

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' DESCRIPTIVE WRITING ABILITY
BY USING FLIP CHART MEDIA AT THE EIGHTH GRADERS
AMONG SMP PURNAMA TRIMURJO IN ACADEMIC YEAR
OF 2017/2018**

**By:
HAYANI
Student Number 13107347**

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



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H/2018 M

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BY USING FLIP CHART MEDIA AT THE EIGHTH GRADERS
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OF 2017/2018**

Present as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

By:

HAYANI

Student Number: 13107347

Tarbiyah and Teacher Training

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Sponsor : Drs. Mahrus As'ad, M.Ag.

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H/2018 M



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APPROVAL PAGE

The title : Improving The Students' Writing Ability By Using Flip Chart Media
At The Eighth Grade Among Smp Purnama Trimurjo In The Academic
Year Of 2017/2018

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, diucapkan terimakasih.

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be examined on the munaqosyah. Thank you very much.

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RATIFICATION PAGE

No. B-1077/In.28-1/D/PP00.9/05/2018

An undergraduate thesis entitled: IMPROVING THE STUDENTS' DESCRIPTIVE WRITING ABILITY BY USING FLIP CHART MEDIA AT THE EIGHT GRADERS AMONG SMP PURNAMA TRIMURJO IN THE ACADEMIC YEAR OF 2017/2018 ,Written by Hayani, Student Number 13107347, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) of Metro on May, 23th, 2018 at 08.30-10.30 A.M.

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MENINGKATKAN KEMAMPUAN MENULIS DESKRIPTIF SISWA DENGAN MENGGUNAKAN MEDIA FLIP CHART DI KELAS DELAPAN SMP PURNAMA TRIMURJO

ABSTRAK

**Oleh:
HAYANI**

Tujuan penelitian ini adalah untuk mengetahui bagaimana penggunaan FLIP CHART dapat meningkatkan kemampuan menulis deskriptif siswa kelas VIII di SMP Purnama Trimurjo.

Berdasarkan identifikasi masalah pada penelitian ini, ada beberapa masalah yang di temukan, seperti (1) siswa mempunyai penguasaan kosa kata yang rendah (2) siswa mempunyai kesulitan dalam mengekspresikan ide mereka secara tertulis. (3) siswa mempunyai motivasi rendah dalam menulis. (4) siswa tidak mempunyai inspirasi yang baik dalam menulis bahasa Inggris.

Penelitian ini adalah penelitian tindakan kelas, dimana seorang peneliti yang ingin melakukan penelitian ini harus secara langsung mengamati proses pembelajaran secara langsung, dan kemudian setelah peneliti menyelesaikan siklus terakhir maka peneliti dapat membuat kesimpulan bahwa penelitiannya telah selesai. Penelitian tindakan kelas ini telah dilaksanakan di SMP Purnama Trimurjo melalui dua siklus. Dalam penelitian ini setiap siklusnya terdiri dari perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian ini adalah 25 siswa (VIII) SMP Purnama Trimurjo.

Dalam pengumpulan data penelitian, peneliti menggunakan, tes (pre-test, post test I and post test II), observasi, dokumentasi. Berdasarkan penelitian yang sudah selesai dilaksanakan, peneliti dapat menemukan bahwa media flip chart dapat meningkatkan kemampuan menulis siswa kelas VIII SMP Purnama Trimurjo. Berdasarkan fakta di lapangan, dapat dilihat dari nilai rata-rata siswa pada pre-test 55,2 pada post-test I 62.6 dan menjadi 74.8 pada post-test II. Hal ini menunjukkan bahwa terdapat peningkatan yang signifikan dengan menggunakan media pembelajaran flip chart terhadap kemampuan menulis siswa di kelas delapan SMP Purnama Trimurjo.

Kata kunci : Menulis, media, flip chart.

IMPROVING THE STUDENTS' DESCRIPTIVE WRITING ABILITY BY USING FLIP CHART MEDIA AT THE EIGHTH GRADERS AMONG SMP PURNAMA TRIMURJO IN THE ACADEMIC YEAR OF 2017/2018

ABSTRACT

By:

HAYANI

The goal of this research is to show that the use of flip chart can improve the students' descriptive writing ability at the eighth grade of SMP Purnama Trimurjo.

Based on the problem identification of this research, there were many problems that found, such as: (1) the student have low vocabulary mastery. (2) the students have difficulties to express their idea in writing. (3) Students have low motivation. (4) The students do not have good inspiration in writing English.

This research is classroom action research, it was a research where the writer who want using flip chart an effective strategy in writing English. this research must be involved the processing of learning directly, and then after the writer conducted the last cycle the writer made the conclusion that the research has been done. The classroom action research conducted in SMP Purnama Trimurjo by the two cycles. In this research, each cycle consist of planning, acting, observing, and reflecting. The subjects of this research were 25 students (VIII) of the eight grade in SMP Purnama Trimurjo.

In collecting of data research the writer used the test (pre-test, post test I and post test II), observation, documentation. Based on the research was conducted, the writer found that flip chart media could improve the students' writing ability at the eight grade of SMP Purnama Trimurjo. Based on the fact in the field, it can be showed from their average score in pre-test were 55.2, in post test I 62.6 became 74.8 in post test II. It means that there was significant improvement of using flip chart the students' writing ability of eight grade of SMP Purnama Trimurjo.

Keyword : Writing ability, flip chart, media.

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, April 2018



HAYANI
St. Number. 13107347

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

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

Metro, April 2018
Yang menyatakan,



HAYANI
NPM. 13107347

MOTTOS

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

Nun. By the pen and that which they write (therewith)

(QS. Al-Qalam:1)

- *Every Cloud has a Silver Lining*

DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. My beloved family, especially my parents Mr. Suwardi kahar, Mrs. Kartini, wh always support me for their love and always for the best. I love you so much.
2. All of my brothers and sisters who always support me and their endless love.
3. My beloved and inspiring friends of TBI class who have given support and wonderful motivation.
4. My beloved Almamater State Institute Of Islamic Studies (IAIN) of Metro.

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Praise is only to Allah SWT, the Lord of the universe, that the researcher finally could finish the undergraduate thesis entitled "IMPROVING THE STUDENTS' WRITING ABILITY BY USING FLIP CHART MEDIA AT THE EIGHTH GRADE AMONG SMP PURNAMA TRIMURJO IN THE ACADEMIC YEAR OF 2018". This undergraduate thesis is arranged as fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in English Education Department of IAIN Metro.

First of all, the greatest gratitude would be addressed to Mrs. Prof. Dr. Enizar, M.Ag, The Head of University State Institute for Islamic Studies of Metro (IAIN Metro), Mrs. Dr. Akla, M.Pd, The Dean of the Faculty Tarbiyah and Teacher Training Faculty, Mr. Ahmad Subhan Roza, M.Pd, The Head of English Education Department, Mr. Dr. Mahrus As'ad, M.Ag as the sponsor and Syahreni Siregar, M.Hum co-sponsor, which already spent her biggest patience, and also who have constantly given their endorsement, time and guidance so that the researcher could finish this undergraduate thesis.

Secondly, the deepest gratitude would also be addressed to my beloved parents Mr. Suwardi Kahar and Mrs. Kartini for their endless love. Understanding and supports to finish this undergraduate thesis.

Hopefully, this undergraduate thesis can give many advantages to all of us properly

Metro, February 2018
The Writer,

HAYANI
ST. N:13107347

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CHAPTER 1

INTRODUCTION

A. Background Of Study

writing is one of the four skill that are very important to learn, writing as a process to get product in influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation. Writing in english language may be handled in different ways for different purpose. The aim of the commonest type of writing practice is to consolidate the learning of functional or grammatical items. English writing process has many factors that should be recognize, such as vocabulary, attitude of learning, and one of the most important factors, grammar. Therefore grammar is one of systems or underlying principles that describes the structure of language. It is clear that most students must have english grammar competence, without having english grammar competence they will not be able to make a good writing in english and to understand the meaning of the writing.

In the other hand, some students have difficulties to produce good writing because of many problems. The problems are related to the condition of the students. For example, the students are still confused to find the idea in writing so that they are difficult to start writing some sentences or paragraphs and the students have not mastery the grammar yet so they are difficult to organize the words into sentence.

Actually, the difficulties for conducting the writing ability do not stop over there. As the researcher found in the location of the study, Most of the students had low writing ability. They had difficulties in writing because of their limited vocabulary and lack of grammar understanding and specific structures for each genre and functional text. They also had difficulties in predicting the meaning of words in a certain text. Besides, they were unmotivated in the teaching and learning process. Here is the pre-survey data of the eight grade students in writing ability at SMP Purnama Trimurjo in the academic year 2017/2018, as follows:

Table 1

The Result Data Of Pra-Survey About Writing Ability At The Eighth Grade Students Of SMP PURNAMA TRIMURJO Academic Year Of 2017/2018.

NO	NAME	ASPECT					Total score	Note
		Or	Co	Gram	Mec	Vo		
1	Agung saputra	9	14	10	3	9	45	Failed
2	Aji riyanto	14	15	15	2	9	55	Failed
3	Aldan yustisio	13	16	9	3	14	55	Failed
4	Alif fardiansyah	12	15	10	2	11	50	Failed
5	Amral giyan pradipa	9	14	10	3	9	45	Failed
6	Dea astini	13	15	14	3	10	55	Failed
7	Dea karentina	7	15	9	2	7	40	Failed
8	Fajar okta romadhon	9	16	9	2	9	45	Failed
9	Hanif mauladi isman	7	14	5	2	7	35	Failed
10	Intan khasanah	15	20	17	3	15	70	Pass
11	Julio prasetyo	9	14	10	3	9	45	Failed
12	Marinda setia arsita	20	22	21	4	18	85	Pass
13	Melvin haerudin	13	16	15	2	9	55	Failed
14	M.eka saputra	14	21	17	3	15	70	Pass

15	Muhammad nazar	20	26	21	5	18	90	Pass	
16	Nadia firnanda	9	14	10	3	9	45	Failed	
17	Piki helawati	17	22	21	3	17	80	Pass	
18	Rafi ranubaya	7	15	9	2	7	40	Failed	
19	Rendi saputra	13	16	15	2	9	55	Failed	
20	Ridho saputra	7	15	7	2	9	40	Failed	
21	Tarisa	13	16	9	2	15	55	Failed	
22	Wendi pandu pratama	7	14	5	2	7	35	Failed	
23	Winda ismawati	13	15	10	2	15	55	Failed	
24	Winda nur umaya	13	16	15	2	9	55	Failed	
25	Zeta yulia saputri	17	21	21	4	17	80	Pass	
	Total						1531		
	Average $\bar{x} = \frac{\sum X}{N}$						61.2		Failed

Table 2

Passing grade criteria

Grade	Explanation	Category
85 – 100	Excellen	Passed
80 - 85	Good	Passed
70 - 79	Fair	Passed
50 – 69	Poor	Failed

Source:the English teacher's at the eighth grade students of SMP Purnama Trimurjo.

Table 3

The Minimum Mastery Criteria (MMC) of writing Tests At The Eighth Grade Of SMP PURNAMA TRIMURJO Academic Year Of 2017/2018.

No	Score	Frequency	Percentage	Category
1.	<70	19	76%	Failed
2.	≥ 70	6	24%	Passed
Total		25	100%	

Source:the English teacher's explained when pra-survey on august 25, 2017.

Based on the data above, it can be inferred that the student's writing score is low, we can see that just 6 students from 25 students have good score in writing ability. The minimum mastery criteria (MMC) for SMP Purnama Trimurjo is 70. We can see that there are 19 students included into failed level for the score <70, based on the pre-survey result; only 6 students can do well. It means 25 students in VIII class are low in writing.

Those kind of problems, the researcher will find out an alternative way to create a suitable and interesting media to the students' condition in order to assist them in improving their writing ability. One of the alternative ways is by applying the media of flip chart. Because writing seems to be most important skill, so it must be paid more attention to have

a better way in teaching. This flip chart media is one of the media that can be used to improve the students' writing ability.

Flip chart is a large pad of newprints paper that sit on an easel or display stand can be used for prepared material or impromptu jot-tings. By using flip chart, the student can increase their writing by exchanging their mind between one to other students'. By teamwork, students will be able to express their ideas to in written, and the students also can increase their vocabulary that they get through other students'.

On the other hand, by combining some thingking of some students', they can build a good written text from some collections of their vocabularies and the knowledge to write from each students'. This media give the students' an opportunity to share what they have to other students' so that they can improve their writing.

Based on the statements above, the writer will take a study under the title: "Improving The Students' Writing Ability By Using Flip Chart Media At The Eighth Grade Among SMP PURNAMA TRIMURJO".

B. Problem Identification

Based on the background above, the writer makes some identifications of the problem such as:

1. The students have low vocabulary
2. The students have difficulties to express their idea in writing.
3. The students have low motivation in writing.
4. The students do not have good inspiration to write.

C. Problem Limitation

Based on the identification of the problems above, the writer would like focus on the students have difficulties to express their idea in writing.

D. Problem Formulation

Based on the problem limitation above, the writer problem is formulated as follows:

“ Can The Use Of Flip Chart Improve The Students’ Writing Ability At The Eighth Grade Among Smp Purnama Trimurjo In The Academic Year Of 2017/2018.?”

E. Objective of the Study

The objective of the study is to show that the use of flip chart can improve the students writing ability at the eighth grade students of the SMP Purnama among Trimurjo in the academic year 2017/2018.

F. Benefits Of The Studies

The results of this study are expected to have two benefits main, namely :

1. Theoretical benefits

Theoretically, the results of the research can provide benefits for increase knowledge of learners. At once can develop the professional competence of teachers and create effective, comfortable, and conducive learning process.

2. Practical benefits

Practically, research results are expected to benefits some parties, including teachers and school.

- a. For the teacher, the writer hopes that this research will develop the teacher ability in teaching learning process, especially in teaching writing that can use flipchart media.
- b. For the student, with the use of flipchart learning media students are expected to be more motivated, in understanding the writing.
- c. For the schools, the results of this study are expected to be used as input in coaching efforts and development of teachers effectively, so supportive the achievement of educationl program objectives.

G. Prior research

There are two prior research that the researcher took related to this study. The first is umaria nur aini, under te title “using flip chart to improve students’ ability in writing sentences at SDN 1 mimbaan kecamatan panji kabupaten situbondo” the researcher was done on 10 november 2010. Based on the research result, it can be concluded that research using flip charts improved the students' writing performance from cycle to cycle. there were 28 students out of 33 students (85%) who were below SKM in preliminary study, 20 students out of 33 students (60%) who achieved the score below SKM in Cycle 1, and 8 students out of 33 students (24,2%) who achieved the score below SKM in Cycle 2. Indeed, the implementation of Flip Charts in writing sentences not only improved

the students' writing performance, but also brought students' positive attitude in teaching and learning process¹.

