AN UNDERGRADUATE THESIS

THE USE OF NOTE-TAKING PAIRS TECHNIQUE TO INCREASE WRITING ABILITY AMONG EIGHTH GRADERS OF SMP N 2 BATANGHARI IN ACADEMIC YEAR 2017/2018

By:

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English Education Study Program

THE STATEISLAMICINSTITUTEOFMETRO

1439H /2018M

THE USE OF NOTE-TAKING PAIRS TECHNIQUE TO INCREASE WRITING ABILITY AMONG EIGHTH GRADERS OF SMP N 2 BATANGHARI IN ACADEMIC YEAR 2017/2018

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

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THE STATEINSTITUTE ISLAMIC STUDIES OF METRO

1439H /2018 M

NOTIFICATION LETTER

Number   :
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Matter   : **In order to hold the munaqosyah**
                   of Anas Mutoharoh

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

Assalamu'alaikum, Wr. Wb

        We have given guidance and enough improvement to research tesis script which is written

by:

Name   : Anas Mutoharoh

Students Number : 13106537

Title   : THE USE OF NOTE-TAKING PAIRS TECHNIQUE TO INCREASE

                   WRTING ABILITY AMONG EIGHTH GRADERS OF SMP N 2

                   BATANGHARI IN ACADEMIC YAEAR 2017/2018

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in

 order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

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Nomor   :

Lampiran   :

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            Saudari Anas Mutoharoh

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Assalamualaikum Wr.Wb.

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

Name   : Anas Mutoharoh

Students Number : 13106537

Judul Skripsi   : THE USE OF NOTE-TAKING PAIRS TECHNIQUE TO INCREASE
                   WRTING ABILITY AMONG EIGHTH GRADERS OF SMP N 2
                   BATANGHARI IN ACADEMIC YAEAR 2017/2018

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

                                                Metro,   November 2017
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APPROVAL PAGE

Title : THE USE OF NOTE-TAKING PAIRS TECHNIQUE TO INCREASE WRTING ABILITY AMONG EIGHTH GRADERS OF SMP N 2 BATANGHARI IN ACADEMIC YAEAR 2017/2018

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Department : English Education

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To be discussed in the tesis (munaqosyah) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

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RATIFICATION PAGE

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An undergraduated thesis entittled: THE USE OF THREE STEP INTERVIEW STRATEGY TO INCREASE THE DESCRIPTIVE WRITING SKILLS AMONG THE SECOND GRADERS OF SMP N 5 METRO

Written by Okta Herfiani, student number 13108017 English Education Department, had been examined (Munaqasyah) in Tarbiyah and Teacher Training Faculty on January 2nd, 2018 at 09.00-11.00 a.m.

BOARD OF EXAMINERS:

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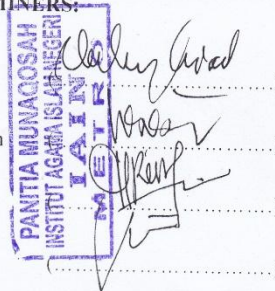
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THE USE OF NOTE-TAKING PAIRS TECHNIQUE TO INCREASE WRITING ABILITY AMONG EIGHTH GRADERS OF SMP N 2 BATANGHARI

ABSTRACT

BY:
ANAS MUTOHAROH

The purpose of this research is to show the use of Note-Taking Pairs Technique can increase writing ability among the eighth graders of SMP N 2 Batanghari. The problems in this research are focused on writing ability. The problemsof this research are the students writing ability of SMP N 2 Batanghari is still low andthe students had low motivation in learning writing.

In this research, the researcher uses a classroom action research (CAR) which is done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The researcher is conducted collaboratively with an English teacher of SMP N 2 Batanghari. The subjects of this research is 25 students in VIII class of SMP N 2 Batanghari In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation, documentation and field note.

The result of this research shows that Note-Taking Pairs Technique can be used as a teaching technique of writing. It provided by the average mark result of pre-test and post-test show that there were increased mark. At post test I is 67,4 and post test II is 78 it increased 10,6 point. The researcher concluded that there was significant increasing of using Note-Taking Pairs Technique on the writing ability among the eighth graders of SMP N 2 Batnghari.

 (keyword : writing ability, note-taking pairs technique, classroom action reseacrh)

**PENGGUNAAN TEHNIK NOTE-TAKING PAIRS UNTUK
MENINGKATKAN KEMAMPUAN MENULIS
DI KELAS DELAPANSMP N 2 BATANGHARI**

ABSTRAK

**OLEH:
ANAS MUTOHAROH**

Tujuan dari penelitian ini adalah untuk menunjukan bahwa penggunaan teknik note-taking pairs dapat meningkatakan kemampuan belajar dan kemampuan menulis siswa pada kelas VIII SMP N 2 Batanghari.. Masalah pada penelitian ini difokuskan pada kemampuan menulis. Masalah dalam penelitian ini adalah kemampuan menulis siswa SMP N 2 Batanghari masih rendah, siswa memiliki ketertarikan yang rendah dalam belajar menulis, siswa tidak memiliki kosa kata yang banyak, siswa memiliki motivasi yang rendah dalam belajar menulis.

Dalam penelitian ini, peneliti menggunakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Penelitian bekerjasama dengan guru Bahasa Inggris SMP N 2 Batanghari. Subjek penelitian ini adalah 25 siswa kelas delapan SMP N 2 Batanghari. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), observasi, dokumentasi dan catatan lapangan.

Hasil penelitian ini menunjukkan bahwa teknik Note-Taking Pairs dapat digunakan sebagai aktifitas dalam pengajaran menulis. Hal ini dibuktikan oleh hasil nilai rata-rata dari pre-test dan post-test yang menunjukkan bahwa adanya peningkatan nilai. Hasil nilai rata-rata dari post test I adalah 67,4 dan post test II adalah 78 dan meningkat 10,6. Kesimpulan peneliti adalah terdapat peningkatan yang signifikan penggunaan teknik Note-taking Pairs pada kemampuan menulis siswa di kelas delapan SMP N 2 Batanghari.

(Kata kunci : kemampuan menulis, teknik note-taking pairs, penelitian tindakan kelas)

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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

Metro, December 2017

ANAS MUTOHAROH
Student Number: 13106537

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama	: Anas Mutoharoh
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Jurusan	: Pendidikan Bahasa Inggriss

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

Metro, Desember 2017

Yang Menyatakan

ANAS MUTOHAROH
Student Number: 13107817

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MOTTO

رَبِّ هَبۡ لِى حُكۡمٗا وَأَلۡحِقۡنِى بِٱلصَّٰلِحِينَ ۝

[And he said], "My Lord, grant me authority and join me with the righteous

(Q.S Asy-Syura: 83)

DEDICATION PAGE

This Piece of work is dedicated to:

(Mr.Purwanto and Mrs.Rodiyah)

My beloved brotherand sister
(Ismail and Avika)

My beloved lectures of English Education Study Program
of State Islamic Instituateof Metro

My beloved friends (Ana mardiana, Endang Sri Wahyuni, Wiji Soviana, Alvi
Purnama Dewi, Eksanti, Nurul Khasanah, Nopi Terry Zeta, Nurul Indah
Prismawati, Fatimatul Zahro and so forth)

My beloved boy (Endri Wibowo)

And D Class
My almamater

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As human being, the writer completely realize that this research ungraduate thesis still has a plenty of weaknesses. The writer do apologizes for all mistakes she has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this research ungraduate thesis. Hopefully, this research ungraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, December 2017

The Writer,

Anas Mutoharoh
ST.N 13106537

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CHAPTER I
INTRODUCTION

A. Background of the Study

English is use by many people in the world for communication with one another. It is not only use for communication but also use for keeping up with the development of technology and science. English has been studied by Indonesian people from kindergarten up to university. In Indonesian English is taught at school from elementary school, junior high school and senior high school to university as a foreign language. Therefore English become important to the students learn as a means of transferring science, to access many resources, improve their knowledge, and communicate with other people who come from different world as well. In order that they have to mastered the language skills.

English skills are divided into two groups. They were productive skills and receptive skills. Writing and speaking are productive skills. It means that they involved producing language rather than receiving it. Receptive skills consist of reading and listening. In receptive skills, students had to be active in received the material that has been provided by the teacher.

There are four skills which had to be mastered by the students in learning English. The skills consist of listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skills for the students learn. Talking about the difficulties, there are some difficulties for

students in learning writing. Firstly, writing ability of the students still low because they thinks it needs hard thinking to produce words, sentences, and paragraph at the same time. Secondly, writing is uninteresting for them, because they still confuse to write some the sentences or texts. Next, they lack of vocabulary and the grammar, so make them still difficult to write. Furthermore, the students less motivation, if the teacher asks to the students write of the text, many of them lazy to do it, because they do not have enough vocabulary.

In this research, the researchers interest to use Note-Taking Pairs Technique. The researcher chose this technique because it assumes to realize creative teaching should have learning process more interested to invite students in writing. The researcher hope by using this technique can help students in learning activity and writing ability especially in descriptive text. In other word, students more effective and able to write about content of the story in the text.

This research was held at the eighth grade of SMP N 2 Batanghari which is consist of one class for about 25 students, and after doing the pre-survey at the eighth grade of SMP N 2 Batanghari the writer gets the result as bellow:

Table 1

The Result Data of Writing Learning Achievement

at Eighth Graders of SMP N 2 Batanghari

No	Nama	English Learning Achievement	
		Score	Category
1.	ASF	65	Fair
2.	AW	45	Low
3.	AFS	55	Low
4.	AKS	60	Fair
5.	CCL	55	Low
6.	DAY	55	Low
7.	DK	50	Low
8.	DA	74	Fair
9.	DA	45	Low
10.	FBP	65	Fair
11.	FA	45	Low
12.	HP	50	Low
13.	IS	55	Low
14.	JEE	60	Fair
15.	MA	55	Low
16.	MY	50	Low
17.	NYW	80	Good
18.	NKK	60	Fair
19.	PA	75	Good
20.	SA	40	Low
21.	SA	50	Low
22.	TYP	73	Fair
23.	TM	60	Fair
24.	VDF	55	Low
25.	YAS	75	Good
Total Average		1452 = 58.08	Low

Source: *The English Teacher Archives*, Taken On The Pre-Survey At October

03[th]2016

Table 2

The Criteria of Learning Result

No	Score	Explanation	Frequency	Percentage
1	81 - 100	Excellent	-	0
2	71 - 80	Good	3	12%
3	61 - 70	Fair	8	28%
4	41- 60	Low	14	60 %
Total			25	100%

Source: Ledger of the teacher in SMPN 2 Batanghari

The pre-survey was done on October 03th, 2016. They were 25 students at the eighth grade of SMPN 2 Batanghari. The English minimum passing grade in this school is 71. It means that the students who got the score under 71 did not pass the examination. In fact, there were not students who got 81-100, there were only 3 students who got 75 – 80, 8 students got score 56 – 74, and 14 students got score 0 – 55. The average score is 58,08% of the total of students, it could be conclude that students' writing score at the eighth grade is still low.

Considering the statement above, the researcher should help the students to overcome or to minimize the problem. The researcher interest to finding out an effective way in teaching English, especially in increasing the writing ability by using Note-Taking Pairs Technique.

B. Problem Identification

Based on the background above, some problems are identified as follows:

1. The students writing ability of SMP N 2 Batanghari is still low.

2. The students had low interest in learning writing.

3. The students are lack vocabulary.

4. The students had low motivation.

C. Problem Limitation

Based on the problem identification above, the researcher limits the problem only on the students writing ability are low and the student have low interest in learning writing, so make them lazy to write because they had low motivation. Therefore the researcher apply note-taking pairs technique to make their learning writing activity more eassily and effectively.

D. Problem Formulation

Based on the background of the study above, the researcher formulate the problem as follows:

"Can the use of Note-Taking Pairs Technique increase writing ability in teaching writing ability at the eighth graders of SMPN 2 Batanghari?"

E. Objective of the Study and Benefit of The Study

1. Objective of the Study In line with the problems above, the objective of the research is to show that using note-taking pairs technique can increasing the students' writing ability.

2. Benefits of the Study

   Hopefully this research can be used:

   1) For the students

      It can add new experience for the students in learning process especially in writing, it is hoped that the research can be one of the way to mastering English well.

   2) For the English teacher

      This research can be used as an information, It will help the English teacher to choose the appropriate method in teaching learning process especially in writing ability through note-taking pairs techniquein order to improve students writing ability.

   3) For the Institution as a reference to give some knowledge about a research in writing learning process.

CHAPTER II
REVIEW OF THE RELATED THEORIES

A. The Concept of Writing Ability

1. The Definition of Writing Ability

According to Earl Prevette "ability" is the capacity to act, the quality of state of being able. It is the power to perform, wheter physical, moral intelectual, or legal. Ability cannot be developed all at once. It is like building a house one brick must be laid a time. The same principle applies to abilitywe must build a little each day.The ability enlightens and enlarges itself through its own applications. Therefore, the first way to develop ability is application. Then the second way is to lay down a challenge[1]

Writing is one of the skill that should be mastered by a learners, because writing is another a tool that can used to communicate. Talking about witing ability there are so many explanations of experts. According to Sandra and Ronald, writing is planned but some is more planned than other! So it's not just the fact that machines have a great ability to remove all traces of undesired elements; it's also the fact that casual notes are produced in real time, that is at the time of creation without much review.[2]

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[1]Earl Prevette.*How to Turn Your Ability in The Cash.*(USA: American Book Stratford Press.1949).Second Edition.p.15.

[2]Sandra Combleet and Ronald Carter.*The Language of Speech and Writing .*(Francis : Routledge.2002).p.12.

While Harvey Minkoff stated writing is an aspect of language which has taken much longer than others to be affected by these revolutions intellectual assumptions.[3]Geoffrey Sampson proposed Writing is a first approximation as to communicate relatively specific ideas by means of permanent, visible marks.[4]Then, Ken hyland argues, writing is learned, not taught, so writing instruction is nondirective and personal. Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.[5]

Robert P. Yagelski explain, writing ability is innate or exclusively the result of individual effort. This leads many students, to believe that they dont have the ability to write or writing is something that they have figure out exclusively on their own. Neither belief is true, in fact many social factor shape an act of writing. Individual skill and experience along with effort and motivation do matter, but many other influence outside a writer's individual control affect of writing. In this sense, writing ability is as much a function of how writer respond to specific rethorical situation, which are inherently social, as it is a result of individual skill. [6]

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[3]Geoffrey.*Writing Systems.*(Stanford California:Stanford University press.1985).p.12.
[4]*Ibid.*p..26
[5]Ken Hyland.*Second Language Writing.*(Cambridge: Cambridge University Press.2003).p.9.
[6] Robert P. Yagelski.*The Essential of Writing Ten Core concepts.*(USA:Cengage Learning.2015).p.48

Based on explanation above the researcher concludes that wraiting ability is the capacity to act the quality or the result of individual effort to express their ideas, thoughts, and feelings to other people in the written form to make the readers understand the ideas convey in the texts.

