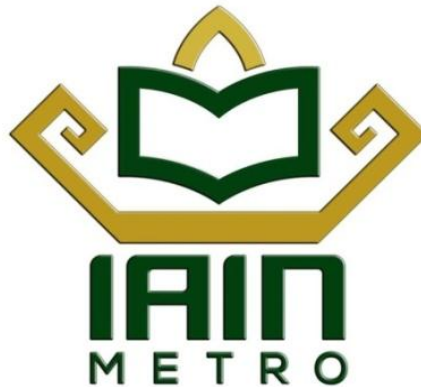


AN UNDERGRADUATE THESIS

**THE USE OF DETAILED READING STRATEGY
TO IMPROVE THE STUDENTS' WRITING ACHIEVEMENT
OF THE TENTH GRADERS OF SENIOR HIGH SCHOOL 1 SEKAMPUNG
IN THE ACADEMIC YEAR OF 2018/ 2019**

**By:
OKTAVIA ARUM PRAMANA
STUDENT. ID. 14128017**



**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**THE STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) OF METRO
1440 H / 2018 M**

**THE USE OF DETAILED READING STRATEGY
TO IMPROVE THE STUDENTS' WRITING ACHIEVMENT
OF THE TENTH GRADERS OF SENIOR HIGH SCHOOL 1 SEKAMPUNG
IN THE ACADEMIC YEAR OF 2018/ 2019**

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

BY:

**OKTAVIA ARUM PRAMANA
STUDENT. ID. 14128017**

**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**Sponsor : Dr. Umi Yawisah, M.Hum
Co-Sponsor : Syahreni Siregar, M.Hum**

**THE STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) OF METRO
1440 H/2018 M**

**THE USE OF DETAILED READING STRATEGY
TO IMPROVE THE STUDENTS WRITING ACHIEVEMENT
OF THE TENTH GRADERS OF SENIOR HIGH SCHOOL 1 SEKAMPUNG
IN THE ACADEMIC YEAR OF 2018/2019**

ABSTRACT

By:

OKTAVIA ARUM PRAMANA

The purpose of this research is to show that using Detailed Reading Strategy can improve the students' writing achievement and students' learning activities at the tenth graders of Senior High School 1 Sekampung in the academic year of 2018/2019. The researcher had outlined the problem in this research that focused on writing achievement.

This research is categorized as classroom action research. The actions are implemented in two cycles based on the class schedule. The subjects of the research are 26 students of class X social one of Senior High School 1 Sekampung. The qualitative data are obtained by observing the teaching and learning process. The data are collected from the field notes, observation sheets and photographs. Meanwhile, the quantitative data are acquired by conducting the pre-test and the post-test of Cycle I and Cycle II.

The data analysis shows that the improvement of the students' writing achievement got from the two cycles, namely from the cycle I, the mean is = 65, and from the cycle II the mean is = 74. It means that detailed reading strategy is able to improve students' writing achievement at the tenth graders of Senior High School 1 Sekampung.

Key Words: *Writing Achievement, Detailed Reading Strategy, Classroom Action Research.*

PENGUNAAN STRATEGI *DETAILED READING*
UNTUK MENINGKATKAN PRESTASI MENULIS SISWA
DI KELAS X SMA NEGERI 1 SEKAMPUNG
TAHUN PELAJARAN 2018/2019

ABSTRAK

Oleh:

OKTAVIA ARUM PRAMANA

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan Strategi Detailed Reading dapat meningkatkan kemampuan pemahaman membaca dan aktifitas pembelajaran pada siswa di kelas X SMA Negeri 1 Sekampung pada tahun pelajaran 2018/2019. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan prestasi kemampuan menulis.

Penelitian ini dikategorikan sebagai penelitian tindakan kelas. Tindakan dilaksanakan dalam dua siklus berdasarkan jadwal kelas. Subyek penelitian adalah 26 siswa kelas X IPS 1 SMA Negeri 1 Sekampung pada tahun akademik 2018/2019. Data kualitatif diperoleh dengan mengamati proses belajar mengajar. Data diperoleh dari catatan lapangan, dan foto. Sementara itu, data kuantitatif diperoleh dengan melakukan pre-test dan post-test pada Siklus I dan Siklus II.

Hasil analisa menunjukan peningkatan pemahaman menulis siswa kelas X SMA Negeri 1 Sekampung didasarkan pada 2 siklus, yaitu siklus pertama dengan rata-rata 65, dan siklus kedua dengan rata-rata 74. Dengan demikian dapat disimpulkan bahwa penggunaan strategi Detailed Reading mampu meningkatkan pencapaian nilai menulis pada siswa tingkat X SMA Negeri 1 Sekampung.

Kata Kunci: Pencapaian Menulis, Strategi Membaca Rinci, Penelitian Tindakan Kelas.



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

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

APPROVAL PAGE

The Title : **THE USE OF DETAILED READING STRATEGY TO
IMPROVE THE STUDENTS' WRITING
ACHIEVEMENT AT THE TENTH GRADERS OF
SENIOR HIGH SCHOOL 1 SEKAMPUNG**

Name : OKTAVIA ARUM PRAMANA

Student's Number : 14128017

Faculty : Tarbiyah

Department : English Education

APPROVED BY:

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

Metro, 13 September 2018

Sponsor,

Co-sponsor,

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

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



Head of English Education
Department,

Ahmad Subhan Roza, M.Pd.
NIP.197506102008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

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

NOTIFICATION LETTER

Number :
Appendix :
Matter : In order to hold the Munaqosyah
of Oktavia Arum Pramana

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

Assalamu'alaikum Wr.Wb.

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

Name : OKTAVIA ARUM PRAMANA
St.Number : 14128017
Title : THE USE OF DETAILED READING STRATEGY TO IMPROVE THE
STUDENTS' WRITING ACHIEVEMENT AT THE TENTH GRADERS
OF SENIOR HIGH SCHOOL 1 SEKAMPUNG IN THE ACADEMIC
YEAR OF 2018/ 2019

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

Wassalamu'alaikum Wr.Wb

Metro, September 2018

Sponsor

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

Co-sponsor

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



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

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

NOTA DINAS

Number : -
Appendix : 1 (One) Bundle
Matter : **In order to hold the Munaqosyah of Oktavia Arum Pramana**

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

Assalamua 'alaikum Warahmatullahi Wabarakatuh

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

Name : **OKTAVIA ARUM PRAMANA**
Student Number : 14128017
Faculty : Tarbiyah and Teachers Training
Department : English Education
Judul : **THE USE OF DETAILED READING STRATEGY TO
IMPROVE THE STUDENTS WRITING ACHIEVEMENT
AT THE TENTH GRADERS OF SENIOR HIGH SCHOOL
1 SEKAMPUNG**

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.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh

Metro, September 2018

Sponsor,

Co-sponsor,

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

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



**KEMENTERIAN AGAMA REPUBLIK
INDONESIA**

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

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

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

RATIFICATION PAGE

No: B-3425/1h-28-1/D/PP-00-0/10/2018

An Undergraduate Thesis entitled: **THE USE OF DETAILED READING STRATEGY TO IMPROVE THE STUDENTS' WRITING ACHIEVEMENT OF THE TENTH GRADERS OF STATE SENIOR HIGH SCHOOL 1 SEKAMPUNG IN THE ACADEMIC YEAR OF 2018 / 2019.**

Written by Oktavia Arum Pramana, Student Number 14128017 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on October 25th, 2018 at 08.00-10.00 p.m.

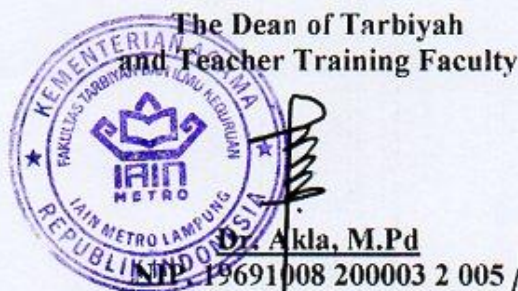
BOARD OF EXAMINERS:

Chairperson : Dr. Umi Yawisah, M.Hum

Examiner I : Dr. Mahrus As'ad, M.Ag

Examiner II : Syahreni Siregar, M.Hum

Secretary : Yuniarti, M.Pd



Dr. Akla, M.Pd

NIP. 19691008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : OKTAVIA ARUM PRAMANA
Student Number : 14128017
Department : English Education
Faculty : Tarbiyah and Teachers Training

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

Metro, September 2018

Researcher,



Oktavia Arum Pramana
St.N 14128017

LEMBAR PERNYATAAN KEASLIAN

Yang bertanda tangan dibawah ini:

Nama : Oktavia Arum Pramana
NPM : 14128017
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, September 2018

Penulis,



Oktavia Arum Pramana
NPM. 14128017

MOTTO

وَلَمَّا بَلَغَ أَشُدَّهُ ۖ ءَاتَيْنَاهُ حُكْمًا وَعِلْمًا ۖ وَكَذَٰلِكَ نَجْزِي الْمُحْسِنِينَ ﴿٢٢﴾

And when he had attained his maturity, We gave him wisdom and knowledge: and thus do We reward those who do good.

(Q.S Yusuf, Verse 22)

“Live as if you were to die tomorrow. Learn as if you were to live forever”

-Mahatma Gandhi-

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My beloved family, especially my parents who always pray and support through
their endless love.

My Sponsor and Co-sponsor, thanks for guiding.

My beloved Almamater State Institute for Islamic Studies of Metro.

The big family of Senior High School 1 Sekampung, thanks for help!

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful. Praise is to Allah, the Lord of the Universe whom without His Mercy and Blessing, none of these would be possible. May peace will not stop to be upon our idol, the only one perfect human, our prophet Muhammad Saw, his family and his companions. The writer is very grateful for the chances He has given to accomplish this research proposal entitled “The Use of Detailed Reading Strategy In Improving The Students’ Writing AchievementAt The Tenth Grade of SMA Negeri 1 SekampungEast Lampung in Academic year 2018/2019”.

First, I would like to thanks toProf. Dr. Enizar, M.Ag, who has given permission to the writer to done this research. Then, the writer would like to extend his gratitude to the sponsors, Mrs. Dr. Umi Yawisah, M. Hum and Mrs. Syahreni Siregar, M. Humwho have constantly given their endorsement, time, and guidance so that the writer could finish the proposal. There was nothing writer could do to return their deeds.

Finally, the writer hopes that this little piece of work can be useful for me and for all the readers, and also this paper can contribute soothing to the betterment of English teaching and learning in general.

Metro, September 2018

The writer,

Oktavia Arum Pramana

St. Number 14128017

TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
ABSTRACT	iii
APPROVAL PAGE	iv
NOTIFICATION LETTER	v
NOTA DINAS	vi
RATIFICATION PAGE	vii
STATEMENT OF RESEARCH ORIGINALITY	viii
MOTTO	ix
DEDICATION PAGE	x
ACKNOWLEDGEMENT	xi
TABLE OF CONTENTS	xii
LIST OF TABLES	xiv
LIST OF FIGURES	xvi
LIST OF CHARTS	xvii
LIST OF APPENDIXES.....	xviii
CHAPTER I INTRODUCTION	1
A. Background of the Study	5
B. Identification of the Problem	5
C. Problem Limitation	6
D. Problem Formulations	7
E. Objectives and Benefits of the Study	7
1. Objectives of the study	7
2. Benefits of the Study	7
F. Prior Research	8
CHAPTER II THEORETICAL REVIEW	11
A. Descriptive of Writing Achievement	11

1. Definition of Writing.....	11
2. Concept of Writing.....	13
3. Writing Process	14
4. Aspect of Writing.....	15
5. Definition of Writing Achievement	15
6. Measurement of Essay Writing.....	18
B. The Concept of Detailed Reading Strategy.....	21
1. Definition of Detailed Reading Strategy.....	21
2. The Steps of Detailed Reading Strategy	22
3. The kinds of Technique Reading Strategy	23
4. The Advantages and Disadvantages of Detailed Reading Strategy	24
5. Proserdure of The Detailed Reading Strategy.....	25
C. Action Hypothesis.....	28
CHAPTER III RESEARCH METHODOLOGY	29
A. Subject of The Study	29
B. Setting of The Study.....	29
C. Objective of The Study	29
D. Action Plan.....	30
1. Action Classroom Research	30
E. Data Collection Method	34
1. Test.....	34
2. Docummentation.....	35
F. Research Instrument.....	36
1. Instrument Blueprint	36
2. Instrumen Callibration	37
G. Data Analysis Technique	37
H. Collaboration.....	38
I. The Indicator Success	38
CHAPTER IV RESULT OF THE RESEARCH	40
A. Description of the Research Location	40
B. Description of the Research	45
1. Action and Learning of Pre-Test	46
2. Cycle I.....	50
3. CycleII	62
C. Interpretation.....	71
CHAPTER V	

CONCLUSIONAND SUGGESTION	78
A. Conclusion.....	78
B. Suggestion	79
BIBLIOGRAPHY	
APPENDIXES	
CURRICULUM VITAE	

LIST OF TABLES

Table 1.Score of the Result at Senior High School 1 Sekampung	3
Table 2.The Daily Tes Result of the English SubjectAt The Tenth Graders of Senior High School 1 Sekampung	4
Table 3.The Measurement Rubrics of Writing Essay Skill	18
Table 4.The Instrument Blue Print of Variable X and Variable Y	36
Table 5.Facilities at SMA N 1 Sekampung in Academic Year 2018/2019.....	40
Table 6.The Teacher Education Background at Senior High School 1 Sekampung	41
Table 7.The Teacher and Functional Formation at Senior High School 1 Sekampung 41	
Table 8.The number of students at Senior High School 1 Sekampung in academic year 2018/2019.....	42
Table 9.Vision and Mission of State Senior High School 1 Sekampung	42
Table 10.The Result of Pre-Test Score of Writing Achievement	47
Table 11.Percentage of Students Writing Achievement Score	48
Table 12.The Result of Students Writing Achievement Post-Test I Score	51
Table 13.Percentage of Students Writing Achievement Post-Test I Score	53