The second is Mazroatun Kamilah with the title “The Effect of Using Flip Chart on the Students' Ability in Writing Descriptive Text (An Experimental Study to the Second Grade Students of SMP N 3 Ketanggungan Brebes in Academic Year 2010/2011)”. The researcher uses written test as the type of instrument of the research. The written test is used to measure the students' ability in writing descriptive text. The result of statistical analysis in this research is tested by using t-test, for testing the differences between two groups. On the level of significance 5% and degree of freedom (df) 58, we can get the t-table 2,000 and t-test 4,195. It shows that t-test is higher than t-table ($4,195 > 2,000$). It means that is a significant difference of students' ability to write descriptive text between those who are taught by using flip chart and those who aren't taught by using flip chart. The finding indicates that there is positive effect of using flip chart to the students' ability in writing descriptive text to the second grade students of SMP N 3 Ketanggungan Brebes in the academic year 2010/2011. Hence, it can be suggests that flip chart is one of the learning media to teach writing which can help the students to increase their writing ability².

¹ Umaria Nur Aini, *using flip chart to improve students' ability in writing sentences at SDN 1 mimbaan kecamatan panji kabupaten situbondo*, (Malang : UNM,2010).p.5

² Mazroatun Kamilah, *The Effect of Using Flip Chart on the Students' Ability in Writing Descriptive Text (An Experimental Study to the Second Grade Students of SMP N 3 Ketanggungan Brebes in Academic Year 2010/2011)*, (Tegal : Pancasakti University Tegal,2011)p.5

Based on both of the study above, the researcher focus to improve the students' descriptive writing ability .it is related to the problem that teacher and students faced in teaching learning writing ability at the eighth grade smp purnama trimurjo. by applying flip chart the researcher hope that it is as an effective tehniqe to teach the students in writing ability and make the classroom's atmosphere alive.

CHAPTER II

THEORETICAL REVIEW

A. The concept of writing ability

1. Definition of writing ability

There are four basic skills of the English language learning, such as : listening, speaking, reading and writing. those skills are divided into receptive skill and productive skills. The receptive skills are reading and listening, because learners do not need to produce language to do these, they receive and understand it. They can be contrasted with the productive skills of speaking and writing. in the process of learning new language, learning begin with the receptive understanding of the new items, then later move on to productive use. Learners usually learn to listen first, then to speak, then to read and the finally to write.

Writing is an important skill to be mastered in learning English as a foreign language. Jordan states that writing is a method used by human to conduct intercommunication by means of conventional visible marks or symbols. It is also used to deliver or to communicate non verbal message, idea, expression, feeling, or thought. Through a piece of writing human being construct their communication in various ways.³

Writing is a skill which must be taught and practised. Writing is essential features of learning a language because it provides a very good

³ R.R Jordan, *Academic Writing Course*, (England: Longman, 2003), p. 41

means of fixing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage.⁴

Furthermore, Brown explains that writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive.⁵ writers are not only required to transmit a message but also to grow and cook message.

According to Nunan, writing can be defined by a series of contrast: the first, writing is both a **physical** and a **mental** act. At the most basic level, writing is the physical act of committing words or ideas to some medium, on the other hand, writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader. The second, its purpose is both to **express** and **impress**. Writers typically serve two masters: themselves and their own desires to express an idea or feeling, and readers, also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing, depending on its purpose. The third it is both a process and a product. The writers imagine, organize, draft, edit, read, and reread. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the

⁴ Dr. M.F. Parel, and Praveen M. Jain, *english language teaching: method, tools, technique*, (jaipur:2008).p.125

⁵H. Douglas Brown, *Teaching by Principle*, (London: Longman, 1998), p. 337

audience sees, whether it is an instructor or a wider audience, is a product.⁶

On the other hand, Rowena Murray and Sarah Moore states that writing involves starting, progressing and finishing a complicated, challenging combination of tasks. It requires you to active lots of different skills and orientations, sometimes at different stages and phases on the process sometimes all at the same time.⁷

Writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing. Both young and old people can encounter the discouraging 'writer's block' if they engage in more than one or two of these activities at once. It is difficult to start writing, for example, without a central idea and notes to support it. Often, the more detailed an outline, the easier is the writing. People frequently find that they can finish faster by writing a first draft quickly and then editing and revising this draft.⁸

It means that writing represents what we think. It is because the writing process reflect things, which stay in the mind. Students who are reluctant to write thing down often suffer for this activity. The students

⁶ David Nunan, *practical english language teaching* (singapore, 2003).p. 88

⁷ Rowena Murray and Sarah Moore, *the handbook of academic writing a fres approach* (New york : mc graw hill, open university press, 2006), p.6

⁸ Trudy Wallace and Friends, *Teaching Speaking, Listening and Writing*, (Perth: IAE, 1986), Page. 15.

find difficulties when they start looking for some reason to write and producing written sentence.

Writing is one of the ways of sending message or information from the writer to the readers. It is supported by Linderman states writing ability deals with the ability to arrange the graphic system such as ⁹: letter is a character representing one or more of the sound used in speech, any of the symbols of an alphabet. Words is a single distinct meaningful element of speech or writing used with other (or sometime alone) to form sentence and typically shown with a space on either side when written. For example, like, beautiful, woman. and sentences is a series of words that consist of at least the subject and predicate or verb, so it has the meaning and the perfect sense. it begins with a capital letter and ends with a period, question mark, or exclamation point. example : my sister read the magazine.

For that, there are some components are incorporated in the act of writing, namely (1) the mastery of written language, which will be used as a writing media, including, vocabulary, sentences structure, paragraph, spelling, pragmatic, etc. (2) mastery of the contents of the essay in accordance with the topic to be written, and (3) the mastery of the types of writing, that is how to assemble the contents of writing by using the language of writing a desired article, such as essays, short story and papers.

⁷Linderman, Erika, *Basic Writing a Practical Approach*, Little Brown Company, New York, 1984, p.11

Ability is possession of the means or skill to do something. The ability to write in foreign language is one of the most difficult to develop, and one of the last often taught, at least in secondary schools.

Oxford Advanced Learner's Dictionary defines the word of ability as a level of skill or intelligence.¹⁰ Another definition of it is as follows:

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

Based on the quotations above, it can be inferred that ability is the level of skill to do something, especially the power to perform, whether physical, mental, financial, and intellectual to accomplish something.

Thus, by writing ability means the level of skill of mental activity to produce or reproduce useful written texts which is the results in a text able to convey messages between writer and reader in good communication. It mean that writing ability is not an easy task specially when teaching English as the foreign language. This requires

¹⁰ A.S. Hornby, *op.cit*, p.2

teachers to advance directives and introduction to students on how to write in English. Writing is a complex activity which consists of some components that construct the result of writing ability. One of them is that the writer should move through a process to produce a piece of writing. There are some steps in writing process. They are planning, drafting, writing and revising. All of these stages seem to be shown in straight chronological order:

a) Planning

Planning is the first stage for the writer to formulate and purpose the writing, to decide what will be written by the writer, to select a topic and then to organize the message.

b) Drafting and Writing

In this stage, the writers are asked to be able to decide the main idea then they should be able to develop the main idea by giving the title, introducing and making paragraph into the complete writing.

c) Revising

Revising is the last stage in the process of writing. In this stage the writer should examine and evaluate the writing. The writer should check the aspects in writing, for example grammar, spelling, punctuation, etc.

Based on quotations above, writing ability is an activity that produces an article by expressing in writing ideas, opinions or

thoughts and feelings by organizing ideas in written language properly and correctly in accordance with the rules, norms, rules of the prevailing language.

2. Types of Writing

As we know that there are some types of writing as follows:

1. Narrative / narration

Narrative is an account or description of events in the past which entails following a time sequence or chronological order.¹¹ That is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happen according to natural time sequence. It illustrates that narrative is to retell about the story in the past.

2. Exposition

Exposition is used in giving information, making explanations, and interpreting meanings.¹² It means that in exposition gives more information and explanation about something well.

¹¹ R.R Jordan, *Academic Writing Course Study Skill in English*, third edition, (England: Pearson Education Limited, 2003), Page 27.

¹² George E. Wishon and Julia M. Burks, *Let's Write.*, Page 382.

3. Report

Report tells about the observation, research, or the study about thing, animal, people, or place. It means that report tells about the characteristic above clearly.

4. Argumentative / argumentation

Argumentative is used in persuading and convincing. It is closely related to exposition and is often found combined with. Argumentation is used to make a case or to prove or disprove a statement of proposition.¹³ On the other hand, it is the form of writing that is used to make a case or to prove a statement or proportion. That is content of the text is about our statement or opinion that has reason.

5. Descriptive / description

Descriptive text is a text that describes a particular person, place, and things. It means that descriptive text is able to provide the factual information..¹⁴

a. Characteristics of descriptive text

- 1) Descriptive text uses attribute verbs, such as be (am, is, are)

¹³ Ibid,p. 383.

¹⁴ George E. Wishon and Julia M. Burks, *Let's Write English revised edition*, (New York: Teachers College Press, 1980), Page 379.

- 2) Descriptive text using simple present tense
- 3) Descriptive text only focuses on one such object.
- 4) Descriptive text uses adjectives or adjectives
- 5) Descriptive text uses an interesting language.

b. Generic structure of descriptive text

- 1) Identification is the first part of the descriptive text located in the first paragraph. The function of identification is to introduce things or objects we want to describe to listeners or readers.
- 2) Description is the next part of the descriptive text. This section is usually written in the second and subsequent paragraph. The content of the description section are the properties or characteristic of the objects or things that we describe and are continuation of the first part(identification)

3. The Abilities Of Writing Descriptive Text

writing, any type of writing that we will write would require full concentration as well as writing descriptive text. It means that writing represents what we think. It is because the writing process reflect things, which stay in the mind. Students who are reluctant to write thing down

often suffer for this activity. The students find difficulties when they start looking for some reason to write and producing written sentence.

The ability to write descriptive text is to understand the general purpose of descriptive text writing, the general purpose is for the reader to be able to see, hear, feel what is discussed in the text.

As for what should be considered in writing descriptive text is as follows, the first must understand what it is descriptive text from definition descriptive text, generic structure, characteristic and feature language descriptive text. And then we must also pay attention to the process in writing. They are planning, drafting, writing and revising. Already described above.

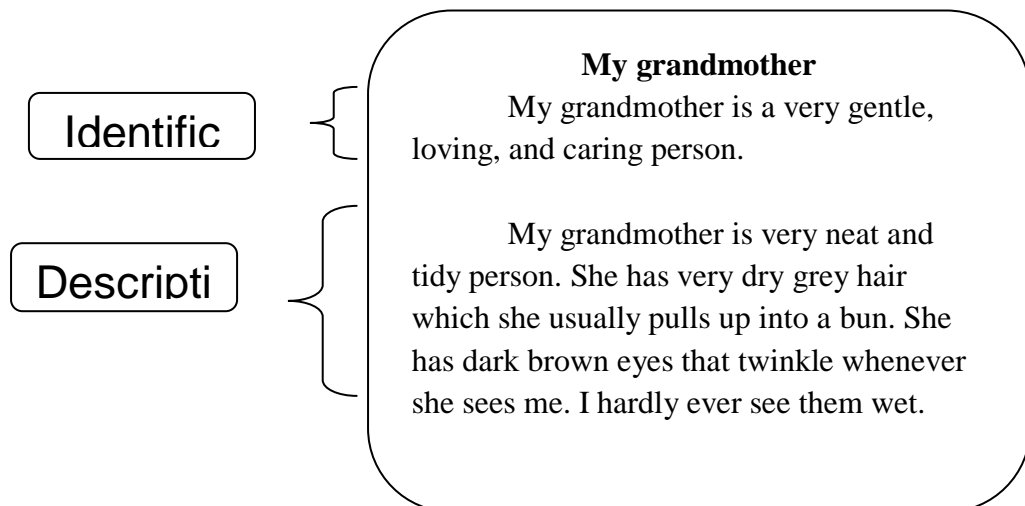
After that all we have to do is the first determine the topic, choose the theme which we ever see, hear or feel. so the writing will not be difficult because we already see or feel. the second study the topic, that is if we already know the object that will be used as descriptive text, example like, what kind of shape, how many size, and others. there are many other questions more specific for writing can be more alive. the third is to write if it has studied the things above then continued with writing it, writing in the famous English is difficult, sometimes the model of writing better, grammar wrong yes the same writing is considered wrong even so vice versa.

So, the ability to write descriptive text must have all the features that existed above. Because if we do not understand the procedures in writing, the writing is made irregular and has an interesting impression.

4. Levels Of Writing Ability At The Eighth Grade Of The Smp Purnama Trimurjo

The basic competence of the eighth grade in this junior high school is descriptive text and recount text which the content of material are developing skill of descriptive and recount text, grammar practice and building up the Porto polio etc. while, because of the score of descriptive text in this grade is low, so, the writer more take attention in developing descriptive text.

For example :



Writing involves the mastery of all elements in target language such as grammar, content, vocabulary, spelling and mechanics. It involves complex process. There are five general categories in writing, they are:

- 1) Content : the substance or writing ideas express the unity.
- 2) Vocabulary : the selection word that is suitable with the content.
- 3) Organization : the organization of contents or the ideas, it is coherence.
- 4) Language : the use of sentences that appropriate.
- 5) Mechanics : the use of graphic conventions of the language.

Table 4

No	Students score	Level	Criteria	Topic comments
1.	Content	30-27	Excellence	Highly understand; very clever; very wide and complete; very suitable with title
		26-22	Good	Average to good; some knowledge of subject, mostly relevant to the topic but lack detail
		21-17	Fair	Poor to fair; limited knowledge of subject, inadequate development of topic
		16-13	Poor	Very poor; does not show knowledge, not pertinent to topic
2.	Organization	20-18	Excellence	Very good excellent; ideas clearly stated, well organized , logical sequencing and relevant to generic structure
		17-14	Good	Average to good; loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences
		13-10	Fair	Poor to fair; not fluent, ideas confused, lacks logical sequencing, generic structure not clear
		9-7	Poor	Very poor; does not communicate, no organization, not enough to evaluate
3.	Vocabulary	20-18	Excellence	Very good to excellent; sophisticated range, effective word or idiom choice and usage,

				word form mastery, appropriate register
		17-14	Good	Average to good: adequate range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured
		13-10	Fair	Poor of fair: limited range, frequent errors of words/idiom, form, choice, usage, meaning confused or obscured
		9-7	Poor	Very poor; essentially translation, little knowledge of vocabulary, idiom, word form, or not enough to evaluate
4.	Grammar	25-22	Excellence	Very good to excellent; effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
		21-18	Good	Average to good; effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured
		17-11	Fair	Poor to fair; major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured
		10-5	Poor	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate
5.	Mechanic	5	Excellence	Very good to excellent; demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
		4	Good	Average to good; occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
		3	Fair	Poor to fair; frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured

		2	Poor	Very poor; no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate
	Total scores ¹⁵			

5. The Problem Of Developing Writing Ability

In writing, many students of junior high school found some problems for example the students cannot differentiate the classification of verb, the students are still confused about the generic structure of writing, the students have a lack of vocabulary. For the problems the students to claim that they have ideas but they do not have skill to express them in target language. There some problems which should be considered, such as: mechanical problems with english script, problems of accuracy oe english grammar and lexis, problems of relating the style of writing to the demands of a particular situation, and problems of developing case and comfort in expressing what needs to be sad.