2. The Kinds of Writing Ability

Learning to write is a complex process, therefore to able wite we must have writing ability. Talking about writing ability, Susan lenski and Frances vanbruggen stated, kinds of writing ability devided into two level, involving lower-level transcription ability and higer-level organizational ability. Transcription ability such as handwriting and spelling, while organizational ability also involves the ability to use a rich vocabulary, apply grammatical rules, and present one's thinking in an organized logical manner.[7]

a. Lower-Level Transcription Ability

1) The Ability in Making Handwriting

Handwriting can be taught as easly to most english learners as to native speaker of english. For students whose native language carries roughly the same alphabetis English. How to form the letters in manuscript or cursive would be taught the same way to both group. characteristics vary from one country to another, even among students who learn the latin alphabet.

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[7] Susan lenski and Frances vanbruggen.*Writing Intruction and Assessmnt for EnglishLanguage LearnersK-8.*(USA:Guildford Press.2010).p.10.

Show characteristic differences in how the latin alphabet is thaught in different world regions. For beginning writers effective writing depends on fluency in lower-lavel transcription skils, such as write production. This allows the writer to focus on the more cognitive aspects of the writing process.

Handwriting interventions involving brief, explicit instruction on a frequent basis improve both handwriting and writing fluency. In primary level writers, handwriting is related to written expression. Interventions for students with handwriting difficulties focus on developing more legible and automatic handwriting. For young learners handwriting skills are an essential part of the process of learning to write effectively. Because they are working with two languages, the cognitive demands incomposing are greater for the learners than for native English speakers.[8]

2) The Ability to Fluently in Spelling

Spelling is one of the most important and the most difficult ability to acquire. Competence in spelling requires, among other things, an understanding of the alphabetic principle, a thorough knowledge of letter-to-sound correspondences, phonological awareness that allows within-word sound units

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[8]*Ibid.,*

to be identified (syllables and phonemes), sensitivity to groups of letters.

Chliounaki & Bryant, explain that, 'Learning to spell involves learning how to map speech sounds onto letters, learning how to apply the orthographic and grammatical rules of written language, and learning the exceptions to those rules'. They go on to stress that, 'Learning to spell involves more than mere memorisation of letter sequences because it also involves developing adaptive and efficient strategies'. Spelling is clearly not a 'natural' process and, for most individuals, learning to spell requires much conscious effort.[9]

According to Peter Wastwood there are five stage of spelling ability[10]:

a) Stage 1: Pre-phonemic

At this stage, children try to imitate writing by copying down or inventing random strings of letters. The letters have no relationship at all to speech sounds and cannot be decoded into real words. Capital letters are used more frequently than lower case letters; and often the most commonly used letters are those found within the child's own name.

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[9] Peter Westwood.*What Teachers Need to Know About Spelling.*(Australia:ACER Press.2008).p.10.
[10]*Ibid.*p.22-24

b) Stage 2: Early phonetic

This early phonetic stage heralds the start of children's 'invented' spelling. Invented spellings provide the teacher with a clear indication of a child's awareness of the internal sound structure of spoken words and how these units can be represented with letters.

c) Stage 3: Phonetic

At this stage they are not yet experienced enough to use visual checking to determine whether the word looks correct. Towards the end of the phonetic stage, a few common orthographic units are remembered and reproduced easily and accurately (e.g. *un–*, *–ing*, *–ed*). A few common vowel digraphs also become known (e.g. *–ee–*, *–oo–*).

d) Stage 4: Transitional

At this stage there is evidence that children have acquired a much more sophisticated understanding of word structure. Children becoming more aware of the wayin which meaning helps to indicate the probable spelling of a given word.In other words, morphological information, and any rules that apply, arehelping with the spelling of complex words (e.g. *penalty – penalties*, but*monkey – monkeys*).

e) Stage 5: Independence

At this stage children have almost perfect mastery of even the most complex grapho-phonic principles. Occasionally, a word will still give them some difficulty; but they will have available for use a very wide range of strategies for checking and self-correcting words.

b. Higer-Level Organization Ability

1) The Ability Mastered Vocabulary

For young learners having academic vocabulary knowledge is a crucial part of being able to express their understanding of content material in english. The use of writing frames interactive elicitation of vocabulary words, and explicit instructions to use the vocabulary all contribute to students' use of targeted word in composition.

Carlo stated, young learners need to learn vocabulary in meaningful texts, have access to the texts meaning in their home language, encounter words in a variety of contexts, and including spelling, punctuation, morphology and syntax when they learn word meanings, word analyse and vocabulary learning strategis can improve comprehension and literacy outcomes.

2) The Ability to Control Grammatical Rules

No matter what a student's home language, English grammar is bound to differ from that language some significant ways. Students who are learning English need to know standard grammatical structures of the English language in order to write effectively in English. Many of the grammatical errors in writing are not random.

In one study errors in syntax in the English writing sampels. Because written expression needs to be more precise than spoken expression (you dont get second chance to make your meaning clear to the reader). Writing requires a greater control over the syntactical form of English then does speaking. As students add new structures to their grammatical repertoires, they gain the ability to add interest to their composition by varying their sentence structures. But learning English grammar for academic writing takes time and practice.[11]

3) The Ability to Make Paragraph

In learning writing the students must acquire the ability to make a paragraph, it is like we acquire the ability to write in complete sentences. Pitkin Karrfalt stated, Paragraphing is the way of breaking up our larger patterns of organization into readable "chunks". Paul Rodgers goes so far to deny that paragraphs have any inherent structure at all, that paragraphing is simply a form punctuation, a way of drawing attention to the sentences that occur just before and just after the identation.

Based on these theoritis, any explicit knowledge we have about paragraph structure, such as topic sentence/supporting details, is simply a way of checking our writing in certain

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[11]*Ibid.*Susan lenski and Frances vanbruggen.*Writing Intruction and Assessmnt for EnglishLanguage LearnersK-8.*p.13-14.

situations. If we think we are rambling or not quite getting our point across, topic sentence/supporting details is one startegy among many for making our point more straightforward.   To do so, apparently we must read paragraphs in many contexts in order to internalize a complex notion of all the ways paragraps can be written. Once again, explicit instruction is simply not rich enough to provide all of the contexts in which paragraphs are written in so many different way.[12]

From explanation above the researcher conclude that these are many kinds of writing ability that must be mastered by students. It means that, the students must abel to mastered this kinds before going to write, such as ability to make hand writing, fluently in spelling, mastered vocabulary, control grammatical rules, and ability to make a paragaph.

3. The Problems of Teaching Writing Ability Among The SMP Students

There are several problems of writing are as follows:[13]

a. Grammatical Problems

Learners have a number of problems in their attempts to write in the second language . "As verbs take different forms depending on tense and subjects they are used with, they create problems for second language writing students". Similarly, Kharma states that

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[12]DavidW.Smith.*The   End   of   Composition   Studies.*(USA:Southern   Illinois University.2004).p.57.

[13]Ibrahim Mohamed Alfaki, "*University students' english writing problems: diagnosis and remedy*" (Nile Valley University Atbara, Sudan : European Centre for Research Training and Development UK), Vol.3, No.3, p.45

students have problems with subject verb agreements, pronoun references, and connectors.

b. Problems of Sentence Structure

Sentences reflect various syntactic structures. However, incapable learners use runon, incorrect, and fragmented sentences. Kharma states that those students who have the problem of writing good sentences structures are unable to produce longer sentences requiring subordination and coordination.

c. Problem of Word Choice

A good writing or composition should consist of appropriate and varied range of vocabularies used along with proper grammar and varied range of sentence structures. According to Reid when the writer practices the choice of vocabulary that would reflect a concern for the reader and the purpose of writing, the composition written by the student would become sensible to his/her reader. However, writing in a second language using the appropriate words in the appropriate place is a problem for students. For example, White states that usually students use 'big words' in their essays to impress the reader, their teacher. The effort to impress the reader leads to a problem of diction.

d. Cognitive Problems

The cognitive problems that students face include problems of punctuation, capitalization, spelling, content and organization.

Based on the explanation above the researcher conclude that problem of teaching writing is about the difficulties that include in writing ability. The difficulties in teaching writing is very complex It means that writing is the most complicated skill because the writer must master the other skills such as listening, speaking and reading.

4. The Measurementsof Writing Ability

To know the achievement of writing ability should be measured use the assessment of writing. There are the measurements of writing ability according to Douglas Brown, as follows[14]:

Table 3

Measurement of Writing Ability

No.	Categories	Criteria	Score
1.	Content	- Thesis statement - Related ideas - Development of ideas thorough personal experience, illustration, facts, opinion - Use of description cause/effect, comparison/contrast - Consistent focus	0-24
2.	Organization	- Effectiveness of introduction - Logical sequence of ideas - Conclusions - Appropriate length	0-20
3.	Discourse	- Topic sentences - Paragraph unity - Transitions - Discourse markers - Cohesion - Rethorical conventions - Reference	0-20

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[14] Douglas Brown. *Teaching by Principles An Interactive Approach to Language Pedagogy.*(Califonia:Longman.2002) P.356-358

		- Fluency - Economy - Variation	
4.	Syntax		0-12
5.	Vocabulary		0-12
6.	Mechanics	- Spelling - Punctuation - Citation of references (if applicable) - Neatness and appearance	0-12
		Total	100

B. The Concept of Note-Taking Pairs Technique

1. The Definition of Note-Taking Pairs Technique

As mentioned earlier, a technique is implementational, meaning that a technique is something that actually take place in language teaching or learning in the classroom. All activities that take place in a language class are techniques. Technique are not exclusive to certain method. To some extent, different methods many have some similar techniques even though they must have other different techniques. Language teachers may develop their own techniques as long as the techniques are stiil consistent with the assumptions or theoris of the methods from which the techniques derive. Technique not only include the presentation of language material but also the repetition of the material. Richard and Rodgers state Therefore the position of a

technique is at the implementation phase and it is often called procedure while approach and method are at the level of design.[15]

According to Claire Howel Major, Michael S. Haris and Todd Zakrajsek, in note-taking pairs students work individually and then together in pairs to develop useful notes during a lecture.[16] Its mean that, students must work independently to select and write down relevan information. Then, they asks their friends to work with one another to help reconstruct information from the lecture by filling in gaps, adding information, correcting mistakes, and so forth. Jhonson and Smith also stated note-taking pairs technique is a technique that can be used intermittently during a lecture or as a culminating activity. Its mean that either way, two students work together to review, add to, or modify their notes.[17]

While Nancy Falchikov also stated note-taking pairs technique is a simple but effective paired learning technique, the students are assigned to pair to compare notes they have taken after a lecture or after reading and making notes from a textual source.[18] Millis and

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[15]Bambang Setiyadi.*Teaching English as a Foreign Language.*(Yogyakarta:Graha Ilmu.2006).p.14-15.

[16]Claire Howel Major, Michae S. Haris and Todd Zakrajsek.*Teaching for Learning, (*New york:routledge 2016). p.97.

[17] Margery B Sinberg and Raymon J Wlodkowski.*Diversity and Motivation Culturally Responsive Teaching in College.*(New york:seattle pers.2002)p.291.

[18]Nancy Falchikov. *Learning Together: Peer Tutoring in Higer Education.(* New york: Routledge farmer. 2001). P.31.

Cottell stated note-taking pairs technique is a technique that students should take something from their partner to improve their own notes.[19]

Meanwhile Linda B Nelson stated that note-taking pairs is pause a minilecture for students to pair up and share the note they have been taking. Ideally they should exchange valuable material.[20] Futhermore Elizabeth F. Barkley, Claire Howell Major, and K. Patricia Cross stated that in note-taking pairs, students partners work together to improve their individual notes. Working with a peer provides students with an opportunity to revisit and crosscheck notes with another source.[21] Its mean that, partners help each other acquire missing information and correct inaccuracies so that their combined effort is superior to their individual notes.

Based on explanation above the researcher concludes that note-taking pairs technique is a simple technique but can make learning process more effective because the students can work individual then together in pairs to correcting mistakes, adding informations, revisit and crosscheck their notes. This technique also can use the teacher to teach writing who pairs students each other to discuss together to increase their individual ability in note-taking.

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[19]*Ibid.*

[20] Linda b. Nelson. *Creating Self-regulated Learners: strategis to Strengthen Students' Self-awareness and Learning Skills. (*Sterling, virginia: Stylus Publishing. 2013).p.73.

[21] Elizabeth F. Barkley, Claire Howell Major, and K. Patricia Cross.*Collaborative Learning Technique. (*San Fransisco: Jossey bass. 2014)Second Edition..p.301.

2. The Purpose of Note-Taking Pairs Technique

    The purpose of nte-taking pairs technique is being able to take good notes is an important learning skill, yet many students are poor note takers: their notes are incomplete and inaccurate. The purpose of this collaborative learning technique is to provide students with a structured activity to pool information, fill in gaps, check and for correct mistakes, and help each other learn to be better note takers. Altough Note-Taking Pairs was originally designed to improve lecture notes, teachers now also use it to help students improve their notes on reading assignments and other kinds of learning activities.[22]

3. The Principles of Note-Taking Pairs

    According to David R show the principles of note-taking pairs technique are consist of four basic[23]:

1) Encouraging the students to focus on their own learning and to provide support fortheir peer partner.

2) Emphasizing the learning process on learner control of the session goals and rewards.

3) Placing the peer partner as a source of support for their partner rather than as a source of instruction.

4) Guiding the teacher to retain the instructional responsibility.

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[22]*Ibid.,301.*
[23]David R. Show.*Classroom Strategies For Helping At-Risk Students*.(USA:ASCD.2005).p.64-65.

