaluation.¹⁹

Meanwhile, Brophy maintains that metacognitive strategies are methods that are suitable to be used to support learning, to improve and, if necessary, to change strategies and replace them with new ones

¹⁷ Oxford, R.L., *Language Learning Strategies: What Every Teacher Should Know*, (Boston, MA: Heinle and Heinle, 1990), 8

¹⁸ Oxford, R.L. *The Cambridge Guide to Teaching English to Speakers of Other Languages* edited by Ronald Carter and David Nunan, (Cambridge University, 2010), 167

¹⁹ Fenghua Lv, Hongxin Chen, "A Study of Metacognitive-Strategies-used Writing Instruction for Vocational College Students", (China: Shandong Normal University), Vol. 3, No. 3 2010, 137

Moreover, Brown et al. assume that there is planning, monitoring, and checking results of teaching in metacognitive strategy.²⁰

Then, Anderson considers that metacognitive awareness in students can influence the development of more cognitive skills.²¹

Besides, Wenden states that a metacognitive strategy is a way used by students to organize their learning. They can be responsible for writing assignments and there are three main types: planning, evaluation, and monitoring".²²

Flavell assumes that metacognitive is a wide variety of cognitive enterprises occurs through the actions of and interactions among metacognitive knowledge, metacognitive experiences, goals (or tasks), and actions (or strategies).²³

Based on the above definition, the researcher defines the metacognitive strategy is awareness of what is known and what is unknown. Within the learning context, learners are aware of the learning skills and methods and know-how to develop, monitor and manage the best learning strategies to achieve effective learning.

²⁰ J. Michael O'Malley and Anna Uhl Chamot, *Learning Strategies in Second Language Acquisition*, (New York: Press Syndicate of the University of Cambridge 1990), 144

²¹ Xingyuan Wang, "The effect of metacognitive strategy training on reading comprehension and metacognitive awareness of English majors in a vocational technology college", (China: Zhejiang Industry and Trade Vocational College), Vol.12, No.1 2004, 78

²² Ramazan Goctu*, "Metacognitive Strategies in Academic Writing", (Georgia: International Black Sea University, Journal of Education in Black Sea Region), Vol. 2, Issue 2 2017, 82

²³ Elena Railean, *Metacognitive and Successful Learning Strategies in Higher Education*, (United States of America: IGI Global, 2017), P. 5

2. The Principles of Metacognitive Strategy

Veenman et al., identified three key principles for fruitful metacognitive instruction. They are:

- a. The first is to mix metacognitive instruction with the subject matter to foster connectivity.
- b. The second is to notify the learners of the usefulness of metacognitive activities to have them make the extra effort, and
- c. The third, is to provide the learners with extensive prolonged instruction to ensure the maintenance of the metacognitive activities.

Based on the explanations above, there are three principles of strategy such as; planning, monitoring, evaluating and problem-solving. It can help the student to comprehend the text.

3. The Procedures of Metacognitive Strategy

There are many procedures of metacognitive strategies are:²⁴

- a) Planning includes a preview of key ideas, the plan for a task, attention to key information and the searching and the arrangement of conditions for successful learning.
- b) Monitoring involves an understanding of oneself.
- c) Evaluating is the development of the ability to determine the performance of the work.

²⁴ David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), First Edition, 271

Based on the explanations above, there are three procedure of using a metacognitive strategy such as; planning, monitoring, evaluating. It can help a student in the writing teaching process.

4. Advantages and Disadvantages of Metacognitive Strategy

There are some advantages of self-monitoring or self-awareness to help develop students who can plan their studies for the rest of their study period. This is related to the process of self-guidance that is included in the lives of such learners. Through metacognitive strategies, students can improve and develop learning experiences in the given subjects. Through improved learning experience, students can obtain higher problem solving and learning skills. Besides, a metacognitive approach to help students evaluate their progress in learning and thus offer good guidance.

However, Cullen notes that metacognition can also affect learners negatively. Affects students ' self-esteem. Ideally, poor metacognition does not enable students to develop proper self-esteem. Therefore, Individual self-esteem students normally lack the courage and ability to plan, evaluate and assess their learning skills. This is why there can be no metacognitive strategies for students lacking good self-esteem.

Moreover, metacognitive strategies cannot work for students with insufficient readability and understanding skills. It requires students who can understand the instructions and requirements of the tasks they perform. Metacognition requirements are also language and communication skills. To carry on some metacognitive strategies,

individual students should have the correct language and communication skills. The students must be able to communicate and write to plan tasks. Besides, society's success requires good knowledge of individuals.²⁵

Based on all concepts above the writer conclude that there are advantages and disadvantages of using metacognitive strategy.

- 1) The advantages of using a metacognitive strategy are:
 - a) Metacognition enhanced the learning experience.
 - b) Applying metacognitive strategies such as self-awareness and self-monitoring is to develop independent learners who can control their learning.
 - c) Metacognition increased skills in learning and problem-solving.
- 2) Disadvantages of using metacognitive strategy are:
 - a) Poor self-esteem
 - b) Problem-solving difficulty
 - c) In achieving social success

5. The Steps of Metacognitive Strategy in Teaching Writing Skill

As the descriptive text is included in the English curriculum in Indonesia, the researcher chosed a topic that was by the syllabus used in English in the eighth graders of SMPN 7 Metro semester odd. in this study the researcher focused on descriptive text for learning to be delivered.

²⁵ Mohammed Khzaiyem Alshammari, “*The Effect of Using Metacognitive Strategies for Achievement and The Trend Toward Social Studies for Intermediate Schools Students In Saudi Arabia*”, (European Centre for Research Training and Development UK, Vol.3, No.7 2015, 47-54.

a. Descriptive text

There is some definition of descriptive text according to some experts, they are:

According to Oshima and Hogue, descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.²⁶

Another statement presented by Susan that description is writing that creates a clear and vivid impression of the topic. Description translates your experience of a person, place, or thing into words, often by appealing to the physical senses: sight, hearing, smell, taste, and touch.²⁷

Meanwhile, description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern.²⁸

Moreover Linda Gerot, Peter Wignel, argue that 'Making Sense of Functional Grammar' in Mursyid that descriptive text is a kind of text with a purpose to give information. The context of this kind of text the description of particular thing, animal, person or

²⁶Alice Oshima And Ann Hogue. *Introduction To academic Writing Third Edition* . (Pearson Longman, New York 2007.

²⁷Susan Anker, *Real Writing: Paragraphs and Essays for College, Work, and everyday life*, (New York: Bedford/St. Martin's, 2010), p.155.

²⁸Thomas S Kane, *The Oxford : Essential Guide to Writing*, p.7.

others. The social function of descriptive text is to describe a particular person, place, or thing.²⁹

From some definitions above, we can conclude that descriptive text is a text that describes something can be a person, place, animal, object, etc.

b. The Generic Structure of Descriptive Text

Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, some times it uses Past tense if the thing to be described doesn't exist anymore.

Significant Grammatical Features:

- 1) Focus on specific participants
e.g (My English teacher, Jhon's dog, My favourite song)
- 2) Use of Simple Present Tense
- 3) Verbs of being and having 'Relational Processes'.
e.g (My dad is really humble, She has short black hair)
- 4) Use of descriptive adjectives
e.g (strong hand, sharp eyes)
- 5) Use of detailed Noun Phrase to give information about the subject.
e.g (a very beautiful scenery, a sweet young lady, very thick fur)
- 6) Use of action verbs 'Material Processes'

²⁹M Mursyid PW, English Learning Handout for Grade VIII : Learning Descriptive Text, (Karangdadap: Encarta, 2006), p.4.

e.g (It eats grass, It runs fast)

- 7) Use of adverbials to give additional information about behaviour

e.g (fast, at tree house)

- 8) Use of Figurative language

e.g (John is as white as chalk).³⁰

The following are the steps in teaching writing through metacognitive strategy:

1. Planning

Planning involves, among other things, focusing on goals, audience, ideas, and strategies. This often occurs before writing. Writing plans are more efficient through whole class or small group brainstorming. Every student in a group must have its function, namely the creator of ideas, writers, or critics. Planning can be done separately. Then, the draft plan is reviewed and changed for the constituent parts and their order.

2. Monitoring

Monitoring includes checking the writing process during writing. This refers to monitoring and verifying progress about global features, such as content and organization, as well as local aspects such as grammar and mechanics. Each writer can do this more efficiently.

³⁰ *Ibid.*

3. Evaluation

The evaluation is carried out following writing and consists of reconsidering both of global text and local text characteristics and the strategies used to fulfill written duties. The evaluation is carried out in pairs (pair evaluation) more effectively: two authors share their documents and discuss the improvements to be made after they have viewed them. Students, nevertheless, must be taught to edit and correct themselves as well. You need to develop a strategy for it (what can first be examined: content, language structure, as it is confusing, particularly for less experienced authors to do all three at once).³¹

Based on all concepts above researcher concluded that teaching writing skill through metacognitive strategy, they are:

1. The researcher gave assignments to students to describe the topic given by the researcher;
2. Then, before the students wrote paragraphs, they can write down ideas, information or knowledge they have on paper, without worrying about grammatical truth and order of ideas;
3. After the students completed the assignment students search for which causes serious confusion and then tracked the source and remove the error. Students helped each other to monitor their writing errors, without direct intervention from the instructor,

³¹ Ramazan Goctu*, “*Metacognitive Strategies in Academic Writing*, 2.

and read and comment on each paragraph. They asked their instructor to mark a serious mistake and then find out the correct form by helping each other and using reference materials and;

4. The last, students reviewed their paragraph about style, content, language, etc. Students compared their paragraphs or essays with each other. Some important criteria for self evaluation include sentence length, the complexity of thought, the strength of argument, organization, accuracy and social

C. Action Hypothesis

Based on the theories and assumptions above, the researcher formulates the action hypothesis of the research as follows: "the use of metacognitive strategy can improve the students' writing skill among the eighth graders of SMP N 7 Metro.

CHAPTER III

RESEARCH METHOD

A. Variables and Definition of Operational Variable

The object in this research includes two variables, they are the dependent variable and independent variable. The dependent variable of this research is writing skill that defined as a form of creativity that is conveyed in written form. This can be done by communicating words, settings, feelings, or anything based on knowledge by writing. Not only that, when writing the writer is required to develop ideas, organize and revise properly, use good punctuation and make text with proper grammar. The aim is for readers to understand what is written.

Meanwhile, independent of this research is metacognitive. The metacognitive strategy is awareness of what is known and what is unknown. Within the learning context, learners are aware of the learning skills and methods and know-how to develop, monitor and manage the best learning strategies to achieve effective learning.

B. The setting of the Research

Classroom action research was conducted in SMPN 7 Metro. It is located in Jl. Raya Stadion No. 24, Tejosari, East Metro, Metro City.

C. The subject of the Research

The subject of this research is the eighth graders of SMPN 7 Metro. The total of students is 29 students.

Table 4. Total students of the eighth graders SMPN 7 Metro

No	Grade	Sex		Total
		Male	Female	
1	VIII	18	11	29

D. Action Plan

According to Pelton, action research is activity that is explore in making the learning condition, communicating with the understudies, creating exercise designs, relegating homework, and nearly everything do in day by day schedule of instructing comprises the activity of activity inquire.³²

Meanwhile, Henning and Kelly, hold that action research is research activities have four stages including plans, which regulate activities. Then collect data, which can include setting tests, as well as prominent meetings. After that examination, which can combine the perception of cooperation. And finally is recording which requires a method that combines information, and writing.³³

Then, McNiff and Whitehead hold that action research is a way to investigate and assess the work of practitioners in all parts.³⁴

Moreover, Mills in the Creswell's book defines that the design of action research is a structured step taken by the teacher to gather information

³²Robert P. Pelton, *Action Research For Teacher Candidates*, (US:New York, 2010), 4.

³³John E. Henning, Jody M. Stone, And James L. Kelly, *Using Action Research to Improve Instruction An Interactive Guide for Teachers*, (Routledge:Taylor & Francis, 2009), 8-10.

³⁴ Jean macNiff and jack whitehead, *All You Need to Know About Action Research*, (London: Sage Publication, 2006), 7

about, and then improve, how their special educational settings operate, their teaching, and the learning of their students.³⁵

From the definition above, the researcher concludes that action research is a teachers' activity to improve their classroom performance and teaching skills.