Furthermore, the writer explains some problems faced by the teacher and the students with their strategies to overcome the problems.

a. The problems faced by the teacher

based on the finding, the problems faced by the teacher are:

¹⁵ Burhan Nurgiantoro, *Penilaian Dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta: BPF, 2001), Page. 307-308

1. Classroom management : the class room at the eight grade of junior high school is dominated with female students so the situation of the classroom is very noisy.
2. Limited time: the english schedule in smp purnama trimurjo is 2 x 45 minutes in a week, this time is used to teach all language skill, namely, listening, speaking, reading, and writing.
3. Different capability of the students: every students have different capability, every students have different capability in learning.

The students who categorized as the slow learner learn and receive the material slowly, so it makes the teaching learning process of writing does not run well.

Based on the problems above, there are some ways used by the teacher to overcome the problems, they are:

1. The teacher walked around the class to make sure the students paid attention to the explain seriously or not, the teacher gave question randomly to the student so that the students paid attention on the teacher's explanation carefully.
 2. The teacher has less time in teaching writing or other language skill, so he continues the material in the next meeting.
 3. The teacher gives some exercises to the student to know and measure the student's understanding.
- b. The problems faced by students

The student also faced some problems in learning writing ability, they are;

1. Distinguishing verb ; the students find the difficulty when they have to change the present verb form into past form they also do not understand yet in differentiating between irregular verb and regular verb.
2. Developing idea during writing ability: some students get difficulties in developing their ideas in writing and some of them is also get difficulties to get and decide the idea before writing.
3. Lack of vocabulary ; the students do not translate their word from Indonesian into English easily because of lack of vocabulary itself and they find difficulty not only in translating from Indonesian into English, but also in translating English into Indonesian, too.

The strategies to overcome the problems faced by the students in learning writing are the students ask help to the teacher and their classmates who know about their difficulties. The students who have difficulties in developing paragraph, they need teacher help to provoke their idea. The students also realize that they are lack of vocabulary, so when they know the meaning of the word, they write it down on their note book.

Based on the explanation above, the writer concluded that the students have difficulties to express their idea to write in

english. So, the writer to attempt uses the flip chart as media to improve their writing.

B. The concept of flip chart

1. Definition of flip chart

According to Barbara flip chart is a large pad of newsprint paper that sits on an easel or display stand can be used for prepared material or for impromptu jot-tings.¹⁶

Jeremy harmer states that flip charts are very useful for making notes, recording the main points in a group discussion, amending and changing points, and for the fact that individual sheet of paper can be torn off and kept for future reference.¹⁷

Furthermore, yvonne states that flip chart papers is great for drawing pictures and diagrams. As the papers is large, it often requires people to learn over tables together, or even stretch out on the floor. This creates much movement and therefore releases energy in the groups, in contrast to learners sitting passively while the tutor make notes on the flip chart.¹⁸

¹⁶ Barbara Gross Davis, *Tools for Teaching Second Edition*,(San Francisco : Jossey- Bass :2009), P. 433

¹⁷ Jeremy Harmer, *The practice of english language teaching fourth edition*, (Longman: New York,2007), p.186

¹⁸Yvonne hillier, *Reflective teaching in further and adult education*,(london, 2005),p.105

A flip chart is a way to organize information. The information in a flip chart is typically arranged by theme, classification, episodes, or pattern. Pages are layered, leaving space at the bottom or side for a tab.¹⁹

Flip chart work best in two particular situations. In the first, a teacher, group leader or group scribe stands at the flip charts and records the points that are being made. The participants because they can see what is being written up – can then ask for changes to be made.

Based on the above quotations, the writer concluded that flip chart is for making notes, recording the main points in a group discussion, amending and changing points, and for the fact that individual sheet and a way to organize information or to get information.

2. The principles of flip chart

1. Flip charts comprise a pad of chart size paper fastened together at the top and mounted on the easel.
2. It requires no special electrical outlets, No intricate computer knowledge, no special room lighting.
3. Contain the messages but the the message was presented gradually. Each part of the message is poured on different sheets of paper. Furthermore, the sheets are bundled together.

3. Procedure of Flip Chart in teaching writing ability

¹⁹ Janet allen, *more tools for teaching content literacy*, american, 2008.p.2

Flip chart do not accommodate large amounts of material well, however, and complex pre-printed or pre-drawn charts require a great deal of preparation time. Following are some tips for using flip charts:²⁰

- a. Select the appropriate size. Flip chart come in varying sizes, and you may need smaller or larger chart according to the number of audience members you expect.
- b. Choose the appropriate style of paper. Flip charts are available in plain, ruled, or gridded paper.
- c. Securely lock and balance your flip chart. Also make sure that the pad is firmly anchored to the easel.
- d. Set up the easel at a comfortable height. You shouldn't have to reach too high or too low to write on the chart.
- e. Do not block your audience's view. Stand to the side of the easel, and use a pointer.
- f. Write large. It is best to make your letters at lease three inches high , and use a broad- tipped felt pen. Try to use only four or five words per line, and no more that three vertical columns separated by white space, not vertical lines on one sheet.
- g. Use a water-based pen. This will prevent bleed- through into following pages.

4. The Steps Of Using Flip Chart In Teaching Writing Ability

²⁰ Leane Eline, *How to Prepare and use Effective Visual Aids*, (Amerika : ASTD Press, 1997), P.8

Prepare some of charts in advance, and simply overlay them with two or three sheets of paper to keep them from being prematurely visible. Then use a variety of colors beyond the basic black, red, and blue that we so often see.²¹

Children be introduced to the look copy cover check technique in whole-class or large group session using a flip chart in the following way:²²

- a. select a word that the students are finding difficult, write the word clearly on the flip chart.
- b. ask the children to write the word in the air.
- c. cover the word and ask selected children to try to reproduce it on the flip chart.
- d. I gave them examples and nonexamples of rules.
- e. Do a quick review, asking the students in the room to explain the material. Their fellow participants or have them pair up and share the information with their partner.
- f. Finally, giving the students time to summarize the lessons that have been described on the flip chart, the students work in the group to write like the examples already describe in the correct.

²¹ Robert w. Pike, csp,cpae, *creative training techniques handbook: tips, tactics, and how-to's for delivering effective training*, canada: 2002.p.76

²² Ann Browne, *teaching writing :at key stage 1 and before*, stanley thornes : 1999.p 110

5. The advantages and disadvantages of flip chart

As one of learning the flip chart media has some advantages and disadvantages, including :²³

The Advantages of flip chart john lidstone state:

- a. No mechanical power resources required
- b. Can be table-top size for small audiences or free standing large type for big audiences
- c. Can be modified instantly
- d. Can be prepared free-hand on the spot
- e. Can be used in daylight so audience can take notes

While the disadvantages of flip chart is as follows:

- a. Expensive if professionally made for large audience
- b. Portability problems if large making difficult
- c. Limited audience size
- d. Not as professional as a presentation
- e. For large flip charts, easel or hanging facilities needed.

C. Action Hypothesis

Based on the frame of theories and assumptions the researcher formulates the hypothesis is that using flip chart media, can improve the student writing ability at the eighth grade of the Junior High School of Purnama Trimurjo.

²³ John lidstone, *presentation planning and media relation for the pharmaceutical industry*, USA :2003. P. 59

CHAPTER III

RESEARCH METHODOLOGY

A. Setting

The kind of this research is Classroom Action Research. According to Hendricks, Action research is a powerful tool for studying and improving one's practice.²⁴ Furthermore, McNiff states Action research is 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.²⁵ It means that, action research is an activity to practice and analyze the students' comprehension about the material using action in the class.

This research will be conducted in SMP Purnama Trimurjo which is located in Trimurjo, Central Lampung in Academic Year of 2017/2018. The researcher conducting this research the eighth graders students of SMP Purnama Trimurjo in Academic Year of 2017/2018.

B. The Subject of The Research

This research is the Classroom Action Research (CAR) type, and the subject of this research were the students of the eighth graders of SMP Purnama Trimurjo. This class consists of 25 students. The researcher has chosen this class because most of the students have low score in learning English especially in writing.

²⁴ Ary Donald, et.al, *Introduction to Research in Education*, (USA: wards worth Cengage Learning, 2010), Page.512.

²⁵ Jean McNiff & Jack Whitehead, *Action Research: Principle and Practice*, (London & New York: Routledge Falmer). Page.15.

The researcher asked the English teacher as the collaborator in this research that is function as the controller in teaching learning process. So, the researcher has easy to know the development of the students who were the students' active in teaching learning process.

C. Procedure of The Research

The research that would be conducted is a classroom action research. Wallace explains that classroom action research is basically a way of reflecting on your teaching in the class by systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about what your future practice should be.²⁶

According to Stephen Kemmis, Classroom action research typically involves the use of qualitative, interpretive modes of enquiry and data collection by teachers (often with help from academic partners) with a view to teachers making judgments about how to improve their own practices.²⁷

Furthermore, Anne Burns classroom action research is part of a broad movement that has been going on in education generally for some time.²⁸ So, one of the main aims of classroom action research is to identify a 'problems' situation or issue that the participants – who may include teachers, students,

²⁶Alison Mackey, *Second Language Research*, (USA: Lawrence Erlbaum Associates,2005), p.216.

²⁷Stephen Kemmis and Robin, *The Action Research Planner*, (London: Springer, 2014), p.11.

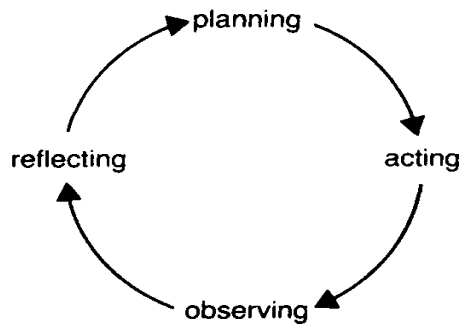
²⁸Anne Burns, *Doing Action Resaerch in English Language Teaching* ,(New York: Routledge, 2010), p.2.

managers, administrators, or even parents – consider worth looking into more deeply and systematically.

From the quotation above, it can be inferred that classroom action research is a research in teaching and learning in the class which the aim is to solve problem or to repair something. Classroom action research is also performed collaboratively to look for solutions of everyday problems found in classroom or to find a path to enhance the students' achievement on their study especially in English classroom. Collaborative action research may include as few as two teachers or a group of several teachers and others interested in addressing a classroom or department issue.

In this research the researcher needs a collaborator to help her in this research it is caused to share the problem that arise in learning process. Therefore, in this research, the researcher uses collaborative research. The researcher uses collaborative research, because the result of research can be objectively. It is similarity with Anne Burns's defines, she said that if research doing by another people, the research will be carefully and objectively.

There are two cycle in classroom action research, Cycle 1 and Cycle II. Each cycle is consisting of four activities; they are Planning, Action, Observation, and Reflection, as follows



Classroom Action Research model of Jean dan Jack²⁹

1. Cycle 1

There are the four activities in each meeting of cycle 1 such as planning, action, observation, and reflection.

a. Planning

Planning is the first step in every activity, Researcher explained about what, why, when, who, and how the action has done. Without planning, the researcher's activity would difficult to focus. The planning would be reference in doing action. Here are steps that the researcher can make in planning:

- 1) Reviewing the subject matter, preparing the syllabus, and lesson plan, and student activity sheets.
- 2) Preparing the learning of the learning scenario, media, materials and tools, instruments of observation, and evaluation.
- 3) Setting up observation instrument that has been discussed with collaborator so that things will be observed to have the same concepts. For this activity researcher is helped by collaborator.

²⁹ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: Routledge, 2002), p.41.

b. Action

Doing action is the second step in activity. It has the realization from the planning the researcher has made. Without the action the planning just imagination that never could be real. After finishing the planning, the learning process would be done in the eighth graders of SMP Purnama Trimurjo. It described about teaching procedures of the research.

c. Observation

Observation conducted to gather information about the learning process conducted by researchers in accordance with the actions that have been prepared. Through the collection of information, the researcher may note the weaknesses and strengths are conducted by researchers in carrying out the action, so the results can be used as input when the researcher conducted a reflection for the preparation of plans in the next cycle. The observation is doing in teaching learning process.

In this step, the researcher observed the process of teaching learning by using observation sheet.

d. Reflection

Reflection is an activity to analyze and make conclusions based on test result and observations. Reflection is used to analyze the results of observation and tests that are used as the basis for the next cycle of improvement.

2. Cycle 2

Based on cycle 1 evaluation of the weakness that felt, and then the second cycle of action is developed and so on. The cycle would be successful if the indicators of success have been achieved.

D. Data Collection Technique

Since this research is intended to know flip chart media can be used to improve the students' writing ability. The researcher would minister test, observation, documentation, and field notes in data collection technique.

In teaching learning process the researcher explains about the writing ability in material by using flip chart media and the reseacher gives the test in the end meeting of each cycle. The researcher would take the students' score in each meeting and then compare it. If the students' score could improve from meeting to the next meeting it means that reciprocal teaching media can be used to improve the students' writing ability in the eighth graders of SMP Purnama Trimurjo.

In collecting the data, the researcher would use the following methods:

1. Test

In this research, researcher used tests for the instrument. Test is some questions or exercises that used to measure the skill, knowledge, intelligent, capability. The test that used by researcher is written test and the form of the questions or items are multiple choice. This test dedicated

to the eighth graders of SMP Purnama Trimurjo to collect the data of students' writing ability. The test is divided by two part as follows:

a. Pre-test

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

b. Post-test

The post-test was done in the end of meeting in class. This treatment had done in the last meeting after doing treatments have something as a purpose to find out the change of students' achievement in the class or not. Post-test is the result of treatment. The improvement can be identifying if the average score of the post-test is higher than pre-test.

2. Observation

The researcher used observation to get data about students' and teacher activities in learning process. The object of this observation is using flip chart media by a teacher and students activity.

