

AN UNDERGRADUATE THESIS

THE USE OF TAKE AND GIVE TECHNIQUE
TO IMPROVE PARAGRAPH WRITING SKILL
AMONG THE ELEVENTH GRADE OF SMK DAARUL ULYA METRO

By:
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English Education Department
Tarbiyah and Teachers Training Faculty

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2019 M

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

By :
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ABSTRACT

BY

KUNTI SYAUQI DINILLAH

The object of this research is to improve students' paragraph writing skill after using Take and Give Technique at the eleventh grade of SMK Daarul Ulya Metro. The kind of this research was classroom action research (CAR) type, and it was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting. The data collection method in this research was test, observation, documentation, and field note. The observation used to know the activity of students who active on teaching learning process in the class.

This research used Take and Give Technique to improve student skill. Take and Give Technique is one of technique learning that is effective and easy to be applied in the teaching and learning process. The purpose of this research was to know whether to use of Take and Give Technique to improve students writing skill in English learning.

The result of this research shows that Take and Give Technique has positive role in improvement the paragraph writing skill among the eighth eleventh grade of SMK Daarul Ulya Metro. It can be proved by the students' average score from pre test to post test. The average score in pre test was 58 and in post test was 66,1 became 73,6 was passed the Minimum Standard Criteria (MSC) at least 70. It means that the using of Take and Give Technique can improve Student's Paragraph Writing among the students. It means that this research was successful.

Key Word: Paragraph Writing, Take and Give Technique

**PENGUNAAN TEKNIK MEMBERI DAN MENERIMA UNTUK
MENINGKATKAN KEMAMPUAN MENULIS PARAGRAPH PADA SISWA
KELAS SEBELAS SMK DAARUL ULYA METRO**

ABSTRAK

OLEH

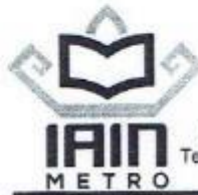
KUNTI SYAUQI DINILLAH

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis paragraph siswa setelah menggunakan tehnik menerima dan memberi yang dilakukan di kelas sebelas SMK Daarul Ulya Metro. Model dari penelitian ini adalah penelitian tindakan kelas (PTK) dengan menggunakan dua siklus. Dari setiap siklus terdapat empat tahap yaitu planning, acting, observing, dan reflecting. Metode pengumpulan data dalam penelitian ini adalah test, observasi, dokumentasi dan catatan. Observasi digunakan untuk mengetahui keaktifan siswa di dalam proses belajar mengajar.

Penelitian ini menggunakan tehnik menerima dan member untuk meningkatkan kemampuan menulis paragraph. tehnik memberi dan menerima merupakan salah satu tehnik yang efektif dan mudah untuk di aplikasikan di dalam proses belajar dan mengajar. Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan tehnik memberi dan menerima dapat meningkatkan kemampuan menulis paragraph dalam pelajaran bahasa inggris.

Hasil dari penelitian ini menunjukkan bahwa tehnik member dan menerima terarah memiliki peran positif dalam meningkatkan kemampuan menulis paragraph pada siswa kelas sebelas SMK Daarul Ulya Metro. Hal ini dapat dibuktikan berdasarkan nilai rata-rata mereka mulai dari pre-test menuju post-test. Nilai rata-rata siswa pada saat pre test adalah 58, dan post test 66,1 menjadi 73,6 siswa lulus dengan nilai standard ketuntasan 70. Ini berarti penggunaan tehnik take and give terarah dapat meningkatkan kemampuan menulis paragraph pada siswa. Ini berarti penelitian ini berhasil

Kata Kunci: Menulis Paragraph, Take and Give Technique.



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NOTIFICATION LETTER

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Matter : In order to hold the Munaqosyah
of Kunti Syauqi Dinillah

To: The Honorable
The Dean of Faculty of Tarbiyah and Teacher Training
The State Institute For Islamic Studies (IAIN) Metro

Assalamu'alaikum Wr.Wb.

We have given guidance and enough improvement to the undergraduate thesis,
which is written by:

Name : KUNTI SYAUQI DINILLAH
St. Number : 14121537
Title : THE USE OF TAKE AND GIVE TECHNIQUES TO IMPROVE
PARAGRAPH WRITING SKILLS AT THE ELEVENTH
GRADE OF SMK DAARUL ULYA

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

Wassalamu'alaikum Wr.Wb

Metro, January 2019

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Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya
maka Skripsi yang disusun oleh :

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Sudah kami setujui dan dapat diajukan untuk di munaqosyahkan, demikian harapan
kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb

Metro, January 2019

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APPROVAL PAGE

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RATIFICATION PAGE

No.B-0375/11-20-1/0/PP-00-9/01/2019

An Undergraduate thesis entitled: THE USE OF TAKE AND GIVE TECHNIQUE TO IMPROVE PARAGRAPH WRITING SKILL AMONG THE ELEVENTH GRADE OF SMK DAARUL ULYA METRO, written by KUNTI SYAUQI DINILLAH student number 14121537, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, January 18th, 2019 at 09.30-10.30 a.m.

BOARD OF EXAMINERS:

Chairperson : Dr. Mahrus As'ad, M.Ag

Examiner I : Dr. Umi Yawisah, M.Hum

Examiner II : Ahmad Subhan Roza, M.Pd

Secretary : Yuniarti, M.Pd

PANTIA MUNAQOSAH
INSTITUT AGAMA ISLAM NEGERI
IAIN
METRO

The Dean of Tarbiyah and Teaching Training Faculty,



Dr. Akla, M. Pd.

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : KUNTI SYAUQI DINILLAH
Students Id : 14121537
Department : English Education
Faculty : Tarbiyah and Teacher Training

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

Metro, 18 January 2019
The Researcher



KUNTI SYAUQI DINILLAH
St.Number 14121537

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

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NPM : 14121537

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, 18 Januari 2019
Yang membuat pernyataan,



KUNTI SYAUQI DINILLAH
NPM. 14121537

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا (الإنشراح, 6)

**Indeed, with hardship(will be) ease.
(Al-insyirah, 6)**

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

My beloved parents, Mr. Ghoib Anshori and Mrs. Surati who always support me by their endless love and My lovely brother, Kunta Fitaqi Jidan who have given wonderful motivation for me. My beloved lectures of English Departement of State Institute for Islamic of Metro, Lampung and My beloved almamater

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In the name of god Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know before. Allah has given His gift to the researcher that she could accomplish this undergraduate thesis. May Shalawat and Salam always be given to our prophet Muhammad SAW, who has brought us from the darkness to the lightness in the world.

This undergraduate thesis is entitled "The use of Take and Give Technique to Improve Paragraph Writing Skills at the Eleventh Grade of SMK Daarul Ulya Metro".

The writer would like to express her sincere gratitude to her sponsor and co-sponsor, Dr. Mahrus As'ad, M. Ag and Ahmad Subhan Roza, M. Pd that have guided her give understanding and motivation in the process of completing this undergraduate thesis. Her gratitude also goes to:

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

Metro, 18 January 2019

The Writer



KUNTI SYAUOI DINILLAH
Student Number. 14121537

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CHAPTER I

INTRODUCTION

A. Background of study

Writing is an important form of communication in day to day life. Writing is also one of the most difficult skills to master in both a first language and a second language. Students can find it challenging to find ideas to include in their writing, and each culture has its own style for organizing academic writing.

In addition, writing is a form of language use in writing, which of course requires a different treatment when compared to the activity of language use in oral form. In writing text, we can explore or express our ideas, feelings, and thoughts. In doing this activity, students must be able to use a good language and also must be able to arrange good sentence grammatically in order that the readers understand the content of our writing. Thus, writing is basically the processing ideas and thoughts by using knowledge of structure.

Moreover, paragraph is a group of related sentences between one sentence to another sentence. Writing paragraphs are also referred to as a short essay, because in this form researcher put the idea or thought to form a topic or subject. In the first paragraph there is some form of sentence, the sentence are sentences of introduction, the main sentence or topic sentence, explanatory sentence, and closing sentence. These sentences are strung into

a single unit that can form an idea. The short length of a paragraph could determine how many paragraphs main idea that can be expressed.

Furthermore, the main problem in writing activities that have been faced by the majority of learners in Indonesia is the poor mastery of structure and texture. Therefore, it is important for English language learners to master the rules of the English language phrase-making so that the ability to expressing ideas in English can be improved. Ultimately the overall ability to perform activities also increases.

On the other hand, the application of take and give technique in writing paragraphs used to train students to work together and respect each other's abilities, train students to interact well with their classmates, Improve the responsibility of students, students will more quickly understand the mastery of material and information because they get information from the teacher and other students. This technique is usually used to; helping the teachers to enable students, helping the students 'bridge' new things with what is already known in advance, directing class discussion, encourage students to think critically and creatively, enhance or develop vocabulary.

Based on pre survey data, the writer found that some of the eighth grade students of SMK Daarul Ulya Metro have difficulties in writing, especially in learning of writing paragraph.

Table I
The Result of the Data Writing Test among
the XI Grades of SMK Daarul Ulya Metro

No	Score	Category	Number of the students	Percentage
1	≥ 70	Passed	8	27%
2	≤ 70	Failed	22	73%
Total			30	100%

Source: Teacher's archive, Taken on August 13th, 2018 (Pre Survey, August 13th, 2018)

Based on, the description above shows that teaching by using suitable technique is necessary to improve skill in teaching learning process. The teaching activities must be well-planned in such a way that learning will become interesting.

Furthermore, the teaching approach applied should be interesting and meaningful materials should also be developed based on specific consideration such as creating enjoyable materials. It is assumed that by the implementation of take and give technique in teaching writing paragraph, teaching learning process would be more effective to improve student' ability. Learning English also becomes more interesting because they can discuss enjoyable with their friends and teacher.

As a result, problem above the researcher assumes that writing is the most important skill. To the best of the writer's knowledge, take and give is

one of technique that can be used to improve writing paragraph. Finally, the writer would like to conduct a research entitled.

“THE USE OF TAKE AND GIVE TECHNIQUE TO IMPROVE PARAGHRAPH WRITING SKILL AMONG THE ELEVENTH GRADE OF SMK DAARUL ULYA METRO IN THE ACADEMIC YEAR OF 2018/2019”

In this research, the researcher intends to apply a class action research. It's hoped to give motivation and improve the students writing ability, especially in writing paragraph.

B. Problem Identification

Based on the background above, the researcher would like to identify the problems as follows:

1. The students have low skill in writing paragraph,
2. The most of students find difficulties in developing the idea in their text and making the text unified, it is probably the teacher does not use appropriate technique,
3. The lack of students to implement some aspects of writing, there are six aspects in writing: content, organization, discourse, syntax, vocabulary, mechanics.
4. The teacher is less ability to use and find out a good and interesting method in teaching, especially in writing.

Based on problems mentioned above, the researcher limits the problem only to use the implementation of take and give to improve the student's

writing paragraph skill among eleventh grades of the students in SMK Daarul Ulya Metro.

C. Problem Limitation

Based on the problem above, the researcher limit the problems that is, the most of students find difficulties in developing the idea in their argumentative text and making the argumentative text unified, it is probably the teacher does not use appropriate technique.

D. Problem Formulation

Based on the problem above, the researcher would like to identify the problem as follow:

Can the implementation of take and give improve the students' in writing paragraph skill at SMK Daarul Ulya Metro?

E. Object of The Study

The objectives of the study as below:

To figure out whether the implementation of take and give can improve the student skill in writing paragraph.

F. Benefit of study

After doing research and finding the result, the researcher hopes that it will be useful.

1. For the students:

a. To improve the students to learning English in writing skills.

b. To improve the students writing paragraph in learning English.

2. For the teacher:

To give input English teacher if the implementation of take and give can improve the students skill in writing paragraph well or not.

3. For the school:

The research can be used as information to improve motivation the students learning English.

4. For other researchers:

The result of this research can be used as information to another researcher and knowledge in learning English for the future.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Concept of Paragraph Writing Skills

a. The Definition of Paragraph Writing Skills

The meaning of writing in Oxford Advanced Learner's Dictionary is: 1) the action of writing, in difference to reading, speaking, etc such us books, stories, or articles. 2) a group of part of writing, especially by a particular person or on particular subject. 3) the particular way in which somebody forms letters when they write.¹

Mike Sharples stated that writing is a special activity, both simple and hard.² This means that writing is the skills of each person who is an easy way to express what have in mind to the feelings.

According to Jahin writing is one of important skill in English. Writing has become a subject in today's schools and universities as a measure for academic success. Most of people think that speaking has a big role in communication. It involves the development of an idea and the experience of subject.³

¹A.S Hornby, *Oxford Learner's Dictionary*, Oxford University Express, New York, 2000, p. 1561

² Mike Sharples, *How We Write: Writing as creative design*, London; Routledge, 1999, p.3

³ Leny Setiyana, "The Effectiveness of Peer Review to Teach Writing Viewed from Students Motivation at Ninth Grade of SMP N 1 Sekampung Academic Year 2014/2015" in *Pedagogy Journal of English Language Teaching*, (Institut Agama Islam Negeri Metro), Vol.4, No.2, 2016, p.2

Writing is an activity that is easy and difficult, because the content in the text must match the subject and information submitted must be clear and understood by the reader.

Brown explains that written products are often the result of thinking, drafting, and revising procedures that require specialized skill, skill that not every speaker develops naturally.⁴

It means that writing is a process of communication which uses a conventional graphic system to convey a message to reader that should be learnt. And this skill cannot be mastered naturally. In this process, in order to have skill of writing someone should know the step of arranging letters, words, sentences, and paragraphs by using knowledge of structure and some other related to one another. It is also important because writing is drawing the graphic symbols that represent one language in order that people can understand it.

The paragraph of explanation is sometimes used to describe something.⁵In writing a definition, paragraph is a part in writing that explains of a term is explained by using words that are easily understood. The paragraph is the basic unit of academic writing in English.⁶So, the paragraph is a collection of a few sentences that have or contain a main idea and a few supporting sentences that help the

⁴Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy* (2nd Ed), Addison Wesley, New York, 2001, p.334

⁵George E. Wishon and Julia M. Burks, *Let's Write English*, Canada; Van Nostrand Reinhold Ltd, 1980, p.281

⁶Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate: Paragraph and Essay*, America: Person Education, Inc. 2008, p.3

reader to understand and appreciate the meaning of the content and information contained in a paragraph.

From the whole explanation above, writing paragraph is an activity of using language in written consisting of a sentences or clause or even only a phrase to expression of language skill that consist of a several sentences to give information to the reader. So, the readers understand messages or information. Besides that, writing paragraph is used to express and explain ideas. And the purpose of writing is to give information from the written to the reader and convey the message or information accurately, effectively, and correctly.

b. The Structure of Paragraph

There are three part of a paragraph that will be able to use it an almost all types of writing in English as follow.⁷

1). Topic sentence

A topic sentence is the most important sentence in a paragraph because it contains the main idea of the paragraph. A good topic sentence has two parts; the topic and the controlling idea. The topic is the subject of the paragraph. Following the topic sentence, the other sentences can have a variety of functions, e.g.⁸: clarifying or restating the main idea, explaining the idea, qualifying the main point in some

⁷ Cynthia A. Boardman and Jia Frydenberg, *op.cit*, p.4

⁸Leonardo da Vinci Programme and European Commision, *Writing in English A Practical Handbook for Scientific and Technical Writers*, Pilot Project Group, 2000, p.8

way, providing examples, giving supporting evidence, commenting on the main idea.

2). Supporting Sentence

The body or supporting sentences is developing the topic sentence. That is, they explain or prove the topic sentence by giving more information about it. In terms of organization, especially of expository paragraphs, there are two types of supporting sentences; major supporting sentences and minor supporting sentences. Major supporting sentences tell us about the topic sentence. Minor supporting sentence tell us about the major supporting sentence.

3). Concluding Sentence

The concluding sentence of a paragraph is generally needed in a stand-alone paragraph. Usually, a concluding sentence is a statement of the topic sentence. That is, it gives the same information as the topic sentence, but the information is expressed in a different way. A concluding sentence serves two purpose. The first, it signals the end of the paragraph. The second, it leaves the reader with the most important ideas to remember.⁹A paragraph does not always need a concluding sentence. For single paragraphs, especially long ones, a concluding sentence is helpful to the reader because it is a reminder of important points. However, a concluding sentence is not needed for every paragraph in a multi paragraph essay.

⁹Alice Oshima and Ann H, *Writing Academic English*. Pdf, p.13

c. The Characteristics of Paragraph

In writing a paragraph there are some characteristics that must be considered in order the meaning or information to be presented can be more easily and clearly understood by the reader. In addition to organization, writing in English must also have the characteristics of coherence, cohesion, and unity.¹⁰

1). Coherence

Coherence is the connectedness between one sentence with another sentence.¹¹ A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can be understood with ideas easily. The principles for ordering depend on the type of all paragraphs in writing.

In addition, to achieve coherence, the writer needs to use the transitions, such as; however, furthermore, although, finally, therefore then, and, because and others. Without transitions, it is difficult for the writer to produce a coherent paragraph.

2). Cohesion

¹⁰*Ibid*, p.13

¹¹*Ibid*, p.18

Cohesion is another characteristic of a good paragraph in writing.¹² When a paragraph has cohesion, all supporting sentences connect to each other in their support of the topic sentence.

There are four important cohesive devices, such as; connectors, definite article, personal pronouns and demonstrated pronoun.

3). Unity

Unity is a final characteristic of a good written paragraph.¹³ All the supporting sentences should relate to the topic sentence. It means that all the sentences in a paragraph discuss only one main idea. So, all the sentence must discuss the same main idea. If we want to write the others idea, you can write in the next paragraph.

A unity can be achieved as long as the paragraph has a good, clear topic sentence. If not, we might include irrelevant information into the paragraph which we are writing.