The classroom action research consists of four activities that are done in a repeated cycle, It can be described as follow.

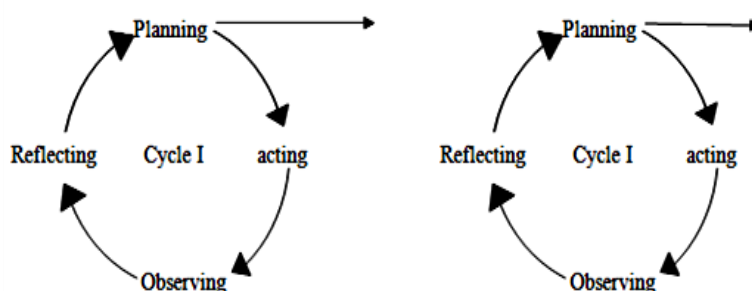


Figure 1. Kurt Lewin's Action Research Design

*(Adapted from Jean McNiff, 2002).*³⁶

The figure above explained that there are several sequences in conducting the first order research, namely planning, action, observation, and reflection that are applied in each cycle in a spiral system. The assumption is that if the determine the outcome in the first cycle can not achieve or there may be found a new problem, so it will probably continued and received in the next cycle which has the same phase on the first cycle.

³⁵ John Creswell, *Educational Research*, (America: Pearson, 2012), 577

³⁶ Jean macNiff and jack whitehead, *All You Need to Know About Action Research.*, 41

According to Kurt Lewin's action research design, the writer would like to hold the research in two cycles. The step was as follow:

1. Cycle 1

a. Planning

In this cycle, with the teacher prepared some plans to conduct four steps such as planning, acting, observing, and reflecting in the classroom, they are the following:

- 1) The researcher prepared the lesson plan, procedure, media and material to be applied in the classroom.
- 2) The researcher prepared the learning source for the student.
- 3) The researcher with the collaborate make the criteria of success.

b. Acting

This step is the implementation of the planning. This step must follow the plant that had been planned in the planning step. The second step in every cycle is active. In which the researcher put the plan into action through the following step:

1. Pre-teaching activity

- a) The researcher started the lesson by greeting to the students.
- b) The researcher and students pray together.
- c) The researcher checked student attendance.
- d) The researcher informs the students about the competence, the indicators, and objectives that should be achieved.

2. While teaching activity

- a) The researcher gave assignments to students to describe the topic given by the researcher.
- b) Then, before the students wrote essays, they can write down ideas, information or knowledge they have on paper, without worrying about grammatical truth and order of ideas.
- c) After the students completed the assignment students search for which causes serious confusion and then tracked the source and remove the error. Students helped each other to monitor their writing errors, without direct intervention from the instructor, and read and comment on each paragraph or essay.
- d) The last, students reviewed their paragraph or essay about style, content, language, etc.

3. Post Activity

- a) The researcher asks students to answer some question based on the material.
- b) The researcher gave conclusion of the material and give motivation to active in the class in students speaking performance.
- c) The researcher gave homework for students.

c. Observing

In this step, the researcher observed the process of teaching learning by using format observation. The researcher observed the students' activity by using the observation sheet.

d. Reflecting

Reflection is the last step in this process. The researcher analyzed and discusses the observation result during the teaching process. In this step, the researcher used the data for evaluation to improve the second cycle. In cycle 2 there will be the result from cycle 1. It means that if cycle 1 is failed, it must be reviewed in cycle 2, and if cycle 1 is successful, cycle 2 is a continuation from cycle 1.

2. Cycle 2

a. Planning

Planning is the first steps in each activity. There are several steps taken by the researcher in planning. They are: The researcher made a lesson plan. After that, the researcher prepared the material, approach, and technique of teaching. Next, the researcher prepared the format to evaluate the students' activities after the teaching learning process.

b. Acting

The researcher applied the action plan 2, doing the treatment and giving the post test

c. Observing

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

d. Reflecting

In this step, the observe compare the score of pre test and post test. The researcher reviewed and reflected on students' activities and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

E. Data Collecting Technique

In collecting the data, the researcher used three techniques of the data collection. They are the test: In the test, researcher administered pre test and post test to the student. The pre test gave in the first meeting before doing treatments. To knew the ability of the students before doing the action research. Afterward, post test gave in the last meeting after doing treatment to find out whether the treatments give any contribution to the students' achievement in the class. Besides, the researcher used observation as the method to get the data and information about students' learning a process and put it into the data paper especially in their writing skill by metacognitive strategy. Finally, the researcher would take the data from the documentation of schools such as the total of students, teachers, school history and the condition of the school.

F. The instrument of the Research

Research instrument in this research are:

1. Writing test question by measure students' writing skill in the eighth grade of SMP N 7 Metro, the researcher applied some writing tests that consist of pre test and post test. Both of the tests are used to describe the picture to assess the students writing skill.
2. The instrument that uses observation is the researcher would made an observation sheet to observed students' learning process and put into the data paper.
3. The instrument that used in the documentation method is documentation guidance, such as documentation about the teachers and officials, the students, and the buildings of SMN 7 Metro.

G. Data Analysis Method

Data analysis was conducted by taking the average score of the pre test and post test in cycle 1 and cycle 2. The formula to get the average of pretest and post test as follow:

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

Note: \bar{X} : Mean of the average score

$\sum X$: Total score

N: Total Number of Student³⁷

³⁷ Donald Ary, *Introduction To Research Education*, (USA: Wadsworth), 110

Furthermore, to know the result the writer compared between pre test and post test. Then, data result in matched by Minimum Standard Criteria (MSC) at the school at least 75. If from cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle 1 in classroom action research is two cycles. So, if cycle 2 all of the students are successful. It does not continue to another cycle.

H. Indicator of Success

To know the gain of data, the researcher analyzed the result of the test by taking the average score of pre test and post test. Furthermore, the result must reach the minimum standard of writing skill in this class at least 75. If the mean of post test has fulfilled at least 75, and 70% of the students have been passed, the researcher will not continue to the next cycle. There will be two minimum cycles in this classroom action research.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. The Description of Research Setting

The history of the establishment of SMP N 7 Metro. Began with the establishment of Sekolah Kerajinan Negeri (SKN) in 1959. Then, in 1993 changed its name to Sekolah Teknik Persiapan Negeri. After that, in 1994 Sekolah Teknik Persiapan Negeri was converted into SMP N 7 Metro. SMP N 7 Metro was founded 1994 and located on Jl. Kemiri no.3 Iringmulyo Metro Timur, but in 2001 the location of SMP N 7 Metro was converted into Vocational High School 3 Metro. In 2002 SMP N 7 Metro was relocated on new address on Jl. Stadion 24 Tejosari Metro Timur.

The vision and mission of the SMP N 7 Metro is as, vision”Faith, achievement and cultured”. Mission “the first is realizing religious values to handle students increasing learning effectively and efficiently. The second optimizing school human resource to foster a spirit of achievement in the academic and nonacademic field. The third explore and encourage the potential of the students to be developed optimally implement and optimize extracurricular activities in schools so that they have achievement at the national level. The last creating learning society that is polite and moral”.

1. The total of Teachers and the Total of the Students in SMP N 7 Metro

a. The Total of Teachers

The total of teacher in SMP N 7 Metro can be seen in the chart below:

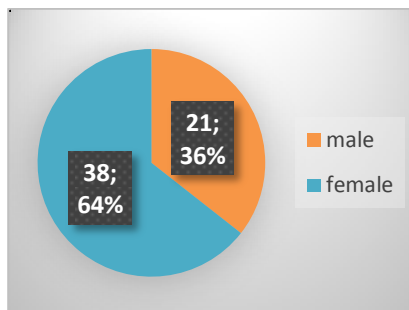


Figure 2. Total of teachers in SMP N 7 Metro

Based on the Figure 2, it can be inferred there are 59 teachers. There are 21 male teachers and 38 female teachers of SMP N 7 Metro.

b. The total of the students

Total of the students at SMP N 7 Metro can be seen in the chart below:

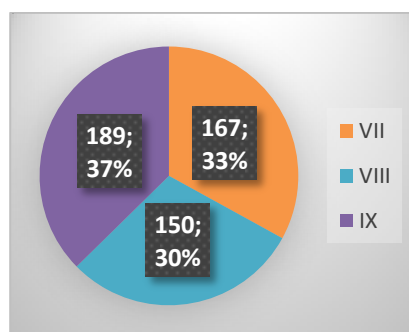


Figure 3. Total of the Students in SMP N 7 Metro

Based on the Figure 3, it can be seen that there are 506 students. It divided into some classes. In class VII there are 167 students, in class VIII there are 150 students, and in class IX there are 189 students.

B. Cycle 1

Before the researcher made planning in the cycle 1, the researcher gave pretest. The pretest was conducted on Thursday, October 31 2019. The researcher entered the class, for the beginning meeting, the researcher introduced to the students. The researcher explained about descriptive text. After that, the researcher gave a picture and asked the students to do an assignment for the pretest. The assignment was to describe apple and grape. More detail score is showed in following table.

Table 5. Students' Pre Test Grade

NO	Name Initial	Pre Test	Explanation	NO	Name Initial	Pre Test	Explanation
1.	AAS	50	Incomplete	16.	NEA	50	Incomplete
2.	AI	75	Complete	17.	NZ	75	Complete
3.	AFZ	47	Incomplete	18.	OYP	50	Incomplete
4.	BR	45	Incomplete	19.	RAW	47	Incomplete
5.	DWN	54	Incomplete	20.	RA	49	Incomplete
6.	ERD	46	Incomplete	21.	RA	45	Incomplete
7.	FS	46	Incomplete	22.	RDP	50	Incomplete
8.	FNA	75	Incomplete	23.	RA	49	Incomplete
9.	FNS	75	Complete	24.	STK	58	Incomplete
10.	IFI	47	Complete	25.	SOS	51	Incomplete
11.	LAA	75	Complete	26.	SMA	59	Incomplete
12.	MAP	49	Incomplete	27.	TEP	47	Incomplete
13.	MAG	49	Incomplete	28.	YP	65	Incomplete
14.	MDAE	47	Incomplete	29.	ZL	46	Incomplete
15.	MSA	65	Incomplete				
Total		1586					
Average		55					

Based on the Table 5, of the pretest, the data showed that the mean score of pre test was 55. There were only five students or 17 % of the students who got the score above the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) meanwhile the other 24 students were below that criterion. From that

analyzing, it could be seen that almost of the eighth graders students' of SMP N 7 Metro in writing skill was still very low.

Table 6. Frequency of Students' Grade in Pre test

NO	Score	Frequency	Percentage (%)	Criteria
1	≥ 75	5	17%	Complete
2	< 75	24	83%	Incomplete
Total		29	100%	

From the table 6, the result showed of the students' scores from the pretest in the pretest the students who got the score ≥ 75 were 5 students (17%) and the score 24 students of 29 students.

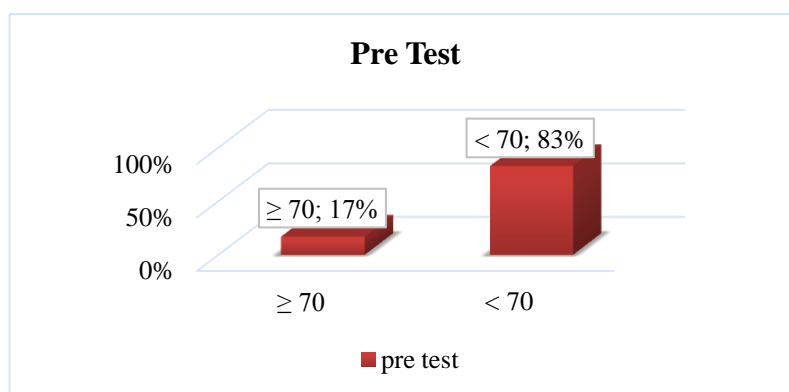


Figure 4. The Percentage of the Students' Grade in Pre Test

Based on the Figure 4, in the pretest the students' grade include to the low result, because in pretest the students did not understand yet about the material. It gave influence in students' achievement. From the table it showed in the pretest there were 5 students who able to pass the passing grade 75.

1. Planning I

There were some activities conducted in this phase. Firstly the researcher designed a lesson plan for two meetings and selected the appropriate material. Then, the researcher prepared the strategy of metacognitive. Furthermore, the researcher also prepared the material and

source of study, besides the writer also prepared the media of learning and exercise as the instrument of collecting data. Next, the researcher prepared observation sheet, the researcher and teacher determined the criteria of success. The criterion of success was ≥ 75 of the students' writing score achieved.