3. Documentation

The researcher used this method to get the data about history of the school, the sum of the teachers, official employed and students' at SMP purnama trimurjo, and picture of learning activities in classroom. Here were the list of the documentation:

- a. Documentation about historical background of SMP Purnama Trimurjo.
 - b. Documentation about structural organization of SMP Purnama Trimurjo
 - c. Documentation about facilities of SMP Purnama Trimurjo.
 - d. Documentation about sketch of location SMP Purnama Trimurjo.
 - e. Documentation about condition of the teachers and official employees of SMP Purnama Trimurjo.
 - f. Documentation about students of SMP Purnama Trimurjo.
4. Field Note

To collect the data to be more accurately, the writer will use the field note to make easy when analyze the data. This is to know the activity of the students in learning English. It is done after finishing of teaching learning process.

E. Data Analysis Technique

Data analysis is the processing of information or data that has been gathered in order to draw conclusion. It is a process of organizing the data in order to gain regularity of the pattern and form of the research. Having collected the data from test, observation, and documentation, the researcher analyzed the data that was based on the limitation of the problems and the objectives of the research. In analyzing and interpreting the data, the first step that the researcher did was making abstraction of all collecting data. After

conducting the research, she made an abstraction of all data. Then, she selected the data that related to the research question and classified them into the tow categories data in learning process.

Data analysis would be conducted step by step the average score of the pretest and posttest. Furthermore, to know the gain, the researcher would compare between pretest and posttest, as follow:

The formula:

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

Notes:

\bar{X} = Average of Student Score

$\sum X$ = Total of Students Score

N = Total of Students.³⁰

Besides that, to measure the percentage of students activities, the researcher used the formula :

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

P : Mean Score

F : Total of Students

n : Number of The Students³¹

³⁰Donasld Ary, et. al, *Introduction to Research in Education*, Page 108.

³¹*Ibid.*, p.278.

F. Indicator of Success

In this study, the researcher determined the indicator of success, as follows:

1. If 15 students or 75% of the students can pass the minimum mastery criteria ≥ 70 which is adapted from the school agreement (SMP Purnama Trimurjo).
2. If 15 students or 75% of the students can participate actively in the learning activities.

If the indicator of success above achieved, it means that the study of Classroom Action Research finished.

CHAPTER IV RESULT OF THE RESEARCH

A. Description of the Research Location

The general description that assessed is as the complementary data. It is subjectively concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organizational school.

1. The History of SMP Purnama Trimurjo

SMP Purnama Trimurjo is one of the Private Junior Schools of Trimurjo. It is located on Notoharjo, Trimurjo, Central Lampung. This school has been established by several public figures:

- 1) Mr. Ratan Atmo Suwignyo
- 2) Mr. Ngadeni Budi Hutoyo
- 3) Mr. Tukiran
- 4) Mr. Heri Suncoyo, BA
- 5) Mr. Kaeran
- 6) Mr. Suwondo, BA
- 7) Mr. Suyadi
- 8) Mr. Misadi

When SMP Purnama Trimurjo is led by The Headmaster, Mr. Kaeran who leads the school during 20 years, start from 1971-1991 years. Then, the leadership is continued by Mr. Drs. Heri Suncoyo who leads the school during 16 years, start from 1991-2007.

Moreover, 2007-2014 years The Headmaster of SMP Purnama Trimurjo is led by Mr. Didik Purwanto, S.Pd. As long as Mr. Didik Purwanto, S.Pd led the school, SMP Purnama Trimurjo has been accredited in two times by School Accreditation Agency of Central Lampung. Then on 2014, The Headmaster of SMP Purnama Trimurjo is led by Mr. Suradi, S.Pd until now.

a. Vision and Missions of SMP Purnama Trimurjo

1) The vision of the school:

Realizing the superior school in performance and good character based on belief and devotion.

2) The mission of the school:

- a) Developing students' ability.
- b) Create a conducive, effective and innovative situation in learning process.
- c) Developing curriculum based on environment.
- d) Create harmonic situation in school environment.
- e) Create a interest felling to environment.
- f) Constructing students who responsible and having ethic to the nation.
- g) Constructing students' moral, students' character and students deccipline.
- h) Create condusive school in learning process in the class although out off the class.

b. The Profile of SMP Purnama Trimurjo

- a. Name of the School : SMP Purnama Trimurjo
- b. Address : Street of Kyai Nusin No. 3
Notoharjo, Trimurjo, Central Lmpung
- c. Province : Lampung
- d. NDS/NSS/NPSN : L.02022001/204120202050/10801813
- e. Large : 10.000 M²

2. The Condition of the Teacher and Official Staff of SMP Purnama

Trimurjo

Condition of teacher and official staff in SMP Purnama Trimurjo, the numbers of the teacher and official staff in SMP Purnama in the academic year 2016/2017 that can be identified, as follows:

Table 6

The List of the Teachers of SMP Purnama Trimurjo

No	NAME	OCCUPATION	STATUS
1	Suradi, S.Pd	Headmaster/Indonesian	PNS
2	Wiwik Widyawati, S.Pd	Head of Science Lab./Science	PNS
3	Wilis Nurati, S.Pd	Head of Language Lab./English	GTY
4	Sukarni, A. Ma. Pd	Teacher/Indonesian Language	PNS
5	Lilik Dwi Astini, S.Pd	Vice of Public Relation/Indonesian	PNS
6	Drs. Jarot Paruhito	Vice Principle of Curriculum/Mathematics	PNS
7	Lilis Damayanti, S.Pd	Teacher/Islamics	PNS
8	Drs. Widodo	Vice Principle of Students/Physical	PNS
9	Anang Mustofa, S.Pd	Vice of Public Service/Physical	GTY
10	Tri Budi Kinarsih, S.Pd	Teacher/Cultured Art and Craft	GTY
11	Sri Hartati, S.Pd	Teacher/History	PNS
12	Drs. Iswadi	Administration/Science	PNS
13	Warsiyem, S.Pd	Teacher/Civic Education	PNS
14	Sutanto, S.Pd	Teacher/Mathematics	PNS
15	Tri Susuillowati, S.Pdi	Teacher/Counseling	GTY
16	Ricci Feriyana, S.Pdi	Head of Computer Lab./TIK	PNS
17	Zuli Kurnia, S.Pd	Teacher/History	GTY
18	Anisa Septi Riana	Librarian	GHS
19	Agus Harnono, A. Md	Mulok	GTY

Source: The Documentation of SMP Purnama Trimurjo

Table 7

The Condition of the Teacher of SMP Purnama Trimurjo

No	Subject	Permanent	NON Permanent
1	Civic Education	1	-
2	Region		-
	a. Islamic Study	1	-
3	Indonesian Language	3	-
4	English	1	-

5	History	2	-
6	Mathematic	2	-
7	Physical Education	2	-
8	Science	2	-
9	TIK	1	-
10	Cultured Art and Craft	1	-
11	Counseling	1	-
12	Librarian	1	-
13	Mulok	1	-
	Total	19	-

Source: The Documentation of SMP Purnama Trimurjo

Table 8

The Condition of the Official Staff of SMP Purnama Trimurjo

No	Name	Staff
1.	Drs. Iswadi,	Administration Staff
2.	Ricci Feriyana, S.Pd	Administration Staff
3.	Agus Hartono, A. Md	Administration Staff
4.	Wiwik Widyanti, S.Pdi	Laboratory Asssistant
5.	Galih Adi Wiguna	Security
6.	Tri Teguh Gumawan	Cleaning Service
7.	Anang Mustofa, S.Pd	Electric Technician

Source: The Documentation of SMP Purnama Trimurjo

3. The Quantity of the Students at SMP Purnama Trimurjo

The students' quantity of SMP Purnama Trimurjo is 106 that can be identified as follows:

Table 9

The Students' Quantity of SMP Purnama Trimurjo

No	Class	Total
1	VII	38
2	VIII	25
3	IX ^A /XI ^B	20/23
	Total	106

Source: Documentation of SMP Purnama Trimurjo

c. The Building Condition of SMP Purnama Trimurjo

SMP Purnama Trimurjo has many buildings such as classroom, /library, canteen and many others. The explanation of these buildings as follow:

Table 10

Building Condition of SMP Purnama Trimurjo

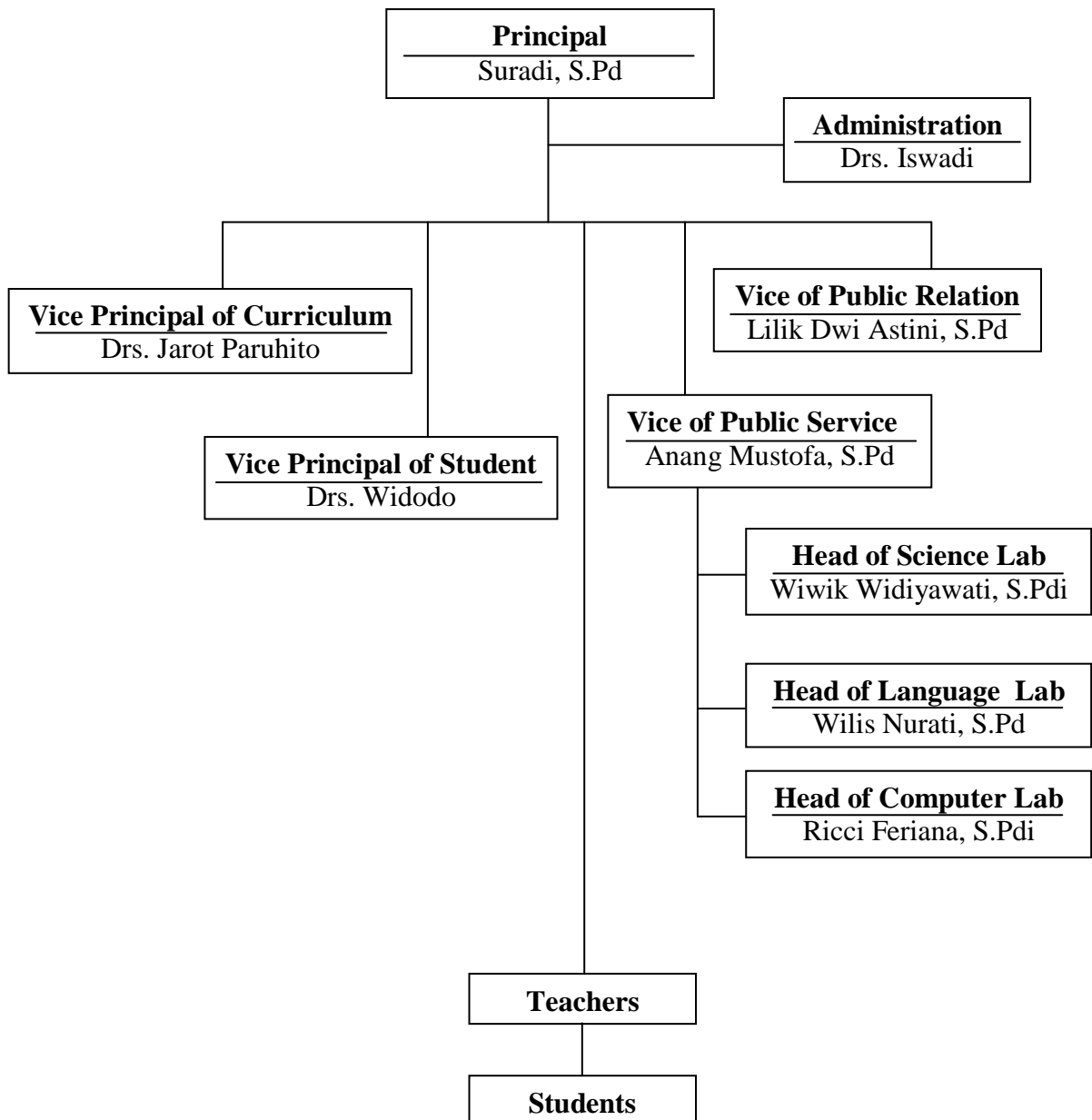
No	Names of Building	Total
1.	Headmaster Room	1
2.	Teacher Room	1
3.	Administration Room	1
4.	Class Room	6
5.	Library	1
6.	School Healthy Unit Room	1
7.	Mosque	1
8.	Canteen	1
9.	Kitchen	1
10.	Teachers' Toilet	2
11.	Students' Toilet	4
12.	Science Laboratorium	1
13.	Storage Room	1
14.	BK Room	1
15.	TU Room	1

Source: The Documentation of SMP Purnama Trimurjo

4. The Organization Structure of SMP Purnama Trimurjo

The Organization Structure of SMP Purnama Trimurjo in the academic year of 2017/2018 can be shown in the following figure:

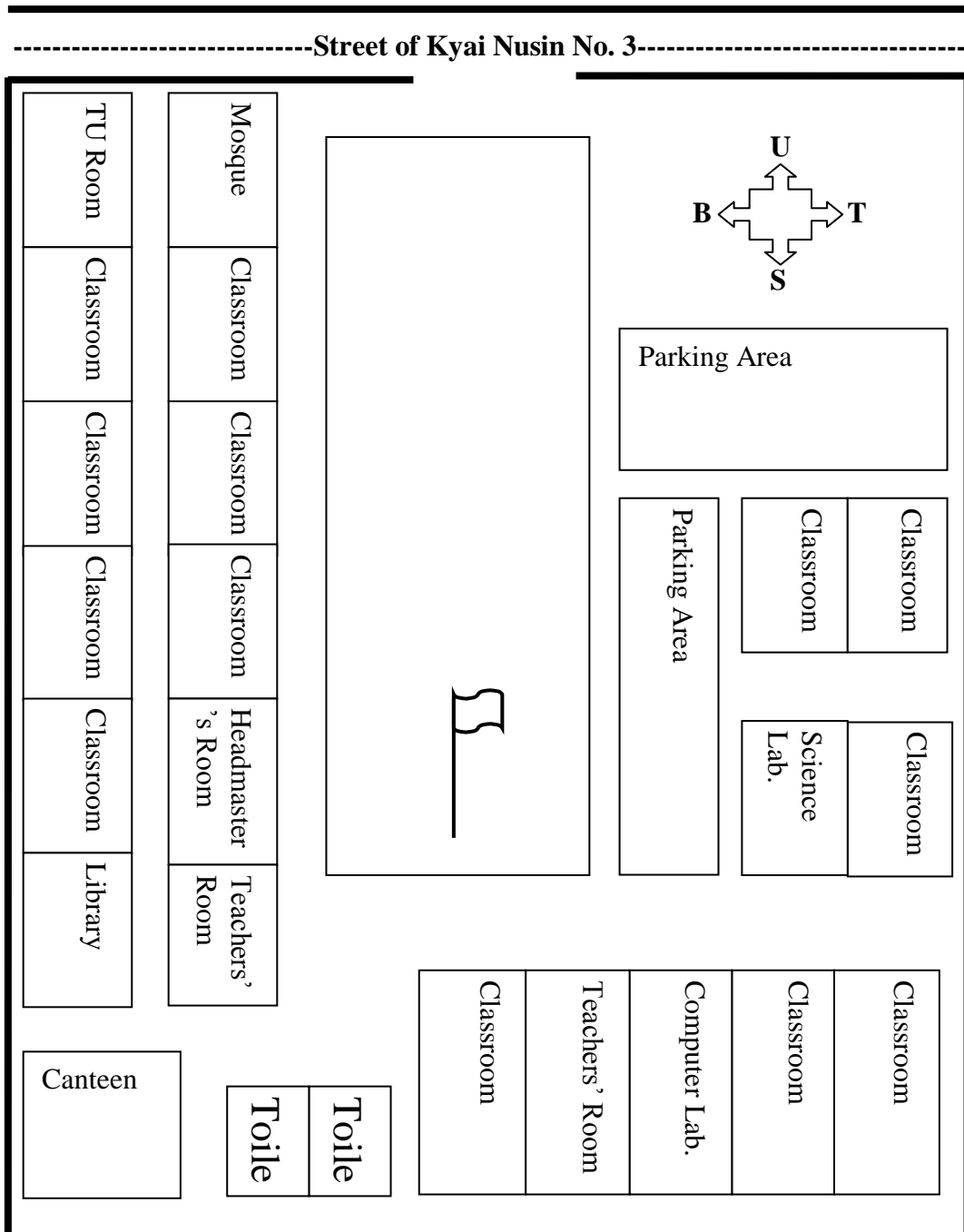
Figure 2
The Organization Structure of SMP Purnama Trimurjo



1. The Location of SMP Purnama Trimurjo

SMP Purnama Trimurjo is located on street of Kyai Nusin No. 3 Notoharjo, sub district of Trimurjo, Central Lampung.