From the whole explanation above, the characteristic of writing paragraph it's very important in writing because the presence of some these characteristics it will be help the reader to understand more clearly what is conveyed by the writer and information from sentence is one with sentence who another must

¹²*Ibid*, p.23

¹³ *Ibid*, p.25

be mutually related to your subject. Thus, a well-written paragraph and correct the information submitted-will be clear and easily understood by the reader.

d. The Types of Paragraph

According to Maureen Hyland, there are seven types of writing. The types of writing have the different rules to create in writing. These are the type of writing¹⁴:

1) Narrative

Narrative is a text that tells about story. Narrative commonly comes from imaginative but sometimes can be based on real events. There are several variety of forms in narrative text such as short stories, myths, poems, and fairytale. There are the language feature of narrative text:

a) The use of material processes (action verb)

(ex: walk, sleep, wake up)

b) The use of verbal processes (saying verb)

(ex: say, tell, ask)

c) The use of noun phrases

(ex: a beautiful princess, a huge temple)

¹⁴ Thomas S. Kane, "Essential Guide to Writing", (New York: Oxford University Press, 2000), Page 7

d) The use of connectives

(ex: first, before that, then, finally)

e) The use of adverbial phrases of time and place

(ex: in the garden, two days ago)

f) The use of the simple past tense

(ex: He walked away from the village)

g) The use of thinking verbs, feeling verbs, verbs of senses

(ex: She felt hungry, She thought, She was clever, She smelt something burning)

2) Recount

A recount is a text that tells about past experiences or events. It can be based on the writers' personal experiences or historical events. There are the language feature of recount text:

a) The use of nouns and pronouns

(ex: David, we, his)

b) The use of action verbs

(ex: went, spent, played)

c) The use of past tenses

(ex: We went for a trip to the zoo)

d) The use of time conjunctions

(ex: and, but, after, finally)

e) The use of adverbs and adverbs of phrases

(ex: in my house, two days ago, slowly, carefully)

f) Adjectives

*(ex: beautiful, sunny)*¹⁵

3) Report

Report text is a text that consists of an organized factual record of events or a classification and description of one or many things. There are the language feature of report text:

a) The use of general nouns

(ex: computers, orchids)

b) The use of relating verbs

(ex: is, are, has)

c) The use of present tenses

(ex: Komodo dragons usually weigh more than 160 kg)

d) The use of behavioral verbs

(ex: Snakes often sunbathe in the Sun)

e) The use of technical terms

(ex: Water contains oxygen and hydrogen)

4) Procedure

A procedure text is a text that explains how to make or do something. There are the language feature of procedure text:

a) Use of imperatives

(ex: cut, don't mix)

b) Use of action verbs

(ex: turn, put, mix)

c) Use of connectives

(ex: first, then, finally)

d) Use of adverbial phrases

(ex: for five minutes, 2 centimeters from the top)

5) Exposition

An exposition has the purpose to present ideas in the form of logical argument, encouraging the reader to agree with the writer's argument. There are the language feature of exposition text:

a) Emotive words

(ex: alarmed, worried)

b) Word that quality statements

(ex: usual, probably)

c) Words that link arguments

(ex: firstly, however, on the other hand, therefore)

- d) The use of the present tense
- e) The use of compound and complex sentences

6) Descriptive

A descriptive text is to describe to particular person, place, or thing. There are the language feature of descriptive text:

- a) The use of adjectives and compound adjectives

(ex: A five hundred seated football stadium

A beautiful ancient Roman opera house)

- b) The use of linking verbs/relating verbs

(ex: The temple is so magnificent

The temple consists of five terraces)

- c) The use of Simple Present Tense

(ex: the museum houses hundreds of Greek Statues)

- d) The use of degree of comparison

(ex: Bogor has the same weather as Ungaran)

7) Argumentative

Argumentative writing one kind of writing that is requiring the author to explore a topic, accumulate, generate, and evaluate evidence, and establish the position on the topic by using concise manner. There are the language feature of text:

- a) The use of Abstract Noun

(ex: beauty, hope)

b) The use of Action Verb

(ex: touch, talk, watch)

c) The use of Temporal Connectives

(ex: firstly, secondly, thirdly)

d) The use of Modal Auxiliaries

(ex: can, may, must)

e) The use of Technical Terms

(ex: examination, score, assessment)

f) The use of Reasoning Connectives

(ex: because of, so, therefore)

g) Simple Present Tense

e. The Skills to Write Paragraph

The process to produce the good paragraph writing skill, there are some abilities which should be concerned as follows: ¹⁶

1) Content

Content is the essential part in paragraph writing skill.

Related to this point, students are expected to have some abilities as follows¹⁷:

a) Students should be able to write the thesis statement.

¹⁶ H. Douglas Brown, *Teaching by Principles Second Editions: An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman. Inc, 2001), P. 357-358

¹⁷ *Ibid*, p.358

- b) Students should be able to write and relate the ideas.
- c) Students should be able to develop the ideas through illustration, facts, opinions, or personal experience.
- d) Students should be able to use the appropriate description, to explain the events.
- e) Students should be able to concern to the focus point of the writing.

2) Organization

Organizing is also important ability which should be mastered to write the paragraph text. The students are expected to have some abilities as follows in order to organize the paragraph writing¹⁸:

- a) Students should be able to write an effective introduction.
- b) Students should be able to arrange the ideas in logical sequence.
- c) Students should be able to draw the conclusion.
- d) Students should be able to determine the length of the writing result.

3) Syntax

Syntax is also the key of writing. The students should comprehend the knowledge about Syntax to compose the good

¹⁸ *Ibid*,p.359

sentence structure. They are expected to have abilities about syntax as follows¹⁹:

- a) Students should be able to understand the word order.
- b) Students should be able to understand the phrase structure.
- c) Students should be able to understand the kinds of phrase.
- d) Students should be able to understand the clause structure.
- e) Students should be able to identify the kinds of clause.
- f) Students should be able to mastery the subject-verb agreement.
- g) Students should be able to arrange the phrase and clause into a meaningful sentence.

4) Vocabulary

Vocabulary mastery is needed in order to create an understandable paragraph writing skill. The students are supposed to select the most suitable vocabulary based on the context of the sentences. The detail abilities about vocabulary to write paragraph writing skill are mentioned as follows:

- a) Students should be able to mastery the list of noun, adjective, verb, and adverb.
- b) Students should be able to use the plural and singular noun in sentences.
- c) Students should be able to use regular and irregular verb.

¹⁹ *Ibid*,p.360

d) Students should be able to use synonym and antonym.

5) Mechanics

Mechanics is also the significant part of writing. The abilities which should be comprehended by students about mechanics are mentioned as follows²⁰:

- a) Students should be able to write the correct spelling.
- b) Students should be able to use the correct punctuation.
- c) Students should be able to write citation of reference (if applicable).
- d) Students should be able to write the neatly.

Therefore, there are many abilities which should be comprehended by the students to write paragraph writing skill. All the abilities should be mastered and applied well during the writing process in order to write a good paragraph writing skill.

Related to explanation of the types of writing above, the writer chooses paragraph writing as the particular thing to do in research. The goal of this research is to know the students are able to make paragraph writing.

6) Discourse

In paragraph writing process, discourse is one of the most important points that should be mastered by the students. This point is related to the cohesion and coherence of a text.

²⁰ *Ibid*,p.360

Tanskanen states that cohesion is the connection among parts of the text. It refers to the lexical and grammatical elements of the text. Moreover, she also explains that coherence refers to the whole meaning of the text.²¹ Therefore, discourse, coherence, and cohesion are closely related. Some abilities related to discourse to write paragraph writing skill are pointed as follows:

- 1) Students should be able to write the topic sentence.
- 2) Students should be able to arrange the paragraph unity.
- 3) Students should be able to use the correct transitions.
- 4) Students should be able to use the correct discourse markers.
- 5) Students should be able to build cohesion in the whole writing result.
- 6) Students should be able to use reference.
- 7) Students should be able to use variation.

f. Assessment to Evaluate the Writing Score

Wigle elaborates based on the Jacobs's scoring profile that individual writing score can be evaluated by counting up the scale from each writing aspect, such as content, organization, vocabulary, language use, and mechanics. The writing scoring profile is presented as scoring rubric as follow:²²

²¹ Tanskanen, S. Kaisa, *Collaborating towards Coherence: Lexical Cohesion in English Discourse*, (Philadelphia: John Benjamins Publishing, 2006), p. 7

²² Weigle. S. Cushing, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002),p.

Table 2
The writing scoring rubric by Jacobs *et.al*

Aspect	Score Level	Criteria
CONTENT	27-30	<p align="center">VERY GOOD TO EXCELLENT</p> <ul style="list-style-type: none"> - knowledgeable - substantive - thorough development of thesis - relevant to assigned topic
	22-26	<p align="center">AVERAGE TO GOOD</p> <ul style="list-style-type: none"> - some knowledge of subject - adequate range - limited development of thesis - mostly relevant to topic, lacks detail
	21-17	<p align="center">POOR TO FAIR</p> <ul style="list-style-type: none"> - limited knowledge of subject - little substance - inadequate development of topic

	13-16	<p>VERY POOR</p> <ul style="list-style-type: none"> - does not show knowledge of subject - non-substantive - not pertinent
ORGANIZATION	18-20	<p>VERY GOOD TO EXCELLENT</p> <ul style="list-style-type: none"> - fluent expression - ideas clearly stated/supported - succinct - well-organized - logical sequencing - cohesive
	14-17	<p>AVERAGE TO GOOD</p> <ul style="list-style-type: none"> - somewhat choppy - loosely organized but main ideas stand out - limited support - logical but limited sequencing
	10-13	<p>POOR TO FAIR</p> <ul style="list-style-type: none"> - non-fluent - ideas confused or disconnected

		- lacks logical sequencing.
	7-9	<p>VERY POOR</p> <p>- does not communicate</p> <p>- no organization</p>
VOCABULARY	18-20	<p>VERY GOOD TO EXCELLENT</p> <p>- sophisticated range</p> <p>- effective word/idiom choice and usage</p> <p>- word form mastery</p> <p>- appropriate register</p>
	14-17	<p>AVERAGE TO GOOD</p> <p>- adequate range</p> <p>- occasional errors of word/idiom form, choice, usage but meaning not obscured</p>
	10-13	<p>POOR TO FAIR</p> <p>- limited range</p> <p>- frequent errors of word/idiom form, choice, usage</p> <p>- meaning confused or obscured</p>
	7-9	<p>VERY POOR</p> <p>- essentially translation of English vocabulary, idioms, and word form</p>

LANGUAGE USE	22-25	VERY GOOD TO EXCELLENT
		<ul style="list-style-type: none"> - effective complex constructions - few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions
	18-21	AVERAGE TO GOOD
		<ul style="list-style-type: none"> - effective but simple construction - minor problems in complex constructions - several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	11-17	POOR TO FAIR
		<ul style="list-style-type: none"> - major problems in simple/complex constructions - frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns prepositions, and/or fragments, run-ons, deletion - meaning confused or obscured
	5-10	VERY POOR

		<ul style="list-style-type: none"> - virtually no mastery of sentence construction rules - dominated by errors - does not communicate
MECHANICS	5	<p style="text-align: center;">VERY GOOD TO EXCELENT</p> <ul style="list-style-type: none"> - demonstrates mastery of conventions - few errors of spelling, punctuation, capitalization, and paragraphing
	4	<p style="text-align: center;">AVERAGE TO GOOD</p> <ul style="list-style-type: none"> - occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured
	3	<p style="text-align: center;">POOR TO FAIR</p> <ul style="list-style-type: none"> - frequent errors of spelling, punctuation, capitalization, and paragraphing - poor handwriting - meaning confused or obscured
	2	<p style="text-align: center;">VERY POOR</p> <ul style="list-style-type: none"> - no mastery of conventions - dominated by errors of spelling, punctuation,

		capitalization, and paragraphing - handwriting illegible
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2. The General Concept of Take and Give Technique

a. Cooperative Learning

Cooperative learning refers to a set of instructional strategies which include cooperative student-student interaction over subject matter as an integral part of the process.²³

“Cooperative learning promotes prosocially behavior. Having children learn from one another creates powerful bonds between them and send a message very different from that sent by a classroom in which each child is on his or her own-or, worse still, one in which the success of each is inversely related to the success of the others. Cooperation is an essentially humanizing experience that predisposes participants to take a benevolent view of others. It allows them to transcend egocentric and objectifying postures and encourages trust, sensitivity, open communication and prosocially activity”.²⁴

Based on the explanation above, it can be concluded that cooperative learning is one way to get closer between students and teacher because there is an interaction that is more fun through media and technique which are used in teaching learning process. It is not only

²³ Kagan, Spancer, and Miguel, Kagan. *Kagan Cooperative Learning*, San Juan Capistrano: Kagan Publishing, 1994.

²⁴ Kohn, A, *Group Grade Grubbing versus Cooperative Learning*, Educational Leadership, vol: 48 (5). P.83

the communication between the teacher and the students but also the communication among the students themselves. They will interact with each other in solving the problems that they face in the teaching learning activities. There are many advantages from cooperative learning as a follows:²⁵

1. Sharing a Common Goal

First, students work together as a team share a goal. The success of the project depends on their efforts. Cooperative learning activities help students practice working in teams. As Bill Gates says, “Teams should be able to act with the same unity of purpose and focus as a well motivated individual.” Sharing a common goal allows students to learn to trust each other as they achieve more than would be possible on their own.

2. Leadership Skills

In order for a group to truly succeed, individuals within the group need to show leadership abilities. The teacher divides out the tasks involved, providing support, and ensuring that individuals are meeting their goals are all leadership skills that can be taught and practiced through cooperative learning. The students can also assign leadership roles within a group to help all individuals to practice leading the team. It also encourages them to perform themselves in

²⁵ Robert S.E, Student Team Learning: A Practical Guide to Cooperative Learning, (National Education Association: Washington D.C, 1991). p. 35.

front of their friends and this habit will be useful for them in their environment or outside the class.

3. Communication Skills

Effective team work is all about good communication and a commitment to the product or activity. All members in the group need to practice communicating in a positive manner. These skills should be directly modeled by the teacher. When students learn to talk with and actively listen to their teammates, the quality of their work will improve.

4. Conflict Management Skills

Conflicts arise in all group formation. Sometimes these conflicts are minor and easily to be handled. Other times, they can rip a time apart if left unchecked. The teacher should allow the students to try and work out their issues before the teacher step in and get involved. The teacher keep an eye on the situation but see if they can come to a resolution on their own. If the teacher does have to be involved, attempt to get all individuals of the team to talk together and look for effective way to find conflict resolution for them.

5. Decision Making Skills

Decisions will need attention while working in a cooperative environment. A good way to get students to start thinking as a team and make a decision is to have them come up with a team name. The

next decisions that need to be made are which students will perform what tasks that they have to do. Additionally, even though students are working in a group, they will also have their own responsibilities. This will require them to make many decisions that could affect their team. The teacher should stress that if a particular decision will affect other members of the group then, this needs to be discussed together.

According to the explanation mentioned above, it can be seen that there are many advantages of implementing cooperative learning in class. The students not only understand about the materials that all delivered by the teacher but also feel enjoy to join the teaching learning process because the teacher gives the materials through media and technique which are more fun and different from usual. They become to know how to communicate with others in a group and to solve the problem that they face together.

b) The Definition of Take and Give

Take and Give technique is a type of cooperative learning which invites students to share materials delivered by the teacher. This kind of technique makes students to train to be active in delivering the material that they receive from their friends repeatedly. Besides, the Take and Give technique is a type of learning that has a purpose to create the learning atmosphere more dynamic and enthusiastic. The Take and Give technique creates a learning process from passive

into active, from boring become cheerful, and helps students remember the material easily. Students' learning goals may be structured to promote cooperative, competitive, or individualistic efforts. In every classroom, instructional activities are aimed at accomplishing goals and are conducted under a goal structure. A learning goal is a desired future state of demonstrating competence or mastery in the subject area being studied. The goal structure specifies the ways in which students interact with each other and the teacher during the instructional session. Each goal structure has its place.⁴ In the ideal classroom, all students would learn how to work cooperatively with others, compete for fun and enjoyment. The teacher decides which goal structure to implement within each lesson. We need to formulate a learning approach to be more comprehensive in order to get the learning objectives achieved. Besides, this approach can make students' memory in learning become longer. The technique makes students more active in the learning process. The most important thing in education is giving useful information, skills and attitudes in students' mind in many ways to make students recall their knowledge which they have if they need it somebody. From the explanation above, we can conclude that we have to apply one type of cooperative learning, it is the take and give technique. This technique helps the students memorize the materials in the learning process. The most important

goal structure, and the one that should be used the majority of the time in learning situations, is cooperation. There are many types of technique in cooperative learning and one of them is the take and give technique.

In this technique, teacher makes each cards with 10x15 cm in size that is appropriate with total all of the students in the class. Every card contains sub material that is different from the others. The material is appropriate with competence which is reach.

The example of card's form :

Name of the student :
Sub material :
Name which is given
1.
2.
3.
4.
etc

SMA.

c. The Procedures of Take and Give Technique

there are steps that are needed to practice The Take and Give Technique inferred by Kementrian Pendidikan Nasional Direktorat Pembinaan SMA :

- 1) Prepare the classroom as usual.
- 2) Explain the material which is appropriate with the competence wanted to be achieved.
- 3) Give one card to each student to be learn and memorized in order to master it, for about 5 minutes.
- 4) All of the students are asked to stand up and find a partner to exchange information to each other . Each student has to write the name of his/her partner in their card.
- 5) Do it continuously until each student can give and accept the material (Take and Give).
- 6) Give a question to each student that is different from their card to evaluate their success in understanding the material.
- 7) This strategy can be modified according to condition in the class.
- 8) Conclusion. ²⁶

d. Media of Take and Give Technique

There are some media of Take and Give as follow:²⁷

- 1) Prepare a 10x15cm card for a number of students
- 2) Each card contains the name of the student, study material or sub-material and the name of the student given information

²⁶ Miftahul Huda, *Model-model Pengajaran dan Pembelajaran*, Yogyakarta: Pustaka Pelajar, 2014,p., 241.

²⁷ Ibid., p. 242.

- 3) Each card contains different material, can be marked with a different card color or text color
- 4) Cards can be modified according to the situation and needs.

e. The Advantages and Disadvantages of Take and Give Technique

1. The advantages of Take and Give Technique

- a) This Technique can be modified in such a way according to the wishes and learning situations.
- b) Train students to work together and respect each other's abilities
- c) Train students to interact well with their classmates
- d) Deepen learners' knowledge through the cards distributed
- e) Improve the responsibility of students because each student is burdened with responsibility for their respective cards.
- f) Students will more quickly understand the mastery of material and information because they get information from the teacher and other students.

2. The Disadvantages of Take and Give Technique

- a) Difficulty in disciplining students in groups.

- b) If the information conveyed by the student is incorrect (wrong) then the information received by other students will be less precise
- c) The Skill discrepancies between students who have good academic ability and students who lack academic ability.²⁸

B. Action Hypothesis

Based on the frame theories and assumption above, the researcher formulates the action hypothesis “Using Take and Give Technique can Improve Paragraph Writing Skill among the Eleventh Grade of SMK Daarul Ulya Metro”

²⁸ Ibid., p. 245

CHAPTER III
RESEARCH METHOD

A. Location Setting and subject the research

The object of this research in SMK Daarul Ulya Metro, it is located on Iring Mulyo 15a, Metro Timur, Kota Metro. The total of teacher and staff here are 17 teachers. The total of the students eleventh grade are 30 students. The students of this research are 30 students of class XI of SMK Daarul Ulya Metro. The writer has chosen this class because most of the students have low score in English lesson especially in writing paragraph.

Table 2

The Subject of the Research

Class	Sex		Total
	Male	Female	
XI	11	19	30

B. Object of the Action Research

a. Classroom Action Research

Classroom Action Research is a method of finding out what works best in classroom so that can improve student learning.²⁹Creswell explain that classroom action research or a mixed method approach is where the writers tend to do research that become active in the

²⁹<http://www.julianhermida.com/algoma/scotlactionresearch.htm>

classroom.³⁰The writer conducted an investigation that involves collecting data either simultaneously or with a collection of information both numerical and text information so that the final database represents both quantitative and qualitative information.

b. The Goal of CAR

The research used the classroom action research. According to, Donald Ary et.al, asserts that action research is based on the premise that local conditions vary widely and that the solutions to many problems cannot be found in generalized truths that take no account of local conditions.³¹ Its mean that we focus on the use of action research in education. Additionally, Action research is a method for improving and modifying the working system of a classroom in the school.³² Its mean that action research is a research that is used to investigate and evaluate their work in teaching and learning with the aim of collecting information about what they want. Meanwhile, Patrick explanation above, action research is described as cyclic, with action and critical reflection taking place in turn.³³ It means that action research is reflection to used to review the previous action and plan the next one.