4. The Procedures of Teaching Note-Taking Pairs Technique

According to Davis Consider providing students with guidance about how to take good notes in either a mini lecture or a handout or with examples of effective notes also present material in class in ways that encourage students to take detailed notes. For example, speak slowly, provide handouts of complicated graphs and figures so that students and keep up, and use the whiteboard or presentation slide to show overall structure by using titles and headings.[24]

According to Elizabeth F. Barkley, Claire Howell Major, and K. Patricia Cross, these are several procedures that can use the teachers in teaching writing using note-taking pairs technique as follows:

a. Students individually take notes of the major points from the body of content, such as a lecture or a text chapter.

b. Students form pairs, at your direction or by choosing partners.

c. Partner A begins by summarizing the main points from a section of the content to partner B, who offers corrections and additional information.

d. Partner B summarizes the next section, and part A offers corrections additional information.

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[24]*Ibid.*Elizabeth F. Barkley, Claire Howell Major, and K. Patricia Cross.*Collaborative Learning Technique.*p.301

e. The partners continue to alternate sharing summaries, corrections, and additional information until they have completed checking their notes.[25]

Based on the set of procedure above, finally the researcher can conclude that these rules is very important to the teacher. It can help the teacher when teaching writing in the classroom by using note-taking pair to increase their individual note.

5. The Stepsof Teaching Note-Taking Pairs Technique

Providing students with time to fill in their notes is a form of scaffolding, particularly if time allocated from students to ask questions. It provides students with support in the form of time to complete a specified task (developing notes), and it offers some cognitive support, as the instructor supplies the class with discussing concepts with peers helps students to move information from short-term to long-term memory. Moreover, note-taking pairs technique gives instructor an opportunity for coaching on the finers point of taking good notes. [26]

According toClaire Howel Major, Michael S. Haris and Todd Zakrajsek, there are several steps of teaching guidingNote-Taking Pairs Technique:

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[25]*IBid.*Elizabeth F. Barkley, Claire Howell Major, and K. Patricia Cross.*Collaborative Learning Technique.* p.301-302

[26]*Ibid.*Claire Howel Major, Michae S. Haris and Todd Zakrajsek.p.98

1) Provide students with a list of objectives.

2) Tell students to listen so they can recall as much information as possible.

3) Ask student to listen to the lecture without write anything down.

4) Have the students wite individulaly approximately five minutes, trying to write down everything from the lecture segment that they can recall.

5) Asks students to work in pairs for five minutes to teach each other significant ideas, concepts, and facts, reconstructing a better set of notes in the process.

6) Allow time for students to ask questions for approximately five minutes to fill in or expand on missing information.[27]

Based on the set of activity above, the teacher must directs students to follow each activity before note-taking. A tutorial role above can help the students more eassly to understendint the topics that they have write then start to express their idea in the paper.

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[27]*Ibid.*,p.98-99.

C. Action Hyphotesis

Based on the frame of theories and assumption above, the researcher formulate the hypothesis was as followed "By using Note-Taking Pairs Techniqu, the students should be able to increase their writing ability among the eighth graders of SMPN 2 Batanghari, East Lampung".

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the discussion about the research methodology. The topics that were discussed in this chapter were setting, object of the study, action plan, data collection method, data analysis technique and indicator of success.

A. Setting of Study

This research conducted in SMPN 2 Batanghari, East Lampung. Total of the students from the seventh up to ninth graders were 482 students and total of the teachers are 36. This research is about increasing the students' writing ability by using note-taking pairs technique among the eighth graders of SMPN 2 Batanghari, East Lampung. The researcher chose one clases that is class eighth graders with the total students were 25 students because their writing ability had low. It was based on the result of pre survey score of students at the eighth graders of SMPN 2 Batanghari, East Lampung.

B. Subject of Study

Subject of the study is the students' writing ability. The teacher or researcher should chose the material appropriately to taught writing ability in the classroom. In this research, the researcher chose descriptive text because it included in the syllabus. The students practiced to found main idea and the information of the text. After using Note-Taking Pairs

Technique in learning process, it would be hoped that it could be increasing learning result and learning activity.

C. Action Plan

In this chapter, the researchers told a brief history of classroom action research. As the focus on my research is how the researchers use Note-Taking Pairs Technique to increase writing ability in teaching students' writing ability. According to Yogesh Kumar Singh, action research is a way used to increase and modifying the working system of a classroom in school.[28] In addition Creswell explain, action research was the application of simple design.[29] Furthermore, Elliott state action research is alternative way of describing the sort of ethical reflection outlined.[30] Jean McNiff argues action research is conducted by practitioners who regard themselves as researchers.[31] Action research is a process helping a practitioner, to develop a deeper understanding about what we do as an insider researcher.[32]

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[28] Yogesh Kumar Singh.*Fundamental of Research Methodology And Statistics.*(Ansari Road, Daryaganj, New Delhi: New Age International.2006).p.261.

[29]John W. C reswell.*Educational Research: Planing, Conducting and Evaluating Quantitative and Qualitative Research.*(United States: Pearson Education.2012).Fourth EditionP.576.

[30]John Elliot.*Action Research For Educational Change.*(Buckingham: Open University press.1991).p.51-53.

[31]*Ibid.,*

[32] Jean, McNiff, *et.al.You and Your Action Research Project*. (USA and Canada: Taylor & Francis e-Library, 2002). p. 12-13.

McNiffargues that action researchis a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be.[33] Furthermore, it means that action research was conducted with critical partner, the researcher would conduct the research together with friend. In doing classroom action research, the researcher would ask Mr. Aris Munandar S.Pd. as a collaborator of the research.

In this research, the researcher conducted in 2 cycles. The first cycle was not successful; it continued in the second cycle. It conducted until there is an increasing on the students' writing ability. There were four steps in each cycle which had relationship one another, they were: planning, acting, observing, and reflecting. Those steps could be illustrated as follow:Jean McNiff's Model[34]

Figure 1

Spiral Classroom Action Research

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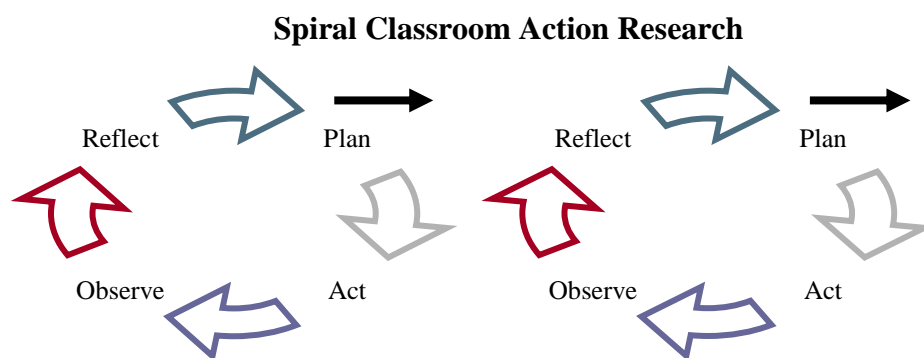
[33] Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London and New York: Routledge Falmer, 2002), p. 15.
[34]*Ibid*, p.41

From the illustrate above, the explanations about four steps of action research procedure were conduct in each cycle:

1. Cycle 1

   a. Planing

      In this research, the researcher conducted some plans, namely:

      1) The researcher prepared English subject lesson plan

      2) The researcher prepared materials and media of learning

      3) The researcher made observation sheets and list of students' name.

      4) The researcher made work sheets and answer sheets which was learned by the student in group.

      5) The researcher made test which used in pre-test and post-test.

   b. Acting

      In this action, the researcher did pre-test, treatment and post-test to the students. This action conducted in some meetings. In this implementation, the researcher followed the schedule of English subject in the class and additional class. The researcher acted as if a teacher in the classroom and implement some activities as follows:

      1) The teacher gave test to the students about descriptive text as pre-test of the research and beginning score in Note-Taking Pairs Technique.

2) The teacher asked the students to made a partner with their friends.

3) The teacher did treatment by using Note-Taking Pairs Technique to explained the material about descriptive text.

4) The teacher guided and help the students in the learning process.

5) The teacher gave work sheets in each students.

6) The teacher asked the students to work individually about descriptive text that related to the topics.

7) Then the students together in pairs with their partner.

8) Partner A begins by summarizing the main points from a section of the content to partner B, who offers corrections and additional information.

9) Partner B summarizes the next section, and part A offers corrections and additional information.

10) The partners continued to alternate sharing summaries, corrections, and additional information until they have complete checking their notes.

11) The teacher reminded all groups that they have to master the material which have given by the teacher and help each other.

12) After the students understood about descriptive text, the teacher gave post-test quiz to the students. They asked to do it by themselves.

13) The teacher gave a reward to the top partner.

c. Observing

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

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

d. Reflecting

In this step, the researcher and collaborator analyzed how the effect of the acted, what thing which had to be repaired, and what thing which become attention on the next acted. Then, the result of reflecting used as a guideline to made a new plan in the next cycle.

2. Cycle 2

a. Planning

1) The researcher studied the result of reflecting on cycle 1.

2) The researcher prepared the lesson plan, material and media of learning, observation sheet, work sheets, answer sheets, and test for post-test.

b. Acting

    1) The teacher gave the students motivation to study harder.

    2) The teacher did the treatment by using Note-Taking Pairs Technique.

    3) The teacher gave post-test after the treatment

c. Observing

The collaborator observed and collect the data when the learning process is conducting.

d. Reflecting

The researcher and collaborator reflected all the acting which have been conducted and identified the result of observation in the learning process and compare the score of pre-test and post-test.

D. Data Collection Method

In this research, the researcher collect the data by using test, observation and documentation.

1. Test

The researcher gave the students test to evaluate their skills and capability in writing ability. The test was about descriptive text. There were two tests which are used in this research namely pre-test and post-test.

a. Pre Test

Before doing the treatment the researcher gave the students pre-test by asked the students to answer the questions about

descriptive text. The researcher used essay questions to assess the student's writing ability.

    b. Post Test

Post-test was applied after doing the treatment. It was implemented in order to knew the students' writing ability. The test was similar to pre-test where the students were asked to answered the essay questions about descriptive text, but the topic which was given in the post-test and it is different with in the pre-test.

2. Observation

In this research, the researcher observed the students' behaviors and the students' activities in the learning process to knew how the process of learning was held. In doing the observation, the researcher made the observation sheet that contains of list of the students' activities.

3. Documentation

The researcher used documents which are taken from the data of the school such as total of the students, the teachers and the condition of the school.

4. Field Notes

The researcher and observer used field notes to recorded activities during theteaching and learning of writing through Note-Taking Pairs technique in theclassroom. Including description of classroom atmosphere, students' attitude in presenting the material of writing.

E. Data Analysis Technique

In this research, the researcher used the data analysis by taking the average from pre-test and post-test. To knew the improvement, the researcher compared between pre-test and post-test score. Then, the results were match with the minimum mastery criteria (MMC) in the school. At the eighth graders of SMPN 2 Batanghari, the minimum mastery criterion (MMC) for English subject is 71.

There some students were not successful in cycle 1, the researcher continued to conduct the cycle 2. In cycle 2 the students were successful, so the cycles stopped because the students had achieved the minimum mastery criteria.

The researcher used SPSS program to analyze the data by a formula for counting the average score is as follow:

$$X = \frac{\sum XN}{n}$$

Notes:

X = Mean

$\sum X$ = Total of students' score

n = Total of students[35]

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[35] Donald Ary.et all.*Introduction to Research in Education.*(USA:WadsworthCengage Learning.2010).Eight Edition.p.108.

F. Indicator of Success

   This research took indicator of success by comparing between the pre-test score and the post-test score. If 80% the students got the average score more than or the same as (≥) 71 and 70% of students were active and that the use of note-taking pairs technique is successful in increasing the writing ability among the eighth graders of SMP N 2 Batanghari.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of The Research

1. The Description of Research Location

a. The History of SMPN 2 Batanghari

Junior high school 2 Batanghari is located in the village of Sribasuki 51, Batanghari, East Lampung District Junior High School 2 Batanghari was established by the goverment by land area of 12,500 m^2. This school established on may 16st 1995.

Since it was established the leader headmaster of the school had been changed as follow:

1) Tulus Suhariono   (1995 until 1999)

2) Drs. Puguh Astoto   (1999 until 2003)

3) Iriyanto, S.Pd   (2003 until 2006)

4) Setiawan S.Pd.   (2006 until 2009)

5) Drs. Sunardi M.Pd.   (2009until 2011)

6) Dra. Sunaryanti   (2011 until 2014)

7) Drs. Ansyori   (2014 until 2016)

8) Mursidi S.Pd   (2016 until Now)

b. **The Condition of Teacher and Official Employees**

Table 3

The Condition of Teacher and Official Employees in SMP N 2 Batanghari

No.	Name	Sex	Occupation
1.	Mursidi S.Pd	Male	Headmaster
2.	Drs. Radius Noorie, M.Pd.	Male	Mathematics Teacher
3.	Rohmanu, S. Pd	Male	Mathematics Teacher
4.	Dimyati, BA	Female	IPS Teacher
5.	Solihin, S. Pd	Male	IPA Teacher
6.	Pujiono Syafi'i, S.Pd	Male	IPS Teacher
7.	Bambang Purnomo	Male	Indonesian Language Teacher
8.	Drs. Rudiyantoko	Male	IPA Teacher
9.	Dra. Nurhayati	Female	PPKN Teacher
10.	Dra. Ida Royani	Female	IPS Teacher
11.	Hesti Tumirah, S. Pd	Female	English Teacher
12.	R. Firman Hadiyatno, S. Pd	Male	Sport Teacher
13.	Septy Fanigia, S. Pd	Female	Indonesian Language Teacher
14.	Yulita, S. Pd	Female	Art Teacher
15.	Suwarno, S. Pd	Male	English Teacher
16.	Basrodin, S. Pd	Male	Kertangkes Teacher
17.	Sumirah, S.Pd	Female	Biology Teacher
18.	Parwono	Male	Indonesian Language Teacher
19.	Sudiyono, S. Ag	Male	BK Teacher
20.	Wilujeng, S.Pd.	Female	Indonesian Language Teacher
21.	Aris Munandar, S. Pd	Male	English Teacher

22.	Siyo, S. Pd	Male	Indonesian Language Teacher
23.	Riswani, S. Pd	Female	Lampungese Language Teacher
24.	Herolisa Germato, S. Pd	Male	Senibudaya
25.	Celly Novita, S. Pd	Female	Mathematics Teacher
26.	Jafar Susasi, S. Ag	Male	BK Teacher
27.	Dra. Siti Wastiati	Female	BP/BK Teacher
28.	Marsiyani, S.Pd.I	Female	PAI Teacher
29.	Taslam	Male	Kaur Tu
30.	Sri Handayani	Female	Pelaksana Tu
31.	Mahfud Sidiq, S. Ag	Male	Pelaksana Tu
32.	Margianti	Female	Pelaksana Tu
33.	Eti Purwaningsih	Female	Pelaksana Tu
34.	Mohamad Yasin, S.Kom	Male	Pelaksana Tu
35.	Markum, S.Kom	Male	Pelaksana Tu