2. Acting I

a. The first meeting

Action of the first cycle was done on Wednesday, November 6 2019. For the beginning in first meeting, the researcher greeted the students and checked students' attendance list. The researcher started the teaching with some pre-activities such as told a brief about the metacognitive strategy to the students. Then, the researcher implemented the teaching learning process based on the lesson plan had been made and in this phases. Here researcher tried to motivate the students which pointed to the basic competence and explained the objective learning. Besides, the researcher explained what descriptive text, what is function, generic structure. Next, the researcher taught the student about descriptive and giving some explanation about noun and adjective text by using metacognitive strategy which helped in writing. The researcher gave example of descriptive text.

Before closing the teaching learning process, the researcher reviewed about the characteristics of descriptive text again briefly and made conclusion. Then, the researcher closed the teaching learning process with greeting.

b. The second meeting

The second meeting was conducted Thursday, on November 7 2019. The researcher opened the class by greeted them and checked their attendance. The researcher asked their condition. Then, the researcher reviewed material in the previous meeting. The students were still memorized about the previous material. After reviewing, the researcher showed a picture. The researcher had to mention the characteristic of the picture. The researcher continued the lesson by providing students' worksheet. Next, asked the students to do the assignment as treatment in cycle 1. The worksheet asked the students to make a paragraph of descriptive text. Theme in first cycle was describing about fruits. After finishing the exercise, the researcher discussing their work and asked the students to submit their worksheet in teachers' desk.

Furthermore, on Thursday November, 13 2019 the researcher gave post test 1 conducted in cycle by administrating a writing test. It was aimed to know the improvement of students writing skill after they got the treatment. The themes for the test still same as the treatment, describing apple and grape. Then, the researcher was giving the students worksheet and told them to do it by themselves. They did not allow asking to their classmate. The students had to construct a descriptive text used the following clues in their each worksheet. After all students finished work the post test 1, they collected their own worksheet on teacher's desk. The next activity was

closing, the meeting ended with greeting. The result of the students' test in post test I can be seen as follow:

Table 7. Post Test I Result in Cycle 1

NO	Name Initial	Post Test 1	Explanation	NO	Name Initial	Post Test 1	Explanation
1.	AAS	50	Incomplete	16.	NEA	60	Incomplete
2.	AI	76	Complete	17.	NZ	76	Complete
3.	AFZ	50	Incomplete	18.	OYP	75	Complete
4.	BR	75	Complete	19.	RAW	50	Incomplete
5.	DWN	76	Complete	20.	RA	75	Complete
6.	ERD	64	Incomplete	21.	RA	62	Incomplete
7.	FS	54	Incomplete	22.	RDP	66	Incomplete
8.	FNA	75	Complete	23.	RA	50	Incomplete
9.	FNS	75	Complete	24.	STK	75	Complete
10.	IFI	75	Complete	25.	SOS	76	Complete
11.	LAA	75	Complete	26.	SMA	75	Complete
12.	MAP	50	Incomplete	27.	TEP	54	Incomplete
13.	MAG	62	Incomplete	28.	YP	75	Complete
14.	MDAE	50	Incomplete	29.	ZL	54	Incomplete
15.	MSA	71	Incomplete				
Total	1901						
Average	66						

From the Table 7, of post test of cycle I, the total score of the students was 1901 and the average score of post test 1 was 66. There were only 14 students of the students who got the score above (≥ 75) meanwhile the other 15 students were below that criterion. It implied that the first criterion has not fulfilled.

Table 8. Grade at Post Test I in Cycle I

No	Score	Frequency	Precentage(%)	Criteria
1	≥ 75	14	48%	Complete
2	< 75	15	52%	Incomplete
Total		29	100%	

The data of Table 8, showed that the mean score of post test I was 66. There were only 14 students or 48 % of the students who got the score above ≥ 75 meanwhile the other 15 students were below that criterion. It implied that the first criterion has not fulfilled.

3. Observing 1

While the treatment has given, observation was also conducted. The researcher and the english teacher were as a collaborator who helped the researcher to observe the students' activities during teaching learning process. The observation wrote on the observation sheet. The result of the observation can be seen on the table below:

Table 9. The Students' Activities Result in Cycle 1

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	AAS	√	√	√	-
2	AI	√	√	-	√
3	AFZ	-	-	√	√
4	BR	√	√	-	-
5	DWN	√	√	-	√
6	ERD	√	√	-	-
7	FS	-	-	√	-
8	FNA	√	√	-	√
9	FNS	√	-	-	√
10	IFI	√	√	√	√
11	LAA	√	√	√	√
12	MAP	-	-	√	-
13	MAG	√	-	-	-
14	MDAE	-	-	√	-
15	MSA	-	-	-	√
16	NEA	-	-	√	√
17	NZ	√	√	-	√
18	OYP	√	√	-	√
19	RAW	√	-	-	-
20	RA	-	-	√	-
21	RA	√	-	-	-
22	RDP	-	-	√	-
23	RA	-	-	-	-
24	STK	√	√	-	√
25	SOS	√	-	-	√
26	SMA	√	-	√	-
27	TEP	-	-	√	-
28	YP	√	-	-	√
29	ZL	-	-	-	-
→		18	11	12	14

Source: The students' activities at the eighth graders of SMP N 7 Metro November, 13 2019.

The Table 9, showed that the students who got giving attention of the teacher explanation was 18. Besides that, there were 11 students' ask/answer question, 12 students active in the class, and 14 the students able do the task

Table 10. The Frequency Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	18	62%
2	The students' ask/answer question	11	38%
3	The students active in the class	12	41%
4	The students able do the task	14	48%
Total Students		29	

Source: The students' writing skill the eighth grade of SMP N 7 Metro on November, 13 2019.

The Table 9, showed that the students' frequency who got giving attention of the teacher explanation was 18 or 62%. Besides that, there were 11 students or 38%. The students' ask/answer question, 12 students or 41%, the students active in the class, and 14 or 48% the stunts able do the task. Furthermore, the graph of percentage students' writing skill in cycle II, as follow:

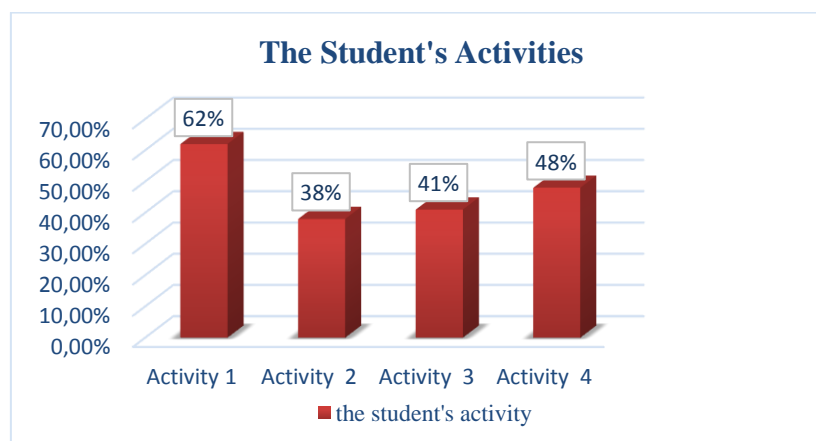


Figure 5. The Percentage of Students' Activities in Cycle I

The Figure 5, showed that not all the students' were active in learning process. There were 18 students (62%) who gave attention to the teacher explanation. 11 students (38%) who asked answered question, 12 students who were active in the class (41%) 14 students (48%) who are able to do the task.

4. Reflecting 1

In this stage, the researcher analyzed the result in cycle 1 and made reflection to evaluate the teaching learning process which was helped by the collaborator. They were being noisy, did not have pretension to compete with other students, and they got difficulties in vocabularies using right grammar and punctuation, but the researcher found the students' progress in writing skill. Observation result showed that there were some improvements achieved by the students after doing the action. The result of students' writing comprehension in cycle 1 showed in the following table.

Table 10. The Comparison Between Pre Test and Post Test I Score in Cycle I

NO	Name Initial	Pre Test	Post Test I	Explanation
1.	AAS	50	50	Constant
2.	AI	75	76	Improved
3.	AFZ	47	50	Improved
4.	BR	45	75	Improved
5.	DWN	54	76	Improved
6.	ERD	46	64	Improved
7.	FS	46	54	Improved
8.	FNA	75	75	Improved
9.	FNS	75	75	Constant
10.	IFI	47	75	Improved
11.	LAA	75	75	Improved
12.	MAP	49	50	Improved
13.	MAG	49	62	Improved
14.	MDAE	47	50	Improved
15.	MSA	65	71	Improved
16.	NEA	50	60	Improved
17.	NZ	75	76	Improved
18.	OYP	50	75	Improved
19.	RAW	47	50	Improved
20.	RA	49	75	Improved
21.	RA	45	62	Improved
22.	RDP	50	66	Improved
23.	RA	49	50	Improved
24.	STK	58	75	Improved
25.	SOS	51	76	Improved
26.	SMA	59	75	Improved
27.	TEP	47	54	Improved
28.	YP	65	75	Improved
29.	ZL	46	54	Improved
Total		1586	1901	
Average		55	66	

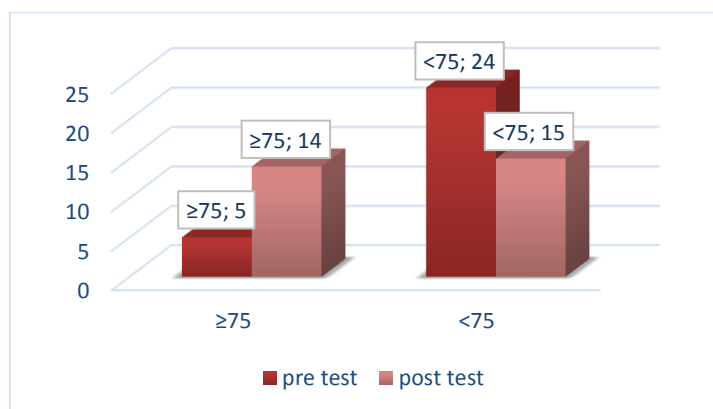
Table 10, show that the results of the test showed the improvement of the students' writing skill. It could be seen from the average between pre test and post test I where the average in pre test was 55 and average score of post test I was 66.

Table 11. The Comparison of Students' Pre Test and Post Test I in Cycle I

No	Mark	Pre test	Post test 1	Category
1	≥ 75	5	14	Complete
2	≤ 75	24	15	Incomplete
	Total	29	29	

From the Table 11, the result showed the increasing of the students' scores from the pre test to the post-test of cycle I, post test of cycle. In the first test (pre test) the students who got the score ≥ 75 were 5 students of 29. In the second test (post test cycle I) the students who got the score ≥ 75 were 14 students of 29 students. The improving of the pre test to the post test of cycle I was about 9 students.

Then, the graph of comparison students' comparison speaking performance of pre test and post test I grade in cycle I could be seen as follow:

**Figure 6. The Comparison of Percentage of the Students' Completeness Grade on Pre Test and Post Test I**

The figure 6, and the graphic above, it could be inferred that 29 students (100%). The successful students were those who got the minimum mastery criteria at SMP N 7 Metro at least 75. The successful students were fewer than those unsuccessful students. From the pre test result, the researcher got the

average of 55, so the result was unsatisfied. Meanwhile, based on the graphic of pot test 1, it could be seen that 14 students (48%) got grade up to the standard and 15 students (52%) got grade less than the standard. It was higher than the result of pretest. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said successful when 75% students got grade ≥ 75 . The fact showed that the result was unsatisfied.

C. Cycle II

The researcher had reached good enough result in cycle 1. To make sure the improvement of students' writing skill through metacognitive strategy, the research continued to cycle II.

1. Planning 2

Based on the result of cycle 1, the researcher realized that there were improvements of the students' writing skill, but still found some problems that faced by the students. To solve the weakness emerged in cycle 1, the researcher made a revised plan to teach writing in cycle II based on the observation and reflection from teaching learning process in cycle 1. The researcher reviewed the material in the first cycle by explain about descriptive text: the purpose of descriptive text, the generic structure of descriptive text, and the language feature of descriptive text. It aimed to remain students to the material. Then, the students got some materials of present tense in this cycle because in the previous cycle they were still lack of language use. They got more exercises in construct a paragraph of

descriptive text. Here the researcher should prepare the students' exercise and students' worksheet for post test cycle II.