Table 14. Student's Learning Activities at First Meeting in Cycle I	54
Table 15. Student's Learning Activities at Second Meeting in Cycle I	54
Table 16. The Percentage of Student's Learning Activities at Cycle I	56
Table 17. The Comparison between Pre-Test and Post Test-Score	58
Table 18. The Result of Students Writing Achievement Post-Test II Score	62
Table 19. Percentage of Students Writing Achievement Post Test II Score	63
Table 20. Observation Result of Students Learning Activity of First Meeting at Cycle II	65
Table 21. Observation Result of Students Learning Activity at Second Meeting in Cycle II	66
Table 22. The Percentage of Students Learning Activity at Cycle II	67
Table 23. The comparison between Post-Test I and Post-Test II Score	69
Table 24. The Comparison of Pre-Test Score, Post-Test I Score, and Post Test II Score	73
Table 25. Result of Students' Activities at Cycle I and Cycle II	75

LIST OF FIGURES

Picture	Page
Picture 1. Classroom Action Research Design.....	31
Picture 2. The Schools' Map of State Senior High School 1 Sekampung.....	44

LIST OF CHARTS

Charts	Page
Chart 1. Percentage of Students Writing Achievement.....	48
Chart 2. Percentage of Students Writing Achievement Post-Test 1 Score	53
Chart 3. Percentage of Students Writing Achievement Post-Test II Score	64
Chart 4. The Average Score of Students Writing Achievement in Pre-Test, Post-Test I, and Post-Test II.....	74
Chart 5. Percentage of Students Activities at Cycle I and Cycle II.....	75
Chart 6. The Result of Students' Activity at Cycle I and Cycle II.....	77

LIST OF APPENDIXES

Appendix 1.	Syllabus.....	82
Appendix 2.	Lesson Plan	89
Appendix 3.	Instrument of Pretest and Posttest	99
Appendix 4.	Answer Sheets on Pretest	102
Appendix 5.	Students' Scores on Pretest	105
Appendix 6.	Answer Sheets on Posttest	106
Appendix 7.	Students' Scores on Posttest	112
Appendix 9.	Students' Activity	115
Appendix 10.	Documentation	120
Appendix 12.	Field Note	123
Appendix 13.	Thesis Guidance Letter	125
Appendix 14.	Letter of Pre-survey	129
Appendix 15.	Response Letter of Pre-survey	130
Appendix 16.	Permit of Research	131
Appendix 17.	Response Letter of Research	133
Appendix 18.	Curriculum Vitae.....	134

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a set of rules used by human as a tool of their communication. Human beings need communication to deal with one and another in their lives. They express their ideas and share their feeling in order to get information from others. Language is a unique human inheritance that plays the important role in human's life, such as in thinking, communicating ideas, and negotiating with others. Language plays an important role in human's activities, because communicating without language is impossible and everything is explained through the use of different languages based on the need in order to be understood.

English is one of the languages which is widely used in the world. It is important to be mastered because most of the current international communication is delivered through English. English as the international language that needs to be mastered by people in the world. From one country people can communicate with other people from other countries by using English. English is also needed to transfer knowledge and high technology even culture, because most of books of knowledge of high technology are written in English so that English is taught in school of almost all the countries of the world. Writing is one of the language skills that should be mastered by students. In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. It

is an important skill because it will be applied in many aspect of life. Through writing, people are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of them is through a text.

Components of written text and the other statement writing is the activity or occupation of writing like books, stories and articles. There are four skills in English that must be taught, namely: listening, speaking, reading, and writing. It is considering the language components such as vocabulary, structure and grammar in situation where English is taught for general purposes these skills should be careful integrated and used to perform as many genuinely communicative test tasks as possible. Those skills are clustery related; they could not separate each other.

Besides, writing has an important role and one of the skills that must be mastered by the students in learning English. Writing achievement can help the students have good reading, speaking, and listening. In the fact, students can not master in learning English, because they have problems in teaching and learning English.

The students think that the learning English is difficult, because the meaning, spelling, and writing are not same. The students also have less motivation in learning English and low the writing achivement. One of the problem in this research are the students have low mastery in writing, especially in writing achievement. The students are low interest in learning process, the strategy which was used by teachers less interest, because the students fell afraid a new language.

The writer chooses improving the students' writing achievement in the senior high school because teaching in the senior high school different from teaching English in elementary school or junior high school. The writer must grow their motivation in order to be happy to study. By using this strategy the writer assumes that the teaching learning process in the classroom. Then, the result of pra-survey can be seen on the table below:

Table 1
Score of the Result Pra-surveyat Senior High School 1 Sekampung

No.	Name	Score
1	AK	72
2	AF	48
3	AA	56
4	CW	40
5	DO	28
6	DA	44
7	EN	44
8	ES	72
9	ERS	44
10	FDH	44
11	FL	40
12	GIZ	64
13	INF	20
14	KA	36
15	KN	44
16	MDS	52
17	MA	60
18	MM	44
19	NNF	32
20	NST	52
21	NOA	44
22	PS	44
23	RS	52
24	SS	64
25	SA	40
26	TA	64

Based on the observation on March 26th, 2018 the writer found that most of the tenth grade students of Senior High School 1 Sekampung East Lampung have difficult in review again what they read and answer the question from what they have read in the text.

In teaching English, the teacher also has to increase her teaching ability by implementing suitable strategy. Beside that, the condition of teaching learning process in there is still done passive. Teacher only gave the students explanation and gave the test. So the students feel bored, it is caused the students have not creativity and low motivation. By improving teacher's teaching skill, it is expected that the students writing inwriting achievement will increase.

Table 2
The Daily Tes Result of the English Subject
At The Tenth Graders of Senior High School 1 Sekampung

No.	Students' Score	The Number of the Students'	Percentage
1	≤ 72	24	92%
2	≥ 72	2	8%
Total		26	100%

Source: The teachers' achieve, taken on March 26th, 2018

Based on the table above we can see that the students' writing achievement is very low and they are still did plagiarism in review again in the text. So, the researcher wants to increase their achievement by applying the strategy for teaching and learning, such as using detailed reading strategy.

According to Douglas Brown, the strategies in meaningful learning is important to maximize meaning in their linguistic, strategies are in essence

learners techniques for capitalizing on the principles of successful learning.¹ We conclude that strategy is important in learning English because to teach, teacher must have the strategy to make the students not feel bored and can be enjoyed in classroom. Strategy is one of the ways that is used by the teacher in teaching learning process. There are many strategies that can be used to teach or to increase the student writing achievement, especially in analysis narrative text writing. It makes the students are interested in learning English and to be able to communicate English, the teacher must create a good atmosphere in the classroom, select relevant materials, and apply a suitable strategy in order to make the teaching learning process run well. Furthermore, building a relationship among students is very important. In a trusting, the threat that students feel is reduced, and therefore, non-defensive learning is promoted. The statement above, indicate that most of the students find difficult in studying English. They found difficulty in writing, because they do not know the meaning most words used in a sentence. In this research, the writer uses detailed reading strategy as an alternative technique in teaching English to increase the students writing achievement.

¹ H.Douglas Brown, Teaching by Principles An Interactive Approach to Language Pedagogy, (San Fransisco: Lonman,Inc)p.208.

B. Identification of the Problems.

In this research, the researcher wants to do the classroom action research and hopefully the problems in the class can be solved or minimized. There are some problems and some taught that caused in the problems:

1. Most of students find difficulties in developing the idea in their paragraph and making the paragraph unified. It is probably the teacher does not use appropriate strategies.
2. The students have problems in make the paragraph with plagiarism from the text the students read. It is probably because the teacher seldom gives a modeling before giving a task.

C. The Problem Limitation

The researcher focus on the problem of this study is limited to improve the students' writing achievement through detailed reading strategy at the tenth graders of Senior High School 1 Sekampung which was determined in the field collaboratively.

Based on the observation and interviews, this action research would only be implemented in tenth class who had low proficiency in writing achievement. The researcher expect that by applied detailed reading strategy can scaffold the students in understanding the text so that the students can improve their writing achievement.

D. The Problem Formulation

In reference to the background of the problem above, the writer tries to state the problem raised of this research as follow:

“Can the use of detailed reading strategy improve the students’ writing achievement at the tenth graders of Senior High School 1 Sekampung?”

E. Objective of the Research

The objective of this research is to know whether detailed reading strategy can improve the students’ writing achievement at the tenth graders of Senior High School 1 Sekampung?

F. Benefits of the Study

1. For the Students

By the detailed reading strategy can make the students more interest to study english well, the students can elaborate their result with their classmate and by using detailed reading strategy can increase the students’ writing achievement.

2. For the English Teacher

By doing this classroom action research, using the detailed reading strategy the researcher is hope able to help the English teachers’ ability in teaching learning process. The English teacher can be more creative using strategy in the classroom so that the student did not feel bored to study english.

3. For the writer, the result of this research can develop her experience related to her knowledge in research on education and English teaching, especially for writing.

G. Prior Research

There are two prior research that the researcher took related to this study. The first Rouai Souhila, the under title “The Use Reading Strategies In Improving Reading Comprehension the case of first year LMD English Students” the research was done on 2014. Based on the research result, it can be concluded that research using reading strategies for improving students’ reading comprehension of the report got improvement. It can be shown the improvement of students’ reading comprehension at the first exercise requires students to use second strategy which is scanning in order to look for specific words in a given text. This exercise shows that the majority of students (55%) are successful on scanning but only few of them take time (5 sec) on scanning the text. The analysis of the second exercise requires students to give synonyms of some words in the text (obvious, viable, maximize) reveals that most of them (50%) do not know the meaning of these words but only few of them who successes on guessing the meaning of these words from their context. From the analysis of students’ responses about the third exercise which contains four multiple choice questions,

can see that most of students understand the content of a text and they also answer correctly about the questions of a text.²

The second is Joyce Joyner, EdD, Nicole Gibson, PhD, Ellen Wiley, EdD, Don Leech, EdD, Lars Leader, PhD, Herbert Fiester, PhD, Daesang Kim, PhD with the title “Strategies to Improve Students’ Achievement in Writing among Fifth Grade Learners”. From International Journal of Humanities and Social Science based on the result of this action research, the researcher could conclude that using strategies to improve students’ achievement in writing was succesful in some ways, Students provided a variety of topics on which they would enjoy writing; however, they shared teachers usually assigned the writing topics. This practice severely limits students because there are instances in which these students have no personal experiences with the writing topic. Students should write on topics that are of interest to them as this is when writing becomes relevant. Engaging in learning tasks that are relevant to the learner also serves to increase self-efficacy which is so important to any area of study. Students must believe they have the ability to complete a learning task. Fifty-seven percent of student participants also reported they did not like to share their writing with others. Students maintained they did not enjoy talking in front of other people, and others sometimes made fun of their writing. Other students contended their writing made no sense, or their writing was boring. A small number of students shared they did not want others to know their thoughts. When students were asked

²Rouai Souhila, Undergraduated Thesis: *The Use Of Reading Strategies In Improving Students’ Reading Comprehension*, (UNIVERSITY KASDI MERBAH OUARGLA Faculty of Letters and Languages Department of Foreign Languages, 2014), p.29

what would help them become better writers, the most popular response was “believe in myself.”³

Based on both of the study above, reading strategies in improving students’ writing achievement have applied successful in the classroom. In this study, the researcher focus to improve the students’ writing achievement. It is related to problems that teacher and students faced in teaching learning writing achievement at Senior High School 1 Sekampung. By applying detailed reading strategy the researcher hope that it is an effective technique to reach the students achievement in writing achievement and make the classroom’s atmosphere alive.

³www.ijhssnet.com/journals/Vol_5_No_8_August.../4

CHAPTER II

THEORETICAL REVIEW

A. Descriptive Writing Achievement

1. Definition of Writing

Douglas Brown argue that writing is a way to express your mind about something couldn't have started out thinking, and also a process of creating word from what you presently think, feel, and perceive.⁴ Furthermore, Jeremy Hermer argue the process of writing is not linear but rather recursive, it means that the writers have plan, draft, and edit, but they can changing their mind by re-planning, re-draft, and re-edit.⁵ Ann Raimes explain writing means a connected and not just single sentence, the purpose to write in order to read with the readers, and the process of writing is a valuable learning for all of the students. So that writing can be known as information for the readers.⁶ Also Vicki Urquhart and Monette McIver said writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages.

There is an additional we must know that when write something any a recursive process to get a good writing.⁷ And another explanation about writing by Geoffery Broughton, Christoper Brumfit, and Others writing to share something with the sentence, when someone unlike to talk we are engaged in an activity

⁴H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Fransisco: Longman, 2001)p.337.

⁵Hermer J, *How to Teach Writing*, (Malaysia: Longman,2004)p.5.

⁶Ann Raimes, *Techniques in Teaching Writing*, (New York NY 10016 USA: Oxford University press,1983)p.11.

⁷Vicki Urquhart and Monette McIver, *Teaching Writing in The Contest Area*, (Aurora, CO 80014-1678 USA: McREL)p.5.

which is usually at the same time both private and public. The act of writing differs from that of talking in less spontaneous and more permanent, and which are available for communication are fewer because cannot as conversation interact with the listeners and adapt for self.⁸

Oshima and Hogue explain about writing that writing is when someone start to writing, they have already considered what they are going to plan next to. So that writing can be known as a progressive activity.⁹ And another explanation about writing by Stephen that writing is, most university and college students are assessed through the production of written assignment. Some of the terms used to describe different types of assignments can be confusing. In addition, students need to be clear about the basic components of written text.¹⁰ And the other AS. Hornby statement writing is the activity or occupation of writing like books, stories and articles.¹¹ From the explanation above, the writer concludes that writing refers to the process of making words which has several supplies, kinds and the writing is one of the important skills in learning English. Writing also the difficult subject than another subject.