³⁰John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Sage Publications, Inc, 2003, p.18

³¹ Donald Ary, Introduction to Research in Education 8th Edition, (Wadsworth, Cengage Learning, 2010, 2006), p.512

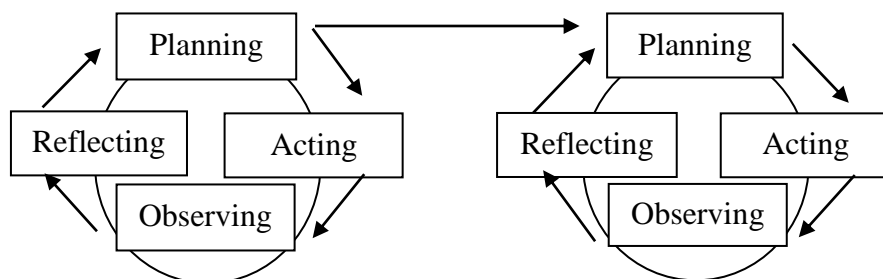
³² Anne Burns, "*Doing Action Research in English Language Teaching*", (New York: Routledge, 2010), Page 5.

³³ Patrick J. M. Costello, *Action Research*, (British Library Cataloguing-in-Publication Data, 2003), p.4

There was four components in one cycle for conducting class room action research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, action, and observation, then, the writer could make a reflection to determine the next cycle. The purpose of the research was to know the problem solving. In this research the researcher needs a collaborator to help her in this action research it is caused as a new writer. Collaboration research is a research would be done together by helping a friend. In this research, the researcher as the teacher, and the teacher as collaborator.

In the classroom action research, the researcher would like to hold the research in two cycles. There were a relationship between one and the other. They are planning, acting, observing, and reflecting. Its mean that, action research consist of four steps include planning, action, observation, and reflection.

Figure 1
Spiral Classroom Action Research



Jean McNiff's Model³⁴

Based on model design from McNiff above, there were four steps in acting process: they are planning, acting, observing and the last reflecting. Which was all activity has relationship with the other.

Cycle 1

1. Planning

Planning is to prepare instructions to implement classroom action research, namely:

- a. The writer identifies the problem causes and finds the problem solving
- b. The writer makes a lesson plan
- c. The writer prepares the material, approach and technique of teaching
- d. The writer prepares the source of learning
- e. The writer prepares format to observe
- f. The writer prepares format to evaluate the students activities after teaching learning process.

2. Acting

Acting is the implementation of description planning. In this step the writer acts as follows:

- a. Pre Teaching Activities

³⁴Jean, McNiff, *et.al.You and Your Action Research Project.*(USA and Canada: Taylor & Francis e-Library, 2002), p. 41.

- 1) The writer asks prays and greets the students.
- 2) The writer checks the attendant list.
- 3) The writer asks the students condition.
- 4) The writer chooses the appropriate with the material going to be taught.

b. While Teaching Process

- 1) The writer applies the lesson plan.
- 2) The writer explains about the take and give technique
- 3) The writer asks the students to make a short paragraph
- 4) The writer moves among the students control their activities.
- 5) The writer gives evaluation.

c. Post Teaching Activities

- 1) The writer asks to the students to answer some question related to the writing paragraph.
- 2) The writer greets the students.

3. Observing

In this step the researcher will observe the process of teaching learning by using observation format, and the outlines of observation in this step such as, student's ability in question answer, the teacher's participation in learning process, student's good participation and student's error. The

important things in teaching learning process are noted by observer.

4. Reflecting

Reflecting is the last step in this process. The researcher will analysis and discusses the observation result during teaching process, such as the weakness and strength from the action in this steps, the researcher uses data from evaluation to make improvement for the second cycle. The researcher decides that the next cycle focuses on the weakness in preview cycle.

Cycle II

1. Planning

Planning is preparation an instruction to implementation classroom action research, namely:

- a. The writer identifies the problem causes and finds the problem solving
- b. The writer makes a lesson plan
- c. The writer prepares the material, approach and technique of teaching
- d. The writer prepares the source of learning
- e. The writer prepares format to observe
- f. The writer prepares format to evaluate to students' activities after teaching learning process.

2. Acting

The second step in the action research is acting. It is the implementation about the planning. In this step the writer acts as follow:

a. Pre Teaching Activities

- 1) The writer asks prays and greets the students.
- 2) The writer checks the attendant list.
- 3) The writer asks the students condition.
- 4) The writer Chooses the appropriate with the material going to be taught.

b. While Teaching Process

- 1) The writer applies the lesson plan
- 2) The writer asks students to make this paragraph about the topic.
- 3) The writer gives explanation to the student how to make paragraph writing by using take and give technique
- 4) The writer gives evaluation.

c. Post Teaching Activities

- 1) The writer asks to the students to answer some question related to the topic.
- 2) The writer greets for the students.

3. Observing

In this step the researcher observed the process of teaching learning by using format observation, and the outlines of observation in this step such as, student's ability in question answer, the teacher's participation in learning process, writing student's good participation and student's error. The important things in teaching learning process are noted by observer.

C. Data collection technique

To collect the data, the writer uses the data collection method as follows:

1. Observation

Observation is an activity in observing and collecting data to determine the effect of the action has that has been done.³⁵ It means that the observation is an examination conducted by researchers who are directly and actively involved in the process of implementation of the action. This observation as one manifestation of the observation is used to record qualitative data such as behaviors, activities, and other processes.

2. Tests

According to Douglas Brown, test is a method form of data retrieval submitted a number of questions to measure knowledge or achievement of learning outcomes, attitudes, talents, interests, and other.³⁶The test consists

³⁵*Ibid*; p.143

³⁶ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, second Edition, San Fransisco State University, 2001, p.384

of pre-test and post-test. So, the writer will use test in form pre-test and post-test in CAR.

a. Pre test

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

b. Post test

The post-test will be in the last meeting after doing treatments to find out whether the treatments give any contributions to the students achievement in the class or not. The improvement will be seen if the average score of the post-test is higher than pre-test. This step will be done after the treatment to know the influence of the implementation take and give technique whether it is able to improving the student's writing paragraph.

3. Documentation

Documentation is a method of data collection to investigate written objects such as books, magazines, records documents, and other relevant information.

The writer uses this method to get the data about the history of the school, the same of teacher, official employed and students at SMK Daarul Ulya Metro.

4. Field note

Field note is instrument to write phenomenon that happen it. The function of field note to know development of action and development of students in learning process

D. Data Analysis Method

Data analysis will be conducted by taking the average score of the pre-test and post-test in cycle 1 and cycle 2. Furthermore, to know the result the writer will compare between pre-test and post-test. Then, the result will be matched by Mastery Mminimum Criteria (MMC) at the school at least 70. If from the cycle 1, there are some students are not successful so researcher will conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2 all of the students are successful. It is not continue to other cycle.

To know the simulation technique can improve students writing pragraph, the researcher administered the pre-test before using reporter simulation technique and post-test after using reporter simulation technique.

To analyze the data, the researcher computed data of the average rates of pre-test (X-pre) and post-test (X-post) by using formula as follows:³⁷

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

Where:

³⁷Donald Ary.et.al, "Introduction on Research in Education. Eight Edition", (USA: Wadsworth Cengage Learning, 2010), Page 108.

\bar{X} : Mean of average score

$\sum X$: Number of students score

N : Total number of student

Then, to know the result the researcher will compare between pre-test and post-test. The result will be matched by the minimum standard in this school at least 70. If in cycle I there are some students not successful, so the researcher would like to conduct in cycle II.³⁸ The minimum cycle in CAR (Classroom Action Research) is two cycles, if from cycle II all of the students were successful from Minimum Mastery Criteria (MMC), the cycle able to be stopped until cycle II.

The formula to know the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follow:³⁹

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

P : Class Percentage

F : Frequency

N : Total of Student

³⁸Daniel R. Tomal, "*Action research for Educator. Second edition*", (United Kingdom: Rowman& Littlefield Publishers.Inch, 2010), Page 109.

³⁹Timothy C. Urda, "*Statistics in Plain English*", (London: Lawrence Erlbaum Associate Publishers, 2015), Page 10.

E. Research Instrument

1. Writing Test Question

To measure students' writing paragraph ability of the eleventh graders of SMK Daarul Ulya Metro, the researcher will apply some writing tests that consist of pre-test and pos-test. Both of the tests are in form of asking the students to write paragraph based on their project that are related on the topics of writing paragraph.

2. Observation sheet

In order to observe the learning activity and each cycle, the researcher will use observation sheet. It deals with learning activity such as:

- a. Interaction with classmate
- b. Reactions to particular students, optimal productive pairs and groups of the classroom are more vocal, etc.
- c. Frequency of the student-initiated responses
- d. Quality of teacher-elicited responses
- e. Affective states (apparent self-esteem, extroversion, anxiety, motivation, etc.)
- f. Students' verbal and nonverbal response to materials, types of activities, teaching styles.⁴⁰

⁴⁰Brown Douglas, *Language Assessment Principles and Classroom Practices*, (San Francisco, California, 2003), p. 267,268.

F. Indicators of Success

To know the gain of data, the researcher will analyze the result of test by taking the average score of pre-test and post-test. Furthermore, the result must reach the minimum mastery of writing ability in this class at least 70. If the mean of post-test has fulfilled at least 70, and 70% of the students has 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 INTERPRETATION

A. Description of Data Analysis

1. A Brief History of Establishment of Daarul ‘Ulya Vocational School Metro

Since 2010, there were three institutions which stood on the same land. They were MA Khusnul Khotimah, MTs Daarul ‘Ulya and Daarul ‘Ulya Vocational School. MA Khusnul Khotimah which was headed by Mr. Hendry, M.Pd decided to separate and move on Mawar street 21 Metro in 2012 as an independent institution. Now, both MTs and Daarul ‘Ulya Vocational School are guided together by y. Subadji Rahmad as the head of both institution.

From the history above, Daarul ‘Ulya Vocational School can be categorized as one of some vocational schools in Metro which is built earlier than the others, since it was established in 2010. The school is addressed on Merica street No. 31 RT.31/RW.15 Iringmulyo, East Metro District, Metro, on the area 19,880.00 m² wide.

Daarul ‘Ulya Vocational School Metro has changed 4 times of headmaaster, they are:

- 1) Drs. Hery Yanto, M.Pd
- 2) Ahmad Madzkur, S.Pd.I
- 3) Tri Nur Hidayati, S.Pd
- 4) Ummul Khoir, S.Pd

As the first program, Daarul 'Ulya Vocational School still has TKJ program for all classes, but it does not matter because the solidarity of Daarul 'Ulya Vocational School Metro is built around by its vision and mission which are purely dedicated as the main starting point to carry the system out. To do it, the headmaster who is helped by all teachers hopes the school can be the right choice to all students to develop science.

B. The Description of Research Result

This research was classroom action research, and it was conducted at the Eleventh Grade of SMK Daarul Ulya Metro, which was located in Metro. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meeting. The students result of writing argumentative text was gained through test which consisted of pretest and post test that was given to the students in the beginning research and in the end of each cycle, while the students' activity were gained from the observation of students' learning activities.

1. Action and Learning at Pre-Test

a. Pre-test activity

Pre-test was presented to student which was aimed to find out students' ability before the treatment was implemented. It was conducted on Tuesday, January 1th, 2019 at 08.00 A.M until 09.30 A.M and it took about 90 minutes. In this meeting the researcher was being an observer and the collaborator was being a teacher.

Firstly, the collaborator opened the class by greeting, praying, checked the attendance list, and asking the students' condition. Then, the collaborator gave the explanation to the students about argumentative for 40 minutes by using explanatory method. Afterwards, to measure their ability before giving the treatment, the researcher gave them pre-test. The researcher used objective test in the form of essay which consisted of three topics which had to be completed for 40 minutes.

b. The students' pre-test result

Table 8

The Result of Pre-Test Score of Writing Argumentative

NO	Students Code	Criteria of The Score					TOTAL	Note ≥ 70
		C	O	V	L	M		
1	AA	21	10	13	18	3	65	Incompleted
2	AN	17	11	7	13	4	52	Incompleted
3	AN	21	15	14	12	4	66	Incompleted
4	AS	22	17	13	20	5	77	Completed
5	AY	17	10	12	5	2	46	Incompleted
6	DN	21	14	10	11	4	60	Incompleted
7	EF	17	9	13	11	2	52	Incompleted
8	EO	18	13	11	13	3	58	Incompleted
9	IF	23	17	14	17	4	75	Completed
10	IP	22	10	14	11	4	61	Incompleted
11	KS	20	11	10	12	2	55	Incompleted
12	LU	16	9	12	11	2	50	Incompleted
13	LY	13	12	9	11	2	47	Incompleted
14	MA	22	18	17	14	4	75	Completed
15	ML	21	12	10	13	3	59	Incompleted
16	MM	22	17	14	17	3	73	Completed
17	MN	16	11	9	9	2	47	Incompleted
18	MN	21	8	10	10	3	42	Incompleted
19	MS	17	8	7	8	2	42	Incompleted
20	MT	20	17	14	15	4	70	Completed
21	MU	17	7	7	9	2	42	Incompleted
22	NH	17	7	11	17	3	55	Incompleted
23	NS	15	7	12	8	2	44	Incompleted
24	RF	16	12	7	10	3	48	Incompleted
25	RS	15	13	7	8	3	46	Incompleted
26	SR	22	17	17	16	4	76	Completed
27	SR	21	17	15	18	4	75	Completed
28	SS	17	11	11	11	2	52	Incompleted
29	SU	21	14	10	11	4	60	Incompleted
30	TM	22	14	17	13	4	70	Completed
High Score							77	
Lowest Score							42	
Average							58	

Table 9
Frequency of students' score in Pre-test

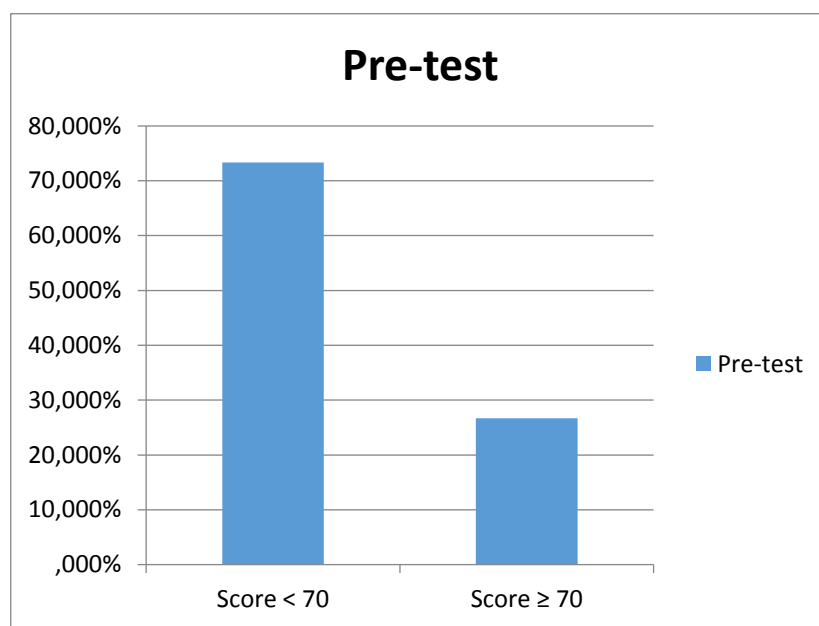
	Grade	Category	Frequency	Percentage
1.	≥ 70	Completed	8	26.67%

2.	<70	Incompleted	22	73.33%
Total			30	100%

Source: The result score of writing pre-test at XI class of SMK Daarul Ulya Metro on January 1th 2019.

Figure 3

Percentage of Students Argumentative Writing Pre-Test Score



Based on the result of student's argumentative writing pre-test score, it can be inferred that 22 students (73,33%) were not successful and 8 other students (26,67%) were successful. The successful students were those who got the minimum mastery criteria at SMK Daarul Ulya Metro at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 58, so the result was unsatisfactory. It indicated that the result of students argumentative writing was still low. It was the reason why the reseacher used Take and Give Technique to improve students argumentative writing. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses which faced by the students.

2. Cycle 1

a. Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

b. Acting

1) The first meeting

The first meeting was conducted on Wednesday, January 2st 2019 at 07.15 until 08.45 and followed by 30 students. The meeting was started by praying, greeting and checking the attendance list.

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

For the beginning, the researcher started to introduce the procedure of technique that will be used in the learning process, then started to deliver the material. The researcher gave the paragraph about 'Internet' and asked the students to

read it. Then, the researcher said “Well class, now I want to ask you. What is the type of the Paragraph?” Some students answered “descriptive text”, some students kept silent, and one students answered “argumentative paragraph”. The researcher said “Good! The type is argumentative paragraph. Today we will discuss together about argumentative paragraph.”

The researcher explained that the used paragraph in the teaching learning was organized in the argumentative form. The generic structure included topic sentence-supporting sentence-conclusion. The purpose of the paragraph is to present and defend an argument in favour of some point of view.

Then, a student asked “Ms, what is supporting sentence?” The researcher answered “supporting sentence in a paragraph give information in other explain, describe, and develop the main idea in the topic”.

Next, the researcher gave one card to each student to be learn and memorized in order to master it, for about 5 minutes. All of the students are asked to stand up and find a partner to exchange information to each other . Each student has to write the name of his/her partner in their card. Do it continuously until each student can give and accept the material (Take and Give). The teacher gave a question to each

student that is different from their card to evaluate their success in understanding the material. Then, the teacher gave feedback about the topic.

2) The second meeting

The second meeting was conducted on Thursday, January 3th 2019 at 13.15 until 14.45. This meeting was used to post test 1. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave the ice breaking and reviewed the last material shortly then gave the post test 1. Kinds of the test was essay which consisted of 3 topics. The result of the students' test in post test 1 was better than test in pre-test before.