2. Acting 2

a) First meeting

The first meeting was done on Thursday November, 14 2019. In the second cycle, the researcher used the same technique writing using metacognitive strategy, but with the different theme, the theme was describing about person. The researcher gave reexplanation to the students who did not understand about the material related to noun and adjective. The researcher asked the students to mention the word that has been found. Next, the researcher called the students one by one to write the vocabulary that has been found on the whiteboard.

b) Second Meeting

The second meeting was conducted on Wednesday, November 20 2019. The activity was continued by giving some explanation more about noun and adjective. Next, the researcher asked the students to do the extension activities in the form of descriptive text assignment by asking them to found the vocabulary related to noun and adjective. The students still allowed to use dictionaries to help them found the meaning, but they must use their own dictionary.

Furthermore Thursday, November 21 2019, the researcher gave post test to the students. The task asked the students to describe person. For this post test, they described about their parents. The researcher

asked the students to do the test individually, they are not allowed to open dictionary. During the test, the researcher walked around the class to control them. Ten minutes before end of this meeting, the students had to submit their answer sheet. The researcher said that there was the last meeting she joined their class. The researcher said sorry if there were so many mistakes during teaching learning process. In the end of meeting, the researcher said thanks and goodbye.

Table 12. The Students' Writing Skill Grade of Post Test in Cycle II

NO	Name Initial	Post Test II	Explanation
1.	AAS	74	Incomplete
2.	AI	80	Complete
3.	AFZ	78	Complete
4.	BR	79	Complete
5.	DWN	85	Complete
6.	ERD	80	Complete
7.	FS	78	Complete
8.	FNA	80	Complete
9.	FNS	85	Complete
10.	IFI	80	Complete
11.	LAA	85	Complete
12.	MAP	74	Incomplete
13.	MAG	78	Complete
14.	MDAE	79	Complete
15.	MSA	80	Complete
16.	NEA	75	Complete
17.	NZ	85	Complete
18.	OYP	85	Complete
19.	RAW	74	Incomplete
20.	RA	79	Complete
21.	RA	75	Complete
22.	RDP	80	Complete
23.	RA	74	Incomplete
24.	STK	85	Complete
25.	SOS	80	Complete
26.	SMA	80	Complete
27.	TEP	78	Complete

28	YP	80	Complete
29	ZL	76	Complete
Total		2301	
Average		79	

Based on the Table 12, result of the students' writing product, there was better improvement of students' mean score from the students' writing skill. The mean score of writing skill post test II in the second cycle was 79. The students who passed got score (≥ 75) were 25 students. It indicated that the first criterion of success has been achieved.

Table 13. Frequency of Students' Score of the Post Test in Cycle II

No	Score	Frequency	Percentage (%)	Criteria
1	≥ 75	25	86%	Complete
2	< 75	4	14%	Incomplete
Total		29	100%	

The Table 13, show that the result of students' score at post test II. It can be seen that there was an improving from the score of post test I and post test II. There were 48% (14 students) got complete score and 52% (15 students) got incomplete score. The average score was 79. The average score on post test I was 66. It means that there was an improving score from post test I and post test II.

3. Observing 2

The observing was done by the researcher that presented about two meeting in cycle II. In this stage the students more active and enthusiastic in following the teaching learning process. It can be seen as follow:

Table 14. The Students' Activities Result in Cycle II

No	Name Initial	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	AAS	-	-	√	√
2	AI	√	√	√	√
3	AFZ	√	-	√	√
4	BR	√	√	-	√
5	DWN	√	√	√	√
6	ERD	√	-	-	√
7	FS	√	√	√	√
8	FNA	√	√	√	√
9	FNS	√	√	√	√
10	IFI	√	√	√	√
11	LAA	√	√	√	√
12	MAP	√	-	-	-
13	MAG	√	√	-	√
14	MDAE	√	-	√	√
15	MSA	√	√	√	√
16	NEA	√	√	√	√
17	NZ	√	√	√	√
18	OYP	√	√	√	√
19	RAW	-	-	-	-
20	RA	√	-	√	√
21	RA	√	√	-	√
22	RDP	√	-	√	√
23	RA	-	-	-	-
24	STK	√	√	-	√
25	SOS	√	-	√	-
26	SMA	√	-	√	√
27	TEP	-	√	√	√
28	YP	√	√	-	√
29	ZL	√	-	-	√
→		25	17	19	25

Source : The students' activities at the eighth graders of SMP N 7 Metro
21 November 2019.

The Table 14, showed that the students who got giving attention of the teacher explanation was 25. Besides that, there were 17 students ask/answer question, 19 students active in the class, and 25 students able do the task.

Table 15. The Frequency Students' Activities in Cycle II

No	Students' Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	25	86%
2	The students' ask/answer question	17	72%
3	The students active in the class	19	65%
4	The students able do the task	25	86%
Total Students		29	

Source: The students' writing skill the eighth graders of SMP N 7 Metro on November, 21 2019.

The Table 15, showed that the frequency of the students who got giving attention of the teacher explanation was 25 students (86%). Besides that, there were 1 students (25%) who the students' writing skill in descriptive text improve by using metacognitive strategy, 3 students (15%) who did find difficulties to write a new word by using metacognitive strategy

Furthermore, the graph of percentage students writing skill in cycle II as follow:

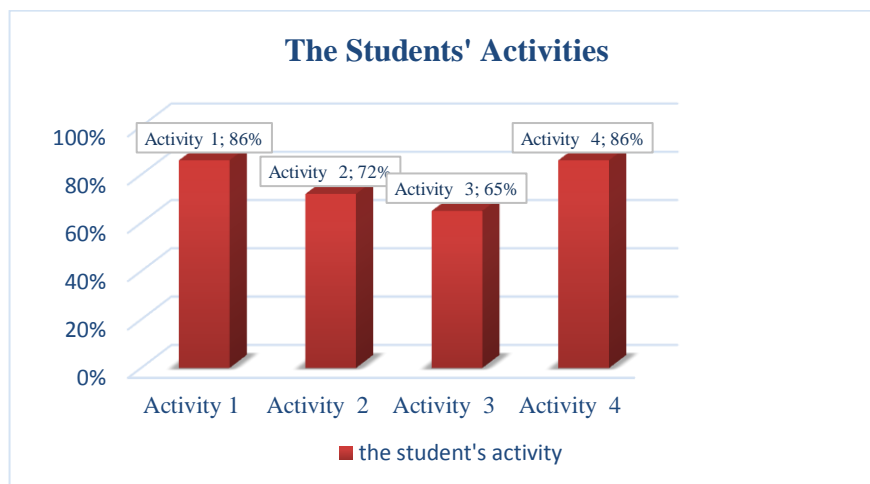


Figure 7. The Percentage of Students' Activities in Cycle II

The Figure 7, showed that the students' activities in cycle II improved. The students' activities that had high percentage were the students pay attention of the teacher explanation 86%, then, the students ask/answer the question from the teacher 72% and the students active in the class 65%, and the last the students able do the task 86%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activities got percentage $\geq 75\%$.

4. Reflecting 2

In the cycle II, the researcher found some improvements. The students were more motivated and interested in teaching learning process. The students got better understanding about goal, generic structure, and language feature in descriptive text. They got better understanding about the materials. Moreover, the mean score of post test II results showed the improvement of their skill in writing. The mean

score reached was 79. It is much better that the mean score of post test 1.

To show more details about improvement of the students' writing score, can be explained from this table:

**Table 16. The Comparison Between Post test I Grade
and Post Test II Grade**

NO	Name Initial	Post Test I	Post Test II	Explanation
1.	AAS	50	74	Improved
2.	AI	76	80	Improved
3.	AFZ	50	78	Improved
4.	BR	75	79	Improved
5.	DWN	76	85	Improved
6.	ERD	64	80	Improved
7.	FS	54	78	Improved
8.	FNA	75	80	Improved
9.	FNS	75	85	Improved
10.	IFI	75	80	Improved
11.	LAA	75	85	Improved
12.	MAP	50	74	Improved
13.	MAG	62	78	Improved
14.	MDAE	50	79	Improved
15.	MSA	71	80	Improved
16.	NEA	60	75	Improved
17.	NZ	76	85	Improved
18.	OYP	75	85	Improved
19.	RAW	50	74	Improved
20.	RA	75	79	Improved
21.	RA	62	75	Improved
22.	RDP	66	80	Improved
23.	RA	50	74	Improved
24.	STK	75	85	Improved
25.	SOS	76	80	Improved
26.	SMA	75	80	Improved
27.	TEP	54	78	Improved
28.	YP	75	80	Improved
29.	ZL	54	76	Improved
Total		1901	2301	
Average		66	79	

The results of the Table 16, showed the improvement of the students' writing skill. It could be seen from the mean score between post test I and post test II where the mean score in post test cycle 1 was 66 and mean score of post test cycle II was 79.

The result score of post test II was higher than post test I. It almost can be said that their scores were improved. It happened because the students had already had good background knowledge related to the topic which the researcher gave in the post test II. Furthermore, the implementation of metacognitive strategy helped the students in writing.

Table 17. The Comparison of Students' Score Post Test I and Post Test II

Interval	Post test I	Post test II
≥ 75	14	25
< 75	15	4
Total	29	29

From the Table 17, the result showed the increasing of the students' scores from the post test I to the post test II of cycle II, post test of cycle. In the second test (post test) the students who got the score ≥ 75 were 14 students of 29. In the third test (post test cycle II) the students who got the score ≥ 75 were 25 students of 29 students. Then, the graph of students writing skill post test I and post test II grade in cycle II could be seen as follow:

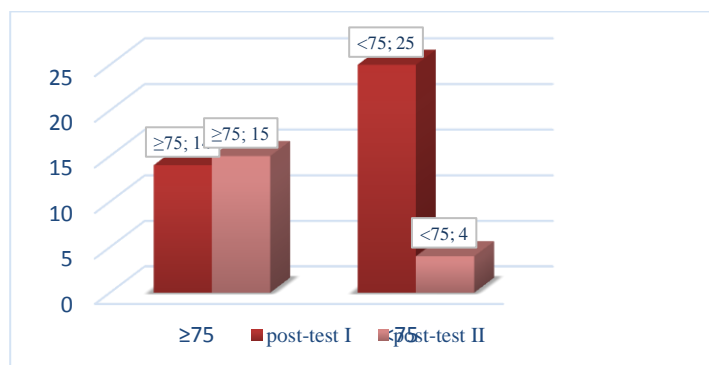


Figure 8. The Percentage of Comparison of Students' Score on Post Test I and Post Test II

From the Figure 8, it could be seen that the grade of the students in post test II was various. It could be inferred that 25 students (86%) were successful and 4 other students (14%) were not successful. From the post test II results, the researcher got the average of 79. It was higher than post test I in cycle I. It means that the indicator of success of this research had been achieved that was $\geq 75\%$ students got grade 75. It indicated that the students' writing skill was improved.

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 metacognitive strategy improve the students' writing skill.

D. Discussion

1. Comparison of Grade in Pre Test, Post Test I in Cycle I, and Post Test II in Cycle II.

Writing 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 18. The Comparison of Students' Grade on Pre Test, Post Test I in Cycle I and Post Test II in Cycle II

No	Name Initial	Grade			
		Pre Test	Post Test I	Post Test II	Explanation
1	AAS	50	50	74	Improved
2	AI	75	76	80	Improved
3	AFZ	47	50	78	Improved
4	BR	45	75	79	Improved
5	DWN	54	76	85	Improved
6	ERD	46	64	80	Improved
7	FS	46	54	78	Improved
8	FNA	75	75	80	Improved
9	FNS	75	75	85	Improved
10	IFI	47	75	80	Improved
11	LAA	75	75	85	Improved
12	MAP	49	50	74	Improved
13	MAG	49	62	78	Improved
14	MDAE	47	50	79	Improved
15	MSA	65	71	80	Improved
16	NEA	50	60	75	Improved
17	NZ	75	76	85	Improved
18	OYP	50	75	85	Improved
19	RAW	47	50	74	Improved
20	RA	49	75	79	Improved
21	RA	45	62	75	Improved
22	RDP	50	66	80	Improved
23	RA	49	50	74	Improved
24	STK	58	75	85	Improved
25	SOS	51	76	80	Improved
26	SMA	59	75	80	Improved
27	TEP	47	54	78	Improved
28	YP	65	75	80	Improved
29	ZL	46	54	76	Improved
Total		1586	1901	2301	
Average		55	66	79	

Based on the Table 18, it can be summarized that students' writing skill improved. From the pre test score was 55 improved to 66 in post test I and it

became 79 in post test II. It means that the implementation of metacognitive strategy can improve students' writing skill.