Source: The Documentation of SMP N 2 Batanghari

c. **The Number of Students' SMP N 2 Batanghari**

Table 4

The Number of Students at Junior High School 3 Batanghari

No	Class	Sex		Amount
		Male	Female	
1	VII	81	61	142
2	VIII	91	69	160
3	IX	79	71	150
	Total	251	201	452

Source: Documentation of SMPN 2 Batanghari

d. **Facilities and Infrastructure**

Table 5

Building Condition of SMPN 2 Batanghari

No	Names of Building	Total
1.	Headmaster Room	1
2.	Teacher Room	1
3.	Administration Room	1
4.	Class Room	18
5.	Library	1
6.	Laboratory	1
7.	School Healthy Unit Room	1
8.	The Counselor Room	1
9.	Mosque	1
10.	Canteen	2
11.	Kitchen	1
12.	Teachers' Toilet	2
13.	Students' Toilet	7
14.	Parking Bicycles/ Motorcycle	1

Source: Documentation of SMPN 2 Batanghari

e. **Organization structure SMPN 2 Batanghari**

Figure 2

Organization structure of SMPN 2 Batanghari
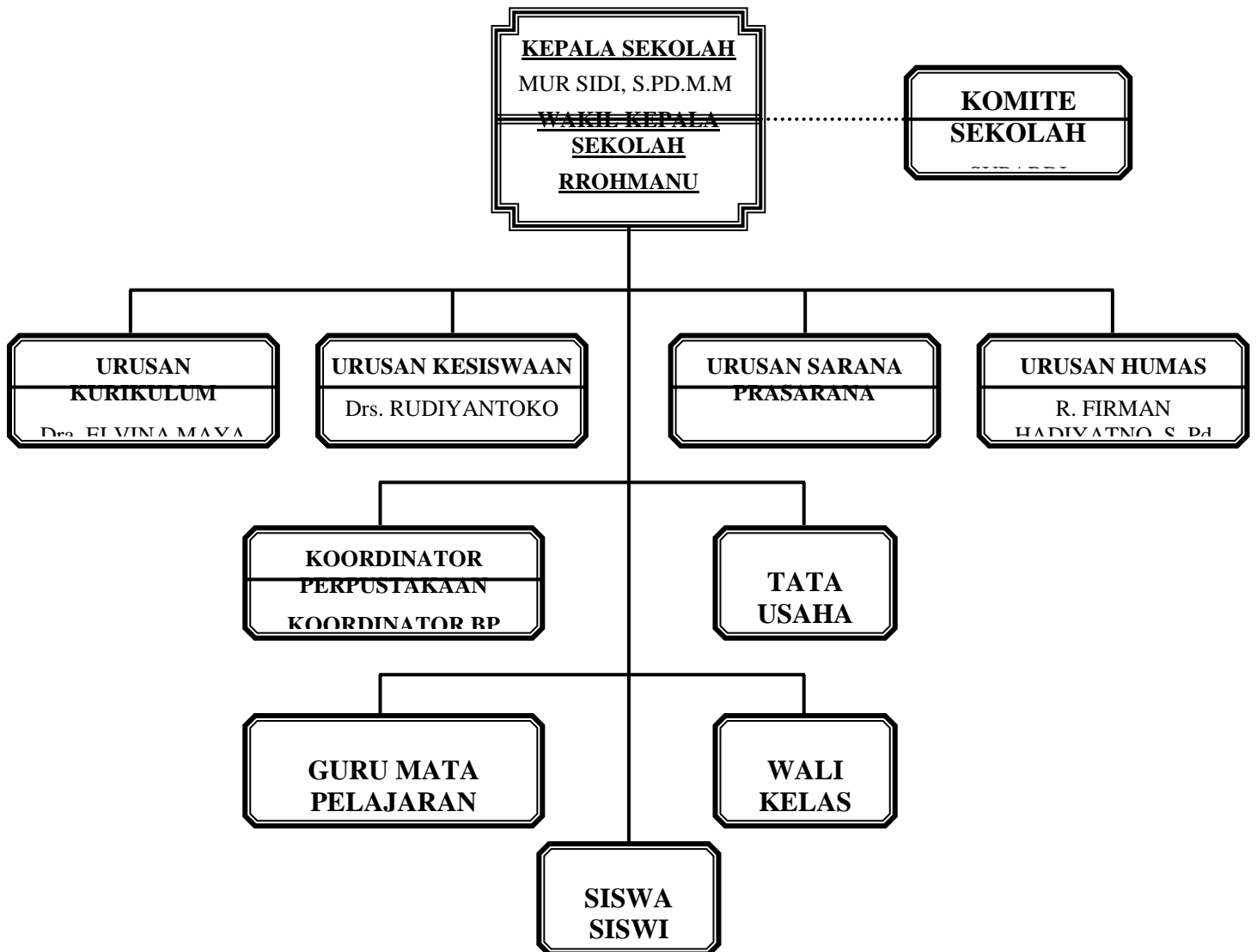
f. The Map of SMP N 2 Batanghari

Figure 3.

The Map of SMP N 2 Batanghari, East Lampung
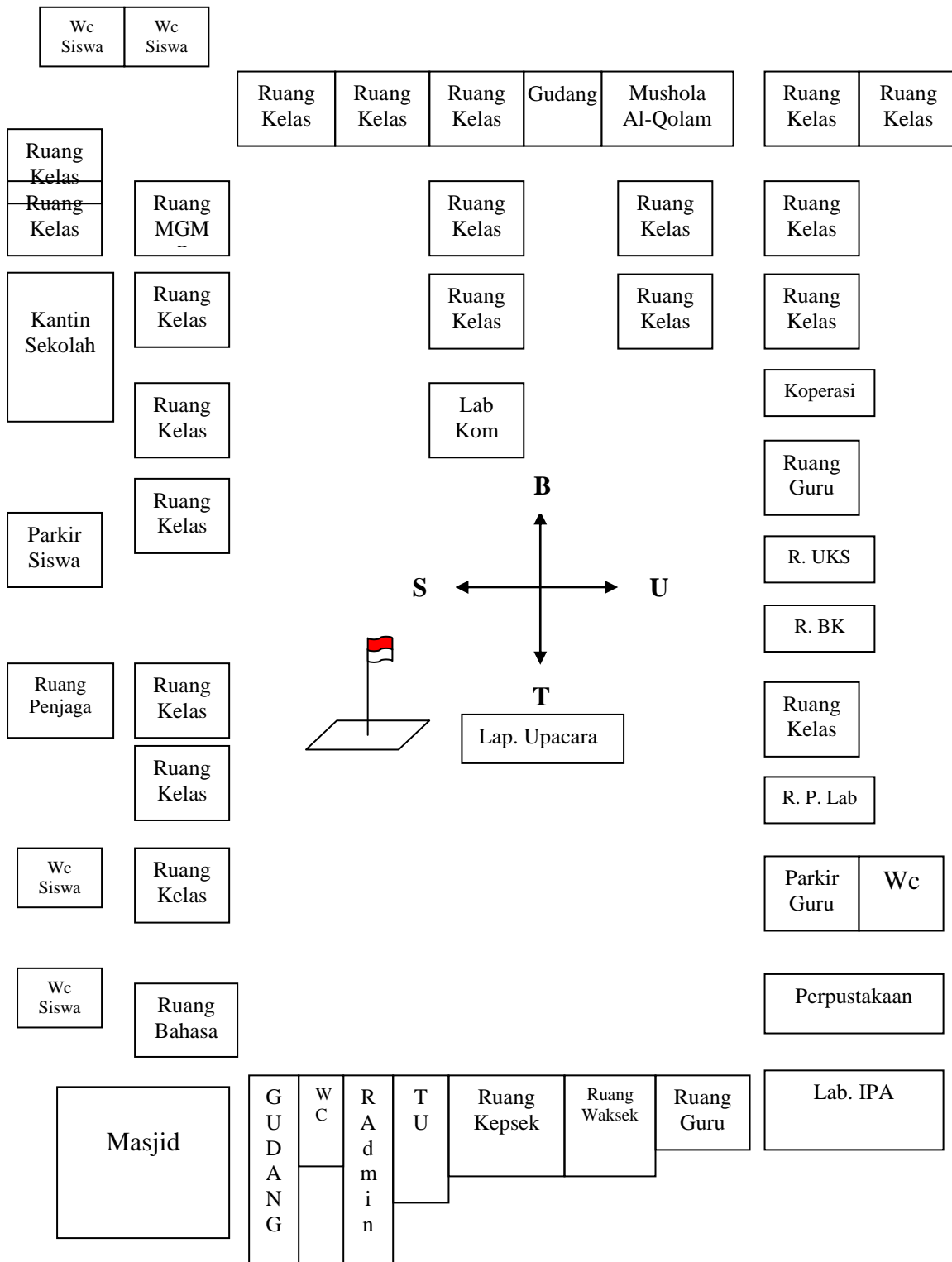
B. The Description Data Result of Research

This research used classroom action research whose had purpose to increase the students' activity and the result of the study in SMP N 2 Batanghari. It was conducted in two cycles. The researcher used Note-Taking Pairs Technique to increase the students writing ability.

In this research before the process of cycle one, the researcher conducted the pre-test on Tuesday, July 18th 2017. The researcher gave a pre-test for the students to saw how far the students' writing ability before the treatment was given. In pre-test activity, the researcher gave a test. The researcher gave the questions that were consist of essay. Then the result of pre-test could be seen on the table below:

Table 6

The Students' Pre-test Result of Writing Ability

No	Name	Score
1	AKS	65
2	AK	55
3	DA	55
4	DTSS	45
5	DAPS	55
6	FM	55
7	FO	50
8	GKDI	75
9	HF	45
10	HW	65
11	INF	45

12	IPS	55
13	JEE	55
14	KS	65
15	MF	55
16	NAK	50
17	NA	75
18	NO	65
19	NKK	75
20	PA	55
21	RZA	45
22	TDAA	65
23	TR	65
24	TWS	55
25	YID	75
Total		1465
Average		58,6
High Score		75
Low Score		45

Source: The result of Pre-test on July 18[rd]2017

Table 7

Frequency of Students'Mark of Pre- test of Writing

No	Mark	Frequency	Percentages	Category
1	41-60	15	16%	Low
2	61-70	6	44%	Low
3	71-80	4	24%	Average
4	81-100	-	16%	High
Total		25	100%	

Source:the result of pre-test on July 18th 2017

Based on table above, it could be seen just only 4 students got high score and 21 students got low score. While standard minimum for English lesson in SMP N 2 Batanghari at least 71. So, the researcher choseNote-Taking Pairs Technique to increase their writing ability in SMP N 2 Batanghari.

1. **Action and Learning Activity in cycle 1**

   a. **The First Meeting**

      The first meeting was conducted on Monday, July24th 2017, for 2x40 minutes. The steps of learning activity at the first meeting as follows:

      a) Planning

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

      b) Acting

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

Table 8

The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1st	Monday , July 24th2017	08.50 – 10.20 a.m
2nd	Tuesday, July 25th 2017	10.20– 11.40 a.m

The first meeting was conducted on Monday, July 24th 2017, for 2x40 minutes. The meeting was started by praying, at the beginning of teaching learning process, the researcher greeted students by saying "Assalamualaikum wr.wb and good morning" and all of students answered by saying "Waalaikumsalam wr. Wb and good morning miss". Then, the researcher asked about their condition first before checked attendance list.The condition of the class was less effective because the collaborator handed the class to make sure the students' effectiveness before the researcher was doing research in the class. It showed that some students gave their full nice attention to the researcher during the learning process. The researcher started the lesson by asking question about the students' daily activity.After that, the researcher explainedmaterial about descriptive text.

After finishing the explanation, the researcher gave the students a chance to ask question. He asked them "do you understand about descriptive text? Is there any question?" there was no comment of question from the students. Yes miss, the

students answered. Then, the researcher asked students to read a text about An Eagle, after it the researcher asked the student about the text. "do you understand about the story?" There were some students understand about it. The researcher said "Let's make a group with your partner then you can check the story with your partner you can make note-taking and pairs by your partner. After finishing read the story, you can make summarizes about the text you have read, then the partners continue to alternate sharing summaries, corrections, and additional information until they have completed checking their notes.

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

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

c) Observing

The observing was done by researcher during learning process; there was observation that had been done such as, observation on the student's activities.

b. **The Second meeting**

The second meeting was conducted on Tuesday, July 25[th]2017, for 2x40 minutes. The steps of learning activity at the first meeting as follows:

1) Planning

 a) Preparing the material of descriptive text.

 b) Preparing the lesson plan.

 c) Making the learning media.

 d) Making instruments of data collection that are the observation sheet of the teacher's activities and the students'activities.

b) Acting

The second meeting was done on Tuesday, July 25th 2017. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about descriptive text. Then, the researcher asked students to read a text about An Eagle, after it the researcher asked the student about the text. "dou you understand about the story?". Most of studentsdid not understand There were some students understand about it. The researcher said

"Let's make a group with your partner then read the story about My Mother. The researcher invite the students to summarize the text have been read then give a chance for their partner to give corrections and additional information by making note-taking pairs. Then the partners continue to alternate sharing summaries, corrections, and additional information until they have completed checking their notes. Then, at the end of this meeting the researcher gave post-test cycle 1 with the similar task on pre-test before. The students had to answer the questions that are consist of multiple choice that was given in 40 minutes. The students did it seriously. It seemed that the students' score will be increased. The score of post-test cycle 1 can be seen on the table below:

Table 8

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

No.	Students' Code	Score
1.	AKS	80
2.	AK	60
3.	DA	70
4.	DTSS	55
5.	DAPS	55
6.	FM	75
7.	FO	65
8.	GKDI	75
9.	HF	60
10.	HW	65

11.	INF	60
12.	IPS	65
13.	JEE	60
14.	KS	70
15.	MF	60
16.	NAK	65
17.	NA	75
18.	NO	70
19.	NKK	75
20.	PA	75
21.	RZA	60
22.	TDAA	70
23.	TR	70
24.	TWS	70
25.	YID	75
Total		1685
Lowest Score		55
Highest Score		80
Average		67.4

Source:the result of post-test 1 on July 25 2017

Table 8

Frequency of Students'Mark of Post-test I of Writing Ability

No	Mark	Frequency	Percentages	Category
1	41-60	15	60%	Low
2	61-70	6	24%	Low
3	71-80	4	16%	Average
4	81-100	-		High
Total		25	100%	

Source:the result of post test 1 on July 25 2017

Based on the data above could be seen that 21 students were not successful and 4 students were successful. The criterion of students who was successful in mastering the material was the students who got minimum mark 71. Learning process is said success, when 80% got mark above 71. The fact showed that the result was unsatisfactory.

c) Observing

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

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

Table 9

The Result of Students Activity in Cycle 1

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	17	68%
2	Giving respond	6	24%
3	Making Notes	15	60%
4	Following Teacher Instruction	14	56%
5	Doing the task	25	100%
Total			308%
Average			61.6%

From table above, it was revealed that there were 17 students (68%) who paid attention to the teacher explanation, 6 students (24%) giving respond in learning process, 15 students (60%) made the notes from the material, 14 students (56%) Following Teacher Instruction and 25 students doing the task (80%).