Figure 3
The Location Sketch of SMP Purnama Trimurjo



This research used classroom action research. It was conducted in two cycles. The action in cycle I and cycle II were conducted about three meetings in each cycle and each meeting in these cycles took 2x45 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, the researcher made lesson plan. The material of classroom action research was utilizing flip chart to improve the students' writing ability.

1. Action and Learning at Pre-Test

a. Pre-test activity

The learning was conducted on tuesday, jan 30th, 2018 at 10.25.00 until 11.45. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of writing, before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was written test.

b. The students' pre-test result.

Table 11
The Students' Score of Pre-test

NO	NAME	ASPECT					Total score	Note
		Organiz ation	Conte nt	Gram mar	Mechan ical	Vocabu lary		
1	Agung saputra	9	14	10	3	9	45	INCOMPLETE
2	Aji riyanto	14	15	15	2	9	55	INCOMPLETE
3	Aldan yustisio	13	16	9	3	14	55	INCOMPLETE
4	Alif fardiansyah	12	15	10	2	11	50	INCOMPLETE
5	Amral giyan pradipa	9	14	10	3	9	45	INCOMPLETE
6	Dea astini	13	15	14	3	10	55	INCOMPLETE
7	Dea karentina	7	15	9	2	7	40	INCOMPLETE
8	Fajar okta romadhon	9	16	9	2	9	45	INCOMPLETE
9	Hanif mauladi isman	7	14	5	2	7	35	INCOMPLETE

10	Intan khasanah	15	20	17	3	15	70	COMPLETE	
11	Julio prasetyo	9	14	10	3	9	45	INCOMPLETE	
12	Marinda setia arsita	20	22	21	4	18	85	COMPLETE	
13	Melvin haerudin	13	16	15	2	9	55	INCOMPLETE	
14	M.eka saputra	14	21	17	3	15	70	COMPLETE	
15	Muhammad nazar	20	26	21	5	18	90	COMPLETE	
16	Nadia firnanda	9	14	10	3	9	45	INCOMPLETE	
17	Piki helawati	17	22	21	3	17	80	COMPLETE	
18	Rafi ranubaya	7	15	9	2	7	40	INCOMPLETE	
19	Rendi saputra	13	16	15	2	9	55	INCOMPLETE	
20	Ridho saputra	7	15	7	2	9	40	INCOMPLETE	
21	Tarisa	13	16	9	2	15	55	INCOMPLETE	
22	Wendi pandu p	7	14	5	2	7	35	INCOMPLETE	
23	Winda ismawati	13	15	10	2	15	55	INCOMPLETE	
24	Winda nur umaya	13	16	15	2	9	55	INCOMPLETE	
25	Zeta yulia saputri	17	21	21	4	17	80	COMPLETE	
Total							1380		
Average $\bar{x} = \frac{\sum X}{N}$							55.2		INCOMPLETE

Based on the table above , can be seen that 6 from 25 students were success beside that 19 students were not success. The average from the data was 55.2. To know about percentages from the score of pre-test can be seen on the table as follows :

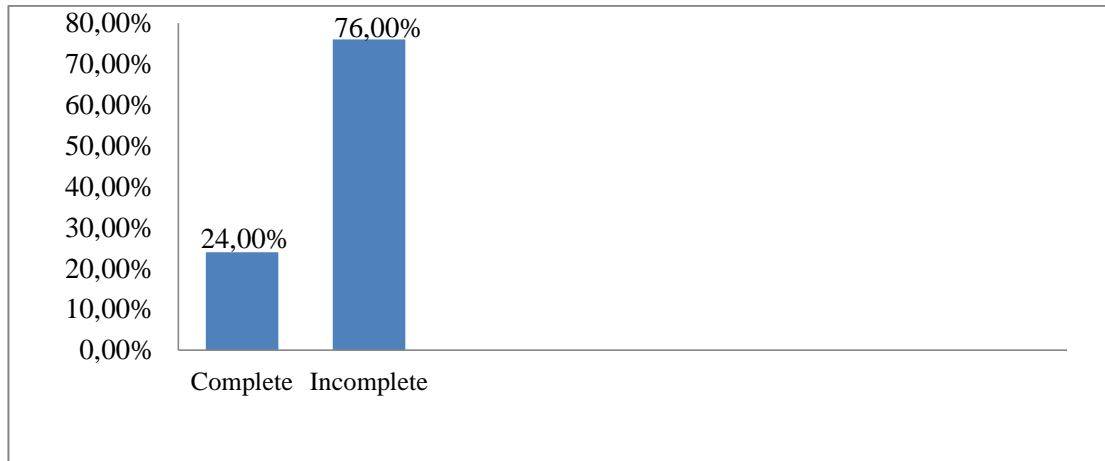
Table 12
Frequency of Students' Mark of Pre-test of writing ability

No	Mark	Frequency	Percentage	Category
1	≥ 70	6	24%	COMPLETE
2	< 70	19	76%	INCOMPLETE
Total		25	100%	

Source: The result of pre-test on february 1th, 2018

Figure 4

Graph of Students' Pre-test of SMP Purnama Trimurjo



Based on the table above, it could be analyzed that there were 6 students(24%) who get minimum score and 19 students (76%) who failed the pre-test. The lowest score in pre-test was 35 and the highest score was 90. It means that the students did not fulfill the minimum score at SMP Purnama Trimurjo and the students' writing ability was low. Beside the result of pre-test, the researcher got the average 55,2. Therefore, it was the reason the researcher used FLIP CHART as a media to improve the students' writing ability.

2. Cycle I

Cycle I consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know the students' writing ability in descriptive text before giving treatment and it used as the comparison score with post-test.

a. Planning

In this step, the researcher prepared the lesson plan, material and media that used in teaching learning process. The material is descriptive text. The material includes 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 13
The Meeting Schedule of Action in Cycle I

Meeting	Day/Date	Time
1 st	Thursday, february 1 st , 2018	07.25 a.m
2 nd	Tuesday ,february 6 rd ,2018	10.25a.m

1) The First Meeting

The first meeting conducted on Thursday, february 1st, 2018 at 07.25 - 08.45 a.m. At the beginning of teaching learning process, the researcher greeted students by saying “assalamualaikum and good morning” and all of students answered by saying “assalamualaikum and good morning Mr. Then, the researcher asked their condition first before checking attendance list. Before giving the material, the researcher gave some question, for example “what do you know about text?”. Some students could answer it by using Indonesian language. It could happen because they usually discussed it in Indonesian language. Therefore, the researcher explained what the text is in English first before he explained the descriptive means. Then, the researcher explained the characteristics of text and how to make a good text. After that, the explanation continued about descriptive text. Then the teacher asked the students to make a list of question to discuss about the material. The teacher gave the topic about descriptive text. Than the students asked to make text based on the topic.

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.

2) The Second Meeting

The second meeting conducted on tuesday, february 6th, 2018 at 10.25 – 11.45 a.m. The researcher greeted the students and they answered it friendly. Then, the witer checked the attendance list. The activity continued by giving some explanation more about descriptive text and how to create it. The teacher divided students into 5 groups. In each groups there were 5 students. The teacher explained how to apply flip chart media. The leader of each groups asked to face the teacher one by one to give the topic. The teacher started to give the leader an instruction individually.

After that, the student came back to each group to explain the topic that the teacher has given in 5 minute. When the student finished. Subsequently, the students asked to make a text based on the topics which given by the teacher at least one paragraph.

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 create a descriptive text based on the topic which given in 40 minutes. The students worked the answer sheet seriously. It seemed that the students' score will be improved.

Table 14
The Students' Score of Post-test Cycle I

NO	NAME	ASPECT					Total score	Note
		Organ izatio n	Conte nt	Gramm ar	Mech anical	Vocab ulary		
1	Agung saputra	17	21	17	3	17	75	COMPLETE
2	Aji riyanto	14	15	10	3	13	55	INCOMPLETE
3	Aldan yustisio	13	14	9	3	11	50	INCOMPLETE
4	Alif fardiansyah	12	15	9	3	11	50	INCOMPLETE
5	Amral giyan pradipa	13	16	9	2	15	55	INCOMPLETE
6	Dea astini	14	15	14	3	9	55	INCOMPLETE
7	Dea karentina	13	16	15	2	9	55	INCOMPLETE
8	Fajar okta romadhon	14	15	10	3	13	55	INCOMPLETE
9	Hanif mauladi isman	13	16	9	2	15	55	INCOMPLETE
10	Intan khasanah	17	21	18	3	15	75	COMPLETE
11	Julio prasetyo	12	15	10	2	11	50	INCOMPLETE
12	Marinda setia arsita	20	22	21	4	18	85	COMPLETE
13	Melvin haerudin	13	16	10	2	14	55	INCOMPLETE

14	Muhammad eka s	15	18	18	3	16	70	COMPLETE	
15	Muhammad nazar	20	26	21	5	18	90	COMPLETE	
16	Nadia firnanda	13	16	15	2	9	55	INCOMPLETE	
17	Piki helawati	17	22	20	4	17	80	COMPLETE	
18	Rafi ranubaya	14	15	10	3	13	55	INCOMPLETE	
19	Rendi saputra	15	16	10	3	11	55	INCOMPLETE	
20	Ridho saputra	14	15	10	3	13	55	INCOMPLETE	
21	Tarisa	15	18	18	3	16	70	COMPLETE	
22	Wendi pandu p	14	15	10	3	13	55	INCOMPLETE	
23	Winda ismawati	14	16	13	3	14	60	INCOMPLETE	
24	Winda nur umaya	15	22	15	3	10	65	COMPLETE	
25	Zeta yulia saputri	20	22	21	4	18	85	COMPLETE	
	Total						1565		
	Average $\bar{x} = \frac{\sum X}{N}$						62.6		INCOMPLETE

From the table above, it could be analyzed that the students' average score was 62.6 The highest score was 75 and the lowest score was 50 Based on the minimum mastery criterion (KKM),

Based on the table above, there were 9 students got ≥ 70 and 16 students got < 70 . The following were the table of students' score mark of post-test I:

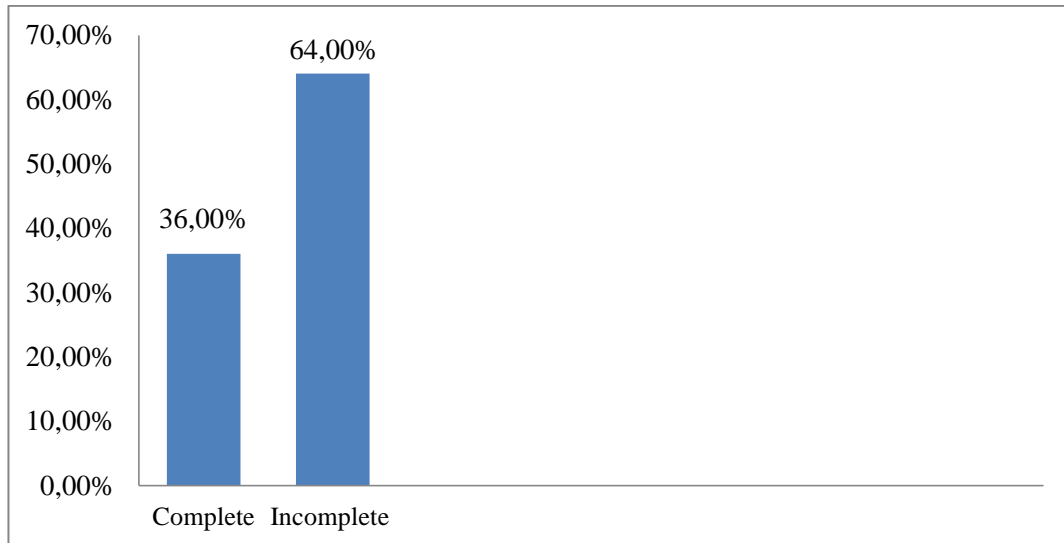
Table 15
Frequency of Students' Mark of Post-test I of Writing ability

No	Mark	Frequency	Percentage	Category
1	≥ 70	9	36%	COMPLETE
2	< 70	16	64%	INCOMPLETE
Total		25	100%	

Source: The result of post-test I on february, 1st 2018

Figure 5

Graph of Students' Post-test I of SMP Purnama Trimurjo



c. Observing

While the treatment has 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 16

The Table of Students' Activities in Cycle I

No	Students activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	18	72%
2	The students ask/answer the question from the teacher	10	40%
3	The students were active in building teamwork	13	52%
4	The students understand the writing ability by flip chart	11	44%
Total Students		25	

The table showed that the presence of the students pay attention in English subject class was 20 students (80%). Besides, there were 10 students (40%) who asked the questions from the teacher, 13 students (52%) who active in building teamwork, 11 students (44%) who were understand the writing ability by flip chart.