Table 10
Students' Post Test 1 score

NO	Students Code	Criteria of the Score					TOTAL	Note (≥ 70)
		C	O	V	L	M		
1	AA	21	13	15	18	3	70	Completed
2	AN	22	13	18	17	4	74	Completed
3	AN	23	17	19	12	4	75	Completed
4	AS	24	17	17	18	4	80	Completed
5	AY	17	13	14	17	3	64	Incompleted
6	DN	22	15	14	15	4	70	Completed
7	EF	21	13	10	10	3	57	Incompleted
8	EO	22	14	14	11	3	64	Incompleted
9	IF	23	17	15	18	4	77	Completed
10	IP	23	17	10	11	3	64	Incompleted
11	KS	21	11	13	12	3	60	Incompleted
12	LU	21	13	10	11	3	58	Incompleted
13	LY	21	14	13	12	3	63	Incompleted
14	MA	22	17	17	16	4	76	Completed
15	ML	21	12	12	12	4	61	Incompleted
16	MM	22	18	14	17	4	75	Completed
17	MN	15	13	9	9	3	49	Incompleted
18	MN	22	11	13	11	4	61	Incompleted
19	MS	19	8	10	10	3	50	Incompleted
20	MT	23	16	15	15	4	73	Completed
21	MU	20	13	11	8	3	55	Incompleted

22	NH	21	9	14	9	3	56	Incompleted
23	NS	16	13	12	11	3	55	Incompleted
24	RF	22	16	17	11	4	70	Completed
25	RS	21	13	14	14	4	66	Incompleted
26	SR	23	16	17	18	4	78	Completed
27	SR	22	16	17	18	4	77	Completed
28	SS	20	11	15	12	2	60	Incompleted
29	SU	23	16	14	13	4	70	Completed
30	TM	23	14	19	15	4	75	Completed
High Score							80	
Lowest Score							55	
Average							66,1	

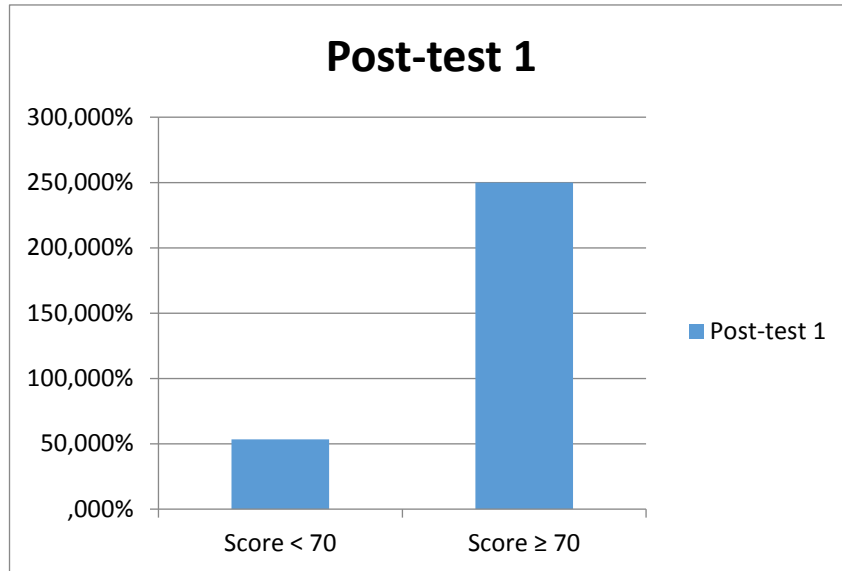
Table 11
Frequency of students' score in Post test 1

No.	Grade	Category	Frequency	Percentage
1.	≥ 70	Completed	14	46.67%
2.	< 70	Incomplete	16	53.33%
Total			30	100%

Source: The result score of writing post test 1 at XI class of SMK Daarul Ulya Metro on January 2th 2019.

Figure 4

The Result of the Students' Score f the Post-test 1



Based on the result above, it could be seen that 14 students (46.67%) got score up to the standard and 16 students (53.33%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said success when 70% students got score ≥ 70 . The fact showed that the result was unsatisfying.

c. Observing

In observation, the researcher presented two meetings in cycle I of learning to find information of the paragraph in writing lesson. The researcher explained the Take and Give Technique to the students. The students confused about what they should do and got the difficulty to find the information of the paragraph.

In the second meeting, the researcher explained Take and Give Technique before giving assignments. In this meeting, the students began active. They also began to be interested in teaching and learning process. In the post test 1, there were 14 of 30 students got good score. Although only 16 students who passed the minimum score, but the result of the students' test was better than the students' pre-test before giving treatment.

The observation result of students' learning activities on first meeting and second meeting of the first cycle could be seen on the table below:

Table 12

Student's Learning Activities at First Meeting in Cycle I

No	Students Code	Indicators				Total
		1	2	3	4	
1	AA	√	√			2
2	AN	√				1
3	AN	√		√		2
4	AS	√	√	√	√	4
5	AY	√				1
6	DN	√	√			2
7	EF		√	√		2
8	EO		√	√		2
9	IF	√	√	√	√	4
10	IP	√		√		2
11	KS	√		√		2
12	LU	√				1
13	LY	√				1
14	MA	√	√	√	√	4
15	ML	√	√			2
16	MM	√	√	√	√	4
17	MN			√		1
18	MN	√				1

19	MS		√			1
20	MT	√	√	√		3
21	MU			√		1
22	NH			√		1
23	NS	√				1
24	RF		√			1
25	RS			√		1
26	SR	√	√	√	√	4
27	SR	√	√	√	√	4
28	SS	√		√		2
29	SU	√	√			2
30	TM	√	√		√	3
Total		22	16	17	7	62
Percentage		73%	53%	57%	23%	

Table 13

Student's Learning Activities at Second Meeting in Cycle I

No	Students Code	Indicators				Total
		1	2	3	4	
1	AA	√	√	√		3
2	AN	√	√	√	√	4
3	AN	√	√	√	√	4
4	AS	√	√	√	√	4
5	AY	√		√		2
6	DN	√	√			2
7	EF			√		1
8	EO		√	√		2
9	IF	√	√	√	√	4
10	IP	√		√		2
11	KS	√		√		2
12	LU	√				1
13	LY	√	√			1
14	MA	√	√	√	√	4
15	ML	√	√			2
16	MM	√	√	√	√	4
17	MN			√		1
18	MN	√				1

19	MS		√			1
20	MT	√	√	√	√	4
21	MU			√		1
22	NH	√		√		2
23	NS	√				1
24	RF		√			1
25	RS	√	√			2
26	SR	√	√	√	√	4
27	SR	√	√	√	√	4
28	SS	√		√		2
29	SU	√	√	√		3
30	TM	√	√	√	√	4
Total		24	19	20	10	73
Percentage		80%	63%	67%	33%	

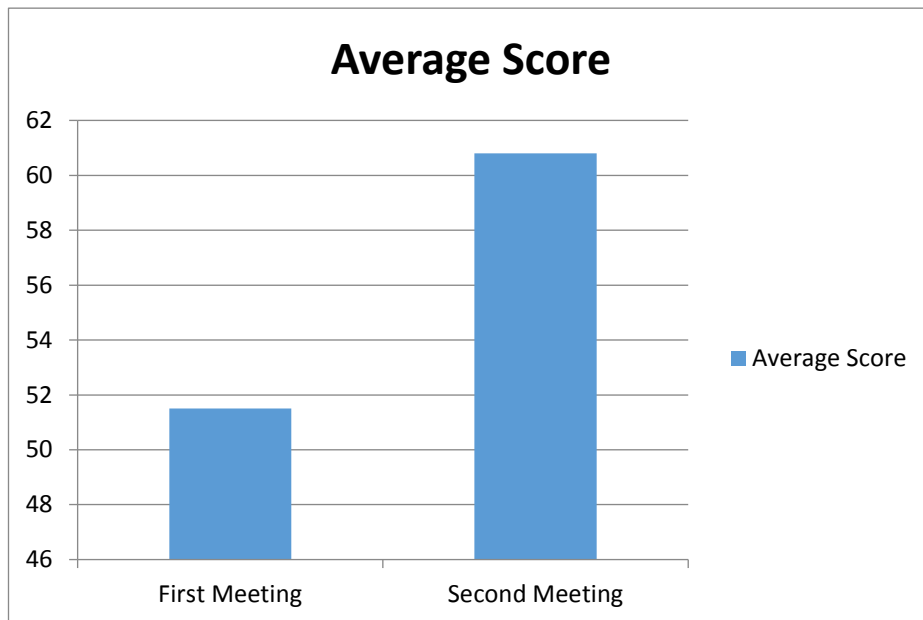
Table 1

The Percentage of Student's Learning Activities at Cycle I

No	Students Activities	Cycle I		Poin (%)
		First Meeting	Second Meeting	
1	The students understand the problem and determine topic sentence	73%	80%	7%
2	The students collect data needed and make supporting sentence	53%	63%	10%
3	The students find solve the problem and make a conclusion	57%	67%	10%
4	The students write argumentative paragraph with coherence, cohesion and unity	23%	33%	10%
Total		206%	243%	37%
Average		51,5	60,8	

Figure 5

The Comparison between First Meeting and Second Meeting of Student's Learning Activities in Cycle 1



The table and graph above showed that not all of the students were active in learning process. The average percentage of the student's learning activity in first meeting was only 51,5 and second meeting was 60,8. Based on the result above, it could be conclude that the learning process was not successful related with the indicator of success at least 70 % passed the criteria.

d. Field Note

At this stage the researcher made a note of students' activities. From the observation on cycle I in the beginning of learning before the researcher used take and give technique. Most of students still seemed confused in the class, most of students who difficulty to do the test was given, and most of students were not active in learning process.

e. Reflection

From the result observation in learning process in cycle 1, it can be concluded that in the learning process has not achieved Minimum Standard Criteria of the research yet. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's pre-test score and the result of student's post-test 1 score. The comparison between pre-test score and post-test 1 score as follow:

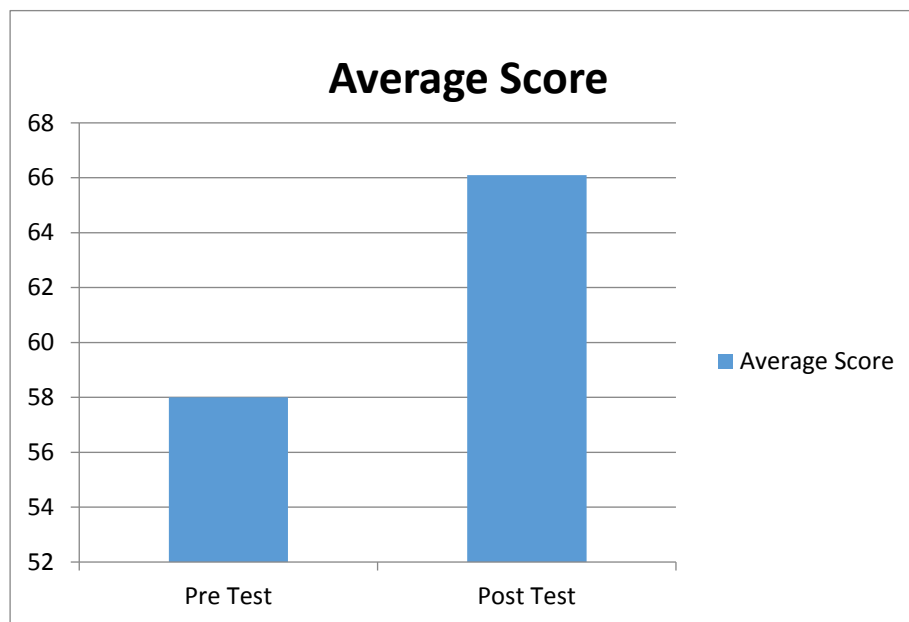
Table 15

The Comparison between Pre-Test and Post-Test Score

No	Name Initial	PreTest Score	PostTest 1 score	Improvement Score	Explanation
1	AA	65	70	5	Improve
2	AN	52	74	22	Improve
3	AN	66	75	9	Improve
4	AS	77	80	3	Improve
5	AY	46	64	18	Improve
6	DN	60	70	10	Improve
7	EF	52	57	5	Improve
8	EO	58	64	6	Improve
9	IF	75	77	2	Improve
10	IP	61	64	3	Improve
11	KS	55	60	5	Improve
12	LU	50	58	8	Improve
13	LY	47	63	16	Improve
14	MA	75	76	1	Improve
15	ML	59	61	2	Improve
16	MM	73	75	2	Improve
17	MN	47	49	2	Improve
18	MN	42	61	19	Improve
19	MS	42	50	8	Improve
20	MT	70	73	3	Improve
21	MU	42	55	13	Improve
22	NH	55	56	1	Improve
23	NS	44	55	11	Improve
24	RF	48	70	22	Improve

25	RS	46	66	20	Improve
26	SR	76	78	2	Improve
27	SR	75	77	2	Improve
28	SS	52	60	8	Improve
29	SU	60	70	10	Improve
30	TM	70	75	5	Improve
Total		1740	1983	243	
Average		58	66,1		

Figure 5
Average Score of Pre-Test and Post-Test 1



The table and the graphic above showed that the mean score of pre-test score was 58 and average score of post-test I was 66,1 and the mean improvement score was 8,1 point. There was improvement between pre-test and post-test 1 but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria.

Regarding to the result of student's post-test score and the observation of student's activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention towards the teacher's explanation and they did not get difficulties to answer the question and some students got failure in test of cycle I. So, the researcher and collaborator have to continue in cycle II which consisted of planning, acting and observing and reflecting.

3. Cycle 2

In other that to repair the weakness in cycle I the researcher need to be held to continue in cycle II because of cycle I was not success. In this phase cycle II has four essential phases namely planning, action, observation and reflection. The implementation of cycle II could be explained on the following sequences:

a. Planning

Based on the observation and reflection in cycle I, it showed failure. So, the researcher and collaborator try to repara the problem in cycle I and arrange the planning for cycle II based on the problem that students deal toward writing argumentative paragraph. In this phase the researcher and collaborator made the planning that would use in teaching learning process that was preparing the lesson plan, preparing the material, preparing the

learning media, and preparing the observation sheet of the students' activity 2.

b. Action

1) First Meeting

The first meeting was held on Wednesday, January, 9th, 2019 at 07.15 A.M – 08.45 A.M and it took about 90 minutes or 2×45 minutes. In this meeting the researcher was as a teacher and Mrs. Dwi Puspita Sari as the collaborator as well as an observer.

At the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the student's condition. Afterwards, the researcher gave the students the learning material about argumentative writing. In section the researcher as the teacher also explained the used of simple present tense as the requirement of formula to make argumentative writing well.

Next, the researcher gave one card to each student to be learn and memorized in order to master it, for about 5 minutes. All of the students are asked to stand up and find a partner to exchange information to each other . Each student has to write the name of his/her partner in their card. Do it continuously until each student can give and accept the

material (Take and Give). The teacher gave a question to each student that is different from their card to evaluate their success in understanding the material.

To strengthen their result discussion the teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the teacher give motivation to the students and remind to keep on learning at home. Then the last closed the meeting.

2) Second Meeting

The second meeting was conducted on Thursday, January 10th, 2019 at 13.14 A.M – 14.45 P.M, this meeting used to post test 2 in the last of cycle II, for 2x45 minutes after the students given the action, the researcher gave post test II to the students. In this meeting, most of the students could answer well. Then the result of post-test II could be seen as follow:

Table 16

The Result of Students Argumentative Writing Post-Test II Score

NO	Students Code	Criteria of the Score					TOTAL	Note (≥ 70)
		C	O	V	L	M		
1	AA	21	13	15	18	3	79	Completed
2	AN	22	13	18	17	4	80	Completed
3	AN	23	17	19	12	4	82	Completed
4	AS	24	17	17	18	4	81	Completed
5	AY	17	13	14	17	3	70	Incompleted
6	DN	22	15	14	15	4	75	Completed
7	EF	21	13	10	10	3	72	Incompleted
8	EO	22	14	14	11	3	80	Incompleted
9	IF	23	17	15	18	4	80	Completed

10	IP	23	17	10	11	3	70	Incompleted
11	KS	21	11	13	12	3	70	Incompleted
12	LU	21	13	10	11	3	65	Incompleted
13	LY	21	14	13	12	3	75	Incompleted
14	MA	22	17	17	16	4	82	Completed
15	ML	21	12	12	12	4	70	Incompleted
16	MM	22	18	14	17	4	80	Completed
17	MN	15	13	9	9	3	60	Incompleted
18	MN	22	11	13	11	4	65	Incompleted
19	MS	19	8	10	10	3	60	Incompleted
20	MT	23	16	15	15	4	75	Completed
21	MU	20	13	11	8	3	67	Incompleted
22	NH	21	9	14	9	3	70	Incompleted
23	NS	16	13	12	11	3	65	Incompleted
24	RF	22	16	17	11	4	75	Completed
25	RS	21	13	14	14	4	75	Incompleted
26	SR	23	16	17	18	4	82	Completed
27	SR	22	16	17	18	4	80	Completed
28	SS	20	11	15	12	2	70	Incompleted
29	SU	23	16	14	13	4	75	Completed
30	TM	23	14	19	15	4	75	Completed
							High Score	82
							Lowest Score	60
							Average	73,6

Table 17

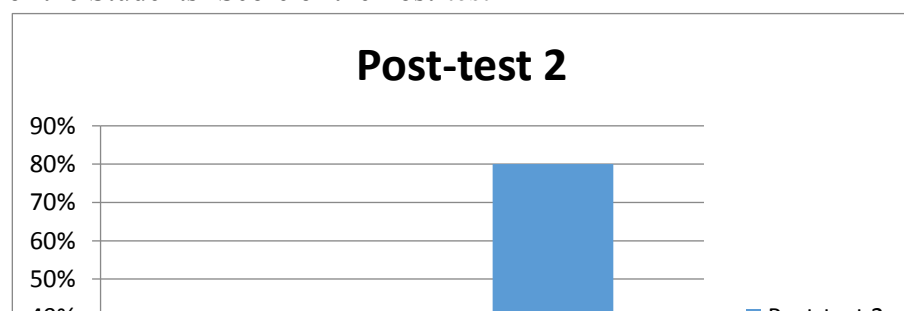
Frequency of students' score in Post test 2

No.	Grade	Category	Frequency	Percentage
1.	≥ 70	Completed	24	80%
2.	< 70	Incompleted	6	20%
Total			30	100%

Source: The result score of writing post test 2 at XI class of SMK Daarul Ulya Metro on January 10th 2019.

Figure 6

The Result of the Students' Score of the Post-test 2



Based on the result above, it could be inferred that 24 students (80%) were successful and 6 other students (20%) were not successful. From the post-test II results, the researcher got the average of 73,6. It was higher than post-test 1 in cycle I.

According to explanation above, it can be inferred that indicator of success was achieved. That is 80% from the students got score at least 70 for the minimum standard criteria and the other hand the cycle II was successfully.

c. Observation

In this phase has similar step with the previous cycle. While the treatment was being presented by the researcher, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get reward to make the learning more fun and to stimulate the students most enthusiastic.