Table 19. The Comparison of Students' Grade on Pre Test, Post Test I in Cycle I and Post Test II in Cycle II

Interval	Criteria	Pre Test		Post Test I		Post Test II	
		Frequency	Percentage	Frequency	Percentage	Frequency	percentage
≥ 75	Complete	5	17 %	14	48 %	25	86 %
< 75	Incomplete	24	83 %	15	52%	4	14 %

Based Table 19, the result of the pre test, post test I and post test II, it was know that there was a positive significant improving of the students' grade. It could be seen from the students get grade ≥ 75 from 5 to 14 became 25. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

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

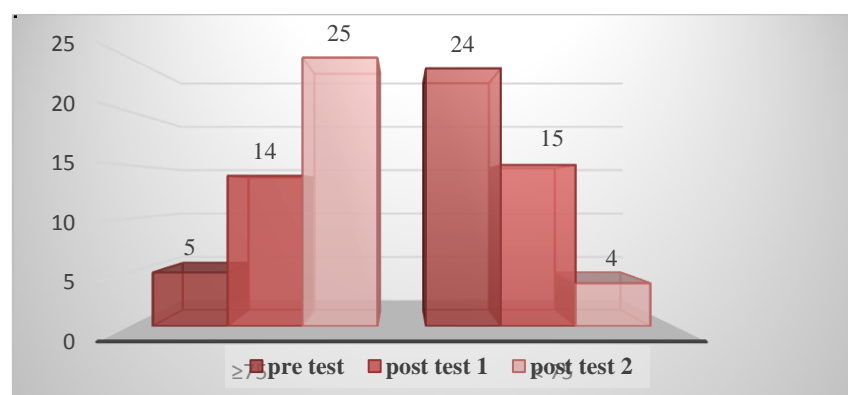


Figure 9. The Comparison of Students' Grade on Pre Test, Post Test I in Cycle I and Post Test II in Cycle II

Based on the Figure 10, it could be inferred that metacognitive strategy could improving the students' mastery of writing skill. 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 improvement of this research, as follows:

Table 20. The Improvement of Students' Activities I in the Cycle 1 and Cycle II

No	Students Activities	Cycle 1		Cycle II		Improving
		F	Percentage	F	Percentage	
1	The students gave attention to the teacher's explanation.	18	62%	25	86 %	Improved
2	The students' writing skill in descriptive text improved by using metacognitive strategy.	11	38%	17	72 %	Improved
3	The students did not find difficulties to write a new word by using metacognitive strategy.	12	41%	19	65%	Improved
4	The students were active in building teamwork.	14	48%	25	86%	Improved

The Table 20, showed that the frequency of the students who got giving attention of the teacher explanation was 11 students (55%). Besides that, there were 18 students (62%) who the students' writing skill improve by using

metacognitive strategy, 3 students (15%) who did not find difficulties to write a new word by using metacognitive strategy

Based on the table of the improvement of the students' activities in the cycle I and cycle II, it can be described in the graph as follows:

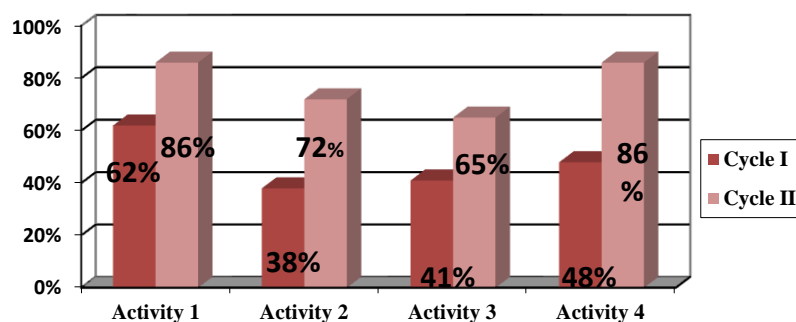


Figure 10. The Improvement of Students' Activities I in the Cycle 1 and Cycle II

Based on the Figure 11, had gotten, it can be explained as follows:

- a. The students give attention to the teacher's explanation

The students' attention to the teacher's explanation from the cycle I to cycle II improved in cycle 1 was only 62% and in cycle II 86%, it improved 24%.

- b. The students' writing skill improve by using metacognitive strategy.

The students' writing skill improve by using metacognitive strategy improved from the cycle 1 to cycle II, in cycle 1 was only 38% and in cycle II 72%, it was improved 34%. It showed when in the learning process the students were be able to describe text improve by metacognitive strategy.

- c. The students did not find difficulties to write a new word by using metacognitive.

The students did not find difficulties to write a new word using metacognitive improved. It could be seen on the cycle 1 and cycle II. For cycle I was only 41% and in cycle II 65%, it was improved 24%.

- d. The students were active in building teamwork.

The students active in building teamwork improved. It could be seen on the cycle 1 and cycle II. In cycle 1 was only 48% and in cycle II 86%, it improved 38%.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good improvement in learning activities when the teacher used using metacognitive to improve the students' writing skill in cycle I and cycle II.

CHAPTER V

CONCLUSION AND SUGGESTION

In line the results presented in the previous chapter, some conclusion and suggestion can be drawn as follow:

A. Conclusion

The implementation of metacognitive strategy in the second year of 8-3 class of SMP 7 Metro in academic year 2019/2020 can be concluded that clustering technique can improve students' writing ability. It can be proved from the following fact. First, the improvement could be seen from the increase of students' mean writing score from 55.85 or 9.7% of the class percentages which pass the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) in the preliminary study, and 66.13 or 38.7% of the class percentages which pass the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) in the first cycle, to 73.19 or 87.1% of the class percentages which pass the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) in the second cycle. Second, from the result of field notes, it showed that the class condition during teaching learning process creates the positive atmosphere in the classroom, and also makes students creative in finding the ideas. Third, the result of questionnaire showed that students gave positive responses to the implementation of clustering technique in the teaching learning process of writing. Moreover, Clustering Technique would be alternative strategy in teaching writing.

B. Suggestion

Based on the result of the research above, the writer would like to suggestion as follow:

1. To the Students

The students need to explore their experience in writing activities and discover their own best way of learning writing. They should practice regularly to improve their writing skills. Since writing is a complex activity, the students could try to use some techniques that make them feel at ease and enable them to write more effectively. It is suggested that the students use brainstorming technique in writing, especially descriptive texts.

2. To the English teacher

The teacher needs to consider using some strategies in teaching writing that might facilitate the students' learning process appropriately. It is suggested that the English teacher implement brainstorming technique as an alternative strategy in teaching writing.

3. To the other Researchers

Other researchers can use this study as a basis for conducting another study on the same field in order to investigate a further effect of brainstorming technique to improve students' writing ability.

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SILABUS KELAS VIII

Kompetensi Dasar	Materi Pokok	Pembelajaran	Sumber Belajar	Nilai Kriteria	Alokasi Waktu
<p>Siswa Mampu :</p> <p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya.</p> <p>4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan</p>	<ul style="list-style-type: none"> Fungsi sosial <p>Menjaga hubungan interpersonal dengan guru dan teman.</p> <ul style="list-style-type: none"> Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) <ul style="list-style-type: none"> Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.l. Excuse me, Is it clear?, Great, I think so., dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> Topik <p>Interaksi antara siswa dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta</p>	<ul style="list-style-type: none"> Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar 	<p>LKS</p> <p>Kamus Bahasa Inggris</p>		10 JP

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat di KI				
<p>Siswa mampu :</p> <p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can, will</i>)</p> <p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya • Struktur teks <ul style="list-style-type: none"> - Memulai <ul style="list-style-type: none"> - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: <i>can, will</i>. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara siswa di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab 	LKS Kamus Bahasa Inggris		10 JP

		- Melakukan refleksi tentang proses dan hasil belajarnya			
<p>Siswa mampu :</p> <p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>must, should</i>)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Menyuruh, melarang, dan menghimbau.</p> <ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) <ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan keharusan, larangan, himbauan dengan modalmust, (<i>don't</i>) have to..., should, - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik <p>Interaksi antara siswa dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakantindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya 	<p>LKS</p> <p>Kamus Bahasa Inggris</p>		10 JP

<p>Siswa mampu :</p> <p>3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Menjaga hubungan interpersonal dengan guru dan teman.</p> <ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) <ul style="list-style-type: none"> • Unsur Kebahasaan - Ungkapan a.l <i>let's ..., can you ..., would you like ..., may I, please.</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Bertanya jawab dengan teman tentang tindakan menyuruh, mengajak, meminta ijin, dan menanggapi - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar 	<p>LKS</p> <p>Kamus Bahasa Inggris</p>		<p>10 JP</p>
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<p>Siswa mampu :</p> <p>3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk <i>greeting cards</i>, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya</p> <p>4.5 Menyusun teks khusus dalam bentuk <i>greeting cards</i>, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Menjaga hubungan interpersonal dengan guru dan teman.</p> <ul style="list-style-type: none"> • Struktur Teks <p>Teks <i>greeting cards</i> dapat mencakup</p> <ul style="list-style-type: none"> - Identifikasi (nama peristiwa, hari istimewa) bersifat khusus - Ungkapan khusus yang relevan - Gambar, hiasan, komposisi Warna <ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.l. <i>Congratulations. Well done. Good job.</i>, dll. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik <p>Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb.yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting cards</i> untuk hari spesial tertentu - Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting cards</i> untuk event lain - Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya - Membuat <i>greeting cards</i> terkait hari istimewa yang relevan dengan siswa saat itu. - Melakukan refleksi tentang proses dan hasil belajarnya 	<p>LKS</p> <p>Kamus Bahasa Inggris</p>		<p>10 JP</p>
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<p>Siswa mampu :</p> <p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>)</p> <p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya.</p> <ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) <ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dengan <i>There is/are</i> <ul style="list-style-type: none"> - Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot (of)</i>. - Frasa kata depan: <i>in, on, under, in front of, below, above</i>, dan lain lain. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik <p>Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar - Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang - Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar - Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks 	<p>LKS</p> <p>Kamus Bahasa Inggris</p>		<p>16 JP</p>
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		- Melakukan refleksi tentang proses dan hasil belajarnya			
<p>Siswa mampu :</p> <p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan /kegiatan / kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple present tense</i>)</p> <p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan / tindakan / kegiatan / kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Menjelaskan, mendeskripsikan</p> <ul style="list-style-type: none"> • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam <i>Simple Present Tense</i>. - Adverbial: <i>always, often, sometimes, never, usually, every</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal siswa, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan ungkapan yang menunjukkan kejadian rutin dalam teks - Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain - Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah - Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di 	LKS Kamus Bahasa Inggris		8 JP

		<p>keluarganya untuk membuat teks-teks pendek dan sederhana</p> <ul style="list-style-type: none"> - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya 			
<p>Siswa mampu :</p> <p>3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>present continuous tense</i>)</p> <p>4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Menjelaskan, mendeskripsikan</p> <ul style="list-style-type: none"> • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam <i>Present Continuous Tense</i> - Adverbial: <i>now</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan ungkapan yang menunjukkan kejadian yang sedang terjadi - Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka - Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video) 	<p>LKS</p> <p>Kamus Bahasa Inggris</p>		8 JP

yang sedang dilakukan/berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> • Topik Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membuat teks pendek berdasarkan tampilan visual lainnya - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya 			
<p>Siswa mampu :</p> <p>3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>degree of comparison</i>)</p> <p>4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat perbandingan positif, dengan: <i>as ... as, -er, -est, more ..., the most ...</i> - Perbandingan jumlah: <i>more, fewer, less</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this,</i> 	<ul style="list-style-type: none"> - Guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar - Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan. - Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda - Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya 	LKS Kamus Bahasa Inggris		12 JP

jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p><i>those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya 			
<p>Siswa mampu :</p> <p>3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past tense</i>)</p> <p>4.10 Menyusun teks interaksi transaksional lisan dan tulis</p>	<ul style="list-style-type: none"> • Fungsi sosial Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam bentuk <i>Simple Past Tense</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this</i>, 	<ul style="list-style-type: none"> - Membaca dan mencermat teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau - Melengkapi kalimat dengan jawaban berupa ungkapan ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar - Bertanya jawab tentang kegiatan/ peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami - Mengumpulkan informasi 	LKS Kamus Bahasa Inggris		10 JP