⁸Geoffery Broughton, Cristopher Bumfit, Roger Flavell, Peter Hill, and Anita Pincas, *Teaching English as Foreign Language 2nd ed.*, (London and New York: Routledge)p.116.

⁹Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (New York: Longman, 1997)p.2.

¹⁰Stephen Bailey, *Academic Writing a handbook for International Students*, (London and New York : Routledge)p.3.

¹¹AS Hornby, *Oxford Advanced Learner's Dictionary of current English* (New York: Oxford University press, 1995)p.1561.

2. Concept of Writing

Writing is making hand writing where the one who write gives a form for everything what he or she thinks and whatever he or she feels. The write has to be able in using written language to give an idea or message. Harmer states that writing has a number of conventions which sparate it out from speaking, apart from differences in grammar and vocabullary, there are issue of latter, word and text formation.¹² A good writing can deliver information for the reader, so that it should be well-organized and easy to understand for the reader.

Based on the statement above, the researcher concludes that writing is a written form, not only the symbol have to be arranged but also have information for readers. Writing is also used by their ability to apply the rules of the language to transfer the information to readers. Writing is not easy because it takes study and practice to develop this skill. Writing is a thinking process. The process consists of some stages to reach the goal. The purpose of writing is to give information from the writer to the reader accurately and effectively. Writing cannot be produced instantly. It needs a process that is the stage a writer goes through in order to produce something in its final written form. Writing process is not easy for students to go through several stages in writing a sentence or paragraph, order sentence and step writing. Writing one of the productive skills is considered difficult. Writing is a complex process. When the students want to write something, they should have a lot of information or ideas so that they will be able to express them into sentences, paragraph, and an essay.

¹²Harmer J, 2001, *Practice of English Language Teaching*, London : Longman. p.255.

3. Writing Process

Writing is a tool of thinking in which by writing we can tell about people, remember the facts and ideas. Writing is a recursive practice. As such, no writer moves lockstep through the stages, crossing them off a writing “to do” list. Rather, writers constantly maneuver between these steps as their work progresses. The following is a brief description of each stage as follows:

a. Pre-writing

Prewriting is the period where writers get ready to write gathering information, organizing ideas, identifying audience and purpose, and selecting genre.

b. Drafting

As the second stage in writing process is drafting. Drafting is the production stage of getting ideas down using complete sentences and reflecting the general conventions of writing. In this stage, you need to organize your information and you need to find connections among clusters and discover the relationship that the people can understand about your information.

c. Revising

The next stage is revising stage is the time when writers review their work, checking for clarity of message, word choice, and organization.

d. Editing

Editing is the final stage in writing process, editing is the process of checking written work for the conventions of writing and any lingering concerns with voice, tone, and style.¹³

So when we want to get the good writing we should follow the steps of the writing process like the explanation above.

4. Aspect of Writing

According to Vicki through writing, students become active learners and are able to make connections to prior knowledge. Research indicates that the more writing involved in a task, the more content learning will result.¹⁴ Eventually, the communicative perspective will become more central with writing activity.

Based on the statements above, it can be concluded that writing is an activity which used for expressing ideas, facts, feeling, experience, and thought in written form. In writing, the aspects include the use of vocabulary, structure of the sentence, composition of the sentence, spelling, and punctuation. These aspects are important to master in order to be able to produce good writing.

5. Definition of Writing Achievement

The writing achievement is the main standardized in achievement. The writing should be systematic and detailed. In teaching learning teacher must have plan to the students, about students achievement in classroom. Achievement is motivation

¹³ Vicki Urquhart and Monette McIver, *Teaching Writing in The contents areas*, (Alexandria: Association for Supervision and Curriculum Development, 2005)p. 11.

¹⁴*Ibid.*, p.28.

for the students to get point in teaching learning in classroom. The teacher is motivator in classroom and give plan better for the students.

Edward M. Gramlich argue the advisory panel on the scholastic aptitude test score decline concluded that demands for writing did fall, but it based that coclusion in part on the study of text books cited earlied, and the trends in demands for writing found in that study were not entirely consist with achievement trends.¹⁵ Based on statement above when the students experience fall in test score teacher must give more motivaton for the student to increase the score.

Many observers have cited grade inflation the lowering of the level of achievement required to obtain a given grade as a symptom of the lessened demand of schooling during the last few decades and maintain that this trend contributed to the decline in achievement.¹⁶ Over the past several years, a numbers of observers of suggested that federally funded educational programs for disadvantaged students contributed to certain aspect of the achievement trends.¹⁷ It means that if the students have good achievement they are get like schollarship in educational program.

Writing is known as a complex process, which allows writers to explore thoughts and ideas and to make them visible and concrete to be realized in a text. Jeremy states the creative writing is one area (like painting and composing) where the imagination has a chance to run free. The world is full of people who achieve

¹⁵Gramlich M. Edward , *Educational Achievement: Explanation and Implications of Recent Trends*(California: Library Goverment Publication,1987)p.90.

¹⁶*Ibid.*

¹⁷*Ibid.*, p.91.

great personal satisfaction in this way.¹⁸ When thought is written down, ideas can be examined, considered, added to, rearranged, and changed. Advanced writing achievement are an important aspect of academic performance as well as subsequent work-related. However, students rarely attain advanced scores on assessments of writing achievement them. From the statement above, students must understand that knowledge to make sure the students have good writing achievement, to give the good score of students 'writing achievement.

Donal H. Saklofske and Moshe Zeidner explain on the testing front, a major accomplishment of psychometricians has been the measurement of reading and writing achievement, as well as the intellectual and personality predictors of literacy.¹⁹ In general, the writing achievement will appear after performing a learning. In learning process will produce learning achievement it is just very different in terms of quality and quantities for each of the individual doing the learning activities.

Based on statement above writing achievement can not be achieved by someone who is not doing trying. The writing achievement obtained will be comparable with the efforts made. So, writing achievement are proof of authentic and representative of what has been attempted.

¹⁸Hermer J, *How to Teach Writing*, (England: Longman, 2004)p.40.

¹⁹H Donald . Saklofske and Moshe Zeidner, *International Handbook of Personality and intelligence*,(New York: Plenum Publishing Corporation,1995)p.146

6. Measurement of Essay Writing

The measurement rubric of essay writing is as follows:²⁰

Table 3

The Measurement Rubrics of Writing Essay Skill

Writing Skill	Score	Criteria	Details
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very Poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks

²⁰Douglas H Brown, *“Language Assessment Principles and Classroom Practice”*, (New York: Longman University Press, 2007), Page 244.

			logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate.
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation,

			agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured. ²¹
	10-5	Very Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

²¹*Ibid.*,Page. 245

B. Concept of Detailed Reading Strategy

1. The Definition of Detailed Reading Strategy

The strategy is planning or step to do something, and then reading is activity from language which active to get information from media text. Reading strategy is tehnique in reading from get informtion through writing media. Detailed reading strategy is step how to read as detailed from the text and get reviw or answer more from text have to read.

The statement by Sharon Hanson about detailed reading strategy with an idea of why the text is being read as well as with a view to what it is hoped to do with the extracted information will enable the student to read with a mixture of skimming strategies.²² The another state about detailed reading strategy is a detailed reading strategy will allow attention to be given to identifying primary and secondary or subsidiary arguments prperly in the text. The reading is slower an careful. Do make sure that you check out unfamiliar vocabulary. Also some words and phrases become clear as more text is read.²³

Kouider Mokhtari argue in detailed reading, students are prepared to read each sentence in a short passage, by preparing them to identify each group of words in the sentence, which they highlight, and then elaborating on the meaning of the words.²⁴ It is important to note that detailed reading strategies, however mindful and effortful, are not always succesful. Detailed reading strategies do not

²² Hanson Sharon, *Legal Method & Reasoning 2nd ed.*, (USA: Cavendish Publishing,2003)p.174

²³*Ibid.*,p.182

²⁴Mokhtari Kuinder, *Improving Reading Comprehension Through Metacognitive Reading Strategies Instruction* (London: The Rowman & Littlefield Publishing Group,2017)p.38

neccessarily imply only positive and useful action. A reader many choose an innappropriate goal, such as reading at fast pace because a text is deemend familiar.²⁵

Based on statement above detailed reading strategy is important to readers in undrstanding of the word in the text.Detailed reading strategy used by readers for get message from reading a text information. A good reader will often using that, usually the reader using the strategy before start to reading. Detailed reading strategy isvery necessary in reading, in reading need to have a strategy so that easy in the reading process,and easy to absorb the message or information from the readings read. In reading is very necessary:

a. Interest

Of interest is the impulse to know something.

b. Motivation

Motivation is the desire or impulse (both from the outside in).

c. Concentration

Concentration is a focus in the readings are read.

2. The steps of the Detailed Reading Strategy

This kind of situation, where both the students and teacher are hesitating to increase interaction, is the reason why detailed reading straetegy is so effective!

²⁵*Ibid.*

In a detailed reading strategy, students' are given reading by detailed on the text to answer the question from the text or review more what they have read. So that they have skill to understanding more the text by detailed reading strategy. Not allowing enough time to read a text can be fatal understanding, which in turn causes stress.

3. The kinds of Technique Reading Strategy

Andrew Green states the kinds of reading skills that you will have developed over time are, no doubt, sophisticated and enable you engage with many different types of text in many different ways and at different levels.²⁶

Base on the statement of Andrew Green The kinds of technique reading can use as the effectiveness in learning process and developed over time, many different types and many different ways.

Many kinds of technique reading strategy, including reading solely for pleasure, when we first learn to read, many of us using a finger to mark out each word. As we became more proficient readers we were encouraged to stop using a finger to guide our reading. However, evidence and practice suggests that using guide can be beneficial. Some reading technique in relation to academic writing:

a. Scanning

Searching for key words or phrases to determine if the material contains information or relevance. Scanning involves searching for a specific word, phrase or type of information.

²⁶Andrew Green, *Becoming A Reflective English Teacher*, (England: Open University Press, 2011)p.73

b. Skimming

Gaining an overview e.g to determine whether the materials is worth reading and, if so, how. Skimming involves gaining overview of a document you intend to read. Throgh skimming you again a sense of its structure and content.

c. In depth-reading

For a variety of purpose, but all concerned with developing a through grasp of some or all of the materials.

d. Rapid rereading

Consolidatig exiting knowledge, e.g. when checking notes and annotations made from work previosly read.²⁷

The statement above is kinds of technique in reading strategy any scanning, skimming, in depth-reading, and rapid rereading. There are many variety of the purpose that.

4. The Advantages and Disadvantages of Detailed Reading Strategy

There are some advantages of using detailed reading strategy:

- a. Reading skills are motivated by goals of fluency, efforlessness, and accuracy, they give rise to the student reader's pride in ability, not effort.

²⁷Trevor Day, *Success In Academic Writing*, (New York: PALGRAVE MACMILLAN, 2013)p.66-71

- b. Reading strategies are motivated by control, good decision-making, and adaptability, they reinforce a student's belief in self-efficacy based on both ability and effort.²⁸

Strategic readers feel confident that they can monitor and improve their own reading so they have both knowledge and motivation to succeed. Based on advantage of detailed reading strategy above we can believe detailed reading strategy can be motivation for the student's.

5. The Procedure of the Detailed Reading Strategy

The procedure of detailed reading strategy:

- a. The students' task is to identify wordings in each sentence.
- b. The teacher prepares with cues telling them what the words mean and where to look.
- c. The task is then elaborated by defining words, explaining concepts, or discussing students' experience.

There are four main stages to any detailed reading enterprise:

1. Preparation prior to reading

Reading intention:

- a. Why am i reading this text?
- b. What do hope to get out of it?
- c. Reader prediction of use and content of text:

²⁸ Kouinder Mokhtari, *Improving Reading Comprehension Through Metacognitive Reading Strategies Instruction* (London: The Rowman & Littlefield Publishing Group, 2017) p.42

- d. This involves a consideration of what the writer is saying. This can be judged from the subject matter and the title.
- e. The very act of choosing a text involves prediction:
 - a) That the text is relevant
 - b) That the text will begin to answer some of the questions that you have in your mind

2. Method of reading

- a. Skimming: read very quickly and generally through a text noting:
 - a) Publication date for the study of law, it is particularly vital to know which edition you are reading as text can go out of date due to changes in the law in a matter of months
 - b) Index
 - c) Foreword
 - d) Any headings and sub-headings
 - e) Author details
 - f) Introductory paragraphs
 - g) The first sentence or two of paragraphs following introductions
 - h) Look at concluding paragraphs

This activity assists in deciding the potential relevance of the text.

b. Scanning

Unlike the general skim through, scanning involves quickly looking for specific words, phrases or information.

c. Detailed reading

Reading will allow attention to be given to secondary.

3. Understanding what is being read

The reader have knowing information from the text.

4. Critically evaluating what is being read

Given opinion and then can review more the text.²⁹

These are deceptively easy stages to set out but much harder to utilise for the first time, especially if readers have already established ill disciplined approaches to reading. Each of the above stages can be split into sub-stages such analysis necessary to obtain the fullest comprehension of the text.

Reading is dominant stages in step of detailed reading strategy. Here, reading as method to search answer from the question which in process reading. If any sentence “reading by detailed each paragraphs” this is also part of read to make the reader easy to make concluding from the text. The reader don’t move to next page if they don’t understanding what they are read.