For the observation sheet in detail could be seen in appendix 16 and 17 for meeting 1 and meeting 2 at cycle II. The observation result of students' activities on meeting 1 and meeting 2 at the second cycle could be seen on the following table:

Table 18
Observation Result of Students Learning Activity of First Meeting at Cycle II

No	Students Code	Indicators				Total
		1	2	3	4	
1	AA	√	√	√		3
2	AN	√	√	√	√	4
3	AN	√	√	√	√	4
4	AS	√	√	√	√	4
5	AY	√		√		2
6	DN	√	√	√		3
7	EF	√		√		2
8	EO	√	√	√		3
9	IF	√	√	√	√	4
10	IP	√	√	√		3
11	KS	√		√		2
12	LU	√		√		2
13	LY	√	√		√	3
14	MA	√	√	√	√	4

15	ML	√	√			2
16	MM	√	√	√	√	4
17	MN	√		√		2
18	MN	√	√			2
19	MS		√	√		2
20	MT	√	√	√	√	3
21	MU	√		√		2
22	NH	√	√	√		3
23	NS	√	√			2
24	RF	√	√			2
25	RS	√	√		√	3
26	SR	√	√	√	√	4
27	SR	√	√	√	√	4
28	SS	√		√	√	3
29	SU	√	√	√		3
30	TM	√		√	√	3
Total		29	22	24	13	88
Percentage		96%	73%	80%	43%	

Note :

≤50% : **Not Active**

≥50% : **Active**

Table 19
Observation Result of Students Learning Activity at Second Meeting in
Cycle II

No	Students Code	Indicators				Total
		1	2	3	4	
1	AA	√	√	√	√	4
2	AN	√	√	√	√	4
3	AN	√	√	√	√	4
4	AS	√	√	√	√	4
5	AY	√	√	√		3
6	DN	√	√	√	√	4
7	EF	√	√	√		3
8	EO	√	√	√	√	4
9	IF	√	√	√	√	4
10	IP	√	√	√		3
11	KS	√	√	√		3
12	LU	√		√		2
13	LY	√	√	√	√	4

14	MA	√	√	√	√	4
15	ML	√	√	√		3
16	MM	√	√	√	√	4
17	MN	√		√		2
18	MN	√	√			2
19	MS		√	√		2
20	MT	√	√	√	√	4
21	MU	√	√	√		3
22	NH	√	√	√		3
23	NS	√	√			2
24	RF	√	√	√	√	4
25	RS	√	√	√	√	4
26	SR	√	√	√	√	4
27	SR	√	√	√	√	4
28	SS	√		√	√	3
29	SU	√	√	√	√	4
30	TM	√	√	√	√	4
Total		29	27	28	18	102
Percentage		96%	90%	93%	60%	

Note :

≤50%

: **Not Active**

≥50%

: **Active**

Table above showed achieved the score of students' activity in teaching learning process at cycle II. Then the percentage of students' activity at meeting one and meeting two of cycle II could be seen as follow:

Table 20

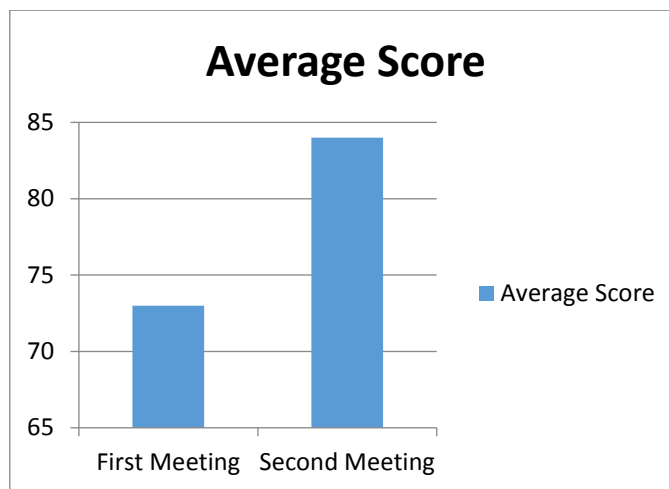
The Percentage of Students Learning Activity at Cycle II

No	Students Activities	Cycle II		Poin (%)
		Meeting 1	Meeting 2	
1	The students understand the problem and determine topic sentence	96%	96%	0%
2	The students collect data needed and make supporting sentence	73%	90%	13%

3	The students solve the problem and make conclusion	80%	93%	13%
4	The students write argumentative paragraph with coherence, cohesion and unity	43%	60%	17%
Total		292%	339%	43%
Average		73	84	

Figure 7

The Comparison between First Meeting and Second Meeting of Students Learning Activity at Cycle II



The table and the graph above showed that the students' activity in cycle II improved significantly from the previous cycle. It could be showed, in first meeting the mean percentage of the entire indicators of student's activities was 73, in second meeting the mean percentage was 84 and the mean score both meeting was 78,5 with the improvement percentage was 11. It could be conclude

that the learning process of cycle II was successful because the entire indicator of success from first meeting up to second meeting of students' activity had been fulfilled at least 70.

d. Field Note

From the observation on cycle II, most of the students were interested to follow the lesson, most of the students could practice well and correctly, most of the students were active during teaching learning process.

e. Reflection

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students post-test I score and post-test II score could be compared on the following table:

Table 21

The comparison between Post-Test I and Post-Test II Score

No	Name Initial	Pos-Test I Score	Post-Test 2 Score	Improvement	Explanation
1	AA	70	79	9	Improve
2	AN	74	80	6	Improve
3	AN	75	82	7	Improve
4	AS	80	81	1	Improve
5	AY	64	70	14	Improve
6	DN	70	75	5	Improve
7	EF	57	72	15	Improve
8	EO	64	80	16	Improve
9	IF	77	80	3	Improve
10	IP	64	70	6	Improve
11	KS	60	70	10	Improve
12	LU	58	65	7	Improve
13	LY	63	75	12	Improve
14	MA	76	82	6	Improve
15	ML	61	70	9	Improve
16	MM	75	80	5	Improve

17	MN	49	60	11	Improve
18	MN	61	65	4	Improve
19	MS	50	60	10	Improve
20	MT	73	75	2	Improve
21	MU	55	67	12	Improve
22	NH	56	70	14	Improve
23	NS	55	65	10	Improve
24	RF	70	75	5	Improve
25	RS	66	75	9	Improve
26	SR	78	82	4	Improve
27	SR	77	80	3	Improve
28	SS	60	70	10	Improve
29	SU	70	75	5	Improve
30	TM	75	75	0	Improve
Total		1983	2208	230	
Average		66,1	73,6	Mean (7,7)	
Lowest Score		55	60		
Highest Score		80	82		

From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 82 and the lowest score is 60. The average score of post-test II was 73,6. Besides, the percentage of students' successfulness of post-test II score was 80% or 24 students of the total students completed the minimum standard criteria and 20% or 6 students did uncompleted the minimum standard criteria (MSC) at least 70. It means that the indicator of success of this research had been achieved that was $\geq 70\%$ students was gotten score 70. It indicated that the students' argumentative writing was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continued in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that take and give technique could improve students argumentative writing.

C. Interpretation

Argumentative writing would be easier to understanding when it supported by the right method, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were interested in teaching and

learning process. They were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching by using take and give technique can improve students argumentative writing. By using group work the students learn argumentative writing easier because the students could asking and discuss with the partner in the group. So, it has proved that take and give technique could be one the interesting technique to teaching argumentative writing.

In this phase, the data interpretation of this research was divided into two kinds of data. They were obtained from the result of pre-test, post-test I and post test II (the product of students learning) and observation result of student's learning activities (the process of students learning). For further description will explain as follow:

1. Result of Students Learning

a. Result of Students Pre-Test Score

In this phase, the researcher presented the pre-test to measure the student's ability before implementing the treatment. The reseacher obtained the data through test in the form of essay which completed for 80 minutes. It was done on Tuesday, January 1th, 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 10 the students' average were 58, it showed that most of the students have not passed yet in achieving the Minimum Standard Criteria (MSC) at least 70. In this phase, only 8 students out of 30 students completed of the minimum standard criteria.

b. Result of Students Post-Test I Score

In this research, to know the students' argumentative writing mastery after implementing the treatment the researcher conducted the post-test I. It was done on Wednesday, January, 2th, 2019. Based on the table 12 the students' average was 66,1. It shown that most of the students have not passed yet in achieved the minimum standard criteria at least 70. In this stage there are 14 students out of 30 students

passed of the minimum standard criteria. It can be conclude that most of the students failed in achieving the material.

c. Result of Students Post-Test II Score

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that was only 46% completed the minimum standard criteria. The researcher presented the post-test II to measure the student's ability after implementing the treatment. The researcher obtained the data through test in the form of essay which completed for 80 minutes. It was done on Thursday, January 3th, 2019. Based on the table 17 the students' average were 73,6, it showed that most of the students have achieving the Minimum Standard Criteria (MSC) at least 70. In this phase, 24 students out of 30 or 80% students completed of the minimum standard criteria and the research was successful.

d. Comparison of Score Pre-Test, Post-Test I and Post-Test II

The score from the implementation of the cycle I and II can be seen in the table result of students' learning below.

Table 22

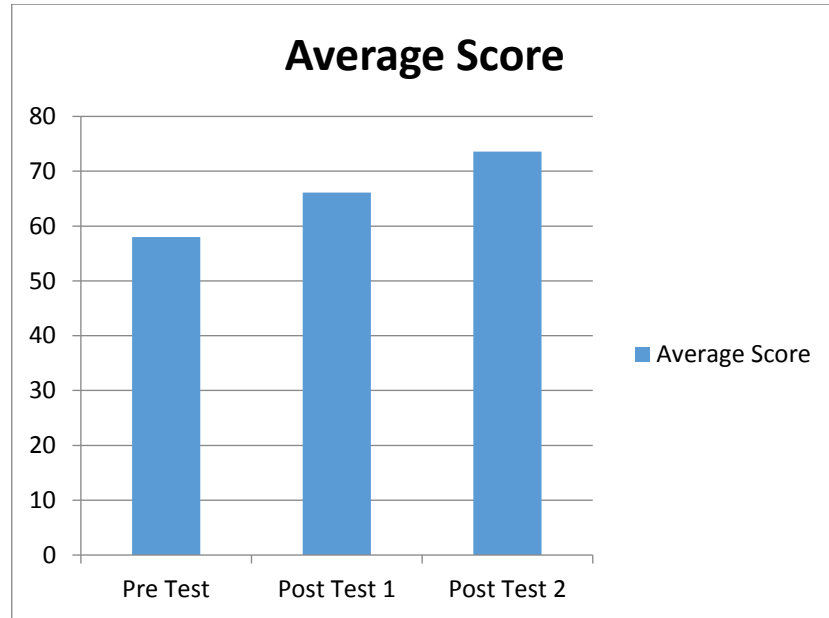
The Comparison of Pre-Test Score, Post-Test I Score, and Post Test II Score

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1	65	70	79
2	52	74	80
3	66	75	82
4	77	80	81
5	46	64	70
6	60	70	75
7	52	57	72
8	58	64	80
9	75	77	80

10	61	64	70
11	55	60	70
12	50	58	65
13	47	63	75
14	75	76	82
15	59	61	70
16	73	75	80
17	47	49	60
18	42	61	65
19	42	50	60
20	70	73	75
21	42	55	67
22	55	56	70
23	44	55	65
24	48	70	75
25	46	66	75
26	76	78	82
27	75	77	80
28	52	60	70
29	60	70	75
30	70	75	75
Total	1740	1983	2208
Average	58	66,1	73,6

Figure 8

The Average Score of Students Writing Descriptive Text in Pre-Test, Post-Test I, and Post-Test II



Based on the table and the graph above, in the cycle I from the pre-test to the post-test have progress average score from 58 to 66,1. There is improving about 8,1 point. Then from the cycle II have progress average score from 66,1 to 73,6, there is increasing about 7,5 point.

2. Observation Result of Students' Activities

This observation result was gotten when the learning process happened by collaborator. The result of the observation result of students' learning activity can be seen in the table below:

Table 23

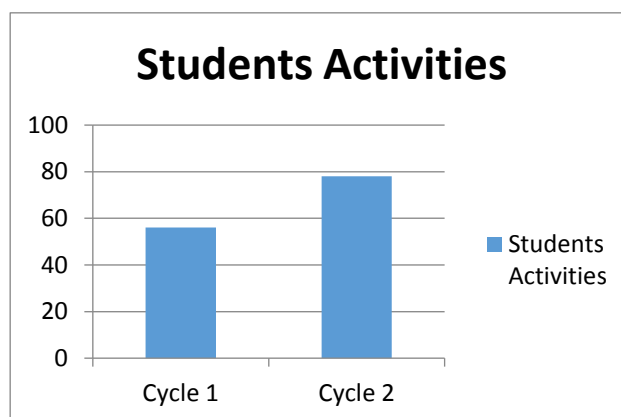
Result of Students' Activities at Cycle I and Cycle II

No	Students' Activity	CycleI	CycleII	Improvement
1	The students understand the problem and	76%	96%	20%

	determine topic sentence			
2	The students collect data needed and make supporting sentence	58%	81%	23%
3	The students find solve the problem and make a conclusion	62%	86%	24%
4	The students write argumentative paragraph with coherence, cohesion and unity	28%	51%	23%
Total		224	314	90
Average		56%	78%	22%

Figure 9

Percentage of Students Activities at Cycle I and Cycle II



Based on the table above it could be seen that from the cycle I up to cycle II have significant improvement with the average score of students' activities at cycle I was 56% become 78% at cycle II. The students' activity to understand the problem and determine topic sentence from cycle I to cycle II improved by the percentage at least 76 % in cycle I become 96% in cycle II and the improvement percentage was 20%.

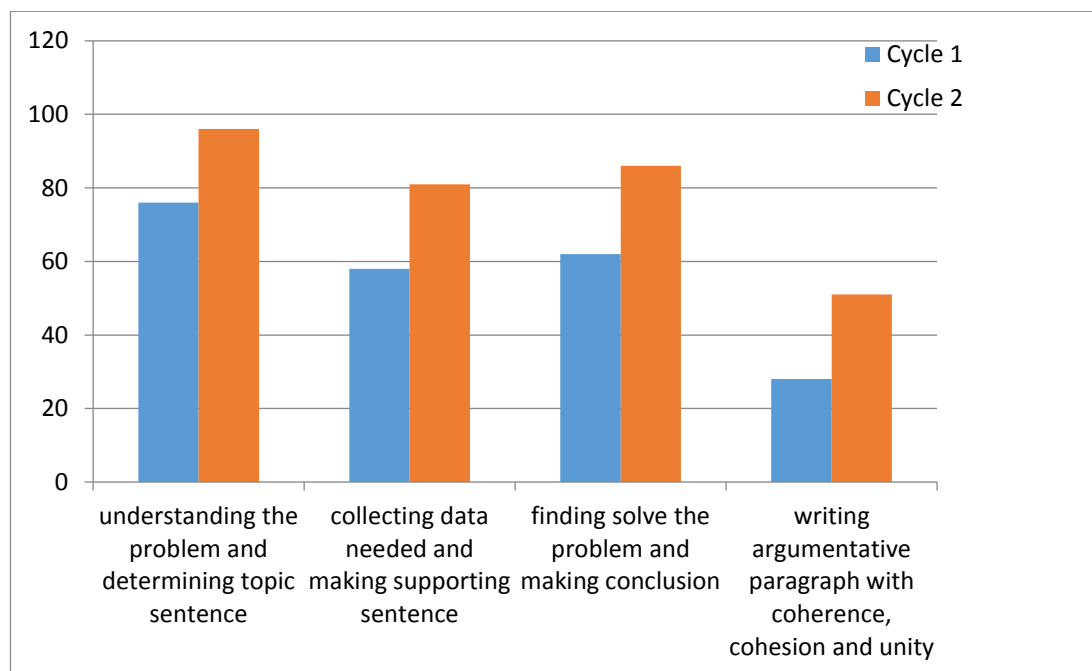
Then the students' collect data needed and make supporting sentence improved from the cycle I up to cycle II. The percentage of this activity in cycle I was 58% and in cycle II 81% by the improvement percentage was 23%. The percentage of students' find solve the problem and make conclusion in cycle I was 62% and in cycle II was 86% by the improvement percentage was 24%. It would be conclude that this activity was improved also.

After that the student's write argumentative paragraph with coherence, cohesion and unity improved significantly. The percentage of this activity in cycle I was 28% and at cycle II was 51% by the improvement percentage was 23%.

Regarding to the data, the students' activeness and enthusiasm to follow teaching and learning process showed significant improvement by applying take and give technique to teach argumentative writing from cycle I to cycle II by the mean percentage consecutively from 56% to 78% in which the mean percentage was 22%. Then, to know the significant improvement of students' activity could be seen on the graph 5 below:

Figure 10

The Result of Students' Activity at Cycle I and Cycle II



Based on the above discussion, it can be concluded that the take and give technique can improve the students' argumentative writing at eleventh grade of SMK Daarul Ulya Metro and this research was done on the cycle II so, it would not be continued on the next cycle.

Then, the indicator of success of this research had been achieved that was 70% from total students was gotten score at least 70 and the students become more active and enthusiastic in teaching learning process end then there was significant improvement of students learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Considering from all the data gathered in the classroom action research, the researcher concluded this research as follows:

1. The average of the students' writing score at the eleventh grade of SMK Daarul Ulya Metro in pre-test was 58, post test 1 was 66,1 and in post test 2 was 73,6. As a result, by implementation of Take and Give Technique, the students' argumentative writing skill at the eleventh grade of SMK Daarul Ulya Metro could be improved. The students who gained the score at least 70 in post test 2 were 24 students (80%). It means that more than 70% students were successful and the indicator of the research could be reached.
2. The percentage of the students' activities at the eleventh grade of SMK Daarul Ulya Metro in cycle I was 56% and there was an improving in cycle II, it was 78,5%. As a result, Take and Give Technique could improve the students' activities in teaching learning process at the eleventh grade of SMK Daarul Ulya Metro.

B. Suggestion

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

1. It is suggested to the teacher to use Take and Give Technique as the teaching learning technique because it could improve the students' argumentative writing abilities.
2. It is suggested to the English teacher to include Take and Give Technique in teaching process. The teachers should be creatively used Take and Give in teaching, especially writing class, in order to engage the students to be active in learning process.
3. It is suggested to other researchers who want to develop this study to include another skill in learning English, such as speaking, listening, or reading as well as involve different subjects and also different text.

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APPENDIX

DOCUMENTATION

1. Pre-Test



2. Post-Test 1



3. Post-Test 2



4. Post-Test 1



5. Post-Test 2





SILABUS MATA PELAJARAN
SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH/SEKOLAH
MENENGAH KEJURUAN/MADRASAH ALIYAH KEJURUAN)
(SMA/MA/SMK/MAK)

MATA PELAJARAN
BAHASA INGGRIS UMUM

KELAS : IX

Alokasi waktu : 76 JP

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks argumentasi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.</p> <p>4.4 Teks <i>argumentasi analitis</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>argumentasi analitis</i> lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks <i>argumentasi analitis</i> tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan seperti <i>I believe, I think</i> - Adverbia <i>first, second, third ...</i> - Kata sambung <i>Therefore, consequently, based on the arguments</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 Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membaca dua teks argumentasi analitis tentang isu-isu aktual yang berbeda. - Mencermati satu tabel yang menganalisis unsur-unsur argumentasi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks argumentasi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks argumentasi analitis yang koheren, seperti aslinya - Membacakan teks-teks argumentasi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar - Membuat teks argumentasi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya. - Menempelkan teks

		<p>tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya Melakukan refleksi tentang proses dan hasil belajarnya.</p>
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Silabus
SMK DAARUL 'ULYA METRO

Satuan Pendidikan : SMK DAARUL 'ULYA METRO

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/1

Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik .se suadengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.		Pembelajaran KI 1 dan KI 2 dilakukan secara tidak langsung (terintegrasi) dalam pembelajaran KI 3 dan KI 4	Penilaian KI 1 dan KI 2 dilakukan melalui pengamatan, penilaian diri, penilaian teman sejawat oleh peserta didik, dan jurnal.		
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.					
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.					
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.					
3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan	Teks lisan dan tulis untuk memberi saran dan tawaran	Mangamati • Terbisa atau sering mendengar dan menyaksikan guru dan warga sekolah	• Tingkat ketercapaian fungsi sosial memberi	4 JP	• Buku teks • Kereladanan