Based on the result above, it could be inferred that the learning process of cycle I was not successful yet because only one activities, they were the students' attention, that got the percentage of $\geq 70\%$.

d. Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum mastery criteria (KKM). It could be seen from the result of pre-test and post-test I score. However, most of the students' score had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problems that found, as follows:

- 1) There were some students that shown unenthusiastic to the teacher's explanation
- 2) Some students did not ask and answer the teacher's questions

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

- 1) The teacher gave more motivation to the students in order to study harder and made the learning process more attractive
- 2) The teacher gave more detail explanation and questions after explaining the materials to control the students'.

In this research, pretest and post-test I had done individually. It was aimed to know the students' writing ability before and after the treatment. From the result of pretest and post-test I, it can be analyzed that there was an improvement from the students' result score. It could be seen from the average score in pre-test 55.2 and post-test I 62.6 Although there was an improvement of the students' achievement, cycle I was not successful yet because only 9 students

(35%) who passed in post-test I. It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

3. Cycle II

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more, as follows:

a. Planning

Based on observation and reflection in cycle I, it showed that cycle I was not successfully yet. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, answer sheet, observation sheet and the test for post-test II.

b. Acting

The researcher and collaborator arranged the schedule of action in cycle II. It can be seen on the table below:

Table 17

The Meeting Schedule of Action in Cycle II

Meeting	Day/Date	Time
1 st	Thursday , february 8 th , 2018	07.25 a.m
2 nd	Tuesday , february 13 th , 2018	10.25 a.m

a) The First Meeting

The first meeting was conducted on Thursday, february 8th, 2018 at 07.25 – 08.45 a.m. At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle II was focused on the weakness of cycle I. The researcher founded the students' problems were in mechanic, content, organization and also grammar. The researcher asked about the previous material before. After that, the researcher explained again what is descriptive, the generic structure

and the language features of descriptive paragraph. Then, the researcher gave an example of descriptive paragraph.

Next, the researcher assigned the student into four groups. Then the researcher wrote the new topics on the whiteboard to discuss. After the student finished, the researcher gave some question and motivation to the students. The students looked very enthusiastic learn by using FLIP CHART and some of them very serious. 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

The second meeting was conducted on Tuesday, february 13st, 2018 at 10.25 -11.45 a.m. The researcher started the class by greeted the students. After that, the researcher asked about their condition and checked the attendance list. 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 pos-test cycle II with the similar task on post-test cycle I before. The score of post-test cycle II can be seen on the table below:

Table 18
The Students' Score at Post-test Cycle II

NO	NAME	ASPECT					Total score	Note
		Organiz ation	Conte nt	Gram mar	Mech anical	Vocabu lary		
1	Agung saputra	20	26	21	5	18	90	COMPLETE
2	Aji riyanto	17	21	19	3	15	75	COMPLETE
3	Aldan yustisio	14	16	13	3	14	60	INCOMPLETE
4	Alif fardiansyah	14	16	13	3	14	60	INCOMPLETE
5	Amral giyan pradipa	16	18	13	2	16	65	COMPLETE
6	Dea astini	16	17	13	3	16	65	COMPLETE
7	Dea karentina	17	21	21	4	17	80	COMPLETE
8	Fajar okta romadhon	16	17	13	3	16	65	COMPLETE

9	Hanif mauladi isman	15	18	18	3	16	70	COMPLETE	
10	Intan khasanah	17	21	21	4	17	80	COMPLETE	
11	Julio prasetyo	15	18	18	3	16	70	COMPLETE	
12	Marinda setia arsita	14	20	14	4	18	85	COMPLETE	
13	Melvin haerudin	18	20	21	4	17	80	COMPLETE	
14	Muhammad eka s	17	21	19	3	15	75	COMPLETE	
15	Muhammad nazar	20	26	21	5	18	90	COMPLETE	
16	Nadia firnanda	15	18	18	3	16	70	COMPLETE	
17	Piki helawati	20	21	21	5	18	85	COMPLETE	
18	Rafi ranubaya	17	20	16	3	19	75	COMPLETE	
19	Rendi saputra	15	18	18	3	16	70	COMPLETE	
20	Ridho saputra	15	17	17	3	18	70	COMPLETE	
21	Tarisa	18	21	18	4	16	80	COMPLETE	
22	Wendi pandu p	17	20	19	3	16	75	COMPLETE	
23	Winda ismawati	15	18	18	3	16	70	COMPLETE	
24	Winda nur umaya	17	20	16	3	19	75	COMPLETE	
25	Zeta yulia saputri	20	21	21	5	18	85	COMPLETE	
	Total						1865		
	Average $\bar{x} = \frac{\sum X}{N}$						74.6		COMPLETE

Based on the table above, it could be seen that the students' average score in post-test II was 74. The highest score was 90 and the lowest score was 60. Most of students could improve writing ability. It means that cycle II was successful.

Based on the table below, there were 23 students who got ≥ 70 and 2 students who got < 70 . The following were the table of students' score mark of post-test II:

Table 19

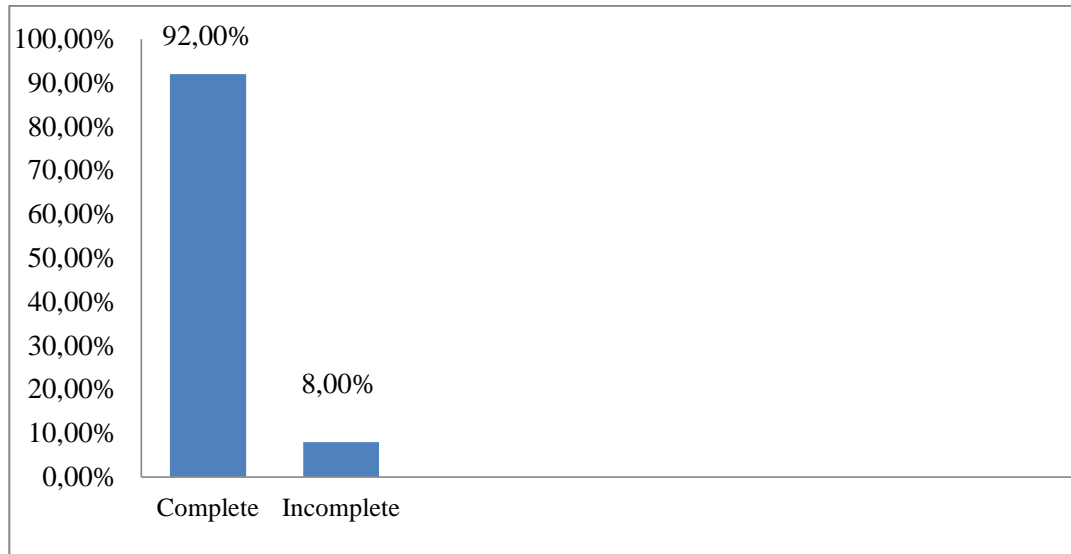
Frequency of Students' Mark of Post-test II of Writing ability

No	Mark	Frequency	Percentage	Category
1	≥ 70	23	92%	COMPLETE
2	< 70	2	8%	INCOMPLETE
Total		25	100%	

Source: The result of post-test II on November 30th, 2017

Figure 6

Graph of Students' Post-test II of SMP Purnama Trimurjo



c. Observing

An observation was conducted with the same in cycle II. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 20

The Table of Students' Activities in Cycle II

No	Students activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	20	80%
2	The students ask/answer the question from the teacher	18	72%
3	the students active in building teamwork	15	60%
4	The students understand the writing ability by flip chart	22	88%
Total Students		25	

The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were pay attention of teacher's explanation was 80%, the students ask/answer the question from the teacher was 72%, the students active in building

teamwork was 60% and the last the students understand writing ability by FLIP CHART was 88%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 70\%$.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were $>70\%$ of students passed the examination. It means the students' writing ability had increase.

From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle. The students score on writing ability from pre-test I to post-test II could be seen on the table below:

Table 21

Students' Score at Pre-Test, Post-test I and Post-Test II

No	Name	Pre-test	Post-test I Score	Post-Test II Score	Target ≥ 6.0
1	As	45	75	90	COMPLETE
2	Ar	55	55	75	COMPLETE
3	Ay	35	50	75	COMPLETE
4	afs	50	50	60	INCOMPLETE
5	Agp	45	55	65	COMPLETE
6	Da	55	55	65	COMPLETE
7	Dk	40	55	80	COMPLETE
8	For	70	55	65	COMPLETE
9	Hmi	35	55	70	COMPLETE
10	Ikh	70	75	80	COMPLETE
11	Jp	85	50	70	COMPLETE
12	Msa	45	85	85	COMPLETE
13	Mh	55	55	80	COMPLETE
14	Mes	45	70	75	COMPLETE

15	M.naz	90	90	90	COMPLETE
16	Nf	45	55	70	COMPLETE
17	Ph	80	80	85	COMPLETE
18	Rar	40	55	75	COMPLETE
19	Res	55	55	70	COMPLETE
20	Ris	40	55	70	COMPLETE
21	Tar	55	70	80	COMPLETE
22	Wepp	55	55	60	INCOMPLETE
23	Wi	55	60	70	COMPLETE
24	Wnu	55	65	75	COMPLETE
25	Zys	80	85	85	COMPLETE
	Total Average	1380 55.2	1565 62.6	1865 74.6	COMPLETE

Based on the result above, it could be inferred that flip chart as a media in learning process could improve the students' writing ability because there was improvement from average in pre-test was 55.2 to 62.6, there is improve about 7 point. Then from cycle II have progress average score from 62.6 to 74.6 there is improve about 12 point. In the cycle II, most of the students could develop their writing ability. It means that cycle II was successful. Therefore, the researcher concluded that the research was successful because the indicator of successful had been achieved in this cycle. It means that it would be stop in this cycle.

Based on the result of students' activities in cycle I and cycle II, the researcher indicated that learning process in cycle II was successful. This table was to describe the comparison of the students' activities in cycle I and cycle II.

Table 22

The Table of Students' Activities in Cycle I and Cycle II

No	Students activities	Cycle I		Cycle II	
		F	Percentage	F	Percentage
1	The students pay attention of the teacher explanation	18	70%	20	80%
2	The students ask/answer the question from the teacher	10	40%	18	72%
3	the students were active in building teamwork	13	45%	15	60%
4	The students understand the writing ability by flip chart	11	44%	22	88%

Based on the result of the students activities in cycle I and cycle II was improved. Pay attention of the teacher explanation from 70% became 80%, the students ask/answer question from 40% became 72%, the students were active in building teamwork from 45% became 60% and the students understand the writing ability by flip chart became 44% became 88%.

B. INTERPRETATION

1. Cycle I

In this research, the researcher gave the students pre-test individually for the purpose to investigate the students' writing ability before giving a treatment. In the pre-test, there were 6 students (24%) who get a minimum score and 19 students (76%) who failed the pre test. Furthermore, the lowest score in pre-test was 35 and the highest score was 90 the average score was 55.2.

After did the pre-test, the researcher gave the treatment to the students in cycle I. The treatment was conducted by teaching the students using flip chart as a media. Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test I.

Afterwards, by analyzing the result of the post-test I, the researcher concluded that there were 9 students (36%) who get a minimum score and 17 students (64%) students passed the post-test I. The lowest score was 50, the highest score was 90 and the average score was 62.6.

From the result of students' score in pre-test and post-test I, there was an improvement from the students' result score. It could be seen from the average score in pre-test was 55.6 and post-test I was 62.6. Although there

was an improvement of students' achievement, cycle I was not successful yet because only 9 students (36%) who passed in post-test I. It means that in cycle I, the students' achievement could improve enough but it was not successful because the indicator of successful was not reached yet.

2. Cycle II

After analyzing the students' score in the post-test of cycle I, the researcher had to conduct the next cycle because only 9 students (36%) passed the test and got the score ≥ 70 .

In the next cycle, the researcher gave the treatment then post-test II. Furthermore, the researcher analyzed the result of post-test II and inferred that there were 23 students (92%) passed the test because they got score ≥ 70 . In this post-test II, the lowest score was 60, the highest score was 90, and the average score was 74.8.

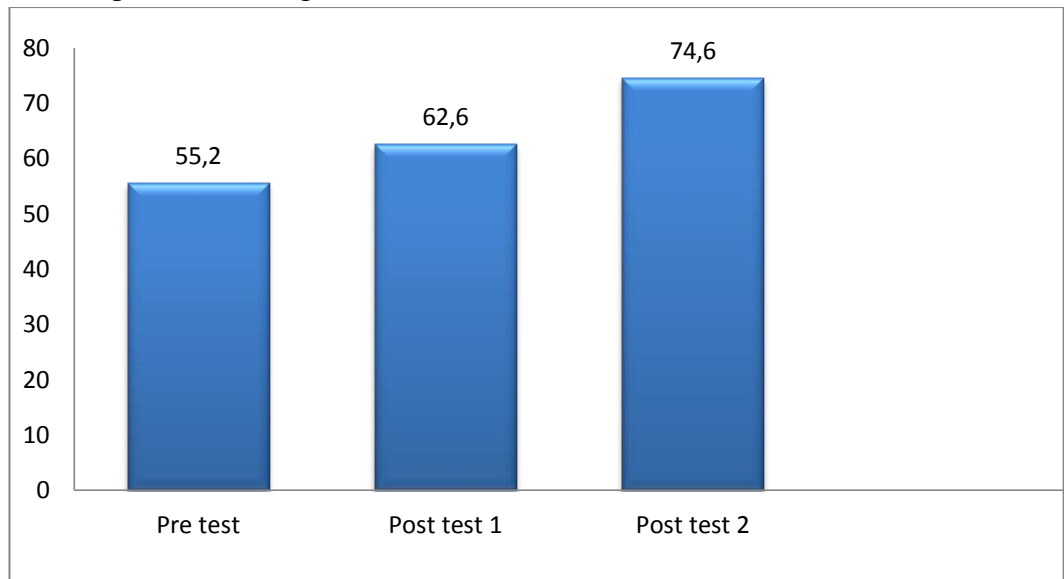
From the result of the students' score from post-test II, it could be concluded that there were increase score. The increase score could be seen on the average score. The average score in the post-test I and post-test II were 62.6 and 74.6. In the pre-test, post-test I and post-test II, the total of students who got the score ≥ 70 were 6, 9 and 23 students. Because the achievement of students had improved enough and the indicator of successful was reached, the research was successful and could be stopped in cycle II.

Table 23
The Average of the Test Result

	Test		
	Pre action (Pretest)	Cycle I (Posttest I)	Cycle II (Posttest II)
Total	1380	1565	1865
Average	55.2	62.6	74.6

Morover, the comparison of the students' average score can be seen on the graph bellow:

Graph 7
Graph of Percentage of Students' Pre-test, Post-test I and Post-test



Based on the result of pre-test, post-test I and post-test II, it was showed that there was an improvement of the students' score. It could be seen from the average score from 55.6 to 62.6 became 74.6. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved.