The statement above of stages in detailed reading is evaluating what is being read it means evaluating is stage there is any question in the text, what is the students’ have understanding the text? If the students’ do not understand from the text the students’ can try to search why the students’ donot understanding and get the answer. Then the students read the keyword of the text in the paragraph by

²⁹ Hanson Sharon, *Legal Method & Reasoning 2nd ed.*, (USA: Cavendish Publishing, 2003) p.175-176

paragraph. Then write result from your mind in a paper and compare your result with in the text or book your read.

The important difference with Detailed Reading is that these interaction cycles are carefully planned, so that all students' responses are always successful, and our elaborations always build on successful responses.

C. Action Hypothesis

Based on the frame of theories and assumptions above, the researcher formulates the action hypothesis is by using detailed reading strategy, the students will be able to improve writing achievement at the tenth grades of Senior High School 1 Sekampung East Lampung in Academic year 2018/2019 will increase.

CHAPTER III

RESEARCH METHODOLOGY

A. Subject of the Study

The subject of this research is the students of the tenth graders of Senior High School 1 Sekampung. There are two classes in tenth graders. The researcher will choose social class consists of 26 students, and this research is a collaborative research.

The object in this research is the students' writing achievement through detailed reading strategy at the tenth graders of Senior High School 1 Sekampung.

B. Setting of the Study

This research will be done at the tenth grader of Senior High School 1 Sekampung in the Academic Year of 2018/2019. The writer chooses this class, because it has the lowest English ability, especially in writing achievement. Mrs. Dewi Mustika, S.Pd is the collaborator of this research. The writer chooses the tenth graders because most of the students were low in English especially in writing achievement. They also have low interest in learning English.

C. Object of the Study

Object of the study is something will be measured. The object in this study is writing achievement. In this study it is expected that by using detailed reading strategy it can increase the students' learning, especially in writing achievement.

Therefore, the students can increase their achievement especially in learning writing.

D. Action plan

1. Classroom Action Research

Action research is carried out by teachers in their context, in their classrooms.³⁰ It means that action research was a research that was used to investigate and evaluate their work in teaching and learning with the aim of collecting information about what they want.

Furthermore, Classroom action research was the inquiry about teaching and learning process by action in the class. It means that classroom action research was a form of enquiry that enables practitioners everywhere to investigate and evaluate their work in the class.

In this Research the researcher used the CAR (Classroom Action Research) principles to collect the data. Watts state that action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.³¹

The researcher tried using two cycles and each cycle consists of four elements. If the first cycle successes, so the writer continued to the second cycle to get good score or to solve the students' problems in learning writng. Classroom

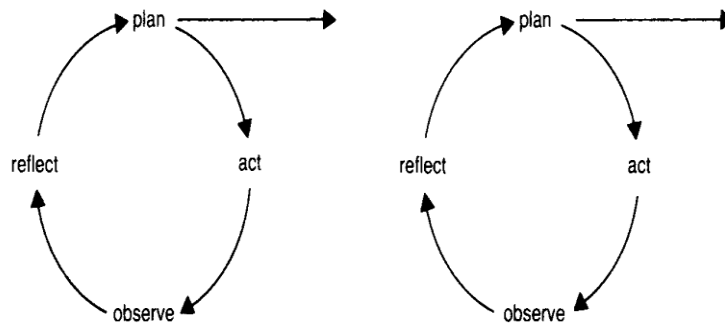
³⁰Anne Burns, *"Doing Action Research in English Language Teaching"*, (New York: Routledge, 2010), p.5.

³¹Ferrance, Eileen. *Action Research*, New York:LAB at Brown University, 2000, p.1.

action research consists of four activities which are conducted in every cycle, they are planning, action, observation, reflecting.³²

Picture 1

Here is step of classroom action research design:



Picture 1 Spiral Classroom Action Research.³³

Classroom Action Research (CAR) Cycles are:

1. Cycle 1

a. Planning

Planning is the first step of this classroom action research that prepared before I do the action. In this step, the researcher prepared the material that was related to the teaching and learning process. Here were the steps that the writer made in planning:

- 1) The researcher made lesson plan.

³²Koshy, valsa. *Action research for improving practice*, London: Paul Chapman Publisher, 2005, p. 4.

³³McNiff, Jean and Jack Whitehead. *Action Research: Principles and Practice*, (London: 2002), p. 41

- 2) The researcher prepared the material and the teaching media that needed in teaching learning process, such as text book, laptop, etc.
- 3) The researcher prepared format to observe.
- 4) The researcher prepared format to evaluate the students' activity after teaching learning process.

b. Acting

After finishing the planning, the learning process conducted in the tenth graders of Senior High School 1 Sekampung, the researcher acted as follow:

- 1) The researcher applied the lesson plan.
- 2) The teacher explained detailed reading strategy in teaching writing achievement.
- 3) The teacher explained the strategy of learning writing.
- 4) The teacher guided the students in teaching learning process based on the lesson plan.

c. Observing

In this step, the researcher observed the process of teaching learning by using format observation. The researcher observed the students' activity by using observation sheet. It was to write some indications, not only good indication but the bad one also is written. Such as: students' good participants, students' error and the

students' ability to answer the question. The important things in teaching learning process were noted by researcher.

d. Reflecting

Reflection was the last step in this process. The researcher analyzed and discussed the observation result during teaching process, like the weakness and strength from the action in this step; the researcher used the data from evaluation to make improvement for the second cycle. The researcher decided that the next cycle focus on the weakness in preview cycle.

2. Cycle 2

a. Planning

- 1) The researcher made lesson plan.
- 2) The researcher prepared the material and the teaching media that needed in teaching learning process, such us text book, laptop, etc.
- 3) The researcher prepared format to observe.
- 4) The researcher prepared format to evaluate the students' activity after teaching learning process.
- 5) The researcher guided the student to learn English based on the lesson plan.

b. Acting

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

c. Observing

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

d. Reflecting

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

E. Data Collection Method

Data collection method is manner, used by researcher in collecting the data. In this research writer used test and documentation. The following are the explanation of each method that is used in this class action research.

a. Test

According to Donald Ary, a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.³⁴

Anne states that observation involves you in observing systematically the effects of the action and documenting the context. Action and opinions of those involved. It is a data collection phase where you use open-eyed and open-minded tools to collect information about what is happen.³⁵

³⁴ Donald .A, *Introduction to Research In Education*. (USA: Wadsworth. Cengage Learning. 2010). P. 201

³⁵ Anne burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2009) p.8.

Moreover, the writer uses observation as data collection method to know how teaching writing achievement through detailed reading strategy in the class, how the students respond to the strategy and how far this strategy can help the students' writing achievement in learning English.

In this research, the tests use in this study was pre-test test and post-test:

1.) Pre – test

The writer gave the pre- test to the students. This step was done before give presenting the special treatment to find out the capability and to know how far the students' reading ability.

2.) Post – test

The post – test was done after the treatment in order to find out whether using this method can increase of the students' reading ability.

b. Documentation

Documentation as the method which is used to get information from written language of document (for example: books, magazine, rule, note and others). The writer used the documentation method to get detail information about history of the school, the sum of the teacher, employers, students and organization structure at tenth graders of Senior High School 1 Sekampung in Academic Year 2018/2019.

F. Research Instrument

According to Lorraine said an instrument is a tool used to collect data.³⁶ It means that instrument is a tool or facilities that are used by the writer to collect the data completely and systematically. Furthermore, the researcher instrument involves:

1. Instrument Blueprint

The instrument are use to measure the students reading ability is test and the herringbone is questionnaire test. To obtain the data related to the research problem. The writer will use the same type pre-test and post-test instruments in this research. The pre-test instrument is different with the post-test instrument, but have the same difficulty level. In this research the writer will use the reading text which question is will be prepared by the writer.

Table 4
The Instrument Blue Print of Variable X and Variable Y

No	Variable	Indicator	Form of Test
1	Variable X : Detailed Reading Strategy	1) The students understand about Detailed Reading Strategy 2) The Student knows the process of using Detailed	Explain and implementation from the teacher

³⁶Gay, R. Lorraine. *Educationl Research Competencies for Analysis and Applications*. (USA. Pearson. 2012). p.151

		Reading Strategy	
2	Variable Y : Writing Achievement	<p>1) The students can find the information from review of writting text</p> <p>2) The students can re-writing to understanding and know the meaning.</p>	Essay

2. Instrument Callibration

The researcher uses the instrument with using the pre-test and post-test. The pre-test used to get the score before the treatment conduct. This test use to know the knowledge of students in writing achievement. The researcher uses objective tests.

G. Data Analysis Technique

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. A plan of analysis can and should be prepared in advance before the actual collection of material.³⁷

³⁷.Yogesh, Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: Age International Publisher, 2006), p. 223

Descriptive statistical analysis is concerned with numerical description of particular group observed and any similarity to those outside the group cannot be taken for granted. The data describe one group and that one group only.³⁸

H. Collaboration

In this research the collaboration is the relation the researcher, teacher and students and any feedback between the teacher, researcher and the students when the teaching and learning process in the classroom.

The teacher give the treatment for the students and then give the post test one in cycle one until the students get increase in their writing achievement. So that when the relation between teacher, researcher, and the students in the class can do very well so, the teaching learning process also can get the good result. Especially to students' writing achievement.

I. The Indicator of the Success

The indicator of the successful takes from the process and the result of the action research. The students are called success if 80% students get 72 and 80% active in learning process.

The indicators of the success if the students:

1. The students can more interesting to learning English so that the students more understand and more active in teaching learning process.
2. The students can response the teacher's questions.

³⁸ . Ibid. P.224

3. The students can answer the question (oral, written)
4. The students can give attention.
5. The students do the assignment.
6. The students can more understand how to use the tenses very well and can write and review more anything very well.
7. The score of the students writing achievement more increase.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research Location

1. The History of State Senior High School 1 Sekampung

State Senior High School 1 Sekampung is located on Jl. Raya Hargomulyo-Sekampung, East Lampung. This school was established on 2004 by a society figure of East Lampung on the 14.175m² area at Sekampung district. At the same time, this school has 11 local. The establishment of this school based on the NSS/NIS/NPSN 301.12.04.03.001/300110/10806079 and the number of certificate/Akta 74/Sekampung 1999. The name of State Senior High School 1 Sekampung had been changed due to the division of districts in Sekampung.

2. Building Condition and School Facilities

State Senior High School 1 Sekampung has the facilities to support the learning activity. Specifically, the facilities are as follows:

Table 5
Facilities at SMA N 1 Sekampung in Academic Year 2018/2019

No.	Name of Room	Number of Unit	Area
1.	Classroom	18	1348 m ²
2.	Headmaster's Room	1	24 m ²
3.	Vice Principals' Room	1	15 m ²
4.	Administration's Room	1	121 m ²
5.	Teacher's Room	1	121 m ²
6.	Counseling Room	1	9 m ²
7.	Laboratory		

	A. Science Laboratory	1	116 m ²
	B. Physics Laboratory	-	m ²
	C. Biology Laboratory	-	
	D. Chemical Laboratory	-	
	E. English Laboratory	-	
	F. Computer Laboratory	1	116 m ²
9.	Library	1	72 m ²
10.	Mosque	1	2000 m ²
11.	Student Health Units	1	18 m ²
12.	Toilet	14	84 m ²
13.	Parking	4	2000 m ²
14.	The Ceremony Field	1	3000 m ²
15.	Canteen	3	96 m ²

Source: Documentation of SMA N 1 Sekampung in the academic year 2018/2019 on July 16th 2018.

Table 6
The Teacher Education Background at Senior High School 1
Sekampung

Higher Education	Male	Female
S3/S2	1	-
S1	16	13
D3/Sarmud	2	-
D2		-
D1	1	
SLTA	-	1
SLTP	1	-
SD	1	1

Table 7
The Teacher and Functional Formation at Senior High School 1
Sekampung

No	Academic Subject	Total
1.	Islam Religion	1
2.	Civics	1
3.	Indonesian	3
4.	English	3
5.	Biology	2
6.	Mathematics	4
7.	Physics	3
8.	Chemistry	2

9.	Geography	1
10.	Economy	2
11.	Art and Culture	3
12.	Computer Science	2
13.	Accountancy	1
14.	Physical Science	2
15.	History	2
16.	Sociology	1
17.	Counseling	3

Source: Documentation of SMA N 1 Sekampung in the academic year 2018/2019.

3. Total of The Students at State Senior High School 1 Sekampung

Total of the students divided some classes that can be identified as follows:

Table 8
The number of students at Senior High School 1 Sekampung in academic year 2018/2019

No.	Class	Sex		Amount
		Male	Female	
1.	X IPA	39	75	114
2.	X IPS	54	83	137
3.	XI IPA	39	60	99
4.	XI IPS	52	97	149
5.	XII IPA	33	83	116
6.	XII IPS	48	63	111
Amount				747

Source: Documentation of SMA N 1 Sekampung in the academic year 2018/2019 on July 16th 2018.