<p>sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<p>tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks pendek dan sederhana</p> <ul style="list-style-type: none"> - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing masing dengan teman temannya, secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya 			
<p>Siswa mampu :</p> <p>3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.11 Teks <i>recount</i></p> <p>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis, sangat pendek dan</p>	<ul style="list-style-type: none"> • Fungsi sosial Melaporkan, mengambil teladan, membanggakan • Struktur teks Dapat mencakup <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>Simple Past tense</i> - Adverbia dan frasa preposisional penunjuk waktu: 	<ul style="list-style-type: none"> - Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi seseorang - Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis - Menggunakan bagan untuk mempelajari alur cerita - Menuliskan beberapa teks pendek yang didiktekan guru dengan tulisan tangan - Melengkapi ringkasan pengalaman dengan kalimatkalimat 	<p>LKS</p> <p>Kamus Bahasa Inggris</p>		10 JP

<p> sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p> <p>4.11.2 Menyusun teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p><i>yesterday, last month, an hour ago</i>, dan sebagainya.</p> <ul style="list-style-type: none"> - Adverbial penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dan sebagainya. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI 	<p>yang diambil dari teks, dengan ejaan dan tanda baca yang benar</p> <ul style="list-style-type: none"> - Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing masing dengan teman temannya secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya 			
<p>Siswa mampu :</p> <p>3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p>4.12 Teks pesan singkat dan pengumuman/pemberitah</p>	<ul style="list-style-type: none"> • Fungsi sosial Memberi informasi tindakan dilaksanakan sesuai yang diharapkan. • Struktur text Dapat mencakup: <ul style="list-style-type: none"> - Judul atau tujuan pengumuman - Informasi rinci yang diumumkan 	<ul style="list-style-type: none"> - Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar - Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis 	<p>LKS</p> <p>Kamus Bahasa Inggris</p>		10 JP

<p>uan (<i>notice</i>)</p> <p>4.12.1 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah</p> <p>4.12.2 Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbedabeda - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, kejadian, peristiwa, dan hal penting bagi siswa dan guru yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik. 	<ul style="list-style-type: none"> - Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar - Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas - Melakukan refleksi tentang proses dan hasil belajarnya 			
<p>Siswa mampu :</p> <p>3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosa kata dan tata bahasa 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian 	<p>LKS</p> <p>Kamus Bahasa Inggris</p>		<p>8 JP</p>

kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	<p>dalam lirik lagu</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</p>	<p>tertentu</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya 			
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP N 7 METRO
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : X/1
Materi Pokok : Place (Ecotourism Objects in Indonesia)
Tahun Pelajaran : 2019/2020
Alokasi Waktu : Pertemuan (4 JP)

A. 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 pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (membaca, mengarang, menulis, dan berbicara) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1	3.4 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi	3.4.1 Mengidentifikasi fungsi sosial teks deskriptif. 3.4.2 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia. 3.1.3 3.4.3 Mengidentifikasi makna dalam

	terkait tempat wisata dan bangunan bersejarah terkenal.	<p>teks deskriptif lisan dan tulis, pendek dan sederhana</p> <p>3.1.4 3.4.4 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Kelimutu National Park) dengan konteks penggunaannya.</p> <p>3.4.4 3.4.5 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Ujung Kulon National Park) dengan konteks penggunaannya.</p>
2	4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.	<p>4.4.1 Memahami makna kosa kata tentang benda (noun) dan kata sifat (adjective).</p> <p>4.4.2 Mempelajari kosa kata baru tentang terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Kelimutu National Park) dalam descriptive text.</p> <p>4.4.3 Mempelajari kosa kata baru tentang terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Ujung Kulon National Park) dalam descriptive text.</p>
3	4.5 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan	4.5.1 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Kelimutu National Park) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara

	memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	benar dan sesuai konteks. 4.5.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Ujung Kulon National Park) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
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C. Tujuan Pembelajaran

1. Pertemuan Pertama

- a. Siswa mampu memahami dan mengidentifikasi deskriptif teks terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Kelimutu National Park) dengan memperhatikan fungsi sosial, struktur teks, dan struktur kebahasaan dengan baik dan benar sesuai dengan konteks penggunaannya.
- b. Siswa mampu menyusun deskriptif teks terkait tempat wisata dan bangunan bersejarah di Indonesia (Kelimutu National Park) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

2. Pertemuan Kedua

- a. Siswa mampu memahami dan mengidentifikasi deskriptif teks terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Ujung Kulon National Park) dengan memperhatikan fungsi sosial, struktur teks, dan struktur kebahasaan dengan baik dan benar sesuai dengan konteks penggunaannya.
- C. Siswa mampu menyusun deskriptif teks terkait tempat wisata dan bangunan bersejarah di Indonesia (Ujung Kulon National Park) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

D. Materi Pembelajaran

THE DESCRIPTIVE TEXT

The Definition of Descriptive Text:

Descriptive Text is a text which says what a person or thing is like. The purpose of the descriptive text is to describe and reveal a particular person, place, thing, or the others.

The Generic Structure of Descriptive Text:

- Identification: identifying the particular person, place, thing, or the others to be described.
- Description: describing the particular person, place, thing, or the others in parts, qualities, and characteristics.

The Example of Descriptive Text:

“Kuta Beach”



Kuta Beach is a beautiful beach in a southern Bali. Its location is in Badung Regency, 9 km from Denpasar, the capital of Bali exactly near Bali's Ngurah Rai Airport. Kuta is one of the first towns with substantial tourist development and also remains one of Indonesia's major tourist destinations. Its long sandy beach is known internationally, with its varied accommodation, many restaurants and bars, and many renowned surfers.

It is also well-known as the right place for people to see scenic sunset in the afternoon. People who come to Bali will be very unlucky if they do not see the panoramic sunset in this town. It is real that tourists feel happy to be there. They can sunbathe, swim, surf, play soccer beach, kite flying, play volleyball or just take a walk. Yes, they can do many activities in this beach for its complete beach activities. For persons who like playing soccer, do not forget to try the game with some locals. The locals usually set up the goal posts between Hard Rock Cafe and Discovery Shopping Mall at 16.00.

E. Metode Pembelajaran

Metacognitive Strategy

F. Media, Alat, dan Sumber Pembelajaran

1. Media

Gambar Kelimutu National Park dan Ujung Kulon National Park

2. Alat/Bahan

Papan tulis, spidol, dan laptop

3. Sumber belajar

Buku LKS: Modul Pengayaan Bahasa Inggris untuk SMP Semester 1

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama (2x45 menit)	Waktu
A. Kegiatan Pendahuluan	105 Menit
<ol style="list-style-type: none">1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.2. Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.	
<ol style="list-style-type: none">3. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.4. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.5. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	
B. Kegiatan Inti	15 Menit
<ol style="list-style-type: none">1. Mengamati<ol style="list-style-type: none">a. Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik.b. Peserta didik menuliskan kata sifat yang telah dibaca dari buku pelajaran.2. Menanya<ol style="list-style-type: none">a. Dengan bimbingan guru peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks.	

<p>b. Dengan bimbingan guru merumuskan pertanyaan tentang kata sifat.</p> <p>c. Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana mendeskripsikan sesuatu.</p> <p>3. Mencoba/Mengumpulkan Data atau Informasi</p> <p>a. Membaca rujukan teks dari berbagai sumber, termasuk buku LKS, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari deskriptif teks terkait tempat wisata dan bangunan bersejarah di Indonesia (Kelimutu National Park).</p> <p>b. Membaca semua teks deskriptif terkait tempat wisata dan bangunan bersejarah di Indonesia (Kelimutu National Park) secara lebih cermat dengan mengidentifikasikan dan menyebutkan fungsi sosial dari setiap teks yang dideskripsikan, kosa kata dan tata bahasa, ucapan, tekanan, ejaan, dan tanda yang digunakan.</p> <p>4. Mengasosiasi/Menganalisis Data atau Informasi</p> <p>a. Mengidentifikasi fungsi sosial, struktur teks, dan struktur kebahasaan yang terkandung pada teks yang dideskripsikan.</p> <p>5. Mengomunikasikan</p> <p>b. Secara individu peserta didik membuat teks tentang descriptive text of Ecotourism Objects in Indonesia.</p>	
<p>c. Secara kelompok peserta didik berbicara tentang descriptive text of Ecotourism Objects in Indonesia yang telah dibuat di depan kelas menggunakan Tea Party Technique.</p>	
<p>C. Penutup</p>	<p>50 Menit</p>
<p>1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.</p> <p>2. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.</p> <p>3. Guru menjelaskan rencana kegiatan pembelajaran selanjutnya</p>	
<p>2. Pertemuan Kedua (2x45 menit)</p>	<p>Waktu</p>
<p>A. Kegiatan Pendahuluan</p>	<p>15 Menit</p>

<ol style="list-style-type: none"> 1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. 2. Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. 3. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya. 4. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 5. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP. 	
B. Kegiatan Inti	50 Menit
<ol style="list-style-type: none"> 1. Mengamati <ol style="list-style-type: none"> a. Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik. b. Peserta didik menuliskan kata sifat yang telah dibaca dari tayangan 2. Menanya <ol style="list-style-type: none"> a. Dengan bimbingan guru peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks. 3. Mencoba/Mengumpulkan Data atau Informasi <ol style="list-style-type: none"> a. Membaca rujukan teks dari berbagai sumber, termasuk buku LKS, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari deskriptif teks terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Ujung Kulon National Park). b. Membaca semua teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal di Indonesia (Ujung Kulon National Park) secara lebih cermat dengan mengidentifikasi dan menyebutkan fungsi sosial dari setiap teks yang di deskripsikan. 	

<p>4. Mengasosiasi/Menganalisis Data atau Informasi</p> <p>a. Mengidentifikasi fungsi sosial, struktur teks, dan struktur kebahasaan yang terkandung pada teks yang deskripsikan.</p> <p>5. Mengomunikasikan</p> <p>a. Secara individu peserta didik membuat teks tentang descriptive text of Ecotourism Objects in Indonesia.</p> <p>b. Secara kelompok peserta didik berbicara tentang descriptive text of Ecotourism Objects in Indonesia yang telah dibuat di depan kelas menggunakan Tea Party Technique.</p>	
C. Penutup	15 Menit
<ol style="list-style-type: none"> 1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. 2. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. 3. Guru menjelaskan rencana kegiatan pembelajaran selanjutnya. 	

H. Penilaian

1. Jenis Penilaian : Penilaian Kognitif
2. Bentuk Instrumen : Tes Tertulis

A. PRETES

In this part of the test, I will give you a picture:



Please describe about this picture based on yourself and then tell to each other!

B. TREATMENT 1

Ecotourism Objects in Indonesia

The Material Summary:

In this unit, you will learn about ecotourism destination in Indonesia in form of descriptive text. The one of destinations in Indonesia is Kelimutu National Park. Please, tell me about Kelimutu National Park based on your knowledge.

You can see the example of the descriptive text about Kelimutu National Park at your book.

“Kelimutu National Park”



Kelimutu National Park is located on the Flores Island, East Nusa Tenggara province, Indonesia. There are many hills and mountains in this national park, with Mount Kelibara as the highest peak. There is also Mount Kelimutu which has three colored lakes.

There are some endangered plant species which are protected in this national park. Some endangered animals can also be found, such as: Javan deer, drongo, elanus, wild boar, and red jungle fowl. In this area, there is also a botanical garden which represents flora biodiversity of Kelimutu National Park. The botanical garden consists of 78 types of plants which are grouped with 36 families.

C. TREATMENT 2

The Material Summary:

In this unit, you will learn about ecotourism destination in Indonesia in form of descriptive text. The one of destinations in Indonesia is Kelimutu National Park. Please, tell me about Kelimutu National Park based on your knowledge.

You can see the example of the descriptive text about Ujung Kulon National Park at your book.