<p>tawaran, serta responnya, sesuai dengan konteks penggunaannya. 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>dan responnya. Fungsi Sosial Menjaga hubungan interpersonal guru, teman, dan orang lain.</p>	<p>lain memberi saran dan tawaran serta responnya, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Dihuntut untuk mencantumkan keahasaan tersebut dengan memberi saran dan tawaran serta responnya, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Menanya • Dengan bimbingan dan arahan guru, menanyakan, dan mempertanyakan antara lain tentang perbedaan antara cara memberi saran dan tawaran serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p>	<p>saran dan tawaran, serta responnya. • Tingkat kelengkapan dan keruntutan struktur ungkapan untuk memberi saran dan tawaran, serta responnya. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, elaan, tanda baca, tulisan tangan. • Sikap santun, peduli, percaya diri dan cinta damai yang menyertai ungkapan memberi saran dan tawaran, serta responnya.</p>	<p>ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/aset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: – www.dailyenglish.com – http://amencanenglish.state.gov/files/ae/resource_file 5 – http://learnenglish.britishcouncil.org/en/</p>
<p>Struktur teks Gamai: <i>Why don't you talk to your parents. You should let them know. I think they will understand.</i> Siti: <i>I don't know. But I'm afraid they will be angry with me.</i> Gamai: <i>I don't think so. Just go.</i> Evi: <i>He will go out from the class at 10. You can wait for him in my room.</i> Johan: <i>Thanks alot. But I'd better go to bank first, and then I'll go back</i> Evi: <i>Okay, I'll tell him that you came.</i></p>	<p>Unsur kebahasaan (8) kosa kata terkait dengan kesehatan.</p>	<p>Mengumpulkan Informasi • Mendengarkan dan menyaksikan banyak contohinteraksi dengan memberi saran dan tawaran serta responnyadalam bahasa Inggris dari film, kaset, buku teks, dsb. • Menirikan contoh-contoh interaksi dengan memberi saran dan tawaran serta responnyadalam bahasa Inggris dengan ucapan, tekanan kata, intonasi dan sikap yang benar. • Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi memberi saran dan tawaran serta responnya. • Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk memberi saran dan tawaran serta responnya dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur.</p>	<p>Sikap • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk memberi saran dan tawaran ketika muncul kesempatan didalam dan di luar kelas. • Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap</p>	

	<p>tugas sekolah, kebersihan lingkungan, dsb.</p> <p>(9) Tata bahasa: <i>simple past tense, simple present tense, perfect tense.</i></p> <p>(10) Kata kerja bantu modal <i>should, have to, can, will,</i> dsb.</p> <p>(11) Ungkapan / <i>think, I know.</i></p> <p>(12) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa nominal.</p> <p>(13) Ucapan, tekanan kata, intonasi</p> <p>(14) Ejaan dan tanda baca.</p> <p>(15) Tulisan tangan</p> <p>Topik Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, kakak, dsb. tentang</p>	<p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> • Membandingkan ungkapan memberi saran dan tawaran serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Membandingkan ungkapan memberi saran dan tawaran serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk memberi saran dan tawaran serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ciptaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk memberi saran dan tawaran serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas.</p> <p>Pengetahuan</p> <ul style="list-style-type: none"> • Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan memberi saran dan tawaran, termasuk kemudahan dan kesulitannya. <p>Keterampilan</p> <ul style="list-style-type: none"> • Simulasi dan/atau bermain peran (<i>role play</i>) untuk memberi saran dan tawaran, serta responnya. 	
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<p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai.</p>	<p>berbagai kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan pendapat dan pikiran serta responnya, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Diuntut untuk mencontoh kebiasaan tersebut dengan menyatakan pendapat dan pikiran serta responnya, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. 	<p>Tingkat</p> <p>ketercapaian fungsi sosial menyatakan pendapat dan pikiran, serta responnya.</p> <ul style="list-style-type: none"> • Tingkat kelengkapan dan keruntutan struktur ungkapan untuk menyatakan pendapat dan pikiran, serta responnya. 	<p>4 JP</p>	<ul style="list-style-type: none"> • Buku teks wajib. • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari Internet, seperti: <ul style="list-style-type: none"> — www.dailyenglisth.com — http://americaneenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/
<p>Fungsi sosial</p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</p> <p>Struktur teks</p> <p>Yuli: <i>I think Rina's answer to the question is not right. It should be 'vinegar'.</i></p> <p>Vivi: <i>I think it is 'vinegar' too, not 'wine'.</i></p> <p>Yani: <i>In my opinion, our volleyball team needs a new coach.</i></p> <p>Mr. Zufan: <i>I cannot handle too many teams himself.</i></p> <p>Firda: <i>I agree with you.</i></p> <p>Rahmat: <i>Our English should be more active, I</i></p>		<p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyatakan pendapat dan pikiran serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinannya menggunakan ungkapan lain, akibat jika tidak melakukan, dsb. <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan pendapat dan pikiran serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Menirukan contoh-contoh interaksi dengan menyatakan pendapat dan pikiran serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) 	<p>Sikap</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris 		

	<p><i>suppose. Why don't we meet three times a week?</i></p> <p><i>Rully: I agree, but after the final exam. Now we are very busy preparing for it.</i></p>	<ul style="list-style-type: none"> Interaksi menyatakan pendapat dan pikiran serta responnya. Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur. 	<ul style="list-style-type: none"> Menalar/Mengasosiasi Membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. Membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. 	<ul style="list-style-type: none"> Menalar/Mengasosiasi Membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. 		<p>Unsur kebahasaan</p> <p>(1) Kosakata terkait dengan kegiatan ekstrakurikuler, tugas sekolah, kebersihan lingkungan, dsb.</p> <p>(2) Tata bahasa: <i>simple past tense, simple present tense present perfect tense.</i></p> <p>(3) Ungkapan: <i>I think... I suppose... In my opinion... agree, disagree, dsb.</i></p> <p>(4) Kata kerja bantu modal: <i>need, should, will, dsb.</i></p> <p>(5) Penggunaan nominal</p>	<ul style="list-style-type: none"> Mengomunikasikan Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyatakan pendapat dan pikiran serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dan memuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<ul style="list-style-type: none"> Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. 	<ul style="list-style-type: none"> Pengetahuan Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan menyatakan pendapat dan pikiran, termasuk kemudahan dan kesulitannya. 		<p>(5) Penggunaan nominal</p>	<ul style="list-style-type: none"> Keterampilan Simulasi dan/atau bermain peran (role play) untuk menyatakan pendapat dan pikiran, serta responnya. 		
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<p>3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (extended), sesuai dengan konteks penggunaannya.</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan merespons ungkapan.</p>	<p>Teks lisan dan tulis untuk menyatakan harapan dan doa bersayap (extended), serta responnya.</p> <p>Fungsi sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan harapan dan doa bersayap (extended), serta responnya dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain (keteladanan), dengan unsur kebahasaan yang dapat menjaga hubungan interpersonal. Dituntut untuk mencontoh keteladanan dengan menyatakan harapan dan doa bersayap (extended) serta 	<p>Tingkat ketercapaian fungsi sosial menyatakan harapan dan doa bersayap (extended), serta responnya.</p> <p>Tingkat kelengkapan dan keruntutan struktur ungkapan untuk menyatakan harapan dan doa bersayap</p>	<p>4 JP</p>	<ul style="list-style-type: none"> Buku teks wajib. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh peragaan dalam
	<p>Topik Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, kakak, dsb. tentang berbagai kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas.</p> <p>(6) Ucapan, tekanan kata, intonasi (7) Ejaan dan tanda baca (8) Tulisan tangan</p>				
	<p>singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal</p>				

	<p>Struktur teks <i>Fitri: I hope the principal under stands the situation. He knows you did not do it purposefully.</i> <i>Amat: Yes, I hope so, too.</i> <i>Yudi: As always, your volley ball team will win again this year. I wish you all the best!</i> <i>Freddy: I hope so.</i> <i>Cross your fingers for us.</i></p>	<p>meresponnya, dalam bahasa Inggris dan bahasa lainnya, dengan unsur kebahasaan yang dapat menjaga hubungan interpersonal.</p> <p>Menanya</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan untuk menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb. <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan harapan dan doa bersayap (<i>extended</i>) serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. 	<p>(<i>extended</i>), serta responnya.</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, eljain, tanda baca, tulisan tangan. Sikap santun, peduli, percaya diri dan cinta damai yang menyertai ungkapan menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya. 	<p>bentuk rekaman CD/CD/DVD/kaset</p> <ul style="list-style-type: none"> Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> – www.dailyenglish.com – http://americaneenglish.state.gov/files/ae_resource_file5 – http://nearnenGLISH.britishcouncil.org/en/
	<p>Unsur kebahasaan (1) Kosa kata terkait dengan kualitas pekerjaan, keberhasilan, prestasi. (2) Tata bahasa: <i>simple past tense, present perfect tense, present continuous tense.</i> (3) Penggunaan nominal singular dan plural secara tepat, dengan</p>	<p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> Membandingkan ungkapan untuk 	<p>Sikap</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyatakan harapan dan doa bersayap (<i>extended</i>) ketika muncul kesempatan di dalam dan di luar kelas. Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kesantunan dan 	

	<p>atau tanpa <i>o, the, this, those, my, their, do</i> secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p>Topik Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, kakak, dsb. tentang berbagai kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas.</p>	<p>menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> • Membandingkan ungkapan untuk menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat menjaga hubungan interpersonal. • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas.</p> <p>Pengertian</p> <ul style="list-style-type: none"> • Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan menyatakan harapan dan doa bersayap (<i>extended</i>), termasuk kemudahan dan kesulitannya. <p>Keterampilan</p> <ul style="list-style-type: none"> • Simulasi dan/atau bermain peran (<i>role play</i>) untuk menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya. 	6 JP	<ul style="list-style-type: none"> • Buku teks wajib. • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan
<p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya</p> <p>4.4 Menangkap makna teks undangan resmi.</p> <p>4.5 Menyunting undangan resmi</p>	<p>Teks tulis berbentuk undangan resmi</p> <p>Fungsi sosial Menjalin hubungan interpersonal dalam konteks formal.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Mencari undangan resmi, termasuk yang menggunakan bahasa Indonesia. • Mengumpulkan gambar dan foto undangan resmi dari berbagai sumber termasuk internet, buku teks, dsb. • Memberikan komentar dan 	<ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial undangan resmi. • Tingkat kelengkapan dan keruntutan 	6 JP	<ul style="list-style-type: none"> • Buku teks wajib. • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan

<p>dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks.</p>	<p>Struktur text (gagasan utama dan informasi rinci)</p> <ul style="list-style-type: none"> Menyebutkan tujuan undangan. Menyebutkan informasi rinci undangan. 	<p>Menanya</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara undangan resmi dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb. 	<p>undangan resmi.</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerja sama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat undangan resmi. 	<p>kommunikasi interpersonal/ transaksional dengan benar dan akurat</p> <p>Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset</p> <ul style="list-style-type: none"> Contoh Interaksi tertulis Contoh teks tertulis Sumber dari Internet, seperti: <ul style="list-style-type: none"> — www.dailyenglish.com — http://americaneenglish.state.gov/files/ae/resource_file — http://learnenglish.britishcouncil.org/en/
<p>Unsur kebahasaan (1) Ungkapan dan kosa kata yang lazim digunakan dalam undangan resmi.</p> <p>(2)</p>	<p>Penggunaan ominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb</i> secara tepat dalam frasa nominal</p> <p>(3) Ucapan, tekanan kata, intonasi</p> <p>(4) Ejaan dan tanda baca</p> <p>(5) Tulisan tangan</p> <p>Topik Kegiatan dan acara formal yang terkait</p>	<p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari undangan resmi. Membaca secara lebih cermat semua undangan resmi yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. Secara kolaboratif meniru contoh-contoh yang ada untuk membuat undangan resmi untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya. 	<p>CARA PENILAIAN</p> <ul style="list-style-type: none"> Kinerja (praktik) Tugas menganalisis, menyunting, dan membuat undangan resmi untuk fungsi nyata. <p>Sikap</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa memahami, menyunting, dan menghasilkan undangan resmi sesuai fungsi sosialnya, di dalam dan di luar kelas. Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses 	

3.5 Menganalisis fungsi sosial, struktur	Teks tulis berbentuk	Mengamati	<ul style="list-style-type: none"> • Tingkat 	8 JP	<ul style="list-style-type: none"> • Buku teks
	<p>dengan sekolah, rumah, dan masyarakat yang relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerja sama dan bertanggung jawab</p> <p>Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> • Memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Membuat lebih banyak undangan resmi dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam membuat undangan resmi dan memuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Pengetahuan</p> <ul style="list-style-type: none"> • Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami, menyunting, dan membuat undangan resmi, termasuk kemudahan dan kesulitannya. <p>Keterampilan Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya berupa undangan resmi yang telah dibuat. • Kumpulan hasil surutngan beberapa undangan resmi yang dibuat sendiri atau temannya. • Kumpulan hasil analisis tentang beberapa berbagai undangan resmi. 		

<p>teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya.</p> <p>4.7 Menangkap makna teks surat pribadi.</p> <p>4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>surat pribadi</p> <p>Fungsi sosial Menjalin kedekatan hubungan antar pribadi</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <ul style="list-style-type: none"> • Menyebutkan tujuan surat • Menyebutkan informasi rinci surat. 	<ul style="list-style-type: none"> • Mencari surat pribadi, termasuk yang menggunakan bahasa Indonesia. • Mengumpulkan gambar dan foto surat pribadi dari berbagai sumber termasuk internet, buku teks, dsb. • Memberikan komentar dan pandangannya tentang fungsi surat pribadi, ketepatan unsur kebahasaannya, format, tampilan, dsb. <p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara surat pribadi dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb. 	<p>ketercapaian fungsi sosial surat pribadi.</p> <ul style="list-style-type: none"> • Tingkat kelengkapan dan keruntutan surat pribadi. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerja sama, peduli, dan percaya diri yang menyertai tindakan memahani dan membuat surat pribadi. 	<ul style="list-style-type: none"> • wallo, Kelabdanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/Asset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari Internet, seperti: <ul style="list-style-type: none"> – www.dailyenglish.com – http://americaneenglish.state.gov/files/ae_resource_file – http://learnenglish.britishcouncil.org/en/
<p>(1) Ungkapan dan kosa kata yang lazim digunakan dalam surat pribadi sederhana.</p> <p>(2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb</i> secara tepat dalam frasa nominal</p> <p>(3) Ucapan, tekanan kata, intonasi</p> <p>(4) Ejaan dan tanda baca</p> <p>(5) Tulisan tangan</p>	<p>Unsur kebahasaan</p> <p>(1) Ungkapan dan kosa kata yang lazim digunakan dalam surat pribadi sederhana.</p> <p>(2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb</i> secara tepat dalam frasa nominal</p> <p>(3) Ucapan, tekanan kata, intonasi</p> <p>(4) Ejaan dan tanda baca</p> <p>(5) Tulisan tangan</p>	<p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Membaca rujukan berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari surat pribadi. • Membaca secara lebih cermat semua surat pribadi yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. • Secara kolaboratif meniru contoh-contoh yang ada untuk membuat surat pribadi untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya. 	<p>Sikap</p> <p>Observasi yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa memahani dan menghasilkan surat pribadi sesuai fungsinya, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses 	

	<p>Topik Pengalaman, informasi, masalah yang terkait dengan sekolah, rumah, dan masyarakat yang relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerja sama dan bertanggung jawab.</p>	<p>tersebut di atas.</p> <ul style="list-style-type: none"> • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai surat pribadi yang telah dipelajari. 	<p>di pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Pengertahuan</p> <ul style="list-style-type: none"> • Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat surat pribadi, termasuk kemudahan dan kesulitannya. • Tugas menganalisis dan membuat surat pribadi untuk fungsi nyata. 	
			<p>Keterampilan Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya berbagai surat pribadi yang telah dibuat. • Kumpulan hasil analisis tentang beberapa berbagai surat pribadi. 	

Nilai karakter peserta didik yang diharapkan :

Metro, Januari 2019

Researcher



KUNTI SYAUQID.
NPM: 14121537

Collaborator



DWI PUSPITA SARI

Mengetahui:

Kepala Sekolah



KOMIMUL KHOIR S. Pd.I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMK Daarul Ulya Metro
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: XI
Materi Pokok	: Argumentative Text
Alokasi Waktu	: 6 x 45 menit

A. Kompetensi Inti (KI)

KI 1

Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2

Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3

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

KI 4

Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan	3.4.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan

Kompetensi Dasar	Indikator
<p>beberapa teks argumentasi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.</p>	<p>teks argumentasi secara lisan dan tulis dengan memberi dan meminta informasi terkait bencana alam dengan konteks penggunaannya.</p> <p>3.4.2 Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan teks argumentasi dengan memberi dan meminta informasi terkait bencana alam sesuai dengan konteks penggunaannya.</p> <p>3.4.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks argumentasi dengan memberi dan meminta informasi terkait bencana alam sesuai dengan konteks penggunaannya.</p>
<p>4.4 <i>Teks argumentasi analitis</i></p> <p>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>argumentasi analitis</i> lisan dan tulis, terkait isu aktual.</p> <p>Menyusun teks <i>argumentasi analitis</i> tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>4.4.1 Menyimpulkan informasi terkait pengalaman pribadi dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan terkait teks argumentasi.</p> <p>4.4.2 Menulis dan menyatakan pendapat secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks argumentasi secara tulis maupun lisan.</p> <p>4.4.3 Mempresentasikan pendapat yang sesuai dengan fungsi sosial, struktur teks dan unsur</p>

Kompetensi Dasar	Indikator
	kebahasaan.

C. Tujuan Pembelajaran

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

D. Materi Pembelajaran

- **Fungsi Sosial**

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

- **Struktur Teks**

Dapat mencakup:

- Introduction
- Body
- Conclusion

- **Unsur Kebahasaan**

- Kalimat-kalimat dalam multiple tenses (present, past, future) yang relevan.
- Menggunakan kata kerja (verbs); think, believe, object, argue.
- Menggunakan modal; can, will, would, should, etc.
- Menggunakan kataerangan (adverb); due to, because, etc.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

E. Metode Pembelajaran

Cooperative Learning, Diskusi, tanya jawab dan Presentasi .

F. Media/alat/bahan/sumber

1. Media/alat : Laptop dan LCD

2. Bahan : PPT dan Buku Paket

3. Sumber Belajar:

- Buku Siswa Bahasa Inggris Kelas XI SMA/MA/SMK/MAK

G. Kegiatan Pembelajaran

1. Pertemuan Pertama: (2 JP)

Indikator:

- 3.4.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks argumentasi secara lisan dan tulis dengan memberi dan meminta informasi terkait bencana alam dengan konteks penggunaannya.
- 3.4.2 Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan teks argumentasi dengan memberi dan meminta informasi terkait bencana alam sesuai dengan konteks penggunaannya.

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.
- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai ungkapan pendapat terkait bencana alam.
- Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

- Membaca beberapa teks yang berisi *argumentasi*.
- Bertanya dan mempertanyakan terkait fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks argumentatif

- Membahas sebuah contoh analisis menyatakan pendapat terkait fungsi sosial, struktur teks dan unsur kebahasaan.
- Secara berkelompok, membaca dan mendiskusikan *teks argumentatif*.
- Masing- masing kelompok menyampaikan hasil diskusi terkait fungsi sosial, struktur teks, dan unsur kebahasaan.

c. Kegiatan Penutup

- Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
- Menyimpulkan apa yang dipelajari hari ini
- Pemberian tugas berupa mencari teks argumentatif.
- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

2. Pertemuan Kedua (2JP)

Indikator

- 3.4.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks argumentatif dengan memberi dan meminta informasi terkait bencana alam sesuai dengan konteks penggunaannya.
- 4.4.1 Menyimpulkan informasi terkait pengalaman pribadi dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan terkait teks argumentatif.

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.
- Mereview pembahasan pada kegiatan sebelumnya.

- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

- Secara berkelompok, saling membacakan sebuah teks khusus berbentuk pendapat dari buku bahasa Inggris yang dibawa.
- Mendiskusikan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan dari teks khusus berbentuk argument yang ditayangkan/ dibagikan.
- Membuat *teks argumentatif* berdasarkan problem solving technique.
- Masing-masing kelompok menyampaikan hasil diskusi.
- Secara individu membaca sebuah teks argumentatif berdasarkan problem solving yang telah dibuat kemudian menyimpulkan informasi

c. Kegiatan Penutup

- Refleksi sejenak tentang apa yang sudah dipelajari dalam pertemuan ini dan sebelumnya“Well, we have talked about self identity for two meetings so far, is there anyone who can tell his/her feeling during the lesson?”
- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

3. Pertemuan Ketiga (2 JP)

Indikator

- 4.4.2 Menulis dan menyatakan pendapat secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks argumentatif secara tulis maupun lisan.
- 4.4.3 Mempresentasikan pendapat yang sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan.

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik dengan dengan bertanya-jawab tentang teks khusus berbentuk pendapat di bahasa Indonesia dan bahasa Inggris.
- Mereview pembahasan pada kegiatan sebelumnya.
- menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

- Secara individu menulis argumentatif dengan menggunakan *problem solving*.
- Secara berkelompok membahas teks argumentatif yang sudah ditulis oleh masing-masing anggota terkait tujuan, struktur, dan unsur kebahasaan yang digunakan.
- Masing-masing anggota merevisi teks argumentatif yang ditulis berdasarkan hasil diskusi kelompok.
- Masing-masing kelompok mempresentasikan hasil diskusi tentang argumentative text di depan kelas kemudian memasukan pada dokumen portofolio.

c. Kegiatan Penutup

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

H. Penilaian Hasil Belajar

1. Teknik Penilaian:

- a. Penilaian Sikap : Observasi/pengamatan
- b. Penilaian Pengetahuan : Tes Tertulis
- c. Penilaian Keterampilan: Unjuk Kerja/Praktik, Proyek, Portofolio

2. Bentuk Penilaian:

- a. Observasi : Jurnal guru
- b. Tes tertulis : uraian dan lembar kerja
- c. Unjuk kerja : Praktik/Pedoman Penskoran
- d. Proyek : Produk/Pedoman Penskoran
- e. Portofolio : E-Portofolio

3. Instrumen Penilaian (terlampir)

I. Program Tindak Lanjut

1. Remedial

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

2. Pengayaan

- Bagi peserta didik mempunyai nilai di atas 70 diberi pengayaan berupa tugas mandiri untuk membuat teks argumentatif.

Metro, Januari 2019

Collaborator



DWI PUSPITA SARI

NIP:

Researcher



KUNTI SYAUQID.

NPM: 14121537

Mengetahui:

Kepala Sekolah



UMMUL KHOIR S. Pd.I

NIP:

H. Rubrik

1) Rubrik Penilaian tes tertulis

Aspect	Score Level	Criteria
CONTENT	27-30	VERY GOOD TO EXCELLENT - knowledgeable - substantive - thorough development of thesis - relevant to assigned topic
	22-26	AVERAGE TO GOOD - some knowledge of subject - adequate range - limited development of thesis - mostly relevant to topic, lacks detail
	21-17	POOR TO FAIR - limited knowledge of subject - little substance - inadequate development of topic
	13-16	VERY POOR - does not show knowledge of subject - non-substantive - not pertinent
ORGANIZATION	18-20	VERY GOOD TO EXCELLENT - fluent expression - ideas clearly stated/supported - succinct - well-organized - logical sequencing - cohesive

	14-17	<p>AVERAGE TO GOOD</p> <ul style="list-style-type: none"> - somewhat choppy - loosely organized but main ideas stand out - limited support - logical but limited sequencing
	10-13	<p>POOR TO FAIR</p> <ul style="list-style-type: none"> - non-fluent - ideas confused or disconnected - lacks logical sequencing.
	7-9	<p>VERY POOR</p> <ul style="list-style-type: none"> - does not communicate - no organization
VOCABULARY	18-20	<p>VERY GOOD TO EXCELLENT</p> <ul style="list-style-type: none"> - sophisticated range - effective word/idiom choice and usage - word form mastery - appropriate register
	14-17	<p>AVERAGE TO GOOD</p> <ul style="list-style-type: none"> - adequate range - occasional errors of word/idiom form, choice, usage but meaning not obscured
	10-13	<p>POOR TO FAIR</p> <ul style="list-style-type: none"> - limited range - frequent errors of word/idiom form, choice, usage - meaning confused or obscured
	7-9	<p>VERY POOR</p> <ul style="list-style-type: none"> - essentially translation

		-little knowledge of English vocabulary, idioms, and word form
LANGUAGE USE	22-25	VERY GOOD TO EXCELLENT - effective complex constructions -few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions
	18-21	AVERAGE TO GOOD - effective but simple construction - minor problems in complex constructions - several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	11-17	POOR TO FAIR - major problems in simple/complex constructions -frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns prepositions, and/or fragments, run-ons, deletion - meaning confused or obscured
	5-10	VERY POOR - virtually no mastery of sentence construction rules - dominated by errors - does not communicate
MECHANICS	5	VERY GOOD TO EXCELENT - demonstrates mastery of conventions - few errors of spelling, punctuation, capitalization, and paragraphing
	4	AVERAGE TO GOOD - occasional errors of spelling,

		punctuation, capitalization, and paragraphing but meaning not obscured
	3	POOR TO FAIR - frequent errors of spelling, punctuation, capitalization, and paragraphing - poor handwriting - meaning confused or obscured
	2	VERY POOR - no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, and paragraphing - handwriting illegible

Metro, Januari 2019

Collaborator



DWI PUSPITA SARI

NIP:

Researcher



KUNTI SYAUQI D.

NPM: 14121537

Mengetahui:

Kepala Sekolah



UMMUL KHOIR S. Pd.I

NIP:

Field Notes

Cycle		Note Students' Attitude
Cycle 1	1 st Meeting (Januari 2019)	<ul style="list-style-type: none"> ➤ Most of students still confused in following the learning group. ➤ Most of the students were not accountable about their answer. ➤ Most of the students were not confidence in shering the ideas. ➤ Some of the students did not the the assignments.
	2 nd Meeting (Januari 2019)	<ul style="list-style-type: none"> ➤ Some of the students began interested in the learning group. ➤ Some of the students were accountable about their answer. ➤ Some of the students were confidence in sharing ideas. ➤ Some of the students could do the assignments easily.
Cycle 2	1 st Meeting (Januari 2019)	<ul style="list-style-type: none"> ➤ Some of the students were enjoyed following the learning groups. ➤ Most of the students were accountable about their answer. ➤ The students could be more confidence in sharring ideas. ➤ Most of the students could do the assignments easily.
	2 nd Meeting (Januari 2019)	<ul style="list-style-type: none"> ➤ Most of the students were active in the learning group. ➤ Most of the students enjoyed the new learning strategy. ➤ Most of the students could be more accountable about their answer. ➤ Most of the students were confidence in sharing their ideas to the other. ➤ Most of the students could do the task easily.

Collaborator



Dwi Puspita Sari

Metro, Januari 2019
Researcher
















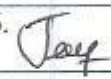



Kunti Syauqi Dinillah
NPM: 14121537

ATTENDANCE LIST OF PRE TEST

CLASS : XI

DATE : 01 January 2019

NO	NAME	SIGNATURE	
1.	AFRIZAL ASIDIQ	1.	
2.	AGUNG SUTRISNO		2. 
3.	ANDRI YANTO	3.	
4.	ANIS NUR LAILI		4. 
5.	ATIK NUR HAYATI	5.	
6.	DWI NUR HIDAYAH		6. 
7.	EKA FATMAWATI	7.	
8.	EVA OKTAVIANI		8. 
9.	INDRI PUTRI LESTARI	9.	
10.	IRFAN FARULIAN		10. 
11.	KHUSNUL SA'ADAH	11.	
12.	LILIS YULIANTI		12. 
13.	LULUK ALFANI	13.	
14.	MAMBA'UL ULUM		14. 
15.	MELA NISA PRASTIKA	15.	
16.	MERLY TIA TANIA		16. 
17.	MUHAMMAD NUR FATHONI	17.	

18.	MUKHLISHOTUL LATIFAH		18. <i>den</i>
19.	MUKHOLIL SYARIFUDIN ABIN	19. <i>Sm</i>	
20.	MUKROMINUDIN		20. <i>JK</i>
21.	NOVITA SARI	21. <i>CA</i>	
22.	NURUL KHOIRIYAH		22. <i>Judo</i>
23.	RIFQI ARMAN FAUZY	23. <i>Judo</i>	
24.	RISQI FIRLANA		24. <i>guf</i>
25.	ROFIATUS SHOLIHAN	25. <i>mf</i>	
26.	SINTA ROHMATUL LAILI		26. <i>He</i>
27.	SITI SUMARIA	27. <i>Amr</i>	
28.	SURYANTO		28. <i>Am</i>
29.	SYARIFATUL 'ULYA	29. <i>Am</i>	
30.	TSAMROTUL MAMLUAH		30. <i>Am</i>

Metro, Januari 2019

Collaborator



Dwi Puspita Sari














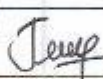

Researcher



Kunti Syauqi Dinillah
NPM: 14121537

ATTENDANCE LIST OF POST TEST 2
(Second Meeting)

CLASS : XI
DATE : 10 January 2019

NO	NAME	SIGNATURE	
1.	AFRIZAL ASIDIQ	1.	
2.	AGUNG SUTRISNO		2. 
3.	ANDRI YANTO	3.	
4.	ANIS NUR LAILI		4. 
5.	ATIK NUR HAYATI	5.	
6.	DWI NUR HIDAYAH		6. 
7.	EKA FATMAWATI	7.	
8.	EVA OKTAVIANI		8. 
9.	INDRI PUTRI LESTARI	9.	
10.	IRFAN FARULIAN		10. 
11.	KHUSNUL SA'ADAH	11.	
12.	LILIS YULIANTI		12. 
13.	LULUK ALFANI	13.	
14.	MAMBA'UL ULUM		14. 
15.	MELA NISA PRASTIKA	15.	
16.	MERLY TIA TANIA		16. 
17.	MUHAMMAD NUR FATHONI	17.	

18.	MUKHLISHOTUL LATIFAH		18. <i>Law</i>
19.	MUKHOLIL SYARIFUDIN ABIN	19. <i>Sm</i>	
20.	MUKROMINUDIN		20. <i>[Signature]</i>
21.	NOVITA SARI	21. <i>[Signature]</i>	
22.	NURUL KHOIRIYAH		22. <i>[Signature]</i>
23.	RIFIQI ARMAN FAUZY	23. <i>[Signature]</i>	
24.	RISQI FIRLANA		24. <i>[Signature]</i>
25.	ROFIATUS SHOLIHAN	25. <i>[Signature]</i>	
26.	SINTA ROHMATUL LAILI		26. <i>[Signature]</i>
27.	SITI SUMARIA	27. <i>[Signature]</i>	
28.	SURYANTO		28. <i>[Signature]</i>
29.	SYARIFATUL 'ULYA	29. <i>[Signature]</i>	
30.	TSAMROTUL MAMLUAH		30.

Metro, Januari 2019

Collaborator



Dwi Puspita Sari

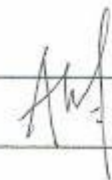















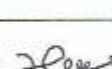
Researcher



Kunti Syauqi Dinillah
NPM: 14121537

ATTENDANCE LIST OF POST TEST 1
(Second Meeting)

CLASS : 71
DATE : 03 January 2019

NO	NAME	SIGNATURE	
1.	AFRIZAL ASIDIQ	1.	
2.	AGUNG SUTRISNO		2. 
3.	ANDRI YANTO	3.	
4.	ANIS NUR LAILI		4. 
5.	ATIK NUR HAYATI	5.	
6.	DWI NUR HIDAYAH		6. 
7.	EKA FATMAWATI	7.	
8.	EVA OKTAVIANI		8. 
9.	INDRI PUTRI LESTARI	9.	
10.	IRFAN FARULIAN		10. 
11.	KHUSNUL SA'ADAH	11.	
12.	LILIS YULIANTI		12. 
13.	LULUK ALFANI	13.	
14.	MAMBA'UL ULUM		14. 
15.	MELA NISA PRASTIKA	15.	
16.	MERLY TIA TANIA		16. 
17.	MUHAMMAD NUR FATHONI	17.	

18.	MUKHLISHOTUL LATIFAH		18.	
19.	MUKHOLIL SYARIFUDIN ABIN	19.		
20.	MUKROMINUDIN		20.	
21.	NOVITA SARI	21.		
22.	NURUL KHOIRIYAH		22.	
23.	RIFQI ARMAN FAUZY	23.		
24.	RISQI FIRLANA		24.	
25.	ROFIATUS SHOLIHAN	25.		
26.	SINTA ROHMATUL LAILI		26.	
27.	SITI SUMARIA	27.		
28.	SURYANTO		28.	
29.	SYARIFATUL 'ULYA	29.		
30.	TSAMROTUL MAMLUAH		30.	

Metro, Januari 2019

Collaborator



Dwi Puspita Sari

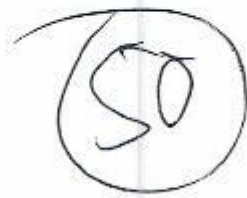
Researcher



Kunti Syauqi Dinillah
NPM: 14121537

TEST INSTRUMENT IN PRE-TEST

NAME : Wahid
CLASS : XI



Direction :

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

Please write a argumentative paragraph at least 7 sentences based on the topic that you choose below!

- a. Intenet
- b. World Cup
- c. PUBG Mobile

Internet

- internet many effect positive and negative
- Anything effect positive abte ceft
+as school
- effect negative child cekt

TEST INSTRUMENT IN PRE-TEST

NAME : Elva fahmawati
CLASS : XI

52

Direction :

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

Please write a argumentative paragraph at least 7 sentences based on the topic that you choose below!

- a. Internet
- b. World Cup
- c. PUBG Mobile

Internet
In this Internet many used at all of the people
in the world using Internet. but there effect
in internet, there are positif and negatif
* effect positif can help childrens
* can make the negative effect that not nice

TEST INSTRUMENT IN PRE-TEST

NAME : Rizki firland
CLASS : XI

48

Direction :

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

Please write a argumentative paragraph at least 7 sentences based on the topic that you choose below!

- a. Intenet
- b. World Cup
- c. PUBG Mobile

INTERNET

Many people in world have knowing internet from the old until the young. positive effect, people can sell at online shop and searching school assignment. and negative effect under teenager is unusefull internet

TEST INSTRUMENT IN PRE-TEST

NAME : Nurul hairiyah

CLASS : XI

55

Direction :

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

Please write a argumentative paragraph at least 7 sentences based on the topic that you choose below!

- a. Intenet
- b. World Cup
- c. PUBG Mobile

Internet

We sure not foreign again if heard word internet. Because internet finished many used by people in the word. Internet giving we many information not we knowing. So internet giving we many give eassy if search information.

TEST INSTRUMENT IN PRE-TEST

NAME : Novita Sari
CLASS : XI

99

Direction :

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

Please write a argumentative paragraph at least 7 sentences based on the topic that you choose below!

- a. Intenet
- b. World Cup
- c. PUBG Mobile

Internet
In this era many people user. internet affect positive and negative .

1. affect positive

- * get knowledge in word more wide.
- * can give information.

2. affect negative

- * Have much link of false and matter negative.

• For you user must used internet well.

TEST INSTRUMENT IN POST-TEST I

NAME : Amis Nurtaili
CLASS : XI

79

Direction :

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

Please discuss with your group and write a argumentative by problem solving technique paragraph at least 7 sentences based on the topic that you choose below!

- a. Sea Games
- b. Smoke
- c. Mobile Legend

"Mobile Legend"

There are many reason why I don't play mobile legend - first mobile legend to much negative efect as object game that not aducatat, fathermore mobile legend also throws money because play mobile legend need date. Mobile legend also make gamers force time until time explland users.

To same top, I don't play mobile legend because to much -negative (effect), throws money and throws time.

TEST INSTRUMENT IN POST-TEST I

NAME : Andri yanto
CLASS : XI

75

Direction :

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

Please discuss with your group and write a argumentative by problem solving technique paragraph at least 7 sentences based on the topic that you choose below!

- a. Sea Games
- b. Smoke
- c. Mobile Lagend

MOBILE LAGEND

There are many reason why I don't play mobile lagend. first can tolcase a people livers wasful kuota. because poeple more wasful and also can seizure time, because moment poeple play game mobile lagend will accomplished addicted and damaged etc.

To sum up is I don't want play mobile lagend because not healthy for eye and (can't) seizure time and to lose

TEST INSTRUMENT IN POST-TEST I

NAME : Ryan Farulian
CLASS : XI

77

Direction :

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

Please discuss with your group and write a argumentative by problem solving technique paragraph at least 7 sentences based on the topic that you choose below!

- a. Sea Games
- b. Smoke
- c. Mobile Legend

Mobile Legend

Mobile Legend is one of popular game in Indonesia. There are so many people playing this game. But, many games bring bad impact. This game can spend a lot of time and money if you got a streak or your connection going lost. Furthermore, this game can spend a lot of money to buy internet data or diamonds in the game.

The conclusion is, I don't want to kill the bad impact, because mobile legends is spend a lot of time, expensive and make you stress.

TEST INSTRUMENT IN POST-TEST I

NAME : Siti Sumaria

CLASS : XI

Direction :

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



Please discuss with your group and write a argumentative by problem solving technique paragraph at least 7 sentences based on the topic that you choose below!

- a. Sea Games
- b. Smoke
- c. Mobile Legend

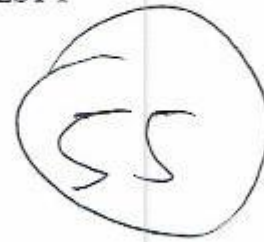
Mobile legends

Mobile legend is one of popular game in Indonesia. There are so many people playing this game. But, many games bring bad impact. This game can spend a lot of time and made you stress if you lose streak or your connection going lost. Furthermore, This game can spend a lot of money to buy internet data or diamond in the game.

The conclusion is, I don't want to felt the bad impact. Because mobile legends is expensive and made you stress.

TEST INSTRUMENT IN POST-TEST I

NAME : Manboul ulum
CLASS : XI



Direction :

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

Please discuss with your group and write a argumentative by problem solving technique paragraph at least 7 sentences based on the topic that you choose below!

- a. Sea Games
- b. Smoke
- c. Mobile Legend

Smoke

Various Province Specially Indonesian many people like smoke to come to student also smoke in this cigarette any nicotin.

Smoking can cancer until death and smoke to finish many, because smoke the price (expensive) finished don't smoking effect death and opium.

TEST INSTRUMENT IN POST-TEST II

NAME : Agung Sutrisno

CLASS : XI

81

Direction :

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

Please discuss with your group and write a argumentative by problem solving technique paragraph at least 7 sentences based on the topic that you choose below!

- a. Drugs
- b. Tik Tok
- c. Full Day at School

DRUGS

The drug threatening the future of the teen as the successor nation. The drug cause a lot of danger physical and psychic.

A drug addict will look isn't interesting of the physical. But all would not mean without there is a role immediately society in helping against the drug ~~circle~~ circles each^{er}. Hopefully Indonesia soon be free from the net circulation of the drug.

TEST INSTRUMENT IN POST-TEST II

NAME

Andri Yanto

70

CLASS

XI

Direction

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

Please discuss with your group and write a argumentative by problem solving technique paragraph at least 7 sentences based on the topic that you choose below!