4. Vision and Mission of State Senior High School 1 Sekampung

Table 9
Vision and Mission of State Senior High School 1 Sekampung

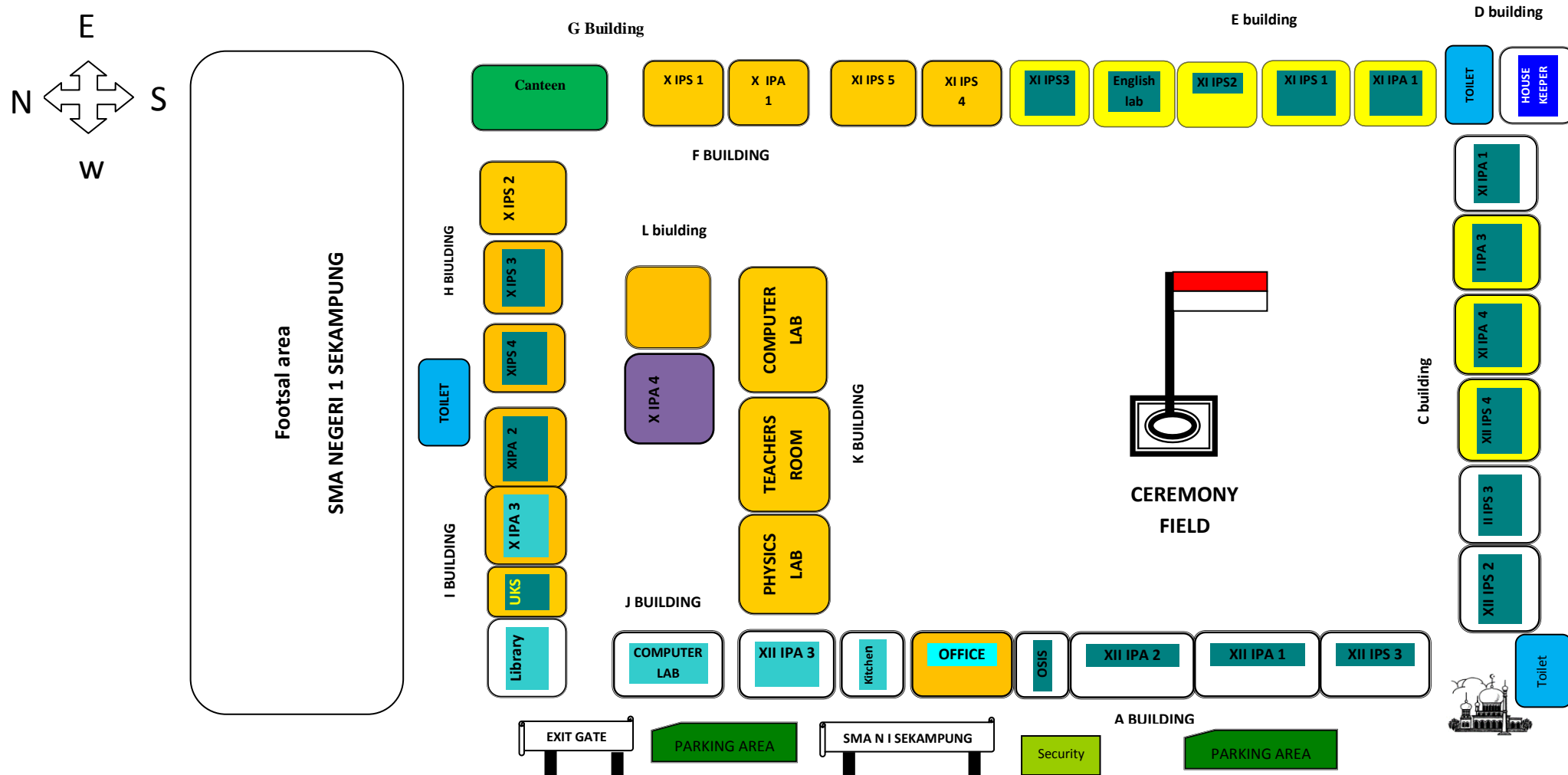
Vision : Discipline, Performance, the Good Manners, and Taqwa	
No	Indicated by
1.	Focusing on the modern potential of future.

2.	Balancing on the rules and wish of society.
3.	Achieving the superiority.
4.	Improving the spirit and commit of all members.
5.	Improving the better changes.
6.	Directing the mission strategy steps.
No	Mission
1.	Implement the learning process and affective coaching.
2.	Implement coaching Al-Islam regularly, integrated and programmed.
3.	Implement and increase the application of science, technology and art.
4.	Improved the members of school development in religion, work hard, democratic, critics, creative, tolerance and professional.
5.	Carry out the development of facilities and infrastructure.

***Source:** Documentation of SMA N 1 Sekampung in the academic year 2018/2019 on July 16th 2018*

5. The Schools' Map of State Senior High School 1 Sekampung

Picture 2
The Schools' Map of State Senior High School 1 Sekampung



6. Organizational School

Headmaster	: Drs. Mujiono, M.Pd
Vise of headmaster (Curriculum)	: Drs. Margono
Vise of headmaster (Students)	: Drs. Sukri
Chief of committee	: Joko Sugiarto, S.Pd
Chief of administration	: Aris Wantoro, Amd
Librarian	: Mey Linawati, M.Pd
Chief of language laboratory	: Ikhwanudin, S.Pd
Chief of science laboratory	: Drs. Sukri
Chief of computer laboratory	: Hendri Winata, S.Pd
Chief of BK	: Desi Triwulandari, S.Pd
UKS advisor	: Rinawati, S.Pd
OSIS advisor	: Purwanto, S.Pd
ROHIS advisor	: Juwita Astuti, S.Pd

B. The Description of Research Result

This research was classroom action research, and it was conducted at the Tenth Graders of Senior High School 1 Sekampung in academic year 2017/2018. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meeting. The students result of writing achievement was gained through test which consisted of pretest and post test that was given to the students in the beginning research and in the

end of each cycle, while the students' activity were gained from the observation of students' learning activities.

1. Cycle 1

Cycle 1 was divided into planning, action, observation and reflection. Nevertheless, before the treatment was implemented, the researcher conducted pre-test as comparison with post-test. The sequence of those steps as follows:

a. Pre-Test

Pre-test was presented to student which was aimed to find out students' achievement before the treatment was implemented. It was conducted on Monday, July 16th, 2018 at 10.10 a.m until 11.45 a.m and it took about 90 minutes. In this meeting the researcher was being an observer and the collaborator was being a teacher.

Firstly, the collaborator opened the class by greeting, praying, checked the attendance list, and asking the students' condition. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of reading comprehension before doing the action of the classroom action research.

The pre-test was administrated to the students to be finished individually. The researcher used objective test in the form of essay which they read a text of narrative text then they rewriting by

wordself for 40 minutes. Then, the result of pre-test can be seen on the table below:

Table 10
The Result of Pre-Test Score of Writing Achievement

NO	Students Code	Criteria of The Score					TOTAL	Note >70
		C	O	V	L	M		
1	AK	21	10	13	18	3	65	Failed
2	AF	17	11	7	13	4	52	Failed
3	AA	21	15	14	12	4	66	Failed
4	CW	22	17	13	20	5	77	Passed
5	DO	17	10	12	5	2	46	Failed
6	DA	21	14	10	11	4	60	Failed
7	EN	17	9	13	11	2	52	Failed
8	ES	18	13	11	13	3	58	Failed
9	ERS	23	17	14	17	4	75	Passed
10	FDH	22	10	14	11	4	61	Failed
11	FL	20	11	10	12	2	55	Failed
12	GIZ	24	18	15	18	4	79	Passed
13	INF	13	12	9	11	2	47	Failed
14	KA	22	13	10	17	3	65	Failed
15	KN	21	12	10	13	3	59	Failed
16	MDS	13	8	7	8	2	38	Failed
17	MA	16	11	9	9	2	47	Failed
18	MM	21	8	10	10	3	42	Failed
19	NNF	17	8	7	8	2	42	Failed
20	NST	18	13	14	13	4	62	Failed
21	NOA	17	7	7	9	2	42	Failed
22	PS	17	7	11	17	3	55	Failed
23	RS	15	7	12	8	2	44	Failed
24	SS	16	12	7	10	3	48	Failed
25	SA	15	13	7	8	3	46	Failed
26	TA	22	14	17	13	6	72	Passed
High Score							79	
Lowest Score							38	
Average							56	

Note :

C : Content L : Language
O : Organization M : Mechanic
V : Vocabulary

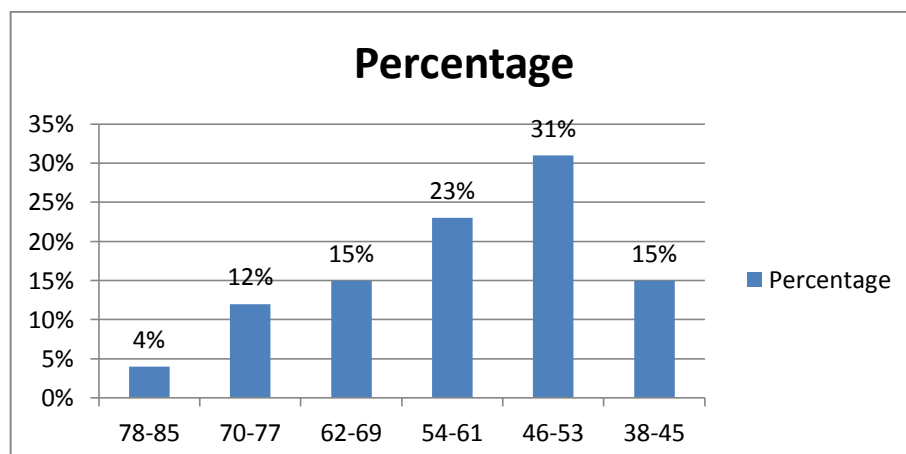
To know the interval of class students who passed the score the researcher uses the formula $1 + 3,3 \times \log N$, which will be sowing by the table below:

Table 11
Percentage of Students Writing Achievement Score

Interval	Frequency	Percentage	Explanation
78-85	1	4%	Excellent
70-77	3	12%	Good
62-69	4	15%	Fair
54-61	6	23%	Poor
46-53	8	31%	Less
38-45	4	15%	Failed
Total	26	100%	

Then, the graph of percentage students writing achievement pre-test score could be seen as follow:

Chart 1
Percentage of Students Writing Achievement



Based on the result of student's writing achievement pre-test score, it can be inferred that there was only 16% or 4 students for the score among the interval of 70-85 who passed the Minimum Standard Criteria (MSC) at least 72 while 84 % or 22 students for the score among the interval of 38-69 did not pass the Minimum Standard Criteria (MSC) or less than 72. It indicated that the result of students writing descriptive text was still low. It was the reason why the writer used Detailed Reading Strategy to increase students writing achievement. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses which faced by the students.

b. Planning

Planning was the first step which had to be carried out by the researcher at the very first cycle in conducting the research. In this section the researcher and the collaborator prepared some plans for the action based upon the problems that faced by the students. Some plans which prepared by the researcher that would be used in teaching and learning process were lesson plan, learning material, media, observation sheet, and instrument.

c. Action

The action in the cycle one consisted of 3 meetings. It was carried out on Tuesday, July 17th, 2018 at 10.10-11.45 a.m,

Wednesday, July18th, 2018 at 13.15p.m – 14.40 p.m and Thursday, July19th, 2018 at 10.10-11.45a.m.

1) First Meeting

The first meeting was conducted on Tuesday, July17th, 2018 at 10.10-11.45. a.m and it took about 2x45 minutes or 90 minutes. In this meeting the researcher was a teacher and Mrs. Dewi Mustika, S.Pd was the collaborator as well as an observer.

This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. Then, the researcher gave learning material about the definition of narrativetext material to the students. Before the students read the text the teacher give explanation about detailed reading. Afterwards the researcher give a text to the students to read by detailed reading. Then the students can mark the words and identify each group of word in the sentence, and then elaborating on the meaning of the words, and next the students rewriting ofthe text by wordself.

2) Second Meeting

The second meeting was held on Wednesday, July18th, 2018 at 13.15a.m – 14.40 p.m and it took about 2x45 minutes or 90 minutes. This meeting was started by praying and greeting, checking the attendance list, and asking the students

condition. Then, the researcher gave learning material about the generic structure of narrative text to the students. Afterwards the researcher give a text to the students to read by detailed reading. Then the students can mark the words and identify each group of word in the sentence, and then elaborating on the meaning of the words, and next the students rewriting of the text by wordself.

The teacher tred to the students to rewrite what they read without read the text in the table each. Then, before the time was up, the researcher gave a feedback to strengthen their understanding towards the material that they had learn.