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

d) Reflecting

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

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

2. Action and Learning Activity in cycle 2

The actions in the cycle 2 consist of 2 meetings, one meeting for the action, and one meeting for the test 2 as follows:

a. The First Meeting

1) Planning

In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the rese

Teacher would to prepare the lesson plan, material and media that would be used in teaching learning process. The material was descriptive text. The material included the definition, the generic structure, and the example of narrative text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2) Acting

In this session,they were looked more enthusiasm and more active in following the learning process. They more asked the question or answered it. They also could deliver their result discussion well. The first meeting was done on Tuesday, August 1st 2017. At the beginning of the class, the researcher

greeted the students friendly. The students answered it friendly also.

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

Next, the researcher gave a text about My Favourite Fruit. The student read the text, and then researcher asked student about the text. Most of student did not understand. The researcher said "Let's check the story about my favourite fruit. Then the researcher ask the students to make a group with their partner, then both of them must make a note-taking or summarizes about the text, after finishing ask your partner together in pairs your notes to give correction or additional information. Then the students following the instructor that given by the researcher. The researcher control the students until they have been finished and ready to perform their summarizes in front of class. The students looked very enthusiastic to write the text. In this second meeting, the students seemed more active than previous meeting.

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

b. The Second Meeting

1) Planning

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

2) Acting

The second meeting was done on Wednesday, August 2th 2017 at 10.20 – 11.40 a.m. The researcher began the class by greeted the students. After that, the researcher asked about their condition and checked the attendance list. The researcher reviewed explanations the material of descriptive text. The researcher gave the text about My Lovely Pet. The researcher said "Let's check the story about my favourite fruit. Then the researcher ask the students to make a group with their partner, then both of them must make a note-taking or summarizes about the text, after finishing ask your partner together in pairs your notes to give correction or additional information. Then the students following the instructor that given by the researcher. The researcher control the students until they have been finished and ready to perform their summarizes in front of

class. The researcher asked to the students whether they have any question about the material. Then, the researcher gave feedback to the students about their question.

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

Table 10

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

No.	Students' Code	Score
1.	AKS	90
2.	AK	75
3.	DA	85
4.	DTSS	70
5.	DAPS	70
6.	FM	85
7.	FO	75
8.	GKDI	85
9.	HF	75
10.	HW	80
11.	INF	70
12.	IPS	80
13.	JEE	80
14.	KS	70
15.	MF	80
16.	NAK	75

17.	NA	85
18.	NO	70
19.	NKK	85
20.	PA	80
21.	RZA	80
22.	TDAA	80
23.	TR	70
24.	TWS	70
25.	YID	85
Total		1950
Lowest Score		70
Highest Score		90
Average		78

Source:the result of post-test II on August 2 2017

Table 11

Frequency of Students'Mark of Post-test II of Writing Ability

No	Mark	Frequency	Percentages	Category
1	41-60	-	-	Low
2	61-70	-	-	Low
3	71-80	12	48%	Average
4	81-100	13	52%	High
Total		25	100%	

Source:the result of post-test II August, 2th 2017

The table above is the result of students' mark at post-test 2. It can be seen that there was an increasing from the mark of post-test 1 and post-test 2. There were 48% got average mark and 52% got high mark. The lowest mark was 70 and the

highest mark was 90 and the average mark was 78. The average on post-test 1 was 67.4. It means that there was an increasing from post-test 1 and post-test 2.

1) Observing

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

The observing was done by the researcher that is presented in meeting II in cycle 2. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 12

The Result of Students Activity in Cycle 2

No	Students Activity	Frequency	Percentage
1	Attention to eacher explanation	24	96%
2	Giving Respond	13	52%
3	Making Notes	21	84%
4	Following Teacher Instruction	21	84%
5	Doing the Task	25	100%
Total			416%
Average			83.2%

From table above, it was revealed that there were 24 students (96%) who paid attention to the teacher explanation, 13 students (52%) giving respond, 21 students (84%) made the notes from the

material, 21 (84%) following Teacher Instruction and 24 students (96%) doing the task.

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

2) Reflecting

The result of cycle II is better than cycle I, it can be seen that the most of the students have not difficulty to write the text. It happened because the student made a note-taking pair to get more idea or information. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and increased the teaching and learning process in cycle I. In the cycle II, the students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using note-taking pairs technique. The teacher help student to able write the text by made note-taking pairs with their partners, so they was easy to understand and write a text. And their writing ability were increasing.

C. Interpretation

1. The Result of Pre Test

To see the students' writing ability before implementing the treatment, the researcher conducted the pre-test. It carried out on Tuesday, July 18th, 2017.

Based on the result of the students' pre-test, just 4 (16%) students passed The Standard Minimum Criteria that was 71. In pre-test, the researcher found the students' problem such as they still confused to write the text. The problem could be seen by the students' score in pre-test. There were 21 (84%) students who got score less than 71. It showed that the result of students' writing ability was still low. So, it needs improvement by using note-taking pairs technique.

2. Action and Learning Result at Cycle I

English learning process at cycle I was successful enough, although the students' average mark is low. Nevertheless, there was an improvement mark of the students post-test 1 than pre-test mark. This is the illustration mark in cycle I.

Table 11

The Result Mark of Students' Pre-test and Post-test 1

NO	Student's Code	Students Result			Category
		Pre-test	Post-test 1	Increase	
1	AKS	65	80	15	Increase
2	AK	55	60	5	Increase
3	DA	55	70	15	Increase
4	DTSS	45	55	10	Increase

5	DAPS	55	55	0	Constant
6	FM	55	75	20	Increase
7	FO	50	65	15	Increase
8	GKDI	75	75	0	Constant
9	HF	45	60	15	Increase
10	HW	65	65	0	Constant
11	INF	45	60	20	Increase
12	IPS	55	65	10	Increase
13	JEE	55	60	5	Increase
14	KS	65	70	5	Increase
15	MF	55	60	5	Increase
16	NAK	50	65	15	Increase
17	NA	75	75	0	Constant
18	NO	65	70	5	Increase
19	NKK	75	75	0	Constant
20	PA	55	75	20	Increase
21	RZA	45	60	15	Increase
22	TDAA	65	70	5	Increase
23	TR	65	70	10	Increase
24	TWS	55	70	15	Increase
25	YID	75	75	0	Constant
Total		1465	1685		
Average		58.6	67.4		

Source: the result of pre test and post test 1

Graph 1

The Average of the Students' Mark on Pre-test and Post-test 1
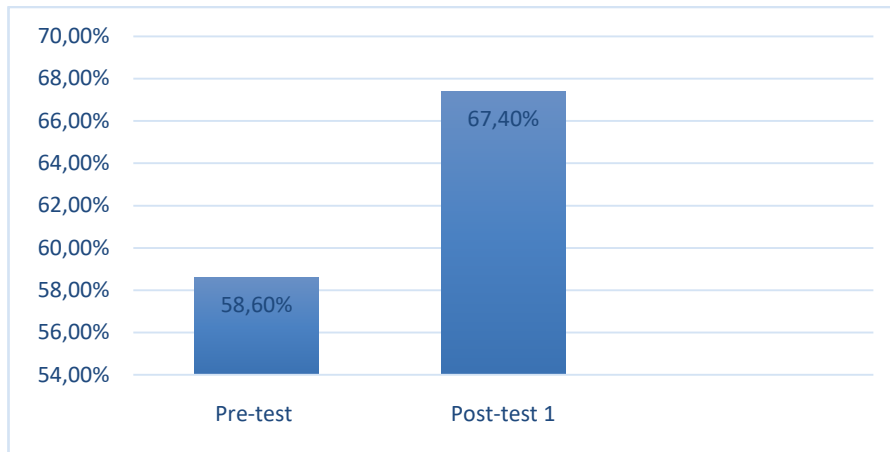
In this research, the researcher gave pre-test and post-test I. It aimed to know the students' ability before and after treatment. From the average mark of pre-test and post-test 1 above, it couldbe seen that there was an increasing of students' writing ability. The average mark in pre-test was 58,6 increased to 67,4 in post-test 1, so there was an increasing 7,8 points.

3. **Action and Learning Result at Cycle II**

Teaching and learning process at cycle II was on climax situation. The students mark was increase significantly and the condition in the class conducive.

Table 14

The Result Mark of Students' Post-test 1 and Post-test II

NO	Student's Code	Students Result			Category
		Post-test 1	Post-test II	Increase	
1	AKS	80	90	10	Increase
2	AK	60	75	15	Increase
3	DA	70	85	15	Increase
4	DTSS	55	70	15	Increase
5	DAPS	55	70	15	Increase
6	FM	75	85	10	Increase
7	FO	65	75	10	Increase
8	GKDI	75	85	10	Increase
9	HF	60	75	15	Increase
10	HW	65	80	15	Increase
11	INF	60	70	10	Increase
12	IPS	65	80	15	Increase
13	JEE	60	80	20	Increase
14	KS	70	70	0	Constant
15	MF	60	80	20	Increase
16	NAK	65	75	10	Increase
17	NA	75	85	10	Increase
18	NO	70	70	0	Constant
19	NKK	75	85	10	Increase
20	PA	75	80	5	Increase
21	RZA	60	80	20	Increase
22	TDAA	70	80	10	Increase
23	TR	70	70	10	Increase
24	TWS	70	70	0	Constant
25	YID	75	85	10	Increase
	Total	1675	1950		
	Average	67,4	78		

Source: the result of post test 1 and post test 2

Graph 2

The Average of the Students' Mark on Post-test 1 and Post-test 2
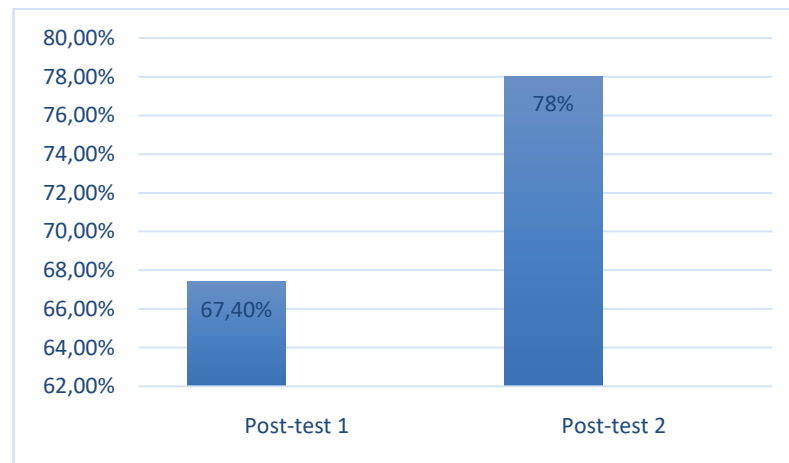
Table 15

The Result Mark of Students' Pre-test, Post-test 1 and Post-test 11

NO	Student's Code	Students Result			Category
		Pre test	Post-test 1	Post-test II	
1	AKS	65	80	90	Increase
2	AK	55	60	75	Increase
3	DA	55	70	85	Increase
4	DTSS	45	55	70	Increase
5	DAPS	55	55	70	Increase
6	FM	55	75	85	Increase
7	FO	50	65	75	Increase
8	GKDI	75	75	85	Increase
9	HF	45	60	75	Increase
10	HW	65	65	80	Increase
11	INF	45	60	70	Increase

12	IPS	55	65	80	Increase
13	JEE	55	60	80	Increase
14	KS	65	70	70	Constant
15	MF	55	60	80	Increase
16	NAK	50	65	75	Increase
17	NA	75	75	85	Increase
18	NO	65	70	70	Constant
19	NKK	75	75	75	Constant
20	PA	55	75	80	Increase
21	RZA	45	60	80	Increase
22	TDAA	65	70	80	Increase
23	TR	65	60	70	Increase
24	TWS	55	70	70	Constant
25	YID	75	75	85	Increase
Total		1465	1675	1940	
Average		58.6	67.4	78	

Source: the result of pre-test, post-test 1 and post-test 2

Graph 3

The Average of the Students' Mark on Pre-test, Post-test 1, andPost-test 11
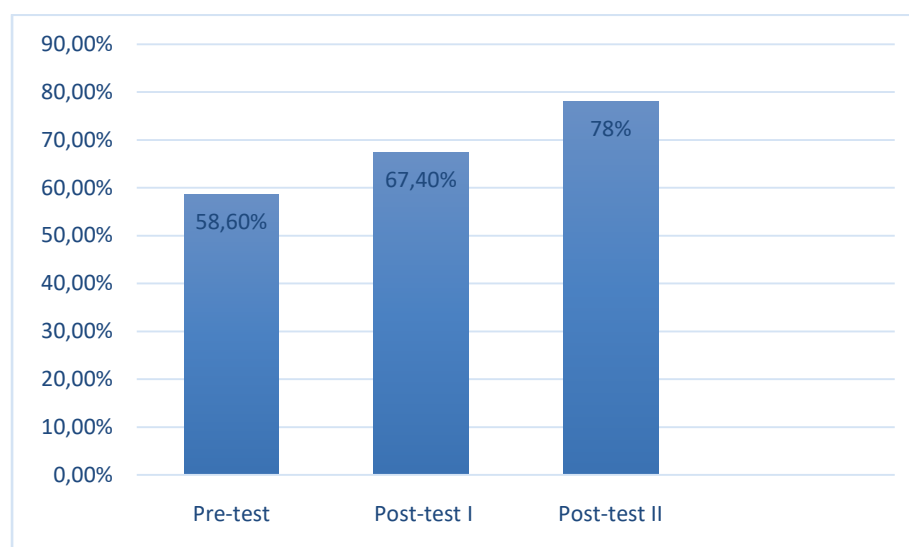
Source: the result of pre-test, post-test 1 and post-test II

Table 15

The Percentage of Students' Mark at Post-test Cycle I and Post-test Cycle II

No	Mark	Percentage		Category
		Post test 1	Post test 2	
1	41-60	32%	-	Low
2	61-70	40%	-	Low
3	71-80	28%	48%	Average
4	81-100		52%	High
Total		100%	100%	
Average		67,4	78	

Source: the result of pre-test, post-test 1 and post-test 2

From the table above can be seen that there was an increasing from post-test 1 to post-test 2. The students could achieve the target, the target is 80% of students got mark ≥71 and they could understand the material and can write well than before. It means that they can increase their skill in writing ability.