- a. Drugs
- b. Tik Tok
- c. Full Day at School

FULL DAY SCHOOL

Full day school isn't efficience to make our young generation smash it's true we can learn longer and we got much point but for some student who have weak metabisme they easily get sick and course it cause so much problem to thei school activies. School nowā days. IF we over look for a white school activies them all in front of us. It forces us to have strong metabolism so we can have saturday on holiday ,and we can spend our tim with our family.

TEST INSTRUMENT IN POST-TEST II

NAME : Mukhromuddin

CLASS : XI

Direction :

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

80

Please discuss with your group and write a argumentative by problem solving technique paragraph at least 7 sentences based on the topic that you choose below!

- a. Drugs
- b. Tik Tok
- c. Full Day at School

Full Day at School
I agree with full day school because effective in shaping the character of students because students will be longer in school, and teachers can freely supervise and control the student's behavior.
Furthermore, full day school helps students learn longer and take advantages of the potential that is in them, then students can more leisure time with the family because full days of Saturday and Sunday.
These things are of course a factor that supports some people in applying full day school.

TEST INSTRUMENT IN POST-TEST II

NAME : Muhlisolat Akifah

CLASS : XI

Direction :

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

82

Please discuss with your group and write a argumentative by problem solving technique paragraph at least 7 sentences based on the topic that you choose below!

- a. Drugs
- b. Tik Tok
- c. Full Day at School

There's ^{Model} reason why I didn't like ^{"Tik Tok"} tik tok. The first the app is not educating and ^(will) impact is not good for the users. The app is also abused by children under age will motivate stupidity. And this app need quotas to open it. The app that shouldn't exited, and should ^(be) immediately delete. And wasting quotas for things that are not important. To sum up, I didn't like app tik tok ^(it) because not educate, and just made a fool for people who play it.

TEST INSTRUMENT IN POST-TEST II

NAME : Suryanto

CLASS : XI

82

Direction :

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

Please discuss with your group and write a argumentative by problem solving technique paragraph at least 7 sentences based on the topic that you choose below!

- a. Drugs
- b. Tik Tok
- c. Full Day at School

Drugs

A drug test is a technical analysis of a biological specimen, for example urine, hair, blood, breath, sweat, and/or fluid to determine the metabolites. Major applications of drug testing include detection of the presence of performance enhancing steroids in sport, employers and parole officers screening for drugs prohibited.

A drug test may also refer to a test that provides quantitative chemical analysis of an illegal drug typically intended to help with responsible drug use.

**OBSERVATION SHEET OF STUDENTS' WRITING SCORE
IN PRE-TEST**

No	Student's Name	Score					Total
		Content	Oganization	Vocabulary	Language Use	Mechanics	
1	AA	21	10	13	18	3	65
2	AN	17	11	7	13	4	52
3	AN	21	15	14	12	4	66
4	AS	22	17	13	20	5	77
5	AY	17	10	12	5	2	46
6	DN	21	19	10	11	4	60
7	EF	17	9	13	11	2	52
8	EO	18	13	11	13	3	58
9	IF	23	17	19	17	4	75
10	IP	22	10	14	11	4	61
11	KS	20	11	10	12	2	55
12	LU	16	9	12	11	2	50
13	LY	13	12	9	11	2	47
14	MA	22	18	17	19	4	75
15	ML	21	12	10	13	3	59
16	MM	22	17	14	17	3	73
17	MN	16	11	9	9	2	47
18	MN	21	8	10	10	3	42
19	MS	17	8	7	8	2	42
20	MT	20	17	14	15	4	70
21	MU	17	7	7	9	2	42
22	NH	17	7	11	17	3	55
23	NS	15	7	12	8	2	44
24	RF	16	12	7	10	3	48
25	RS	15	13	7	8	3	46
26	SR	22	17	17	16	4	76
27	SR	21	17	15	18	4	75
28	SS	17	11	11	11	2	52
29	SU	21	19	10	11	4	60
30	TM	22	19	17	13	4	70

Metro, Januari 2019

Researcher

Collaborator



Dwi Puspita Sari



Kunti Syauqi Dinillah
NPM: 14121537

**OBSERVATION SHEET OF STUDENTS' WRITING SCORE
IN POST-TEST 1**

	Student's Name	Score					Total
		Content	Oganization	Vocabulary	Language Use	Mechanics	
1	AA	21	13	15	18	3	70
2	AN	22	13	18	17	4	74
3	AN	23	17	19	12	4	75
4	AS	24	17	17	18	4	80
5	AY	17	13	14	17	3	64
6	DN	22	15	14	15	4	70
7	EF	21	13	10	10	3	57
8	EO	22	14	14	11	3	64
9	IF	23	17	15	18	4	77
10	IP	23	17	10	11	3	64
11	KS	21	11	13	12	3	60
12	LU	21	13	10	11	3	58
13	LY	21	14	13	12	3	63
14	MA	22	17	17	16	4	76
15	ML	21	12	12	12	4	61
16	MM	22	18	14	17	4	75
17	MN	15	13	9	9	3	49
18	MN	22	11	13	11	4	61
19	MS	19	8	10	10	3	50
20	MT	23	16	15	15	4	73
21	MU	20	13	11	8	3	55
22	NH	21	9	14	9	3	56
23	NS	16	13	12	11	5 3	55
24	RF	22	16	17	11	4	70
25	RS	21	13	14	14	4	66
26	SR	23	16	17	18	4	78
27	SR	22	16	17	18	4	77
28	SS	20	11	15	12	2	60
29	SU	23	16	14	13	4	70
30	TM	23	14	19	15	4	75

Metro, Januari 2019

Researcher

Collaborator



Dwi Puspita Sari



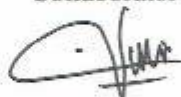
Kunti Syauqi Dinillah
NPM: 14121537

**OBSERVATION SHEET OF STUDENTS' WRITING SCORE
IN POST-TEST 2**

No	Student's Name	Score					Total
		Content	Oganization	Vocabulary	Language Use	Mechanics	
1	AA	21	13	15	18	3	79
2	AN	22	13	18	17	4	80
3	AN	23	17	19	12	4	82
4	AS	24	17	17	18	4	81
5	AY	17	13	14	17	3	70
6	DN	22	15	19	15	4	75
7	EF	21	13	10	10	3	72
8	EO	22	14	14	11	3	80
9	IF	23	17	15	18	4	80
10	IP	23	17	10	11	3	70
11	KS	21	11	13	12	12	70
12	LU	21	13	10	11	3	65
13	LY	21	14	13	12	3	75
14	MA	22	17	17	16	4	82
15	ML	21	12	12	12	4	70
16	MM	22	18	14	17	4	80
17	MN	15	13	9	9	3	60
18	MN	22	11	13	11	4	65
19	MS	19	8	10	10	3	60
20	MT	23	16	15	15	4	75
21	MU	20	13	11	8	3	67
22	NH	21	9	14	9	3	70
23	NS	16	13	12	11	3	65
24	RF	22	16	17	11	4	75
25	RS	21	13	14	14	4	75
26	SR	23	16	17	18	4	82
27	SR	22	16	17	18	4	82
28	SS	20	11	15	12	2	70
29	SU	23	16	14	13	4	75
30	TM	23	14	19	15	4	75

Metro, Januari 2019
Researcher

Collaborator



Dwi Puspita Sari



Kunti Syauqi Dinillah
NPM: 14121537

**OBSERVATION SHEET OF
THE STUDENTS' ACTIVITY IN CYCLE 1 (FIRST MEETING)**

NO.	NAME	THE STUDENTS' ACTIVITY				TOTAL
		1	2	3	4	
1	AA	✓	✓			2
2	AN	✓		✓		1
3	AN	✓		✓		2
4	AS	✓	✓	✓	✓	4
5	AY	✓				1
6	DN	✓	✓			2
7	EF		✓	✓		2
8	EO		✓	✓		2
9	IF	✓	✓	✓	✓	4
10	IP	✓		✓		2
11	KS	✓		✓		2
12	LU	✓			✓	1
13	LY	✓				1
14	MA	✓	✓	✓	✓	4
15	ML	✓	✓			2
16	MM	✓	✓	✓	✓	4
17	MN			✓		1
18	MN	✓				1
19	MS		✓			1
20	MT	✓	✓	✓		3
21	MU			✓		1
22	NH			✓		1
23	NS	✓				1
24	RF		✓			1
25	RS			✓		1
26	SR	✓	✓	✓	✓	4
27	SR	✓	✓	✓	✓	4
28	SS	✓		✓		2
29	SU	✓	✓			2
30	TM	✓	✓		✓	3
TOTAL		22	16	17	7	62

- NOTE :
- 1) The students understand the problem and determine topic sentence.
 - 2) The students collect data needed and make supporting sentence.
 - 3) The students find solve the problem and make conclusion.
 - 4) The students write argumentative paragraph with coherence, cohesion and unity.

**OBSERVATION SHEET OF
THE STUDENTS' ACTIVITY IN CYCLE 1 (SECOND MEETING)**

NO.	NAME	THE STUDENTS' ACTIVITY				TOTAL
		1	2	3	4	
1	AA	✓	✓	✓		3
2	AN	✓	✓	✓	✓	4
3	AN	✓	✓	✓	✓	4
4	AS	✓	✓	✓	✓	4
5	AY	✓		✓		2
6	DN	✓	✓			2
7	EF			✓		1
8	EO		✓	✓		2
9	IF	✓	✓	✓	✓	4
10	IP	✓		✓		2
11	KS	✓		✓		2
12	LU	✓				1
13	LY	✓	✓			2
14	MA	✓	✓	✓	✓	4
15	ML	✓	✓			2
16	MM	✓	✓	✓	✓	4
17	MN			✓		1
18	MN	✓				1
19	MS		✓			1
20	MT	✓	✓	✓	✓	4
21	MU			✓		1
22	NH	✓		✓		2
23	NS	✓				1
24	RF		✓			1
25	RS	✓	✓			2
26	SR	✓	✓	✓	✓	4
27	SR	✓	✓	✓	✓	4
28	SS	✓		✓		2
29	SU	✓	✓	✓		3
30	TM	✓	✓	✓	✓	4
TOTAL		24	19	20	10	73

- NOTE :
- 1) The students understand the problem and determine topic sentence.
 - 2) The students collect data needed and make supporting sentence.
 - 3) The students find solve the problem and make conclusion.
 - 4) The students write argumentative paragraph with coherence, cohesion and unity.

**OBSERVATION SHEET OF
THE STUDENTS' ACTIVITY IN CYCLE 2 (FIRST MEETING)**

NO.	NAME	THE STUDENTS' ACTIVITY				TOTAL
		1	2	3	4	
1	AA	✓	✓	✓		3
2	AN	✓	✓	✓	✓	4
3	AN	✓	✓	✓	✓	4
4	AS	✓	✓	✓	✓	4
5	AY	✓		✓		2
6	DN	✓	✓	✓		3
7	EF	✓		✓		2
8	EO	✓	✓	✓		3
9	IF	✓	✓	✓	✓	4
10	IP	✓	✓	✓		3
11	KS	✓		✓		2
12	LU	✓		✓		2
13	LY	✓	✓		✓	3
14	MA	✓	✓	✓	✓	4
15	ML	✓	✓			2
16	MM	✓	✓	✓	✓	4
17	MN	✓		✓		2
18	MN	✓	✓			2
19	MS		✓	✓		2
20	MT	✓	✓	✓	✓	4
21	MU	✓		✓		2
22	NH	✓	✓	✓		3
23	NS	✓	✓			2
24	RF	✓	✓			2
25	RS	✓	✓		✓	3
26	SR	✓	✓	✓	✓	4
27	SR	✓	✓	✓	✓	4
28	SS	✓		✓	✓	3
29	SU	✓	✓	✓		3
30	TM	✓		✓	✓	3
TOTAL		29	22	24	13	88

- NOTE :
- 1) The students understand the problem and determine topic sentence.
 - 2) The students collect data needed and make supporting sentence.
 - 3) The students find solve the problem and make conclusion.
 - 4) The students write argumentative paragraph with coherence, cohesion and unity.

**OBSERVATION SHEET OF
THE STUDENTS' ACTIVITY IN CYCLE 2 (SECOND MEETING)**

NO.	NAME	THE STUDENTS' ACTIVITY				TOTAL
		1	2	3	4	
1	AA	✓	✓	✓	✓	4
2	AN	✓	✓	✓	✓	4
3	AN	✓	✓	✓	✓	4
4	AS	✓	✓	✓	✓	4
5	AY	✓	✓	✓		3
6	DN	✓	✓	✓	✓	4
7	EF	✓	✓	✓		3
8	EO	✓	✓	✓	✓	4
9	IF	✓	✓	✓	✓	4
10	IP	✓	✓	✓		3
11	KS	✓	✓	✓		3
12	LU	✓		✓		2
13	LY	✓	✓	✓	✓	4
14	MA	✓	✓	✓	✓	4
15	ML	✓	✓	✓		3
16	MM	✓	✓	✓	✓	4
17	MN	✓		✓		2
18	MN	✓	✓			2
19	MS		✓	✓		2
20	MT	✓	✓	✓	✓	4
21	MU	✓	✓	✓		3
22	NH	✓	✓	✓		3
23	NS	✓	✓			2
24	RF	✓	✓	✓	✓	4
25	RS	✓	✓	✓	✓	4
26	SR	✓	✓	✓	✓	4
27	SR	✓	✓	✓	✓	4
28	SS	✓		✓	✓	3
29	SU	✓	✓	✓	✓	4
30	TM	✓	✓	✓	✓	4
TOTAL		29	27	28	18	102

- NOTE :
- 1) The students understand the problem and determine topic sentence.
 - 2) The students collect data needed and make supporting sentence.
 - 3) The students find solve the problem and make conclusion.
 - 4) The students write argumentative paragraph with coherence, cohesion and unity.



**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-112/In.28/S/OT.01/01/2019**

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

Nama : Kunti Syauqi Dinillah
NPM : 14121537
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121537.

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 pdapat dipergunakan seperlunya.

Metro, 14 Januari 2019
Kepala Perpustakaan



[Handwritten Signature]
Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : *kunti Syaqui Dinillah*

NPM : *19121537*

Fakultas : *TARBIYAH FTIK*

Angkatan : *2014*

Telah menyerahkan buku berjudul : *Studying Bilinguals*

Metro, 11 January 2019

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : *KUNTI SYAQUI DINILLAH*

NPM : *19121537*

Fakultas : *TARBIYAH FTIK*

Angkatan : *2014*

Telah menyerahkan buku berjudul : *Studying Bilinguals*

Metro, 11 January 2019

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014



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

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

Nomor : B-1793/In.28.1/J/TL.00/05/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SEKOLAH SMK DAARUL ULYA METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **KUNTI SYAUQI DINILLAH**
NPM : 14121537
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE USE OF TAKE AND GIVE TECHNIQUES TO IMPROVE
PARAGRAPH WRITING SKILLS AT THE ELEVENTH GRADE OF
SMK DAARUL ULYA METRO

untuk melakukan *pra-survey* di SMK DAARUL ULYA METRO.

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

Wassalamu'alaikum Wr. Wb.

Metro, 28 Mei 2018

Ketua Jurusan
Pendidikan Bahasa Inggris



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



YAYASAN DAARUL 'ULYA KOTA METRO
SEKOLAH MENENGAH KEJURUAN (SMK) DAARUL'ULYA

NPSN. 69759076 NSS. 402126104019

ALAMAT: Jln. Merica RppT.33/RW.15 No.31 Iringmulyo Kecamatan Metro Timur Kota Metro Kode Pos 34111,
E-Mail: smk.daarululya@yahoo.com

Nomor : 280/ SMK-DU /VIII/ 2018
Lampiran : -
Perihal : **BALASAN IZIN PRA-SURVEY**

Kepada Yth.,
Ketua Jurusan TBI
Institut Agama Islam Negeri (IAIN)

Assalamu'alaikum Wr. Wb.

Sehubungan dengan surat saudara pada tanggal 28 Mei 2018 kami memberikan izin melakukan *Pra-Survey* dalam rangka penyelesaian tugas akhir/skripsi atas nama KUNTI SYAUQI DINILLAH dengan judul "THE USE OF TAKE AND GIVE TECHNIQUES TO IMPROVE PARAGRAPH WRITING SKILLS AT THE ELEVENTH GRADE OF SMK DAARUL ULYA METRO".

Demikian surat balasan ini kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Metro, 13 Agustus 2018

Kepala Sekolah



M. Khair
M. KHAIIR, S.Pd.I



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

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

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

Nama : Kunti Syauqi Dinillah
NPM : 14121537

Jurusan/Fakultas : TBI/FTIK
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 17 - 09 - 2018	✓		Revise Table of Content Revise chapter II	
2.	Jumat 08 - 09 - 2018	✓		Table of content Chapter II - The skills to write Paragraph - measurement of writing score - Media of TGT - The advantages and disadvantages TGT	

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 199303 1 001



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

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Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Kunti Syauqi Dinillah
NPM : 14121537

Jurusan/Fakultas : TBI/FTIK
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
3.	Jumat 12-10-2018	✓		<ul style="list-style-type: none">- The structure of paragraph- The definition of paragraph writing skills- The characteristics of paragraph writing- The types of paragraph writing- Assessment to evaluate the writing score	
4.	Rabu 31-10-2018	✓		<ul style="list-style-type: none">- Table of content- The characteristic of paragraph- The types of paragraph- Action hypothesis	
5.	Senin 19-11-2018			<p>Referensi ; see Journal</p>	

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 199303 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Kunti Syauqi Dinillah
NPM : 14121537

Jurusan/Fakultas : TBI/FTIK
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Jumat, 31-08-2018		✓	<ul style="list-style-type: none">- cover- Background of Study- Problem formulation- Object of the Study- foot note	
2					
3					
4	Jumat, 07-08-2018				

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



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

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

Nama : Kunti Syauqi Dinillah
NPM : 14121537

Jurusan : TBI
Semester : IX

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	kamis 20/12/18	✓		Give the example of post test	
2.	Jumat 20/12/18	✓		Give more example	
3.	Jumat 21/12/18	✓		Revisi skripsi. see separate	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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

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

Nama : Kunti Syaqui Dinillah
NPM : 14121537

Jurusan : TBI
Semester : IX

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	kamis 20/02/18			u. Mu. Husein	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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Semester : IX

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat 10/01/19	✓		Curriculum Vitae	A.
2.	Senin 14/01/19	✓		Profil & Persepsi Ade di masyarakat	M.

Mengetahui,
Ketua Jurusan TBI

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No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat, 10/01/19		✓	Acc Munaqosah	A.

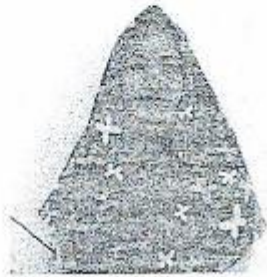
Mengetahui,
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CURRICULUM VITAE



The name of the writer is Kunti Syauqi Dinillah. She was born in Trimodadi, on March 21, 1997. She is the first child of Mr. Ghoib Anshori and Mrs. Surati.

She enrolled her study at SD N4 Trimodadi in 2002-2008. Soon after that, she continued to Junior High School at SMP Mambaul Ulum, Lampung Tengah in 2008-2011. She stood her study at SMA Mambaul Ulum, Lampung Tengah in 2011-2014. It was long journey for her to find out her dream. After graduating from senior high school, she decided to take a lecture in English Education Department of IAIN Metro. Hopefully, she can do anything best to increase and to apply her knowledge wisely.