3) **Third Meeting**

The thrid meeting was conducted on Thursday, July19th, 2018 this meeting used to post-test I, for 2x45 minutes after the students given the action. This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. Then, the researcher gave post-test to measure their skill. The kinds of the test are Essay which has same indicators as the previous test. Then the result of pos-test one could be seen on the table below:

Table 12
The Result of Students Writing AchievementPost-Test I Score

NO	Students Code	Criteria of the Score					TOTAL	Note (>70)
		C	O	V	L	M		
1	AK	21	13	15	18	5	72	Passed

2	AF	22	13	18	17	4	74	Passed
3	AA	23	17	19	12	4	75	Passed
4	CW	24	17	17	18	4	80	Passed
5	DO	17	13	14	17	3	64	Failed
6	DA	22	15	14	15	6	72	Passed
7	EN	21	13	10	10	3	57	Failed
8	ES	22	14	14	11	3	64	Failed
9	ERS	23	17	15	18	4	77	Passed
10	FDH	23	17	10	11	3	64	Failed
11	FL	21	11	13	12	3	60	Failed
12	GIZ	24	18	19	17	4	82	Passed
13	INF	21	14	13	12	3	63	Failed
14	KA	23	14	17	13	5	72	Passed
15	KN	21	12	12	12	4	61	Failed
16	MDS	14	13	8	6	3	44	Failed
17	MA	15	13	9	9	3	49	Failed
18	MM	22	11	13	11	4	61	Failed
19	NNF	19	8	10	10	3	50	Failed
20	NST	23	16	15	15	4	73	Passed
21	NOA	17	9	7	7	2	42	Failed
22	PS	21	9	14	9	3	56	Failed
23	RS	16	13	12	11	3	55	Failed
24	SS	22	16	17	11	4	70	Passed
25	SA	21	13	14	14	4	66	Failed
26	TA	23	17	17	18	4	79	Passed
High Score							82	
Lowest Score							42	
Average							65	

Note :

C : Content L : Language
 O : Organization M : Mechanic
 V : Vocabulary

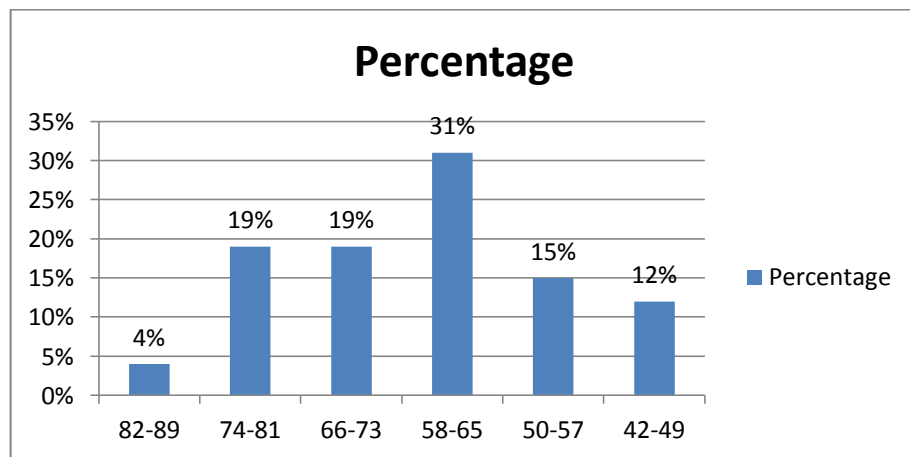
To know the interval of class students who passed the score the researcher used the formula $1+3,3 \times \log N$, that could be seen by the table below:

Table 13
Percentage of Students Writing Achievement Post-Test I Score

Interval	Frequency	Percentage	Explanation
82-89	1	4%	Excellent
74-81	5	19%	Good
66-73	5	19%	Fair
58-65	8	31%	Poor
50-57	4	15%	Less
42-49	3	12%	Failed
Total	26	100%	

Then, the graph of percentage students writing achievement post-test 1 score could be seen as follow:

Chart 2
Percentage of Students Writing Achievement Post-Test 1 Score



Based on the result of student's writing achievement post-test 1 score, it can be conclude that there was only 58% or 15 students for the score among the interval of 42-65 did not passed the Minimum Standard Criteria (MSC) at least 72 while 42 % or 11 students for the score among the interval of 66-89 passed the Minimum Standard Criteria (MSC) or less

than 72. In addition, the average score of pos-test 1 was 65. It indicated that the result of students writing achievement was improved that the pre-test score was 55, but viewed from the indicator of success of this research that 80% of the total students must pass the Minimum Standard Criteria (MSC). It means that the result of post-test I was unsuccessful based on the indicator of success.

d. Observation

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The indicators of student activities as follows:

- 1) The students pay attention the teacher explanation.
- 2) The students ask to the teacher about the material.
- 3) The students can following the learning process.
- 4) The students respond the teacher questions.
- 5) The students result activity.

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

Table 14
Student's Learning Activities at First Meeting in Cycle I

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AK	√			√	√	3
2	AF		√				1
3	AA	√	√	√	√	√	5
4	CW	√			√	√	3

5	DO			√	√		2
6	DA	√	√		√	√	4
7	EN		√				1
8	ES		√		√		2
9	ERS	√	√		√	√	4
10	FDH	√					1
11	FL		√				1
12	GIZ	√	√	√	√	√	5
13	INF	√			√		2
14	KA			√		√	2
15	KN	√		√	√	√	4
16	MDS			√			1
17	MA			√	√		2
18	MM	√		√	√	√	4
19	NNF		√				1
20	NST	√	√	√	√	√	5
21	NOA			√	√		2
22	PS			√	√		2
23	RS	√	√			√	3
24	SS	√	√	√	√		4
25	SA				√		1
26	TA	√	√	√	√	√	5
Total		14	13	12	19	12	70
Percentage		54%	50%	46%	73%	46%	

Note :

- 1 : The students pay attention the teacher explanation.
- 2 : The students ask to the teacher about the material.
- 3 : The students can following the learning process.
- 4 : The students respond the teacher question.
- 5 : The students result activity.

Table 15
Student's Learning Activities at Second Meeting in Cycle I

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AK	√			√	√	3
2	AF		√	√			2
3	AA	√	√	√	√	√	5
4	CW	√			√	√	3

5	DO	√		√	√		3
6	DA	√	√		√	√	4
7	EN		√				1
8	ES	√	√		√		3
9	ERS	√	√		√	√	4
10	FDH	√		√			2
11	FL		√			√	2
12	GIZ	√	√	√	√	√	5
13	INF	√	√		√	√	4
14	KA			√		√	2
15	KN	√		√	√	√	4
16	MDS			√			1
17	MA		√	√	√		3
18	MM	√		√	√	√	4
19	NNF		√				1
20	NST	√	√	√	√	√	5
21	NOA	√		√	√		3
22	PS			√	√		2
23	RS	√	√	√		√	4
24	SS	√	√	√	√		4
25	SA				√		1
26	TA	√	√	√	√	√	5
Total		17	15	14	20	14	80
Percentage		65%	58%	54%	77%	54%	

Note :

- 1 : The students pay attention the teacher explanation.
- 2 : The students ask to the teacher about the material.
- 3 : The students can following the learning process.
- 4 : The students respond the teacher question.
- 5 : The students result activity.

Table 16
The Percentage of Student's Learning Activities at Cycle I

No	Students Activities	Cycle I		Poin (%)
		First Meeting	Second Meeting	
1	Paying Attention from Teacher's Explanation	54%	65%	11%
2	Asking to the teacher	50%	58%	16%
3	Following the learning process	46%	54%	27%

4	The students respond	73%	77%	4%
5	The result activity	46%	54%	27%
<i>Average</i>		54%	62%	39%

The table above showed that not all of the students were active in learning process. The average percentage of the student's learning activity in first meeting was only 54 and second meeting was 62. Based on the result above, it could be conclude that the learning process was not successful related with the indicator of success at least 70 % passed the criteria.

e. Field Note

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

f. Reflection

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

student's post-test 1 score. The comparison between pre-test score and post-test 1 score as follow:

Table 17
The Comparison between Pre-Test and Post Test I Score

No	Name Initial	PreTest Score	PostTest 1 score	Improvement Score	Explanation
1	AK	65	72	7	Improve
2	AF	52	74	22	Improve
3	AA	66	75	9	Improve
4	CW	77	80	3	Improve
5	DO	46	64	18	Improve
6	DA	60	72	12	Improve
7	EN	52	57	5	Improve
8	ES	58	64	6	Improve
9	ERS	75	77	2	Improve
10	FDH	61	64	3	Improve
11	FL	55	60	5	Improve
12	GIZ	79	82	3	Improve
13	INF	47	63	16	Improve
14	KA	65	72	7	Improve
15	KN	59	61	2	Improve
16	MDS	38	44	6	Improve
17	MA	47	49	2	Improve
18	MM	42	61	19	Improve
19	NNF	42	50	8	Improve
20	NST	62	73	11	Improve
21	NOA	42	42	0	Improve
22	PS	55	56	1	Improve
23	RS	44	55	11	Improve
24	SS	48	72	24	Improve
25	SA	46	66	20	Improve
26	TA	72	79	7	Improve
Total		1455	1681	279	

The table above showed that the mean score of pre-test score was 56 and average score of post-test I was 65 and the mean improvement score was 9 point. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria.

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

2. Cycle 2

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

a. Planning

Based on the observation and reflection in cycle I, it showed failure. So, the researcher and collaborator try to repair the problem in cycle I and arrange the planning for cycle II based on the problem that students deal toward writing narrative text. In this phase the researcher and collaborator made the planning that would use in teaching learning process that was preparing the lesson plan, preparing the material, preparing the learning media, and preparing the observation sheet of the students' activity 2.

b. Action

The action of cycle II consisted of three meetings that were conducted on Tuesday, July 24th, 2018 at 10.10 - 11.45 a.m., Wednesday, July 25th, 2018 at 13.15 p.m - 14.40 p.m and Thursday, July 26th, 2018 at 10.10 a.m - 11.45 a.m.

1) First Meeting

The first meeting was held on Tuesday, July 24th, 2018 at 10.10 a.m - 11.45 a.m. and it took about 90 minutes or 2×45 minutes. In this meeting the researcher was as a teacher and Mrs. Dewi Mustika, S.Pd as the collaborator as well as an observer.

At the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking

attendance list and asking the student's condition. Afterwards, the researcher gave the students the learning material about writing narrative text. In section the researcher as the teacher also explained the used of simple past tense as the requirement of formula to make writing narrative text well.

After explanation was done, the teacher ask to the students about the material, is the students are understand or not. In this meeting condition of the class was effective. Most of student was pay attention about the teacher explanation. Before the time was up, the teacher give motivation to the students and remind to keep on learning at home. Then the last closed the meeting.

2) Second Meeting

The second meeting was conducted on Wednesday, July 25th, 2018 at 13.15a.m - 14.40 p.m and it took about 90 minutes or 2×45 minutes. In this meeting the researcher was as a teacher and Mrs. Dewi Mustika, S.Pd as the collaborator as well as an observer. The process of this meeting is quiet similar as the first meeting. The teacher reviewed the lesson which had been taught in the previous session.

It was not only the teacher dominated in the process but also the students took the responsibility by speaking out and sharing about the text independently. Then, before the time was

out the researcher give a motivation and feedback to strengthen the students understanding.

3) Third Meeting

The thrid meeting was conducted on Thursday, July26th, 2018 at 10.10a.m – 11.45a.m, this meeting used to post test II in the last of cycle II, for 2x45 minutes after the students given the action, the researcher gave post test II to the students. In this meeting, most of the students could answer well. Then the result of post-test II could be seen as follow:

Table 18
The Result of Students Writing Achievement Post-Test II Score

NO	Students Code	Criteria of The Score					Total	Note
		C	O	V	L	M		
1	AK	24	15	18	19	4	80	Passed
2	AF	23	18	18	20	5	84	Passed
3	AA	23	17	20	17	5	82	Passed
4	CW	26	18	17	19	5	85	Passed
5	DO	22	15	17	19	4	77	Passed
6	DA	23	17	17	18	4	79	Passed
7	EN	21	14	10	11	3	59	Failed
8	ES	22	16	14	13	3	68	Failed
9	ERS	23	17	15	21	4	80	Passed
10	FDH	23	18	11	16	6	72	Passed
11	FL	22	19	15	15	4	75	Passed
12	GIZ	25	19	19	16	5	84	Passed
13	INF	23	15	13	16	5	72	Passed
14	KA	24	18	20	19	5	86	Passed
15	KN	23	14	13	11	4	65	Failed
16	MDS	21	14	14	17	6	72	Passed
17	MA	15	12	11	13	3	54	Failed
18	MM	23	16	18	17	4	78	Passed
19	NNF	21	9	10	13	3	56	Failed

20	NST	23	16	15	18	4	76	Passed
21	NOA	18	9	7	8	3	45	Failed
22	PS	21	13	14	10	3	61	Failed
23	RS	21	17	13	16	5	72	Passed
24	SS	23	18	17	18	4	80	Passed
25	SA	22	15	17	12	6	72	Passed
26	TA	25	18	18	19	5	85	Passed
High Score							86	
Lowest Score							45	
Average							76	

Note :

C : Content L : Language
O : Organization M : Mechanic
V : Vocabulary

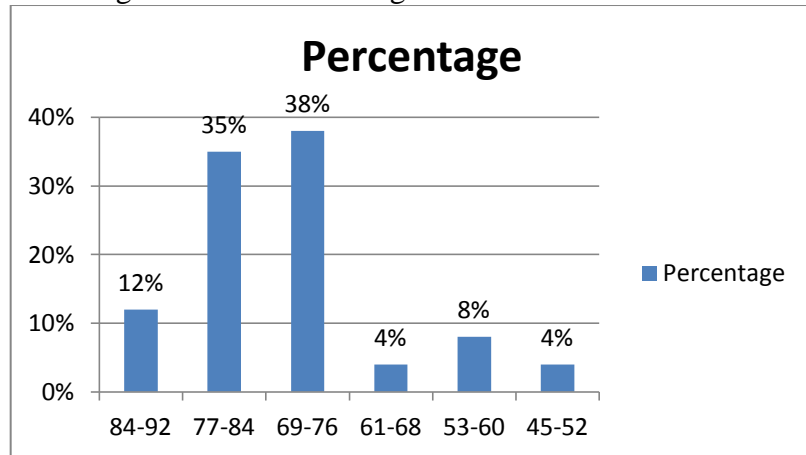
To know the interval of class students who passed the score the researcher used the formula $1+3,3 \times \log N$, that could be seen by the table below:

Table 19
Percentage of Students Writing Achievement Post Test II Score

Interval	Frequency	Percentage	Explanation
84-92	3	12%	Excellent
77-84	9	35%	Good
69-76	10	38%	Fair
61-68	1	4%	Poor
53-60	2	8%	Less
45-52	1	4%	Field
Total	26	100%	

Then, the graph of percentage students writing descriptive text post-test II score could be seen as follow:

Chart3
Percentage of Students Writing Achievement Post-Test IIScore



Based on the table above, it can be seen that total from 26 students who get score among the interval 84-92 was 12%, students who get interval 77-84 was 35%, interval 69-76 was 38%. Then the students who did not pass the minimum standard criteria were 16% among the interval 45-68. It could be conclude that 83% among the interval 69-92 students waspassed the minimum standard criteria.