4. **The Result of the Students' Activity**

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

Table 16

The Result of The Students' Activity in Cycle I&II

No	Name	Cycle 1	Cycle II
1	AKS	4	5
2	AK	3	4
3	DA	3	5
4	DTSS	2	3
5	DAPS	2	3
6	FM	4	5
7	FO	3	5
8	GKDI	4	4
9	HF	3	4
10	HW	3	4
11	INF	3	3
12	IPS	3	4
13	JEE	3	4
14	KS	4	3
15	MF	3	5
16	NAK	3	4
17	NA	4	4
18	NO	3	3
19	NKK	4	5
20	PA	3	4
21	RZA	2	5
22	TDAA	3	5
23	TR	2	3
24	TWS	2	3
25	YID	4	5
Total		77	102
Average		3,08	4,08

Source: the result of students' activities in cycle I and II

Graph 4

The Comparison of Percentage Students' Activity in Cycle I and Cycle II
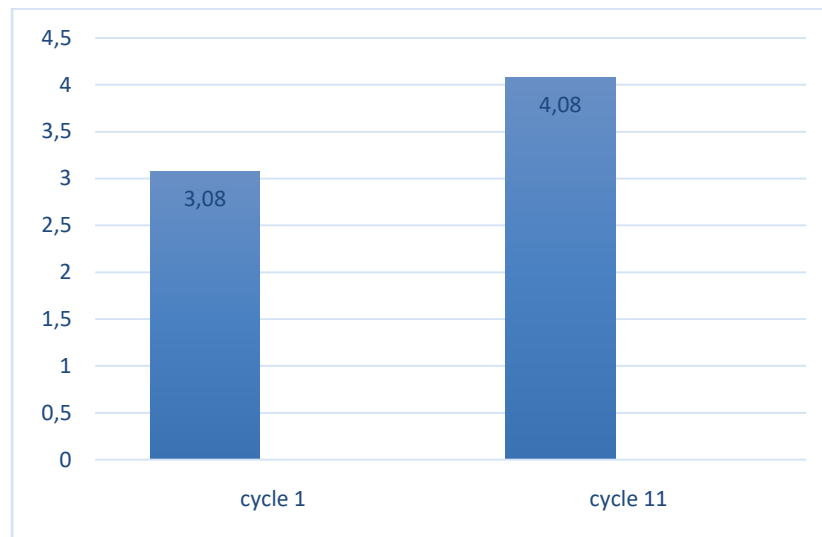
Based on the table and graphic above, it could be concluded that there was an increasing of students' activities during the learning process of cycle I and cycle II through using note-taking pairs technique. It means that note-taking pairs technique had positive effect to increase the teaching learning process.

Related this research until cycle II, the result mark and the result activities of the students was achieved the target that was decided on indicator of success 80% from students got minimum mark 71. Based on the result of this research was known that more than 80% from the students got minimum mark 71. So, it can be said that this research finished and didn't need to be continued to the next cycle.

CHAPTER V
CONCLUSION AND SUGGESTION

Considering from all data gathered in the classroom action research, the researcher got some conclusions of the research and some suggestions in the research result.

A. Conclusion

The conclusion of this research is to show the use of Note-Taking Pairs technique can increase the writing ability among the eighth graders of SMP N 2 Batanghari. It could be seen from the result of students' average score from pre test 58,6, test of cycle 1 were:67,4, and the result test of cycle 2 were 78. From the students' result of test, it could be seen that the result of test in cycle 2 were higher than pre-test and test in cycle 1.Note-taking pairs technique also can used as a teaching technique of writing ability and can increase motivation of students, so made them more interest to following learning writing.

B. Suggestions

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended.

1. The students are suggested to be more active in learning process in order they can understand the material and increase their result especially in descriptive text.

2. It is suggested for the English teacher to use note-taking pairs technique because this technique is effective to increase the students writing ability in   learning   process.

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APPENDICES

PERANGKAT PEMBELAJARAN
SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris.
Satuan Pendidikan : SMP / MTS
Kelas/Semester : VIII / 2

Nama Guru :
NIP :
Sekolah : SMP N 2 Batanghari

KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)

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SILABUS PEMBELAJARAN

Sekolah : SMP N 2 Batanghari
Kelas : VIII (Delapan)
Mata Pelajaran : BAHASA INGGRIS
Semester : 2 (Dua)
Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive,* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana	1. Teks fungsional pendek berupa : • Undangan • Pengumuman	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas	1. Melengkapi rumpang teks fungsional pendek 2. Meyusun		Melengkapi rumpang Menyusun kata acak	1. Complete the following sentence / text using suitable word / words 2. Arrange the	4 x 40 menit	1. Buku teks yang relevanContoh undangan, pengumum

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	• Pesan Singkat 2. Tata Bahasa • Kalimat sederhana - mengundang - mengumumkan - menyampaikan pesan 3. Kosa kata - Kata terkait tema dan jenis teks	2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat sederhana terkait jenis teks fungsional 4. Menulis teks fungsional pendek berdasarkan konteks	kata menjadi teks fungsional yang bermakna 3. Menulis teks fungsional pendek	Tes tulis	Essay	word into good senten-ces. 3. Write simple sen-tences based on the situation given 4. Write an invita-tion/ an announ-cement / messa-ge based on the situation given.		an, SMS 2. Gamb ar yang relevan

i.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	4. Tanda baca 5. Spelling			Tes tulis	Completion	1. Complete the paragraph using the suitable words.	4 x 40 menit	1. Buku teks yang relevan
6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk	1. Teks rumpang berbentuk - descriptive - recount 2. Tata bahasa Kalimat sederhana - Simpel present tense - Simpel past tense - past cont tense	1. Review ungkapan-ungkapan yang terkait jenis teks descriptive dan recount. 2. Menulis kalimat yang berdasarkan yang terkait jenis teks	1. Melengkapi rumpang teks essai pendek berbentuk descriptive 2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk descriptivedan recount.	Tes tulis Tes tulis	2. Jumbled sentences 3. Essay	2.Rearrange the Following sentences correctly.		2. Gambar terkait tema/topik 3. Benda-benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	3. Kosa kata - kata terkait tema dan jenis teks - kata penghubung and, then, after that, before dsb 4. Tanda Baca, Spelling	descriptive dan recount gambar/realia. 3. Melengkapi rumpang dalam teks descriptif dan recount dengan kata yang tepat. 4. Menyusun kalimat acak menjadi teks descriptif dan recount yang terpadu. 5. Membuat draft teks	3. Menulis teks essai dalam bentuk a. *descriptive* dan *recount* .			3. *Write an essay* a. *describing something or a certain place.* b. *Telling what you did last Sunday*		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		descriptive dan recount secara mandiri. 6. Mengekspos teks descriptive dan recount yang ditulis di kelas.						

❖ **Karakter siswa yang diharapkan :**

Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Mengetahui
Guru Mata Pelajaran

Batanghari, 12 Juni 2017

Guru Praktikan

ARIS MUNANDAR, S.Pd.
NIP.19710505 199802 1 001

ANAS MUTOHAROH
NPM. 13106537

Mengetahui
Kepala SMP N Batanghari

MURSIDI, S.Pd, MM
NIP. 196007151985031012

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan   : SMP N 2 Batanghari

Kelas/Semester   : VIII / 2

Mata Pelajaran   : Bahasa Inggris

Topik   : Descriptive text

Alokasi Waktu   : 2 x 40 menit (2 x pertemuan)

A. **Kompetensi Dasar**

Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount.*

B. **Indikator Pencapaian Kompetensi**

1. Mengidentifikasi informasi/makna yang terdapat dalam text berbentuk descriptive dan recount.

2. Mengidentifikasi tujuan komunikatif dan langkah retorika teks descriptive dan recount.

C. **Tujuan Pembelajaran**

1. Siswa mampu mengidentifikasi informasi/makna yang terdapat dalam text berbentuk descriptive dan recount.

2. Siswa mampu mengidentifikasi tujuan komunikatif dan langkah retorika teks descriptive dan recount.

D. Materi Ajar

Teks tulis yang menggunakan ungkapan untuk menyatakan keberadaan orang, benda dan binatang.

Struktur teks

- Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan

- Menyebutkan sifat orang, binatang, benda dan bagiannya, dan

- Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks: kurang lebih 6 (tiga) kalimat.

Unsur kebahasaan

- Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*).
- Kata ganti *it, they, she, we,* dst.*; our, my, your, their,* dst.
- Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite*, *very*.
- Frasa nominal seperti *dark brown*, *cute little cat*, *beautiful red flower*
- Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll.
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- Ucapan, tekanan kata,
- intonasi Ejaan dan tanda baca
- Tulisan tangan

E. Metode Pembelajaran

   1. Pendekatan   : Diskusi

F. Media, Alat and Sumber Pembelajaran

   ➢ **Alat   : Spidol, Whiteboard**

   ➢ **Sources   :**

      • **LKS Bahasa Inggris Galileo**

      • **Internet**

H. Kegiatan Pembelajaran :

   1. Kegiatan Pendahuluan

     ➢ **Apersepsi and Motivation :**

       ▪ Guru memberi salam dengan senyuman.

       ▪ Guru menanyai kabar siswa.

       ▪ Guru mengecek kehadiran siswa.

       ▪ Guru memberikan motivasi sebelum memulai pelajaran.

       ▪ Guru menghubungkan pelajaran dengan pengalaman siswa dengan kehidupan siswa sehari-hari.

   2. Kegiatan Inti

     ➢ *Exploration*

       ▪ Guru meminta siswa untuk mengamati, Siswa melihat gambar di buku wajib siswa, mendengar dan menyimak guru menjelaskan tentang keberadaan orang, benda, dan binatang.

       ▪ Gurubertanya kepada siswa tentang pertanyaan yang berkaitan dengan materi tentang keberadaan orang, benda, binatang, dan dengan bimbingan guru, peserta didik bertanya tentang kata-kata baru yang mereka temukan.

       ▪ Guru meminta siswa untuk mengumpulkan Informasimendengarkan dan menyimak banyak contoh dari macam-macam ungkapan terkait keberadaan orang, benda, binatang,

➢ *Elaboration*

▪ Guru meminta siswa untuk menirukan contoh-contoh dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.

▪ Guru menjelaskan dan membimbing siswa dalam mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) terkait keberadaan orang, benda, binatang, keberadaan orang, benda, binatang, dengan tepat dan benar.

▪ Guru meminta siswa berusaha menggunakan bahasa Inggris untuk menyatakan keberadaan orang, benda, binatang, keberadaan orang, benda, binatang, yang terjadi secara rutin.

▪ Guru meminta siswa membandingkan membuat ungkapan keberadaan orang, benda, binatang, menggunakan bahasa Inggris dengan Bahasa Indonesia.

➢ *Confirmation*

▪ Guru memberikan feedback kepada siswa dengan memberikan point nilai bagi yang telah mempresentasikan deskriptifnya.

▪ Guru menyempurnakan teks descriptive yang telah dibuat siswa.

▪ Guru menanyai siapa siswa yang belum paham tentang materi deskriptif.

3. **Kegiatan Penutup**

▪ Siswa diminta untuk membuat kesimpulan tentang materi yang disampaikan guru.

▪ Guru meminta siswa mendeskripsikan gambar yg terdapat di lembar kerja post-test

▪ Guru meminta siswa mengumpulkan lembar kerja post-test

▪ Guru memberi kesimpulan tentang materi pembelajaran.

▪ Guru memberi motivasi siswa agar giat belajar.

▪ Guru menutup pelajaran dengan mengucap salam dan see you.

Penilaian Hasil Pembelajaran

Kriteria Penilaian

1. Tingkat ketercapaian fungsi sosial tentang menyatakan kemampuan melakukan suatu tindakan serta responnya.

2. Tingkat ketepatan unsur kebahasaan: keaslian penulisan, pilihan kosa kata, penulisan kosa kata, dan kerapihan tulisan.

3. Sikap peduli, disiplin, percaya diri dan kerja sama yang menyertai tindakan yang menyatakan kemampuan melakukan suatu tindakan serta responnya.

Cara Penilaian

1. Kinerja (praktik)

   Simulasi atau bermain peran (role play) dalam bentuk interaksi dengan menyatakan tentang kemampuan melakukan suatu tindakan beserta responnya.

2. Tes Tertulis

   Membaca dan menulis percakapan yang menuntut pemahaman dan kemampuan yang menghasilkan teks dialog tentang tindakan yang menyatakan kemampuan melakukan suatu tindakan serta responnya.

Mengetahui   Batanghari, 12 juni 2017

GURU MATA PELAJARAN   GURU PRAKTIKAN

ARIS MUNANDAR S.Pd.   **ANAS MUTOHAROH**
NIP.19710505 199802 1 001   NPM. 13106537

Mengetahui
Kepala SMP Negeri 2 Batanghari

MURSIDI, S.Pd.MM
NIP. 196007151985031012

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	**: SMP N 2 Batanghari**
Kelas/Semester	**: VIII / 2**
Mata Pelajaran	**: Bahasa Inggris**
Topik	**: Descriptive Text**
Alokasi Waktu	**: 2 x 40 menit (2 x pertemuan)**

A. Kompetensi Dasar

Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount.*

B. Indikator Pencapaian Kompetensi

3. Mengidentifikasi informasi/makna yang terdapat dalam text berbentuk descriptive dan recount.

4. Mengidentifikasi tujuan komunikatif dan langkah retorika teks descriptive dan recount.

C. Tujuan Pembelajaran

3. Siswa mampu mengidentifikasi informasi/makna yang terdapat dalam text berbentuk descriptive dan recount.

4. Siswa mampu mengidentifikasi tujuan komunikatif dan langkah retorika teks descriptive dan recount.

D. Materi Ajar

Descriptive Text is a text which describes a particular person, place or subject. A descriptive text consists of:

- Identification which identifies the person, place or object described.
- Description which describes parts, qualities and characteristics of the person, place or object.