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

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of its, as follows:

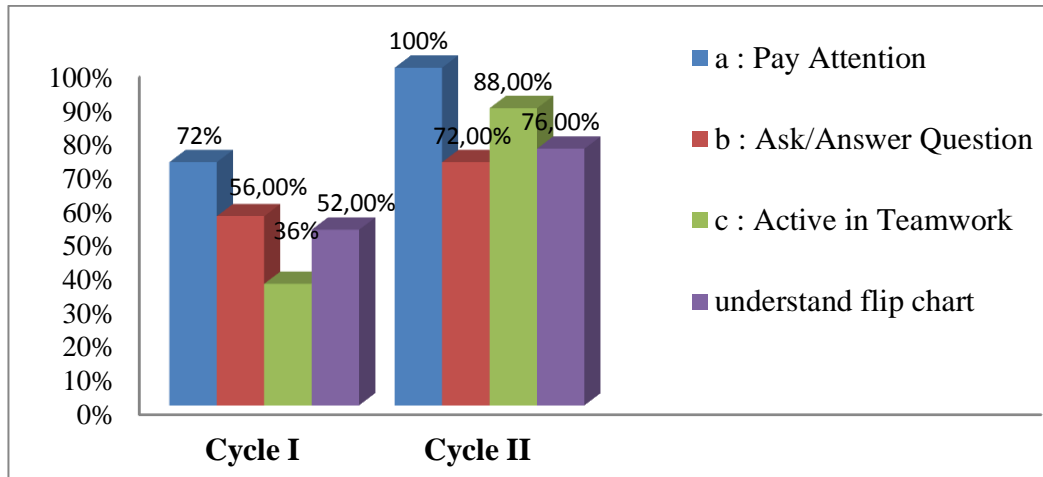
Table 24
Result of Students' Activity

No	The aspect the observed	Cycle 1	Cycle 2	Increasing
1	The students pay attention of the teacher explanation	72%	100%	28%
2	The students ask/answer the question from the teacher	56%	72%	16%
3	The students active in teamwork	36%	88%	52%
4	The students understand the writing ability by flip chart	52%	76%	24%

Based on the table above, can be described in the graph as follow:

Figure 8

Graph of Students' Result of Learning Activities in Cycle I and Cycle II



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

- a. Pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to next meeting was increase.

- b. The students ask/answer questions

The students who understood the material from the teacher was improved from the first meeting to next meeting. It showed when the teacher gave the questions to the students; they were brave to answer although not all the questions could be answered well.

- c. The students were active in building teamwork

The students active in building teamwork were improved. It could be seen on the cycle I and cycle II.

- d. The students understand the writing ability by flip chart

The students understand the writing skill were improved. It could be seen on the cycle I and cycle II.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good improvement in learning activities when teachers used flip chart media to train the students' writing ability in cycle I and cycle II.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good improvement in learning activities when

teachers used FLIP CHART media to train the students' writing ability in cycle I and cycle II.

C. DISCUSSION

Based on the explanation of cycle I and cycle II, it could be inferred that the use of FLIP CHART could improve the students' writing ability. There was a progress average score from pre-test was 55.6, post-test I was 62.6 and become 74.8 in post-test II. We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In this case, students of SMP Purnama Trimurjo have low skill in writing. So, the researcher have to be more creative to make students more active in learning process especially in writing. It was the reason why the researcher choose flip chart as a media to improve the students' writing ability because this media seems to be good way in learning process. Flip chart contained some steps that made the student more active to learning with other students so that the students' writing ability could improve after trained flip chart media continuously.

Moreover, the researcher used a flip chart contained of some steps in order to improve the students' writing ability. The researcher made some groups consist of 5 students in each groups. The researcher explained the descriptive text to the leader of each groups and asked them to share what they got in each groups. In the last of learning process, the students asked to make a descriptive text based on the topic. This activity was did until the end of the meeting. After did the the cycle I, and cycle II the students' writing ability improve because the researcher used flip chart as a media.

CHAPTER V

CONCLUSION AND SUGGESTION

The aim of this chapter is to describe the conclusion from the research. In this chapter, the researcher would like to suggest the teacher in teaching writing and the technique which can be use in teaching writing.

A. Conclusion

Based on the result, it can be concluded that the use of FLIP CHART can improve the students' writing ability among the eighth grades of SMP Purnama Trimurjo Central Lampung.

It could be seen that result of pre-test and post-test on cycle I to cycle II from the result of pre-test that is lower than the result of post-test. The average score pre-test is 55.2, the average score post-test 1 in cycle I is 62,6. The cycle II from the post-test 2 the average score is 74,6. So there is progress from the pre-test. It means that flip chart media would be able to improve the writing ability.

The use of flip chart can be effective strategy in writing ability and it can be used as alternative choice in learning activity because this media so easy to implementation in writing ability.

The implementation of classroom action research (CAR) was successful viewed from indicator of success because of 75% or 19 of the total students already passed the minimum mastery criteria (MMC) score at least 70 and it

had passed indicator of success more than 70%. As a result the cycle 2 could not be conducted to the next cycle.

B. Suggestion

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

1. The students are expected to be more active in learning English therefore the students can understand and comprehend the material which teacher has given and improve their knowledge especially in writing so that the students' writing ability will be improve.
2. It would be better for the English teacher to use to FLIP CHART as a media to train the students' writing ability and use to decrease the students' anxiety before the students do write because the benefit of FLIP CHART media can improve the students' writing ability and also other skill of English.
3. The English teacher is supposed to give more motivation to the students in order to the students can be more excite in English learning since many students regard that English is difficult subject to learn. Based on the observation of the class, the students will be more active after the teacher give motivation and positive stimulus to the students that English is not difficult subject.
4. It is suggested for the headmaster in order to persuade the teachers to use this method because it is very effective method to be applied for the teacher in teaching and delivering the material.

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THE LESSON PLAN 1

The Name of School : SMP Purnama Trimurjo
Class/ semester : VIII (Eighth) / 2
Subject : English
Skill : Writing
Theme :describing people
Time Allocation : 2 X 45 Minutes

A. Standard Competence

Expressing meanings of ideas in functional text, poems and short essays in used Descriptive and procedure to communicate with nearest environment or academic context.

B. Basic Competences

Expressing the meaning and steps of rhetoric in essay by using the variety of written language accurately, systematically and implicitly to communicate with nearest environment or academic context.

C. Indicators

1. Identifying the generic structure of descriptive text.
2. Writing the descriptive text.

D. The Purpose of Learning

1. The students able to understand about paragraph,element and good paragraph.
2. The students able to understand about descriptive paragraph
3. The students able to write the sentence about describe people.
4. The students able to write essay in descriptive text.

E. The Material

1. Definition of Descriptive Text

Descriptive text is a text that describes a particular person, place, and things. It means that descriptive text is able to provide the factual information.

2. Generic Structure of Descriptive Text

- a. Identification : it identifies a particular person, place, or thing to be describe. The identification can be in the fom of definition.
- b. Description : it contains sub topic, they describe parts,qualities, and characteristic.

3. Language Feature

- a. Introducing the participants
- b. Using chronological conjunction, such as; first, second, then, etc.
- c. Using action verb such as; went, arrived, ate jumped, etc.
- d. Using adverb and adverb of phrases, such as; in my house, slowly, etc.
- e. Using adjective, such as; beautiful, sunny, etc.
- f. The important one is using simple past tense.

4. Example of descriptive Text

Identification	My pet I want to tell you about my pet.
Description	My pet is cat. I have many pets in my house, like chicken and cow. But i just like my cat. He is a sweet and healthy cat. He has two blue eyes and one white tail. The body hair is black and there is mustache on it noose. He is very funny.

F. Teaching Technique

- Written test

G. Teaching Learning Activities

No.	Activity	Time Duration
1.	PRE-TEACHING 1. Teacher starts the lesson by greeting and saying a prayer. 2. Teacher checks the students' attendance. 3. Prepare the class before teaching 4. Explain the goal of the learning.	5'
2.	WHILST TEACHING 1. The teacher introduces the topic of what they are going to learn. 2. The teacher give explanation about descriptive text. 3. The teacher gives an example of descriptive text about people 4. The teacher gives the students opportunity to	80'

	ask questions. 5. The teacher asks the students to discuss about something that related to the topic. 6. The teacher asks the students to write down the ideas that they got from the discussion. 7. The teacher asks the students to make descriptive text that related to the idea that they deals with. 8. The teacher asks the students to collect their works to the teacher.	
3.	POST-TEACHING 1. Teacher gives feedback. 2. Teacher and students take a conclusion of what they are learning. 3. Teacher ends the lesson by saying a prayer.	5'

H. Media in Learning Activities

1. White board.
2. English books.
3. English dictionary.

J. Evaluation

1. Technique : Skill-assessment
2. Type : Writing test
3. Instrument : Write a descriptive text based on the topic which you have gotten. At least three paragraph
4. Scoring Standard :

The Standard Score

Assesment Indicators	Score	Category	Standard
Organization (introduction, body, conclusion)	20-18	Excellent	Appropriate title, effective introductory, topic is stated, leads to body; supporting evidence is assisted; conclusion

			logical and complete.
	17-15	Good	Enough title; introduction, body and conclusion is acceptable; sequence is logical but transitional expression is missed.
	14-12	Fair	Less of introduction and conclusion; problems with the ideas of the body; not supported evidence.
	11-1	Poor	Minimally introduction; fully problems of ideas and organization; no evidence and illogical conclusion.
Contents	20-18	Excellent	Easy addresses the certain topic; the ideas are concrete and throughly developed; no irrelevant material;
	17-15	Good	Easy addresses the issues but misses some points; ideas good be more fully developed; some irrelevant materials are present.
	14-	Fair	Development of ideas not

	12		complete or ideas is somewhat off the topic; paragraphs are not divide exactly right.
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Grammar	20-18	Excellent	Fluency grammar, correct of clauses, preposition, articles, verb form, modals, tense sequencing.
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Mechanical consideration (punctuation and spelling)	20-18	Excellent	No errors of spelling and correct punctuation usage.
	17-15	Good	Some problems of punctuation and errors spelling.
	14-12	Fair	Spelling problems distrubs the reader and punctuation errors disturb the ideas.

	11-1	Poor	Serious problems of punctuation in sentence and spelling.
Vocabulary	20-18	Excellent	Appropriate vocabulary usage use of parallel structures, brief.
	17-15	Good	Good vocabulary and not wordy.
	14-12	Fair	Some of vocabulary misused and too wordy.
	11-1	Poor	Problems in vocabulary and lack of variety structure.
Total Score			100

Trimurjo, februari 2018

The Collaboraor

The Writer,

WILIS NURATI, S.Pd

HAYANI
St. Number 13107347

THE LESSON PLAN 1

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3.	POST-TEACHING 4. Teacher gives feedback. 5. Teacher and students take a conclusion of what they are learning. 6. Teacher ends the lesson by saying a prayer.	5'

I. Media in Learning Activities

4. White board.
5. English books.
6. English dictionary.

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Total Score			100

Trimurjo, februari 2018

The Collaboraor

The Writer,

WILIS NURATI, S.Pd

HAYANI

St. Number 13107347

The Measurement Of Writing

Students score	Level	Criteria	Topic comments
Content	30-27	Excellence	Highly understand; very clever; very wide and complete; very suitable with title
	26-22	Good	Average to good; some knowledge of subject, mostly relevant to the topic but lack detail
	21-17	Fair	Poor to fair; limited knowledge of subject, inadequate development of topic
	16-13	Poor	Very poor; does not show knowledge, not pertinent to topic
Organization	20-18	Excellence	Very good excellent; ideas clearly stated, well organized, logical sequencing and relevant to generic structure
	17-14	Good	Average to good; loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences
	13-10	Fair	Poor to fair; not fluent, ideas confused, lacks logical sequencing, generic structure not clear
	9-7	Poor	Very poor; does not communicate, no organization, not enough to evaluate
Vocabulary	20-18	Excellence	Very good to excellent; sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
	17-14	Good	Average to good: adequate

			range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured
	13-10	Fair	Poor of fair: limited range, frequent errors of words/idiom, form, choice, usage, meaning confused or obscured
	9-7	Poor	Very poor; essentially translation, little knowledge of vocabulary, idiom, word form, or not enough to evaluate
Grammar	25-22	Excellence	Very good to excellent; effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
	21-18	Good	Average to good; effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured
	17-11	Fair	Poor to fair; major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured
	10-5	Poor	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate
Mechanic	5	Excellence	Very good to excellent; demonstrated mastery of convention, few errors of

			spelling, punctuation, capitalization, paragraphing
	4	Good	Average to good; occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	Fair	Poor to fair; frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Poor	Very poor; no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate

ATTENDANCE LIST OF PRE-TEST

Class :

Date :

NO	STUDENTS NAME	SIGNATURE	
1.	AGUNG SAPUTRO	1.	2.
2.	AJI RIYANTO		
3.	ALDAN YUSTISIO	3.	4.
4.	ALIF FARDIANSYAH		
5.	AMRAL GIYAN PRADIPA	5.	6.
6.	DE ASTINI		
7.	DEA KARENTIA	7.	8.
8.	FAJAR OKTA ROMADHON		
9.	HANIF MAULADI ISMAN	9.	10.
10.	INTAN KHASANAH		
11.	JULIO PRASETYI	11.	12.
12.	MARINDA SETIA ARSITA		
13.	MELVIN HAERUDIN	13.	14.
14.	MUHAMAD EKA SAPUTRA		
15.		15.	16.
16.	NADIA FIRNANDA		
17.	PIKI HELAWATI	17.	18.
18.	RAFI RANUBAYA		
19.	RENDI SAPUTRA	19.	20.
20.	RIDHO SAPUTRA		
21	TARISA		
22	WENDI PANDU PRATAMA		
23	WINDA ISMAWATI		
24	WINDA NUR UMAYA		
25	ZETA YULIA SAPUTRI		

ATTENDANCE LIST OF TREATMEN

Class :

Date :