According to explanation above, it can be inferred that indicator of success was achieved. That is 80% from the students got score at least 72 for the minimum standard criteria and the other hand the cycle II was successfully.

c. Observation

In this phase has similar step with the previous cycle. While the treatment was being presented by the researcher, the student activities during the learning process were also being observed by the observer. The observation result of students' activities on meeting 1 and meeting 2 at the second cycle could be seen on the following table:

Table 20
Observation Result of Students Learning Activity of First Meeting
at Cycle II

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AK	√		√	√	√	4
2	AF		√	√			2
3	AA	√	√	√	√	√	5
4	CW	√		√	√	√	4
5	DO	√		√	√		3
6	DA	√	√		√	√	4
7	EN		√	√			2
8	ES	√	√		√	√	4
9	ERS	√	√		√	√	4
10	FDH	√		√			2
11	FL	√	√	√		√	4
12	GIZ	√	√	√	√	√	5
13	INF	√	√		√	√	4
14	KA	√	√	√		√	4
15	KN	√		√	√	√	4
16	MDS		√		√		2
17	MA	√	√	√	√		4
18	MM	√		√	√	√	4
19	NNF		√				1
20	NST	√	√	√	√	√	5
21	NOA	√		√	√		3
22	PS	√		√	√		3
23	RS	√	√	√	√	√	5

24	SS	√	√	√	√		4
25	SA		√		√		2
26	TA	√	√	√	√	√	5
Total		21	17	20	20	16	94
Percentage		81%	65%	77%	77%	62%	

Note :

- 1 : The students pay attention the teacher explanation.
- 2 : The students ask to the teacher about the material.
- 3 : The students can following the learning process.
- 4 : The students respond the teacher question.
- 5 : The students result activity.

Table 21
Observation Result of Students Learning Activity at Second
Meeting in Cycle II

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AK	√		√	√	√	4
2	AF	√	√	√		√	4
3	AA	√	√	√	√	√	5
4	CW	√	√	√	√	√	5
5	DO	√		√	√	√	4
6	DA	√	√	√	√	√	5
7	EN		√		√		2
8	ES	√	√	√	√	√	5
9	ERS	√	√		√	√	5
10	FDH	√		√		√	3
11	FL	√	√	√		√	4
12	GIZ	√	√	√	√	√	5
13	INF	√	√		√	√	4
14	KA		√	√	√	√	4
15	KN	√		√	√	√	4
16	MDS	√		√	√		3
17	MA	√	√	√	√		4
18	MM	√	√	√	√	√	5
19	NNF		√				1
20	NST	√	√	√	√	√	5
21	NOA	√	√	√	√	√	5
22	PS	√		√	√		3

23	RS	√	√	√	√	√	5
24	SS	√	√	√	√	√	5
25	SA	√		√	√		3
26	TA	√	√	√	√	√	5
Total		23	19	22	23	20	107
Percentage		88%	73%	85%	88%	77%	

Note :

- 1 : The students pay attention the teacher explanation.
- 2 : The students ask to the teacher about the material.
- 3 : The students can following the learning process.
- 4 : The students respond the teacher question.
- 5 : The students result activity.

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

Table 22
The Percentage of Students Learning Activity at Cycle II

No	Students Activities	Cycle II		Poin (%)
		Meeting 1	Meeting 2	
1	Paying Attention from Teacher's Explanation	81%	88%	7%
2	Asking to the teacher	65%	73%	8%
3	Following the learning process	77%	85%	8%
4	The studentns respond	77%	88%	11%
5	The result activity	62%	77%	15%
<i>Average</i>		72	82	

The tableabove showed that the students' activity in cycle II improved significantly from the previous cycle. It could be showed, in first meeting the mean percentage of the entire

indicators of student's activities was 72%, in second meeting the mean percentage was 82% and the mean score both meeting was 77% with the improvement percentage was 49%. It could be conclude that the learning process of cycle II was successful because the entire indicator of success from first meeting up to second meeting of students' activity had been fulfilled at least 72.

d. Field Note

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

e. Reflection

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

Table 23
The comparison between Post-Test I and Post-Test II Score

No	Name Initial	Pos-Test I Score	Post-Test 2 Score	Improvement	Explanation
----	--------------	------------------	-------------------	-------------	-------------

1	AK	72	80	8	Improve
2	AF	74	84	10	Improve
3	AA	75	82	7	Improve
4	CW	80	85	5	Improve
5	DO	64	77	13	Improve
6	DA	72	79	7	Improve
7	EN	57	59	2	Improve
8	ES	64	68	4	Improve
9	ERS	77	80	3	Improve
10	FDH	64	72	8	Improve
11	FL	60	75	15	Improve
12	GIZ	82	84	2	Improve
13	INF	63	72	9	Improve
14	KA	72	86	14	Improve
15	KN	61	65	4	Improve
16	MDS	44	72	28	Improve
17	MA	49	54	5	Improve
18	MM	61	78	17	Improve
19	NNF	50	56	6	Improve
20	NST	73	76	3	Improve
21	NOA	42	45	3	Improve
22	PS	56	61	5	Improve
23	RS	55	72	17	Improve
24	SS	72	80	10	Improve
25	SA	66	72	5	Improve
26	TA	79	85	6	Improve
Total		1175	1902	216	
Lowest Score		42	45	Mean (11,5)	
Highest Score		82	86		

From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 86 and the lowest score is 45. The average score of post-test II was 73. Besides, the percentage of students' successfulness of post-test II score was 85% or 22 students of the total students passed the

minimum standard criteria and 16% or 4 students did not pass the minimum standard criteria (MSC) at least 72. It means that the indicator of success of this research had been achieved that was \geq 70% students was gotten score 72. It indicated that the students' writing achievement was improved.

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

C. Interpretation

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

The researcher assumes that teaching by using detailed reading strategy can improve students writing achievement. So, it has proved that detailed reading strategy could be one the interesting method to teaching writing achievement.

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

1. Result of Students Learning

a. Result of Students Pre-Test Score

In this phase, the researcher presented the pre-test to measure the student's ability before implementing the treatment. The writer obtained the data through test in the form of essay which completed for 80 minutes. It was done on Monday, July 16th, 2018. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 3 the students' average were 56, it showed that most of the students have not passed yet in achieving the Minimum Standard Criteria (MSC) at least 72. In this phase, only 4 students out of 26 students passed of the minimum standard criteria.

b. Result of Students Post-Test I Score

In this research, to know the students' writing achievement after implementing the treatment the researcher conducted the post-test I. It was done on Thursday, July 19th, 2018. Based on the table

5 the students' average was 65. It shown that most of the students have not passed yet in achieved the minimum standard criteria at least 72. In this stage there are 11 students out of 26 students passed of the minimum standard criteria. It can be conclude that most of the students failed in achieving the material.

c. Result of Students Post-Test II Score

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that was only 42% passed the minimum standard criteria. The researcher presented the post-test II to measure the student's achievement after implementing the treatment. The researcher obtained the data through test in the form of essay which completed for 80 minutes. It was done on Thursday, July 26th, 2018. Based on the table 16 the students' average were 74, it showed that most of the students have achieving the Minimum Standard Criteria (MSC) at least 72. In this phase, 22 students out of 26 or 85% students passed of the minimum standard criteria and the research was successful.

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

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

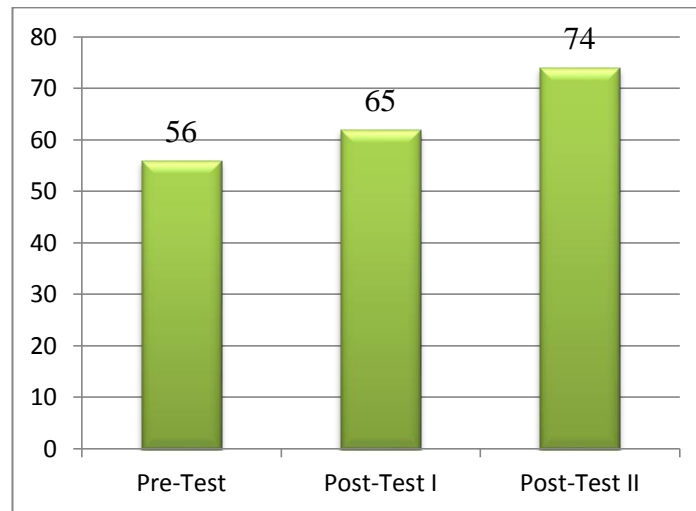
The Comparison of Pre-Test Score, Post-Test I Score, and Post
Test II Score

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1	65	72	80
2	52	74	84
3	66	75	82
4	77	80	85
5	46	64	77
6	60	70	79
7	52	57	59
8	58	64	68
9	75	77	80
10	61	64	72
11	55	60	75
12	79	82	84
13	47	63	71
14	65	72	86
15	59	61	65
16	38	44	72
17	47	49	54
18	42	61	78
19	42	50	56
20	62	73	76
21	42	42	45
22	55	56	61
23	44	55	72
24	48	70	80
25	46	66	72
26	72	79	85
Total	1455	1680	1902
Average	56	65	74

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

Chart4

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



Based on the table and the graph above, in the cycle I from the pre-test to the post-test have progress average score from 56 to 65. There is improving about 9 point. Then from the cycle II have progress average score from 65 to 74, there is increasing about 9 point.

2. ObservationResult of Students' Activities

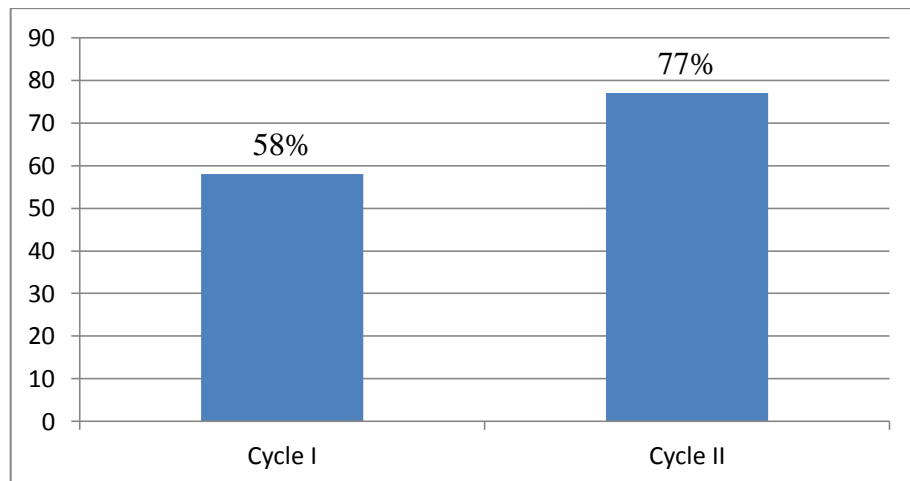
This observation result was gotten when the learning process happened by collaborator. The result of the observation result of students' learning activity can be seen in the table below:

Table 25
Result of Students' Activities at Cycle I and Cycle II

No	Students' Activity	CycleI	CycleII	Improvement
1	Paying Attention from Teacher's Explanation	60%	85%	25%
2	Asking to the teacher	54%	69%	15%
3	Following the learning process	50%	81%	31%
4	The studetns	75%	83%	8%

	respond			
5	The result activity	50%	69%	19%
	Average	58%	77%	20%

Chart5
Percentage of Students Activities at Cycle I and Cycle II



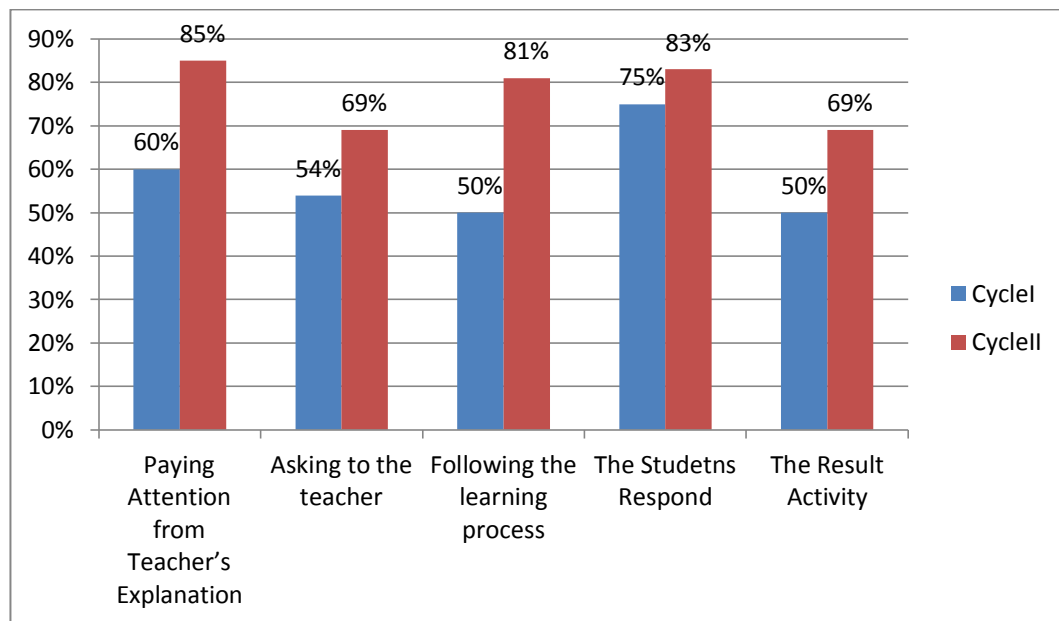
Based on the table above it could be seen that from the cycle I up to cycle II have significant improvement with the average score of students' activities at cycle I was 58% become 77% at cycle II. The students' activity to pay attention towards teacher's explanation from cycle I to cycle II improved by the percentage at least 60 % in cycle I become 85% in cycle II and the improvement percentage was 25%.