“Ujung Kulon National Park”



This national park is located in the extreme south-western tip of Java and Sunda shelf, includes the Ujung Kulon peninsula and several offshore islands and encompassess the natural reserve of Krakatao. In addition to its natural beauty and geological interest particularly area of lowland rainforests in the Java plain. Several species of endangered plants and animals can be found there, the Javan rhinoceros being the most seriously under threat.

Ujung Kulon National Park, located in Banten province on the extreme south-west tip of the highly populated island of Java, has the best and most extensive lowland forest remaining on the island. The property, including the Ujung Kulon peninsula and several offshore islands retains its natural beauty and processess a very deverse flora and fauna, demonstrating on-going evolution of geological processess since the Krakatao eruption in 1883. The Krakatao volcano as part of the formation of the property, is the most well known and studied of all modern volcanic eruptions, due primarily to

the devastating effects (36.000 people killed) registered throughout the northern hemisphere.

D. POST-TEST 1

In this part of the test, please describe one of them to each other.



Please describe about this picture based on yourself and then tell to each other!

3. Pedoman Penskoran : (Terlampir)

H. Penilaian


- a. Teknik Penilaian : Penilaian Kognitif
- b. Bentuk Instrumen : Tes Tertulis


Skor: $\frac{\text{jumlah Benar}}{\text{Jumlah Soal}} \times 100 =$

Metro, 2019.

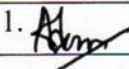
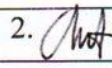
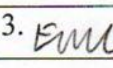
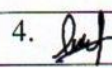

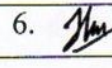
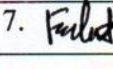
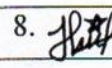
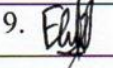
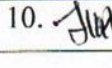
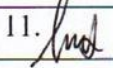
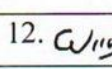
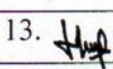
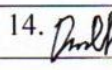
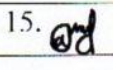
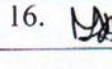
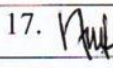
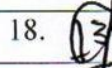
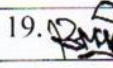
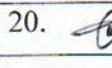
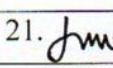
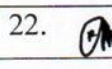
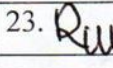
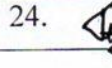
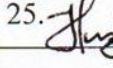
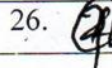
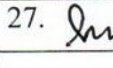
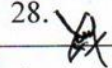
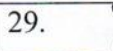
Guru Mata Pelajaran

Peneliti

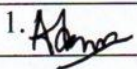



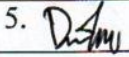
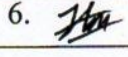
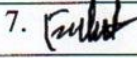

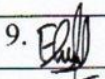
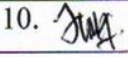
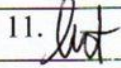
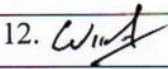
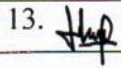
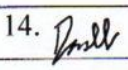
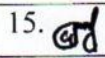
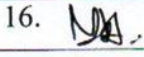
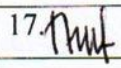
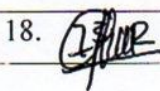

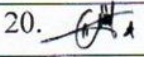
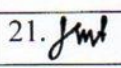
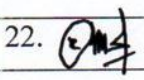
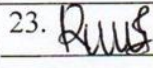
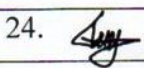
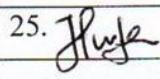
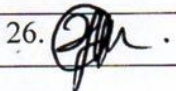
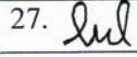
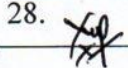


Yulia Budi S.S.Pd.
NIP.198607162009032001


Astia Ranti
NPM.1501070024

ATTENDANCE LIST OF STUDENTS PRE-TEST

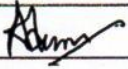

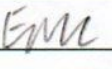

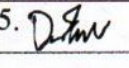

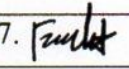


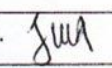

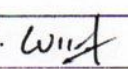




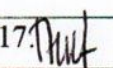





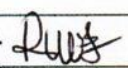

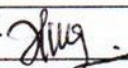
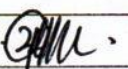
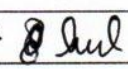

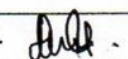
NO	NAMA	TANDA TANGAN
1	Adam Andrian Saputra	1. 
2	Adinda Ishartia	2. 
3	Ahmad Fais Zaidan	3. 
4	Bima Revaldo	4. 
5	Dyan Widia Ningrum	5. 
6	Erwin Rama Dinata	6. 
7	Fais Sujatmiko	7. 
8	Fauzi Nur Adiyatma	8. 
9	Fenni Novita Sari	9. 
10	Ika Fitria Imelda	10. 
11	Lulu Andhara Azalea	11. 
12	Muhamad Aswar Prawira	12. 
13	Muhammad Akbar Gufran	13. 
14	Muhammad Damar Agy Erlang	14. 
15	Muhammad Sariful Anam	15. 
16	Nafila Elfita Az-Zahra	16. 
17	Nensi Zuliana	17. 
18	Okta Yuliana Putri	18. 
19	Rangga Andrayanhayu Wardana	19. 
20	Revandra Ardiansyah	20. 
21	Risky Aryatama	21. 
22	Robi Darwis Prasetyo	22. 
23	Ronald Armayudha	23. 
24	Septa Tedy Kurniawan	24. 
25	Sindi Olivia Sari	25. 
26	Siva Maudy Apriliya	26. 
27	Tegar Estu Putra	27. 
28	Yoga Prasetyo	28. 
29	Zulfatul Laila	29. 

ATTENDANCE LIST OF STUDENTS POST-TEST 1

NO	NAMA	TANDA TANGAN
1	Adam Andrian Saputra	1. 
2	Adinda Ishartia	2. 
3	Ahmad Fais Zaidan	3. 
4	Bima Revaldo	4. 
5	Dyan Widia Ningrum	5. 
6	Erwin Rama Dinata	6. 
7	Fais Sujatmiko	7. 
8	Fauzi Nur Adiyatma	8. 
9	Fenni Novita Sari	9. 
10	Ika Fitria Imelda	10. 
11	Lulu Andhara Azalea	11. 
12	Muhamad Aswar Prawira	12. 
13	Muhammad Akbar Gufran	13. 
14	Muhammad Damar Agy Erlang	14. 
15	Muhammad Sariful Anam	15. 
16	Nafila Elfita Az-Zahra	16. 
17	Nensi Zuliana	17. 
18	Okta Yuliana Putri	18. 
19	Rangga Andrayanhayu Wardana	19. 
20	Revandra Ardiansyah	20. 
21	Risky Aryatama	21. 
22	Robi Darwis Prasetyo	22. 
23	Ronald Armayudha	23. 
24	Septa Tedy Kurniawan	24. 
25	Sindi Olivia Sari	25. 
26	Siva Maudy Apriliya	26. 
27	Tegar Estu Putra	27. 
28	Yoga Prasetyo	28. 
29	Zulfatul Laila	29. 

ATTENDANCE LIST OF STUDENTS POST-TEST 4

Date :

NO	NAMA	TANDA TANGAN
1	Adam Andrian Saputra	1. 
2	Adinda Ishartia	2. 
3	Ahmad Fais Zaidan	3. 
4	Bima Revaldo	4. 
5	Dyan Widia Ningrum	5. 
6	Erwin Rama Dinata	6. 
7	Fais Sujatmiko	7. 
8	Fauzi Nur Adiyatma	8. 
9	Fenni Novita Sari	9. 
10	Ika Fitria Imelda	10. 
11	Lulu Andhara Azalea	11. 
12	Muhamad Aswar Prawira	12. 
13	Muhammad Akbar Gufran	13. 
14	Muhammad Damar Agy Erlang	14. 
15	Muhammad Sariful Anam	15. 
16	Nafila Elfita Az-Zahra	16. 
17	Nensi Zuliana	17. 
18	Okta Yuliana Putri	18. 
19	Rangga Andrayanhayu Wardana	19. 
20	Revandra Ardiansyah	20. 
21	Risky Aryatama	21. 
22	Robi Darwis Prasetyo	22. 
23	Ronald Armayudha	23. 
24	Septa Tedy Kurniawan	24. 
25	Sindi Olivia Sari	25. 
26	Siva Maudy Apriliya	26. 
27	Tegar Estu Putra	27. 
28	Yoga Prasetyo	28. 
29	Zulfatul Laila	29. 

PRE-TEST 1

Subject : English (Writing)
Class : VIII B
Time Allocation : 45 Minutes

Name : TEBAR ESTU PUTRA
Class : VIII D
Date :

Direction:

Please write your name and class on answer sheet.
Please use your own hand writing.
Please write down carefully.

Question:

In this activity, you will have to write a very clear description description for your classmates et least 3 till 4 paragraphs.

The answer sheet



Apple

- APPLE IS ~~one~~ one of the most famous and the most preferred fruit in the world. It usually has two most colors! green and red
- This fruit matures in late summer or early autumn and always it available in many, east Java
- apple is a sweet and a preferred one because it has many bone pits, there is a saying that an apple a day keeps the doctor away.
- It has anti-cancer that can reduce the risk of cancer. we certainly want to avoid cancer, and the apple you eat, can fight cancer and makes your body more healthy.

POST-TEST 1

Subject : English (Writing)
Class : VIII D
Time Allocation : 45 Minutes

Name :
Class :
Date :

Direction:

Please write your name and class on answer sheet.
Please use your own hand writing.
Please write down carefully.

Question:

In this activity, you will have to write a very clear description for your classmates at least ten sentences paragraphs.

The answer sheet



I have a Pet cat. It's name is white. It's white and grey in color. It has lovely green eyes. It is very soft and furry. It eats fish and drinks milk. It plays with me when I come back from school. It likes to play with ball in the garden. It loves me and shows it's love by licking me when I come back from school. It sleeps in a small basket near my bed. I love my pet very much and take care of it.

79

Before Writing

- A. Study the two pictures of animals.
Make a list of descriptive details about each one.

Writing

- B. Choose one animal and write a description of it. Try to be as clear as possible, but do not compare it to the other animal.
C. Exchange your paragraph with your friend.
Read the paragraph from your friend. Can you pick out which animal it is describing? Is it number 1 or number 2?

What parts of the description helped you pick the right one? What parts of the description confused you? Write some comments on the paragraph and then give it back to the group that wrote it.

Revising

- D. When you get your paragraph back, read the comments and think about them. Then rewrite your paragraph so it is as clear as possible.

POST-TEST 2

Subject : English (Writing)
Class : VIII D
Time Allocation : 45 Minutes

Name : TEGAR ESTU PUTRA
Class : VIII D
Date :

Direction:

Please write your name and class on answer sheet.

Please use your own hand writing.

Please write down carefully.

Question:

In this activity, you will have to write a very clear description for your classmates at least ten sentences.

The answer sheet



(your father)



(your mother)

My Father's name is Mr. Suyatno. He has brown skin. He has thin body. My Father has pointed nose. He has slanting eyes. His hobby is playing football. His favorite food is meat ball. My Father is a Farmer. My Father is a hard worker. I love my Father

75

Before Writing

A. Study the two pictures of parent.

Make a list of descriptive details about each one.

Writing

B. Choose one parent and write a description of it. Try to be as clear as possible.

C. Exchange your paragraph with your friend.

Read the paragraph from your friend. Can you pick out which parent it is describing? Is it number 1 or number 2?

What parts of the description helped you pick the right one? What parts of the description confused you? Write some comments on the paragraph and then give it back to the group that wrote it.

Revising

D. When you get your paragraph back, read the comments and think about them. Then rewrite your paragraph so it is as clear as possible.