NO	STUDENTS NAME	SIGNATURE	
1.	AGUNG SAPUTRO	1.	2.
2.	AJI RIYANTO		
3.	ALDAN YUSTISIO	3.	4.
4.	ALIF FARDIANSYAH		
5.	AMRAL GIYAN PRADIPA	5.	6.
6.	DE ASTINI		
7.	DEA KARENTIA	7.	8.
8.	FAJAR OKTA ROMADHON		
9.	HANIF MAULADI ISMAN	9.	10.
10.	INTAN KHASANAH		
11.	JULIO PRASETYI	11.	12.
12.	MARINDA SETIA ARSITA		
13.	MELVIN HAERUDIN	13.	14.
14.	MUHAMAD EKA SAPUTRA		
15.		15.	16.
16.	NADIA FIRNANDA		
17.	PIKI HELAWATI	17.	18.
18.	RAFI RANUBAYA		
19.	RENDI SAPUTRA	19.	20.
20.	RIDHO SAPUTRA		
21	TARISA		
22	WENDI PANDU PRATAMA		
23	WINDA ISMAWATI		
24	WINDA NUR UMAYA		
25	ZETA YULIA SAPUTRI		

ATTENDANCE LIST OF POST-TEST I

Class :

Date :

NO	STUDENTS NAME	SIGNATURE	
1.	AGUNG SAPUTRO	1.	2.
2.	AJI RIYANTO		
3.	ALDAN YUSTISIO	3.	4.
4.	ALIF FARDIANSYAH		
5.	AMRAL GIYAN PRADIPA	5.	6.
6.	DE ASTINI		
7.	DEA KARENTIA	7.	8.
8.	FAJAR OKTA ROMADHON		
9.	HANIF MAULADI ISMAN	9.	10.
10.	INTAN KHASANAH		
11.	JULIO PRASETYI	11.	12.
12.	MARINDA SETIA ARSITA		
13.	MELVIN HAERUDIN	13.	14.
14.	MUHAMAD EKA SAPUTRA		
15.		15.	16.
16.	NADIA FIRNANDA		
17.	PIKI HELAWATI	17.	18.
18.	RAFI RANUBAYA		
19.	RENDI SAPUTRA	19.	20.
20.	RIDHO SAPUTRA		
21	TARISA		
22	WENDI PANDU PRATAMA		
23	WINDA ISMAWATI		
24	WINDA NUR UMAYA		
25	ZETA YULIA SAPUTRI		

ATTENDANCE LIST OF TREATMENT I

Class :

Date :

NO	STUDENTS NAME	SIGNATURE	
1.	AGUNG SAPUTRO	1.	2.
2.	AJI RIYANTO		
3.	ALDAN YUSTISIO	3.	4.
4.	ALIF FARDIANSYAH		
5.	AMRAL GIYAN PRADIPA	5.	6.
6.	DE ASTINI		
7.	DEA KARENTIA	7.	8.
8.	FAJAR OKTA ROMADHON		
9.	HANIF MAULADI ISMAN	9.	10.
10.	INTAN KHASANAH		
11.	JULIO PRASETYI	11.	12.
12.	MARINDA SETIA ARSITA		
13.	MELVIN HAERUDIN	13.	14.
14.	MUHAMAD EKA SAPUTRA		
15.		15.	16.
16.	NADIA FIRNANDA		
17.	PIKI HELAWATI	17.	18.
18.	RAFI RANUBAYA		
19.	RENDI SAPUTRA	19.	20.
20.	RIDHO SAPUTRA		
21	TARISA		
22	WENDI PANDU PRATAMA		
23	WINDA ISMAWATI		
24	WINDA NUR UMAYA		
25	ZETA YULIA SAPUTRI		

ATTENDANCE LIST OF POST-TEST II

Class :

Date :

NO	STUDENTS NAME	SIGNATURE	
1.	AGUNG SAPUTRO	1.	2.
2.	AJI RIYANTO		
3.	ALDAN YUSTISIO	3.	4.
4.	ALIF FARDIANSYAH		
5.	AMRAL GIYAN PRADIPA	5.	6.
6.	DE ASTINI		
7.	DEA KARENTIA	7.	8.
8.	FAJAR OKTA ROMADHON		
9.	HANIF MAULADI ISMAN	9.	10.
10.	INTAN KHASANAH		
11.	JULIO PRASETYI	11.	12.
12.	MARINDA SETIA ARSITA		
13.	MELVIN HAERUDIN	13.	14.
14.	MUHAMAD EKA SAPUTRA		
15.		15.	16.
16.	NADIA FIRNANDA		
17.	PIKI HELAWATI	17.	18.
18.	RAFI RANUBAYA		
19.	RENDI SAPUTRA	19.	20.
20.	RIDHO SAPUTRA		
21	TARISA		
22	WENDI PANDU PRATAMA		
23	WINDA ISMAWATI		
24	WINDA NUR UMAYA		
25	ZETA YULIA SAPUTRI		

ATTENDANCE LIST

Class :

Date :

NO	STUDENTS NAME	SIGNATURE	
1.	AGUNG SAPUTRO	1.	2.
2.	AJI RIYANTO		
3.	ALDAN YUSTISIO	3.	4.
4.	ALIF FARDIANSYAH		
5.	AMRAL GIYAN PRADIPA	5.	6.
6.	DE ASTINI		
7.	DEA KARENTIA	7.	8.
8.	FAJAR OKTA ROMADHON		
9.	HANIF MAULADI ISMAN	9.	10.
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11.	JULIO PRASETYI	11.	12.
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14.	MUHAMAD EKA SAPUTRA		
15.		15.	16.
16.	NADIA FIRNANDA		
17.	PIKI HELAWATI	17.	18.
18.	RAFI RANUBAYA		
19.	RENDI SAPUTRA	19.	20.
20.	RIDHO SAPUTRA		
21	TARISA		
22	WENDI PANDU PRATAMA		
23	WINDA ISMAWATI		
24	WINDA NUR UMAYA		
25	ZETA YULIA SAPUTRI		

STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY ASSESSMENT IN PRE-TEST

NO	NAME	ASPECT					Total score	Note
		Organiza tion	Content	Grammar	Mechanical	Vocabulary		
1	Agung saputra	9	14	10	3	9	45	Failed
2	Aji riyanto	14	15	15	2	9	55	Failed
3	Aldan yustisio	13	16	9	3	14	55	Failed
4	Alif fardiansyah	12	15	10	2	11	50	Failed
5	Amral giyan pradipa	9	14	10	3	9	45	Failed
6	Dea astini	13	15	14	3	10	55	Failed
7	Dea karentina	7	15	9	2	7	40	Failed
8	Fajar okta romadhon	9	16	9	2	9	45	Failed
9	Hanif mauladi isman	7	14	5	2	7	35	Failed
10	Intan khasanah	15	20	17	3	15	70	Pass
11	Julio prasetyo	9	14	10	3	9	45	Failed
12	Marinda setia arsita	20	22	21	4	18	85	Pass
13	Melvin haerudin	13	16	15	2	9	55	Failed
14	M.eka saputra	14	21	17	3	15	70	Pass
15	Muhammad nazar	20	26	21	5	18	90	Pass

16	Nadia firnanda	9	14	10	3	9	45	Failed
17	Piki helawati	17	22	21	3	17	80	Pass
18	Rafi ranubaya	7	15	9	2	7	40	Failed
19	Rendi saputra	13	16	15	2	9	55	Failed
20	Ridho saputra	7	15	7	2	9	40	Failed
21	Tarisa	13	16	9	2	15	55	Failed
22	Wendi pandu pratama	7	14	5	2	7	35	Failed
23	Winda ismawati	13	15	10	2	15	55	Failed
24	Winda nur umaya	13	16	15	2	9	55	Failed
25	Zeta yulia saputri	17	21	21	4	17	80	Pass

Collaborator (English teacher),

The Writer, februari 2018

Wilis Nurati, S. Pd
NIP.

HAYANI
St. Number 13107347

STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY ASSESSMENT IN POST-TEST 1

NO	NAME	ASPECT					Total score
		Organisation	Content	Grammar	Mechanical	Vocabulary	
1	As	17	21	17	3	17	75
2	Ar	14	15	10	3	13	55
3	Ay	13	14	9	3	11	50
4	afs	12	15	9	3	11	50
5	Agp	13	16	9	2	15	55
6	Da	14	15	14	3	9	55
7	Dk	13	16	15	2	9	55
8	For	14	15	10	3	13	55
9	Hmi	13	16	9	2	15	55
10	Ikh	17	21	18	3	15	75
11	Jp	12	15	10	2	11	50
12	Msa	20	22	21	4	18	85
13	Mh	13	16	10	2	14	55
14	Mes	15	18	18	3	16	70
15	M.naz	20	26	21	5	18	90
16	Nf	13	16	15	2	9	55
17	Ph	17	22	20	4	17	80
18	Rar	14	15	10	3	13	55
19	Res	15	16	10	3	11	55
20	Ris	14	15	10	3	13	55
21	Tar	15	18	18	3	16	70

22	Wepp	14	15	10	3	13	55
23	Wi	14	16	13	3	14	60
24	Wnu	15	22	15	3	10	65
25	Zys	20	22	21	4	18	85

Collaborator (English teacher),

The Writer, februari 2018

Wilis Nurati, S. Pd
NIP.

HAYANI
St. Number 13107347

STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY ASSESSMENT IN POST-TEST 2

NO	NAME	ASPECT					Total score
		Organisation	Content	Grammar	Mechanical	Vocabulary	
1	As	20	26	21	5	18	90
2	Ar	17	21	19	3	15	75
3	Ay	14	16	13	3	14	60
4	afs	14	16	13	3	14	60
5	Agp	16	18	13	2	16	65
6	Da	16	17	13	3	16	65
7	Dk	17	21	21	4	17	80
8	For	16	17	13	3	16	65
9	Hmi	15	18	18	3	16	70
10	Ikh	17	21	21	4	17	80
11	Jp	15	18	18	3	16	70
12	Msa	14	20	14	4	18	85
13	Mh	18	20	21	4	17	80
14	Mes	17	21	19	3	15	75
15	M.naz	20	26	21	5	18	90
16	Nf	15	18	18	3	16	70
17	Ph	20	21	21	5	18	85
18	Rar	17	20	16	3	19	75
19	Res	15	18	18	3	16	70
20	Ris	15	17	17	3	18	70
21	Tar	18	21	18	4	16	80

22	Wepp	17	20	19	3	16	75
23	Wi	15	18	18	3	16	70
24	Wnu	17	20	16	3	19	75
25	Zys	20	21	21	5	18	85

Collaborator (English teacher),

The Writer, februari 2018

Wilis Nurati, S. Pd
NIP.

HAYANI
St. Number 13107347

APPENDIX 6

POST-TEST

CYCLE I

Direction : write your name and class, and you can open your dictionary.

1. Construct the descriptive text based on the topic below!

a. Beach

b. People

APPENDIX 7

POST-TEST

CYCLE II

Direction : write your name and class, and you can open your dictionary.

2. Construct the descriptive text based on the topic below!

c. House

d. Rabbit

PRE-TEST

Direction : write your name and class, and you can open your dictionary.

1. *Please make descriptive text about the topic*

e. Father

f. Drinks



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 : 0444/In.28/D.1/TL.00/01/2018
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMP PURNAMA
TRIMURJO KABUPATEN
LAMPUNG TENGAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: 0443/In.28/D.1/TL.01/01/2018,
tanggal 26 Januari 2018 atas nama saudara:

Nama : HAYANI
NPM : 13107347
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP PURNAMA TRIMURJO KABUPATEN LAMPUNG TENGAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' WRITING ABILITY BY USING FLIP CHART MEDIA AT THE EIGHTH GRADE AMONG SMP PURNAMA TRIMURJO IN THE ACADEMIC YEAR OF 2017/2018".

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

Wassalamu'alaikum Wr. Wb.

Metro, 26 Januari 2018
Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003




**YAYASAN PENDIDIKAN PURNAMA
SEKOLAH MENENGGAH PERTAMA
(SMP) PURNAMA TRIMURJO
NSS. 204120202050 - NPS. 1. 10801813**

STATUS : TERAKREDITASI B

Alamat : Jl. Kyai Nusin No. 3 Notoharjo Kecamatan Trimurjo Kabupaten Lampung Tengah Kode Pos 34172

Website : www.smpurnamatrimurjo.sch.id E-mail : smp_purnama_trimurjo@yahoo.co.id

Nomor : 420/557/03/C.16/D.a.VI.01/2018

29 Januari 2018

Lampiran : ---

Perihal : **Izin Research**

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

Di-
Metro

Assalamu'alaikum Warahmatullahi Wabarakatuh

Sehubungan dengan surat nomor : 0444/In.28/D.1/TL.00/10/2018, tanggal 26 Januari 2018, Kepala SMP Purnama Trimurjo memberikan izin kepada mahasiswa :

Nama : HAYANI

NPM : 13107347

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Pendidikan Bahasa Inggris

Judul : IMPROVING THE STUDENT WRITING ABILITY BY USING FLIP CHART MEDIA AT THE EIGHTH GRADE AMONG SMP PURNAMA TRIMURJO IN THE ACADEMIC YEAR OF 2017/2018

untuk mengadakan Research di SMP Purnama Trimurjo Kabupaten Lampung Tengah, dalam rangka Penulisan tugas akhir/skripsi.

Demikian surat ini kami sampaikan agar maklum adanya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh



Kepala SMP Purnama Trimurjo,

URADI, S.Pd.

NIP. 19641203 198711 1 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. KiHajarDewantara, Kampus 15 A IringmulyoKota Metro Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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

Nama : Hayani

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

NPM : 13107347

Semester/T.A : X/2018

No	Hari/Tanggal	Pembimbing		Materi Yang Di Konsultasikan	Tanda Tangan mahasiswa
		I	II		
1	Wednesday 28/03/18	✓		Revise abstract, Acknowledgement, chapter 1-11	Hayani
2	wednesday 04/04/18	✓		Revise chapter 11	Hayani
3	Friday 06/04/18	✓		Revise chapter 11	Hayani
4	wednesday 11/04/18	✓		Revise chapter IV-V	Hayani
5	Tuesday 24/04/18	✓		Revisi & koreksi; sisa diurusah	Hayani

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610/2008011014

Dosen Pembimbing I

Drs. Mahrus As'ad, M.Ag.

NIP. 196112211996031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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

Nama : Hayani

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

NPM : 13107347

Semester/T.A : X/2018

No	Hari/Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Wednesday 21/03/18		✓	Revisi Chapter IV-V	
2	Wednesday 28/03/18		✓	Acc and continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

CURRICULUM VITAE



The name of a writer is hayani. She was born in bumi hantatai july6th, 1994. She is the seventh of happy couple Mr. suwardi kahar and Mrs. Kartini . she graduated from Elementary school (SD N 1 HANTATAI) and finished on 2007

She continued his study in Junior HighSchool (SMP N 3 SUOH) and finished on 2010. After graduated from Junior High School, hecontinued to Senior high school (SMA N 1 BATU BRAK) and finished on 2013.And on 2013 She continued her study as a student of S-1 English education, State Institute for Islamic Studies of Metro