An Eagle

identifiction — *There is an eagle nesting on the tree top near my granparent's house in Pangandaran. It was a sea eagle.*

The colour of its feathers is light brown. It has a strong and sharp yellowish beak. It claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small bird.

Eagle have many sizes, shapes and colour, but the sea eagle is easy to recognise because it has a strong a streamlined, sharp beak and stream-line body.

description — *Its forelambs (or arms) serve as wings. This means that they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care of its feather, and for many other jobs that non-flying animals do with paws, claws or hand on their forelimbs.*

E. **Metode Pembelajaran**

   2. **Pendekatan   : Diskusi**
   3. **Tehnik   : Note-Taking Pairs**

F. **Media, Alat and Sumber Pembelajaran**
   - **Alat   : Spidol, Whiteboard**
   - **Sources   :**
     - **LKS Bahasa Inggris Galileo**
     - **Internet**

I. **Kegiatan Pembelajaran :**
   4. **Kegiatan Pendahuluan**
      - **Apersepsi and Motivation :**
        - Guru memberi salam dengan senyuman.
        - Guru menanyai kabar siswa.
        - Guru mengecek kehadiran siswa.
        - Guru memberikan motivasi sebelum memulai pelajaran.

- Guru menghubungkan pelajaran dengan pengalaman siswa dengan kehidupan siswa sehari-hari.

5. **Kegiatan Inti**

   ➤ *Exploration*

   - Guru menunjukan gambar dan meminta siswa untuk Menyebutkan ciri-ciri/bentuk yg terdapat dalam gambar tsb.
   - Guru mengajak siswa membaca text tentang the sea eagle
   - Guru bersama siswa mencari kata-kata yang sulit untukdilafalkan dan murid menirukan pengucapan.
   - Guru membahas contoh descriptive text yang telah dibaca bersama-sama.

   ➤ *Elaboration*

   - Guru memberikan materi descriptive text
   - Guru memberikan contoh singkat descriptive text**.**
   - Guru memberikan vocabularies tentang kharakteristik people, animal, thing or place.
   - Guru mengajak siswa untuk mendeskripsikan binatang kesayangannya (describe your pet).
   - Guru memberikan kesempatan kepada siswa untuk mempresentasikan contoh deskripsi teks yang telah siswa buat di depan kelas.

   ➤ *Confirmation*

   - Guru memberikan feedback kepada siswa dengan memberikan point nilai bagi yang telah mempresentasikan deskriptifnya.
   - Guru menyempurnakan teks descriptive yang telah dibuat siswa.
   - Guru menanyai siapa siswa yang belum paham tentang materi deskriptif.

6. **Kegiatan Penutup**

   - Siswa diminta untuk membuat kesimpulan tentang materi yang disampaikan guru.
   - Guru meminta siswa mendeskripsikan gambar yg terdapat di lembar kerja post-test

▪ Guru meminta siswa mengumpulkan lembar kerja post-test

▪ Guru memberi kesimpulan tentang materi pembelajaran.

▪ Guru memberi motivasi siswa agar giat belajar.

▪ Guru menutup pelajaran dengan mengucap salam dan see you.

J. Penilaian

1. Tehnik   **: -** Tes tertulis, Performance.

2. Tipe   **:** Test

3. Instrument   **:**Mendeskripsikan tentang orang, hewan, dan buah buahan.

Choose one of three topic and create a descriptive text based on the picture you choose!

a. My lovely family	b. My lovely pet	c. My Favorite fruit

Create your descriptive text based on the generic structure

Answer : ……………………………………………………………………………
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No	Aspek penilaian	Nilai	Hasil akhir
1.	Content	13-30	
2.	Form	7-20	
3.	Vocabulary	7-20	
4.	Grammar	5-25	
5.	Mechanic	2-5	
	Jumlah	**100**	

Hasil Penilaian

Penilaian Tertulis = ------------------ x 100 =

100

Mengetahui   Batanghari, 12 juni 2017

GURU MATA PELAJARAN   GURU PRAKTIKAN

ARIS MUNANDAR S.Pd.   **ANAS MUTOHAROH**
NIP.19710505 199802 1 001   NPM. 13106537

Mengetahui

Kepala SMP Negeri 2 Batanghari

MURSIDI S.Pd, MM
NIP. 196007151985031012

PRE-TEST for WRITING DESCRIPTIVE PARAGRAPH

Name   :
Class   :
Date   :

Direction   :
➢ Write your name, class, and date on your answer sheet!
➢ You may not cheat by your friends!
➢ You may use English dictionary!
➢ Do this test for 40 minutes!
➢ After finishing, please, submit your answer sheet to the teacher!

Question   :

Choose one of the topics and create a descriptive paragraph based on the topic you choose!

    a. My lovely family
    b. My lovely pet
    c. My favorite fruit

Answer:
_____
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POST-TEST I for WRITING DESCRIPTIVE PARAGRAPH

Name :

Class :

Date :

Direction :

➢ Write your name, class, and date on your answer sheet!

➢ You may not cheat by your friends!

➢ You may use English dictionary!

➢ Do this test for 40 minutes!

➢ After finishing, please, submit your answer sheet to the teacher!

Question :

Choose one of the topics and create a descriptive paragraph based on the result of Note-Taking Pairswith your partner related to the topic you choose!

a. My lovely family

b. My lovely pet

c. My favorite fruit

Answer:

_____

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POST-TEST II for WRITING DESCRIPTIVE PARAGRAPH

Name   **:**
Class   **:**
Date   **:**

Direction   **:**
➢ Write your name, class, and date on your answer sheet!
➢ You may not cheat by your friends!
➢ You may use English dictionary!
➢ Do this test for 40 minutes!
➢ After finishing, please, submit your answer sheet to the teacher!

Question   **:**

Choose one of the topics and create a descriptive paragraph based on the result of Note-Taking Pairswith your partner related to the topic you choose!

    a. My lovely family
    b. My lovely pet
    c. My favorite fruit

Answer:

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OBSERVATION SHEET
THE STUDENTS' ACTIVITY

Day/Date   : Tuesday, July 25th 2017

School   : SMP N 2 Batanghari
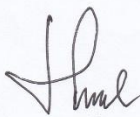
Class   : VIII

No	Name	The Students' Activity					Total
		1	2	3	4	5	
1	AKS	✓	✓		✓	✓	4
2	AK	✓		✓		✓	3
3	DA	✓			✓	✓	3
4	DTSS				✓	✓	2
5	DAPS	✓				✓	2
6	FM	✓	✓		✓	✓	4
7	FO	✓		✓		✓	3
8	GKDI	✓	✓		✓	✓	4
9	HF	✓			✓	✓	3
10	HW	✓		✓		✓	3
11	INF	✓			✓	✓	3
12	IPS	✓		✓		✓	3
13	JEE	✓		✓		✓	3
14	KS	✓		✓	✓	✓	4
15	MF			✓	✓	✓	3
16	NAK		✓	✓		✓	3
17	NA	✓	✓		✓	✓	4
18	NO	✓		✓		✓	3
19	NKK	✓	✓	✓		✓	4
20	PA			✓	✓	✓	3
21	RZA			✓		✓	2
22	TDAA			✓	✓	✓	3
23	TR				✓	✓	2
24	TWS			✓		✓	2
25	YID	✓		✓	✓	✓	4

Notes:
- Tick (√) for each positive activity
- The students' activities that observed are:
  1. The students to attention explanation from the teacher.
  2. Giving respond
  3. Making note
  4. Following the teacher's instraction
  5. Doing the task

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	17	68%
2	Giving respond	6	24%
3	Making Notes	15	60%
4	Following Teacher Instruction	14	56%
5	Doing the task	25	100%

Collaborator   Researcher

ARIS MUNANDAR S.Pd.   **ANAS MUTOHAROH**
NIP.19710505 199802 1 001   NPM. 13106537

OBSERVATION SHEET
THE STUDENTS' ACTIVITY

Day/Date   : Wednesday, August2th 2017

Day/Date : Wednesday, August2[th] 2017

School : SMP N 2 Batanghari
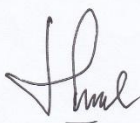
Class : VIII

No	Name	The Students' Activity					Total
		1	2	3	4	5	
1	AKS	✓	✓	✓	✓	✓	5
2	AK	✓		✓	✓	✓	4
3	DA	✓	✓	✓	✓	✓	5
4	DTSS	✓			✓	✓	3
5	DAPS	✓		✓		✓	3
6	FM	✓	✓	✓	✓	✓	5
7	FO	✓	✓	✓	✓	✓	5
8	GKDI	✓	✓	✓		✓	4
9	HF	✓		✓	✓	✓	4
10	HW	✓	✓	✓		✓	4
11	INF	✓			✓	✓	3
12	IPS	✓		✓	✓	✓	4
13	JEE	✓		✓	✓	✓	4
14	KS	✓			✓	✓	3
15	MF	✓	✓	✓	✓	✓	5
16	NAK	✓		✓	✓	✓	4
17	NA	✓	✓		✓	✓	4
18	NO	✓		✓		✓	3
19	NKK	✓	✓	✓	✓	✓	5
20	PA	✓		✓	✓	✓	4
21	RZA	✓	✓	✓	✓	✓	5
22	TDAA	✓	✓	✓	✓	✓	5
23	TR			✓	✓	✓	3
24	TWS			✓	✓	✓	3
25	YID	✓	✓	✓	✓	✓	5

Notes:
- Tick (√) for each positive activity
- The students' activities that observed are:
  1. The students to attention explanation from the teacher.
  2. Giving respond
  3. Making note
  4. Following the teacher's instraction
  5. Doing the task

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	17	68%
2	Giving respond	6	24%
3	Making Notes	15	60%
4	Following Teacher Instruction	14	56%
5	Doing the task	25	100%

Collaborator

ARIS MUNANDAR S.Pd.
NIP.19710505 199802 1 001

Researcher

ANAS MUTOHAROH
NPM. 13106537

THE STUDENTS' SCORE OF PRE-TEST

Day/Date : Tuesday, July 18th 2017

School : SMP N 2 Batanghari

Class : VIII

No	Name	Component of Writing						Total
		Content	Organization	Discourse	Syntax	Vocabulary	Mechanic	
1	AKS	17	13	10	7	10	8	65
2	AK	14	11	9	6	8	7	55
3	DA	14	10	8	7	8	8	55
4	DTSS	11	9	6	6	7	6	45
5	DAPS	14	11	8	6	9	7	55
6	FM	14	10	8	7	9	7	55
7	FO	13	10	7	6	7	7	50
8	GKDI	20	15	12	8	11	9	75
9	HF	11	9	6	6	7	6	45
10	HW	17	13	10	7	10	8	65
11	INF	11	9	6	6	7	6	45
12	IPS	14	10	8	7	9	7	55
13	JEE	14	10	8	7	9	7	55
14	KS	17	13	10	7	10	8	65
15	MF	14	10	8	7	9	7	55
16	NAK	13	10	7	6	7	7	50
17	NA	20	15	12	8	11	9	75
18	NO	17	13	10	7	10	8	65
19	NKK	20	15	12	8	11	9	75
20	PA	14	10	8	7	9	7	55
21	RZA	11	9	6	6	7	6	45
22	TDAA	17	13	10	7	10	8	65
23	TR	17	13	10	7	10	8	65
24	TWS	14	10	8	7	9	7	55
25	YID	20	15	12	8	11	9	75

23	TR	17	13	10	7	10	8	65
24	TWS	14	10	8	7	9	7	55
25	YID	20	15	12	8	11	9	75

Content   0-24

organization   0-20

Discourse   0-20

Syntax   0-12

Vocabulary   0-12

Mechanic   0-12

Total   100

Collaborator   Researcher

ARIS MUNANDAR S.Pd.   **ANAS MUTOHAROH**
NIP.19710505 199802 1 001   NPM. 13106537

THE STUDENTS' SCORE OF POST-TEST I

Day/Date : Tuesday, July 25th 2017

School : SMP N 2 Batanghari

Class : VIII

No	Name	Component of Writing						Total
		Content	Organization	Discourse	Syntax	Vocabulary	Mechanic	
1	AKS	22	16	11	10	11	10	80
2	AK	17	13	8	7	9	6	60
3	DA	19	14	10	8	11	8	70
4	DTSS	14	10	8	7	8	8	55
5	DAPS	14	10	8	7	8	8	55
6	FM	20	15	12	8	11	9	75
7	FO	17	13	10	7	10	8	65
8	GKDI	20	15	12	8	11	9	75
9	HF	17	13	8	7	9	6	60
10	HW	17	13	10	7	10	8	65
11	INF	17	13	8	7	9	6	60
12	IPS	17	13	10	7	10	8	65
13	JEE	17	13	8	7	9	6	60
14	KS	19	14	10	8	11	8	70
15	MF	17	13	8	7	9	6	60
16	NAK	17	13	10	7	10	8	65
17	NA	20	15	12	8	11	9	75
18	NO	19	14	10	8	11	8	70
19	NKK	20	15	12	8	11	9	75
20	PA	20	15	12	8	11	9	75
21	RZA	17	13	8	7	9	6	60
22	TDAA	19	14	10	8	11	8	70
23	TR	19	14	10	8	11	8	70
24	TWS	19	14	10	8	11	8	70
25	YID	20	15	12	8	11	9	75

23	TR	17	13	10	7	10	8	65
24	TWS	14	10	8	7	9	7	55
25	YID	20	15	12	8	11	9	75

Content   0-24

organization   0-20

Discourse   0-20

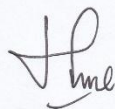Syntax   0-12

Vocabulary   0-12

Mechanic   0-12

Total   100

Collaborator   Researcher

ARIS MUNANDAR S.Pd.   **ANAS MUTOHAROH**
NIP.19710505 199802 1 001   NPM. 13106537

THE STUDENTS' SCORE OF POST-TEST II

Day/Date : Wednesday, August2[th] 2017
School : SMP N 2 Batanghari
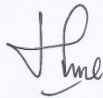Class : VIII

No	Name	Component of Writing						Total
		Content	Organization	Discourse	Syntax	Vocabulary	Mechanic	
1	AKS	23	18	18	10	11	10	90
2	AK	21	14	13	9	9	9	75
3	DA	23	17	17	10	10	9	85
4	DTSS	19	13	11	9	9	9	70
5	DAPS	19	13	11	9	9	9	70
6	FM	23	17	17	10	10	9	85
7	FO	23	17	17	10	10	9	85
8	GKDI	23	17	17	10	10	9	85
9	HF	21	14	13	9	9	9	75
10	HW	22	15	14	10	10	9	80
11	INF	19	13	11	9	9	9	70
12	IPS	22	15	14	10	10	9	80
13	JEE	22	15	14	10	10	9	80
14	KS	19	13	11	9	9	9	70
15	MF	22	15	14	10	10	9	80
16	NAK	21	14	13	9	9	9	75
17	NA	23	17	17	10	10	9	85
18	NO	19	13	11	9	9	9	70
19	NKK	23	17	17	10	10	9	85
20	PA	22	15	14	10	10	9	80
21	RZA	22	15	14	10	10	9	80
22	TDAA	22	15	14	10	10	9	80
23	TR	19	13	11	9	9	9	70
24	TWS	19	13	11	9	9	9	70
25	YID	23	17	17	10	10	9	85

23	TR	17	13	10	7	10	8	65
24	TWS	14	10	8	7	9	7	55
25	YID	20	15	12	8	11	9	75

Content   0-24

organization   0-20

Discourse   0-20

Syntax   0-12

Vocabulary   0-12

Mechanic   0-12

Total   100

Collaborator   Researcher

ARIS MUNANDAR S.Pd.   **ANAS MUTOHAROH**
NIP.19710505 199802 1 001   NPM. 13106537

FIELD NOTES

Date : 24th, 25th, July 2017
Cycle : I
Time : 2 x 45 Minutes / Meeting
Skill : Writing

In the cycle I, at the first and second meeting, the students still not enthusiastic to followed teaching learning process. It can be showed from the students answered when the teacher said their conditions, the some students that answered the teachers' questions and the other just silent. Then the teacher asked to the students to prepare their book, because the lesson would be beginning. The students didn't hear the teacher instruction and busy with their selves.