Observation Sheet of Students' Activites in Cycle I

No	Name	The Aspects that Observed			
		The students' pay of attention teacher's explanation	The ask/ question students' answer	The students' active in class	The students' able do the task
1	AAS	-	✓	-	-
2	AI	-	-	-	✓
3	AFZ	✓	-	-	-
4	BR	-	✓	✓	-
5	DWN	-	✓	-	✓
6	ERD	✓	✓	-	-
7	FS	✓	✓	-	-
8	FNA	✓	-	-	✓
9	FNS	✓	✓	-	✓
10	IFI	✓	✓	✓	✓
11	LAA	✓	-	-	✓
12	MAP	-	-	✓	-
13	MAG	-	✓	✓	-
14	MDAE	-	✓	✓	-
15	MSA	-	-	✓	-
16	NEA	-	-	✓	✓
17	NZ	✓	-	✓	✓
18	OYP	✓	-	-	✓
19	RAW	✓	-	-	✓
20	RA	✓	✓	-	-
21	RA	✓	✓	-	-
22	RDP	✓	-	✓	-
23	RA	✓	-	✓	-
24	STK	✓	-	✓	-
25	SOS	✓	✓	✓	✓
26	SMA	✓	-	✓	-
27	TEP	-	-	-	✓
28	YP	✓	-	-	✓
29	ZL	-	-	-	✓
→					

Observation Sheet of Students' Activities in Cycle II

No	Name	The Aspects that Observed			
		The students' pay of attention teacher's explanation	The students' answer question	The students' active in class	The students' able do the task
1	AAS	✓	✓	✓	✓
2	AI	✓	✓	✓	✓
3	AFZ	✓	✓	✓	✓
4	BR	✓	✓	✓	✓
5	DWN	✓	✓	✓	✓
6	ERD	✓	✓	✓	✓
7	FS	✓	✓	✓	✓
8	FNA	✓	✓	✓	✓
9	FNS	✓	✓	✓	✓
10	IFI	✓	✓	✓	✓
11	LAA	✓	✓	✓	✓
12	MAP	✓	✓	✓	✓
13	MAG	✓	✓	✓	✓
14	MDAE	✓	✓	✓	✓
15	MSA	✓	✓	✓	✓
16	NEA	✓	✓	✓	✓
17	NZ	✓	✓	✓	✓
18	OYP	✓	✓	✓	✓
19	RAW	✓	✓	✓	✓
20	RA	✓	✓	✓	✓
21	RA	✓	✓	✓	✓
22	RDP	✓	✓	✓	✓
23	RA	✓	✓	✓	✓
24	STK	✓	✓	✓	✓
25	SOS	✓	✓	✓	✓
26	SMA	✓	✓	✓	✓
27	TEP	✓	✓	✓	✓
28	YP	✓	✓	✓	✓
29	ZL	✓	✓	✓	✓
→					

OBSERVATION SHEET OF RESEARCHER' ACTIVITIES IN CYCLE I

Day/Time :

Teacher Activity	3	2	1
1. Pre teaching			
a. Prepare the lesson plan	✓		
b. Prepare the media that will be used			
c. Ability in opening the learning process			
2. While teaching			
a. Inform the objective of learning			
b. Explain the material			
c. Guide students to follow the lesson	✓		
d. Motivate the students to ask			
e. Practice the students to answer the question about material			
3. Post teaching			
a. Conclude the result learning	✓		
b. Close the learning activities			
Total	9		

NOTES:

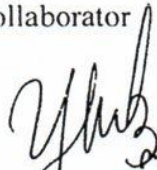
- 1 = Bad
- 2 = Enough
- 3 = Good

DIRECTION:

1. Give a tick (✓) for the active students
2. Give a tick (-) for unactive students

Metro, 2019

Collaborator


Yulia Budi S.S.Pd.

NIP.198607162009032001

Researcher


Astia Ranti

NPM.1501070024

OBSERVATION SHEET OF RESEARCHER' ACTIVITIES IN CYCLE II

Day/Time :

Teacher Activity	3	2	1
1. Pre teaching			
a. Prepare the lesson plan	✓	4x	
b. Prepare the media that will be used			
c. Ability in opening the learning process			
2. While teaching			
a. Inform the objective of learning			
b. Explain the material			
c. Guide students to follow the lesson	✓		
d. Motivate the students to ask			
e. Practice the students to answer the question about material			
3. Post teaching			
a. Conclude the result learning	✓		
b. Close the learning activities			
Total	9		

NOTES:

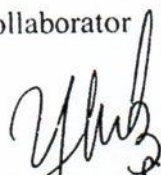
- 1 = Bad
- 2 = Enough
- 3 = Good

DIRECTION:

1. Give a tick (✓) for the active students
2. Give a tick (-) for unactive students

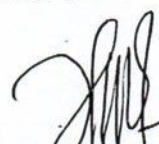
Metro, 2019

Collaborator


Yuh Budi S.S.Pd.

NIP.198607162009032001

Researcher


Astia Ranti

NPM.1501070024

Appendix 17



Picture 4. Teaching II in Cycle



Picture 5. Post-Test I



Picture 6. Teaching II in Cycle II



Picture 7. Post-Test II

DOCUMENTATION



Picture 1. Pre-Test



Picture 2. Teaching I in Cycle I



Picture 3. Teaching I in Cycle II



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

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

Nama : Astia Ranti

Fakultas/Jurusan : TBI

NPM : 1501070024

Semester/TA : VIII

NO	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	21/5/19		✓	Chapter I please understand every single word	
	24/6/19		✓	Chapter I mechanical aspects Aee.	
	2/7/19 8.20 am			Chapter II - Good mastery - Improve the theory of writing - add progreddy.	Surpa dgg Dams 15. unsluk Aee bad II

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Dedi Irwansyah, M.Hum
NIP 19791223 2000604 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telp. (0725) 41507, Fax (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

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

Nama : Astia Ranti


Jurusan : TBI

NPM : 1501070024

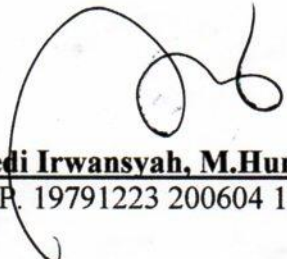
Semester : VIII

No	Hari/Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan
		I	II		
	4/7/19		✓	Chapter II has been revised accordingly - Please Continue to Chapter II	
	6/7/19			Chapter III Please understand every single word	
	17/7/19			Please let me see the References.	
	18/7/19			Acc for Submit	

Mengetahui
Ketua Jurusan TBI


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

Dosen Pembimbing II


Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



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INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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IAIN METRO

Nama : Astia Ranti

Jurusan : TBI

NPM : 1501070024


Semester : IX

No	Hari/Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
	Jumat 26/07/2019	✓		- Add Skill of Writing - Add Principles of Meta- Cognitive Strategy - Chapter II	
	Senin 29/07/2019			Chapter 2 Add 20 summer	

Mengetahui
Ketua Jurusan TBI


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

Dosen Pembimbing I


Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



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IAIN METRO

Nama : Astia Ranti
NPM : 1501070024

Jurusan : TBI
Semester : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
	06/10/2019			Research Instrument Blueprint	
	23/10/2019			Research Instrument AQQ	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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IAIN METRO

Nama : Astia Ranti

Jurusan : TBI

NPM : 1501070024

Semester : IX

No	Hari/Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan
		I	II		
				<i>Apd Di kumpulkan ke depanasita</i>	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Mahruz As'ad, M.Ag.
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Nomor : B-3475/In.28/D.1/TL.00/10/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 7 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3474/In.28/D.1/TL.01/10/2019, tanggal 25 Oktober 2019 atas nama saudara:

Nama : **ASTIA RANTI**
NPM : 1501070024
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 N 7 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF METACOGNITIVE STRATEGY TO IMPROVE THE STUDENTS WRITING SKILL AMONG THE EIGHTH GRADERS OF SMP N 7 METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 25 Oktober 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**DINAS PENDIDIKAN KEBUDAYAAN
PEMUDA DAN OLAHRAGA KOTA METRO
SMP NEGERI 7 METRO**



Alamat. Jl. Stadion Tejosari, Kota Metro, telp. (0725) 7020642

Nomor : 136/I.12.3/SMP.7/KP/2019
Lampiran :
Perihal : Izin Research

Kepada Yth.
Dekan I Fakultas Keguruan dan Keilmuan Pendidikan (FKIP)
STAIN Metro
Di

-
Tempat
Dengan hormt.

Sehubungan surat saudara Nomor: B-3475/In.28/D.1/TL.00/10/2019 Tanggal 25 Oktober 2019
tentang permohonan izin Research mahasiswa :

1. Nama : Astia Ranti
NPM : 1501070024
Program Studi : Pendidikan Bahasa Inggris
Semester : 9 (sembilan)
Judul : "THE USE OF METACOGNITIVE STRATEGY TO IMPROVE
THE STUDENTS' WRITING SKILL AMONG THE EIGHT
GRADE OF SMP N 7 METRO"

Pada dasarnya kami tidak keberatan memberikan izin Research dengan ketentuan tidak
mengganggu kegiatan belajar mengajar di sekolah kami.

Metro, 30 Oktober 201

Kepala Sekolah



REPIYATI, S.Pd.

NIP.19640511 198412 2 002



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

Jln. Ki Hajar Dewantara Kampus 15A Iringmulyo Kota Metro Lampung 34111
 Telp. (0725) 41507, Fax (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

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

Nama : Astia Ranti

Jurusan : TBI

NPM : 1501070024

Semester : IX

No	Hari/Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan
		I	II		
	27/11/19		✓	Display research Result in Chapter IV. I propose new model of presentation so that the readers will see the result much more clearly.	
	4/12/19		✓	Chapter IV Figures and Tables pay attention to how to display and Interpret Tables and figures.	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Dr. Dedi Irwansyah, M.Hum.
 NIP. 19791223 200604 1 001



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

Jln. Ki.Hajar Dewantara Kampus 15A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

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

Nama : Astia Ranti

Jurusan : TBI

NPM : 1501070024

Semester : IX

No	Hari/Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan
		I	II		
	5/12/19			<ul style="list-style-type: none"> Chapter IV A@@ Please Bring Chapter V and the whole Parts of the Undergraduate thesis 	
	10/12/19			<ul style="list-style-type: none"> Chapter V and appendices. Please revise accordingly. Please see me tomorrow at 7.20 a.m. 	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Dr. Dedi Irwansyah, M.Hum.
NIP. 19791223 200604 1 001

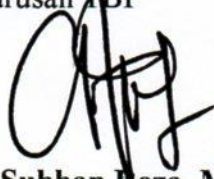
KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Astia Ranti
NPM : 1501070024

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	11/12/19			<p>inibrai.</p> <p>A@C for</p> <p>Munawar</p>	

Mengetahui
Ketua Jurusan TBI



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

Dosen Pembimbing II



Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

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

Nama : Astia Ranti
NPM : 1501070024

Jurusan : TBI
Semester : IX

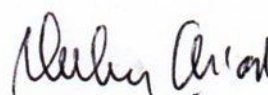
No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.		✓		Revise Chapter II - Definition of Writing Skill	
2.		✓		- Revise Chapter II - Procedure of Meta-Cognitive	
3.		✓		- Unknowledgement	
4.		✓		- The step of Meta-Cognitive Strategy in Teaching Writing Skill	
5.		✓		- Revise Chapter II Writing Skill	
6.		✓		- Chapter III Pendahuluan ? See Summary	

Mengetahui
Ketua Jurusan TBI



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

Dosen Pembimbing I



Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1114/In.28/S/U.1/OT.01/12/2019**

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

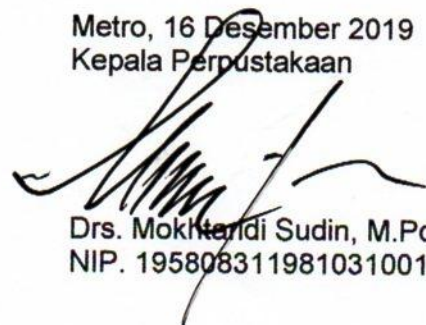
Nama : ASTIA RANTI
NPM : 1501070024
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070024.

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, 16 Desember 2019
Kepala Perpustakaan



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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Asta Ranti

NPM : 1501670024

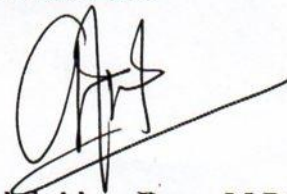
Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : *Individual differences and instructed language 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 : Asta Ranti

NPM : 1501670159

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : *Individual differences and instructed language learning*

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

CURRICULUM VITAE



Astia Ranti was born in Way Kanan on May 31 1997. She is one and only from happy couple namely Mr. Suyatmin and Mrs. Giarti.

She took her elementary school at Elementary School for 6 years at SD N Kebon Sari, from 2006-2011. She continued her study in SMPN 2 Negeri Agung for 3 years at Way Kanan, from 2011-2013. In line with her focus on the study, she decided to continue her study in Senior High School for 3 years at MAN 1 Metro from 2013-2015. Then, she was enrolled as a S1 student of English Education Department of The 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 graduate.