In this cycle I, teacher investigated the student previous knowledge about descriptive text by asking them "What is the descriptive text?". Then the teacher gave the stimulus to the students to explore more about descriptvetext by giving them example of descriptive text. The teacher gave students' further explanation about descriptve text and the generic structure also the grammatical of descriptive text. Some of students paid attentions to explanation of the teacher.

Then the teacher investigated the student previous knowledge about the descriptive text by asking them"Have you ever describe about something?"All the students answer "Yes, I have been". The situation of the class in this session was very alive. The teacher asked one of the students to try describe about smething. She gave some leading question to help her e.g. "Did you and your friends ever tell someone by depict their character? She was very enthusiastic in giving her answers because she tried to describe something.

The teacher asked to the students what is they have learning write descriptive text through note-taking pairs technique? Some of them answered not yet and the other just silent. After that the teacher gave explanation about descriptive text and gave example how to write descriptive text through note-taking pairs technique. Most of the students paid attention to the explanation of the teacher.

During teaching learning process, most of the students were following the activity enthusiastically.The teacher went around the class to maintain its order and helped the students who were still having trouble with the material which was presented. Most of the students wrote descriptive text through note-taking pairs technique base on their experience. The students were very enthusiast following the teachers' instructions

After all the students wrote descriptive text through note-taking pairs, the teacher asked to the students about their difficult in learning writing through note-taking pairs. The last, the teacher gave the conclusion about the material that was given to the students. Teacher informed the students that next meeting will be a post-test exam, so teacher asked to the students to review the material that had been learnt in their home, and closed the class.

FIELD NOTES

Day   : 01th, 02th, August 2017

Cycle   : II

Time   : 2 x 45 Minutes/ Meeting

Skill   : Writing

In cycle II, at the first and second meetings the students enthusiastic to followed teaching learning process. It can be showed from the students answered when the teacher said their conditions; the students answered the teachers' questions together. The teacher asked to the students to prepare their book, because the lesson would be beginning the students take their book and pen quickly and ready to beginning the lesson. In this cycle II, the teacher continued explains about the previous meeting. That is writing about descriptive text through note-taking pairs.

The teacher gave the stimulus to the students to explore more about descriptive text. Teacher continued repeat material that was given in the previous meeting to remember the students more. The teacher asked to the students what is they have difficulties when learning writing through note-taking pairs. But all of students answered they didn't have difficult in learning writing through note-taking pairs technique, they more enjoyed with that study.

After finished to explain the material, the teacher asked to students to continued writing descriptive text through note-taking pairs in the class. The students were very enthusiast following the teachers' instructions. The teacher asked the students to write and describe about their lovely family, fruit and

pet.Teacher gave some vocabulary about the characteristic of people, animal, thing or place to help students. While the students did the task, the teacher went around the class to maintain its order and helped the students who were still having trouble with the material which was presented. In this cycle, the students wrote descriptive text through note-taking pairs and presented it was be better than before.

After that,the teacher asked the students to revise their writing of descriptive text in order to get better result. Then the teacher evaluated the task of students' writing descriptive text. The teacher gave the conclusion about the material that was given to the students. Teacher informed the students that next meeting will be a post-test exam, so teacher asked the students to review the material that had been learnt in their home, and closed the class.

DOCUMENTATION OF PRE-TEST

Giving greeting to the students   checking the attendance list

Giving explanation what will students do.   Giving the pre-test question

Reading the question instruction   The students answer the question

DOCUMENTATION OF TREATMENT IN CYCLE I

Giving greeting to the students

Checking the attendance list

Giving explanation to the students

Giving the example question

Giving instruction to the students

Students answer the question

DOCUMENTATION OF -POST-TEST I

Giving greeting to the students

Checking the attendance list

Giving explanation to the students

Giving poste-test i questions

Reading the question instruction

The students answer the question

DOCUMENTATION OF TREATMENT IN CYCLE II

Giving greeting to the students   checking attendance list

Giving explanation to the students   Giving the example question

Give instruction to the students   Ask the students to perform in front of class

DOCUMENTATION OF POST-TEST II

Giving greeting to the students

Checking the attendance list

Giving the explanation to the students

Giving the post-test 2 question

Reading the question instruction

The students answer the question

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.06/JST/PP.00.9/1708/2016   Metro, 02 Agustus 2016
Lamp   : -
Hal   : **IZIN *PRA SURVEY***

Kepada Yth.,
Kepala Sekolah SMPN 2 Batanghari
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama   : Anas Mutoharoh
NPM   : 13106537
Jurusan : Tarbiyah
Prodi   : TBI
Judul   : The Use Of Note-Taking Pairs Technique To Increase Writing Ability Among The Eight Graderls Of SMPN 2 Batanghari Academic Year 2016/2017

Untuk melakuan *PRA SURVEY* di SMPN 2 Batanghari.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan,

Dr. Hj. Akla, M.Pd
NIP. 19691008 200003 2005

PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 2 BATANGHARI

Alamat : Desa Sribasuki 51 Kec. Batanghari Kab. Lampung Timur Kode Pos : 34181

SURAT KETERANGAN PENELITIAN
Nomor : 070/073/04/SMPN.2/2016

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Batanghari Kabupaten Lampung Timur, dengan ini menerangkan bahwa :

N a m a	:	ANAS MUTOHAROH
N P M	:	13106537
Program Studi	:	Tadris Bahasa Inggris (TBI)
Fakultas	:	Tarbiyah STAIN JURAI SIWO Metro

Telah mengadakan Penelitian Lapangan di SMP Negeri 2 Batanghari Kabupaten Lampung Timur, dari tanggal 02 Agustus 2016 s.d 10 September 2016, dalam rangka penyusunan skripsi dengan Judul : *"THE USE OF NOTE-TAKING PAIRS TECHNIQUE TO INCREASE WRITING ABILITY AMONG THE EIGHT GRADERLS OF SMP NEGERI 2 BATANGHARI ACADEMIC YEAR 2016/2017."*

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 10 Oktober 2016
Kepala Sekolah,

Drs. ANSYORI
NIP. 19600403 198012 1 001

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296.
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

Nomor   : B-2852/In.28/R.1/TL.00/06/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMPN 2 BATANGHARI
di-
    Tempat
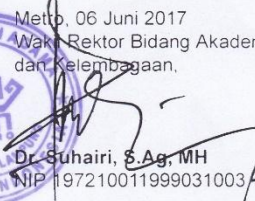
Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2851/In.28/R/TL.01/06/2017, tanggal 06 Juni 2017 atas nama saudara:

Nama : ANAS MUTOHAROH
NPM : 13106537
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 2 BATANGHARI, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF NOTE-TAKING PAIRS TECHNIQUE TO INCREASE WRITING ABILITY AMONG EIGHTH GRADERS OF SMPN 2 BATANGHARI ACADEMIC YEAR 2016/2017".

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

Wassalamu'alaikum Wr. Wb.

Metro, 06 Juni 2017
Wakil Rektor Bidang Akademik
dan Kelembagaan,

Dr. Suhairi, S.Ag, MH
NIP 197210011999031003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimil (0725) 47296
Website www.metrouniv.ac.id, e-mail iainmetro@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-2851/In.28/R/TL.01/06/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

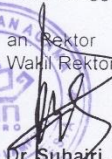|		
Nama	:	**ANAS MUTOHAROH**
NPM	:	13106537
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk
1. Mengadakan observasi/survey di SMPN 2 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF NOTE-TAKING PAIRS TECHNIQUE TO INCREASE WRITING ABILITY AMONG EIGHTH GRADERS OF SMPN 2 BATANGHARI ACADEMIC YEAR 2016/2017".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 06 Juni 2017

Mengetahui,
Pejabat Setempat

an. Rektor
Wakil Rektor Bidang Akademik.

Mursid, S.Pd, MM
NIP. 1960 07151 9850 31012

Dr. Suhairi, S.Ag, MH
NIP. 197210011999031003

PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 2 BATANGHARI
Alamat : Desa Sribasuki 51 Kecamatan Batanghari Kabupaten Lampung Timur Kode Pos 34181
Email : mail1smpnegeri2batanghari@gmail.com

SURAT IZIN RESEARCH
Nomor : 070/084/02/SMPN.2/2017

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Batanghari Kabupaten Lampung Timur. Berdasarkan Surat Permohonan Penelitian dari Dekan Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Metro Nomor : B-2852/In.28/R.1TL.00/06/2017, dengan ini memberikan izin kepada Mahasiswa Fakultas Tarbiyah IAIN Metro.

N a m a	: ANAS MUTOHAROH
N P M	: 13106537
Program Studi	: Tadris Bahasa Inggris (PBI)
Fakultas	: Tarbiyah IAIN Metro.

Untuk mengadakan Penelitian/Survey di SMP Negeri 2 Batanghari Lampung Timur dengan judul *"THE USE OF NOTE-TAKING PAIRS TECHNIQUE TO INCREASE WRITING ABILITY AMONG THE EIGHT GRADERLS OF SMP NEGERI 2 BATANGHARI ACADEMIC YEAR 2016/2017."*

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 15 Juni 2017
Kepala Sekolah,

MURSIDI, S.Pd, MM
NIP. 19600715 198503 1 012

PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 2 BATANGHARI
Alamat : Desa Sribasuki 51 Kecamatan Batanghari Kabupaten Lampung Timur Kode Pos 34181
Email : mail1smpnegeri2batanghari@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor : 070/096/02/SMPN.2/2017

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Batanghari Kabupaten Lampung Timur, dengan ini menerangkan bahwa :

N a m a	:	ANAS MUTOHAROH
N P M	:	13106537
Program Studi	:	Tadris Bahasa Inggris (PBI)
Fakultas	:	Tarbiyah IAIN Metro.

Telah mengadakan Penelitian Lapangan di SMP Negeri 2 Batanghari Kabupaten Lampung Timur, dari tanggal 18 Juli s.d 2 Agustus 2017, dalam rangka penyusunan skripsi dengan Judul :
"THE USE OF NOTE-TAKING PAIRS TECHNIQUE TO INCREASE WRITING ABILITY AMONG THE EIGHT GRADERLS OF SMP NEGERI 2 BATANGHARI ACADEMIC YEAR 2016/2017."

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 2 Agustus 2017
Kepala Sekolah,

MURSIDI, S.Pd, MM
NIP. 19600715 198503 1 012

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : P.1163/In.28/FTIK/PP.00.9/05/2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Sdr. Dr. Mahrus As'ad, M.Ag
2. Sdri. Syahreni Siregar, M.Hum.
Dosen Pembimbing Skripsi
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Anas Mutoharoh
NPM : 13106537
Jurusan : Tarbiyah/TBI

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
    a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
    b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
    a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
    b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
    a. Pendahuluan   ± 1/6 bagian
    b. Isi   ± 2/3 bagian
    c. Penutup   ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 Mei 2017
Wakil Dekan Bidang Akademik
dan Kelembagaan

Dra. Isti Fatonah, MA
NIP. 196705311993032003

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Anas Mutoharoh   Jurusan : TBI
NPM : 13106537   Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Tuesday 15/08/17		✓	Revise Chapter IV	
2	Friday 15/09/17		✓	Revise again	
3	Tuesday 19/09/17		✓	Show the proof of your observation	
4	Friday 29/09/17		✓	Acc and continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Anas Mutohararoh   Jurusan : TBI
NPM : 13106537   Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Tuesday 15/08 2017	✓		Revise Chapter II and make a conclusion or paraphrase.	Ant
2.	Friday 18/08 2017	✓		Revise problems and principle in teaching writing ability	Ant
3.	Friday 22/09 2017	✓		Revise Again	Ant
4.	Monday 30/10 2017	✓		Revise Abstract	Ant
5.	Friday 3/11 2017	✓		Revise Again Abstract	Ant
6.	Monday 20/11 2017	✓		Revise Abstract again and Chapter V.	Ant
7.	Tuesday 21/11 2017	✓		Revise chapter III Indicator of sucsess	Ant
8.	Thursday 30/11 2017	✓		[illegible handwriting]	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

CURRICULUM VITAE

Anas was born in Wonorejo, Mesuji Lampung on jully 29th, 1995. She is the first child of a father, Purwanto, who always gave her motivation to face the life, and a delighted mother, Rodiyah, who is always, be best mother for her. She has 2 siblings named Ismail Abdullah and Avika Khoirunnisa.

She took her elementary school at SDN 2 Hadimulyo (2001-2007). Then, she entered SMP Negeri 2 Way Serdang, Mesuji Lampung (2007-2010).

She continued her study at MAN 1 Simpang Pematang, Mesuji Lampung and graduated in 2013. She was registered as the student of S1 English Study Program of State Islamic Institute of Metro.