Then the students' participation to ask the teacher improved from the cycle I up to cycle II. The percentage of this activity in cycle I was 54% and in cycle II 69% by the improvement percentage was 15%. The percentage of students' answer the teacher questions in cycle I was 50% and in cycle II was 81% by the improvement percentage was 31%. It would be conclude that this activity was improved also.

After that the student's participation to give their idea during the discussion improved significantly. The percentage of this activity in cycle I was 75 % and at cycle II was 83% by the improvement percentage was 8%. In the students' present their result discussion also improved. It could be seen in cycle I in which the percentage of this activity was 50% and in cycle II was 69% by the improvement percentage was 19%.

Regarding to the data, the students' activeness and enthusiasm to follow teaching and learning process showed significant improvement by applying detailed reading strategy to teach writing achievement from cycle I to cycle II by the mean percentage consecutively from 58% to 77% in which the mean percentage was 19%. Then, to know the significant improvement of students' activity could be seen on the graph 5 below:

Chart6
The Result of Students' Activity at Cycle I and Cycle II



Based on the above discussion, it can be concluded that the detailed reading strategy can improve the students' writing achievement at the tenth graders of Senior High School 1 Sekampung in academic year 2018/2019 and this research was done on the cycle II so, it would not be continued on the next cycle.

Then, the indicator of success of this research had been achieved that was 80% from total students was gotten score at least 72 and the students become more active and enthusiastic in teaching learning process end then there was significant improvement of students learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding and interpretation, the researcher would like to point out the conclusions as follows:

Detailed Reading Strategy can be effective Strategy to improve the students writing achievement. The process in this Strategy made the students become more active and enthusiastic during teaching learning process.

Detailed Reading Strategy can improve the student's learning product from pre-test up to post-test II. It could be seen in pre-test in which the average score was 56 by the percentage of success was 16%, in post-test I the average score was 65 by the percentage of success was 42% and in post-test II the average score was 74 by the percentage of success was 85%.

This Classroom Action Research was successful viewed from indicator of success because of 85% or 22 of the total students already passed the criteria by the minimum standard criteria (MSC) score at least 72. As a result the cycle could not be conducted in the next cycle.

B. Suggestion

Regarding on the research finding and conclusion in the previous chapter, the researcher would like to deliver some suggestions as follows:

- 1. For Students,** The writer expects that the result of this research as the positive contribution for the students to improve their writing achievement. In order to make the students easier to comprehend the learning material so it could improve students writing achievement.
- 2. For English Teacher,** the researcher expect as the learning model in teaching English especially to improve student's writing sachievement and can give more motivation to the students to be more active in teaching and learning process. The English teacher can create fun and easy way in English learning by using this Strategy in order to the students feel enjoy in teaching and learning process.
- 3. For NextResearchers,** It is hoped that they will conduct a similar study on the other skills like listening, speaking, and writing and at other levels of students for the improvement of the teaching of English or carry out an experimental study on the same skill in order to verify the present result.

BIBLIOGRAPHY

A, Donald. 2010. *Introduction to Research In Education*. USA: Wadsworth. Cengage Learning.

Bailey Stephen. 2006. *Academic Writing a handbook for International Students*. London and New York : Routledge.

Broughton, G. 2003. Cristopher Bumfit, Roger Flavell, Peter Hill, and Anita Pincas. *Teaching English as Foreign Language 2nd ed*. London and New York: Routledge.

Brown, H. Douglas, 2005, *Principles of Language Learning and Teaching*, Michigan: University of Michigan Press.

Burns, Anne. 2009. *Doing Action Research in English Language Teaching*. New York: Routledge.

Day Trevor. 2013. *Success In Academic Writing*. New York: PALGRAVE MACMILLAN.

Edward, M. 1987. *Educational Achievement: Explanation and Implications of Recent Trends*. California: Library Government Publication.

Ferrance, Eileen. 2000. *Action Research*. New York: LAB at Brown University.

Gay, R. Lorraine. 2012. *Educational Research Competencies for Analysis and Applications*. USA: Pearson.

Green Andrew. 2011. *Becoming A Reflektive English Teacher*. England: Open University Press.

Hanson Sharon. 2003. *Legal Method & Reasoning 2nd ed*. USA: Cavendish Publishing.

Harmer, J. 2001. *Practice of English Language Teaching*, London : Longman.

Hermer Jeremy. 2004. *How to Teach Writing*. England: Longman.

Hornby AS. 1995. *Oxford Advanced Learner's Dictionary of current English*. New York: Oxford University press.

Koshy, Valsa. 2005. *Action research for improving practice*. London: Paul Chapman Publisher.

Mclever, M and Urquhart V. 2005. *Teaching Writing in The Contest Area*. Aurora, CO 80014-1678 USA: McREL.

McNiff, Jean and Jack Whitehead. *Action Research: Principles and Practice*. London: Routledge.

Mokhtari Kouinder. 2017. *Improving Reading Comprehension Through Metacognitive Reading Strategies Instruction*. London: The Rowman & Littlefield Publishing Group.

Oshima, A and Hogue A. 1997. *Introduction to Academic Writing*. New York: Longman.

Raimes Ann. 1983. *Techniques in Teaching Writing*. New York NY 10016 USA: Oxford University press.

Souhila, Rouai. 2014. Undergraduated Thesis: *The Use Of Reading Strategies In Improving Students' Reading Comprehension*. UNIVERSITY KASDI MERBAH OUARGLA Faculty of Letters and Languages Department of Foreign Languages.

www.ijhssnet.com/journals/Vol_5_No_8_August.../4

Yogesh, Kumar Singh. 2006. *Fundamental of Research Methodology and Statistics*. New Delhi: Age International Publisher.

Zeidner, M and Saklofske, H. Donal.Donal H. 1995. *International Handbook of Personality and intelegence*. New York: Plenum Publishing Corperation.



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

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

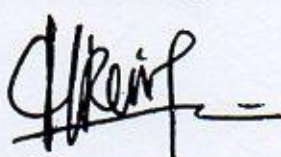
Nama : Oktavia Arum Pramana
NPM : 14128017

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : VIII/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	Thursday 09/08/18		✓	Revise chapter IV-V	
2	Tuesday 24/08/18		✓	Revise again	
3	Thursday 06/09/2018		✓	Rec and continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



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

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

Nama : Oktavia Arum Pramana
NPM : 14128017

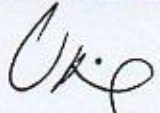
Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : VIII/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	27/7-18	✓		acc for reserch instrument	



Mengetahui,
Ketua Jurusan TBI
Ahmad Subhan Roza, M.Pd.
NIP. 19650610 200801 1 014

Dosen Pembimbing I


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



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

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

Nama : Oktavia Arum Pramana
NPM : 14128017

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : VIII/2018

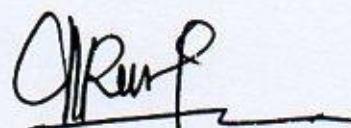
No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	Thursday 24/07/18		✓	acc Research instrument	

Mengetahui,
Ketua Jurusan TBI



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

Dosen Pembimbing II



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



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

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

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

Nomor : B-0835/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SEKOLAH SMAN 1 SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : OKTAVIA ARUM PRAMANA
NPM : 14128017
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE EFFECTIVENESS OF DETAILED READING STRATEGY IN
IMPROVING STUDENTS WRITING ACHIEVEMENT AT THE
TENTH GRADE

untuk melakukan *pra-survey* di SMAN 1 SEKAMPUNG.

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

Wassalamu'alaikum Wr. Wb.

Metro, 12 Maret 2018
Ketua Jurusan
Pendidikan Bahasa Inggris

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



PEMERINTAH PROVINSI LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 SEKAMPUNG
TERAKREDITASI A



NSS : 301120403011

NIS : 300110

Alamat : Raya Sekampung Desa Hargomulyo Kec. Sekampung Lampung Timur 34182

SURAT IZIN PRA-SURVEY

Nomor : 420/068 /11/SMAN 1/2018

Yang bertanda tangan di bawah ini :

Nama : Drs. MUJIONO, M.Pd.
NIP : 19661020 199203 1 004
Pangkat/Gol : Pembina Tk 1 /IV b
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri I Sekampung

Memberikan izin *Pra-Survey* Kepada :

Nama : OKTAVIA ARUM PRAMANA
NPM : 14128017
Semester : 8 (Delapan)
Jurusan/ Fakultas : Tarbiyah dan Ilmu Keguruan (IAIN Metro)
Program Studi : Pendidikan Bahasa Inggris

Bahwasanya kami tidak berkeberatan nama di atas melakukan pra- survey di SMA Negeri I Sekampung dengan judul "THE EFFECTIVENESS OF DETAILED READING STRATEGY IN IMPROVING STUDENTS WRITING ACHIEVEMENT AT THE TENTH GRADE"

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya



Sekampung, 26 Maret 2018
Kepala Sekolah

Drs. MUJIONO, M.Pd.

NIP. 19661020 199203 1 004



**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.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2181/In.28/D.1/TL.01/07/2018

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

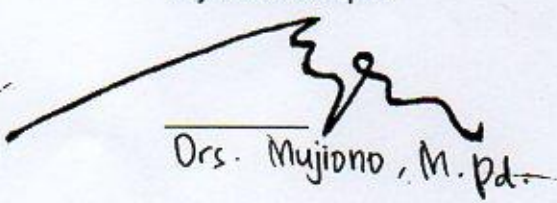
Nama : OKTAVIA ARUM PRAMANA
NPM : 14128017
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMAN 1 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF DETAILED READING STRATEGY IN IMPROVING THE STUDENTS WRITING ACHIEVEMENT AT THE TENTH GRADERS OF SENIOR HIGH SCHOOL 1 SEKAMPUNG IN THE ACADEMIC YEAR OF 2017/2018".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 09 Juli 2018

Mengetahui,
Pejabat Setempat


Drs. Mujiono, M.pd.



Wakil Dekan I,

Dr. Jati Fatonah MA

19670531 199303 2 003



**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.iaim@metrouniv.ac.id

Nomor : B-2182/In.28/D.1/TL.00/07/2018
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMAN 1 SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2181/In.28/D.1/TL.01/07/2018,
tanggal 09 Juli 2018 atas nama saudara:

Nama : OKTAVIA ARUM PRAMANA
NPM : 14128017
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF DETAILED READING STRATEGY IN IMPROVING THE STUDENTS WRITING ACHIEVEMENT AT THE TENTH GRADERS OF SENIOR HIGH SCHOOL 1 SEKAMPUNG 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, 09 Juli 2018
Wakil Dekan I,

Dra. Fatonah MA
NIP. 19570531 199303 2 003





PEMERINTAH PROPINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI I SEKAMPUNG
NSS : 3011204033011 NIS : 300110
TERAKREDITASI A



Alamat : Raya Sekampung Desa Hargomulyo Kec. Sekampung Lampung Timur 34182

Nomor : 420/212/11/ SMA N I/ 2018
Lampiran : -
Hal : Pemberian Izin Penelitian

Kepada
Yth : Dekan Fakultas Tarbiyah
Institut Agama Islam Negeri Metro
Di -
Metro

Dengan hormat,

Berdasarkan surat permohonan izin research dari IAIN Metro dengan nomor : B-2182/In.28/D.1/TL.00/07/2018 tertanggal 09 Juli 2018 tentang izin penelitian atas nama

N a m a : OKTAVIA ARUM PRAMANA
NPM : 14128017
Jurusan : Pendidikan Bahasa Inggris
Judul : The Use Of Detailed Reading Strategy In Improving The Student Writing Achievement At The Tenth Graders Of SMA N 1 Sekampung Academic Year 2018/2019.

Pada dasarnya kami Kepala Sekolah SMA Negeri 1 Sekampung tidak berkeberatan dan memberikan izin Penelitian kepada nama tersebut diatas.

Demikian surat izin Penelitian ini dibuat, untuk dipergunakan dengan penuh rasa tanggungjawab.

Sekampung, 25 Juli 2018

Kepala Sekolah



Drs. MUJONO M.Pd

NIP. 19661020 199203 1 004

Answer Sheet

Name : Adinda Kusuma

NIS :

Class :

Score:

65

Write Here!

tittle

There was a beautiful princess. Snow white had a step mother who was always jealous of snow white's beauty. Then he asked her Fursty to take snow white into the forest, far away from the castle and killed her. but suddenly she was a small strange cottage. the step mother finally arrived to the cottage and began to after snow white an apple. Then the prince kissed her to snow white intention.

Note:

C : 21

O : 10

V : 13

L : 18

M : 3

Answer Sheet

Name : Candra Wijaya
NIS :
Class :

Score:

77

Write Here!

Title

- Snow White she was Very pretty White blue eyes and long black hair. Her skin was delicate and white, and so she was called snow white. Snow white had a step mother who was always jealous of snow white's beauty.
- One day, the step mother asked the magic mirror who the magic mirror then he asked her trusty servant to take snow white into the forest.
- Little snow was alone and scared. suddenly she saw a small strange cottage inside the cottage, there was 7 beds and a kitchen. Seven dwarfs Surprised to see there was a young lady inside the cottage.

note not complete!

Note : G: 22

D : 17

V : 13

L : 20

M : 5

Answer Sheet

Name : Tessa Aprilia
 NIS :
 Class :

Score:

72

Write Here!

tittle

- Once upon a time in a great castle, there was a beautiful princess. She was Very pretty with blue eyes and long black hair. Her skin was delicate and white and so she was called Snow white.
- In the forest little snow white alone and scared. She didn't know where she should go. But suddenly she saw a small strange cottage. She wondered who lived there then she entered the cottage.
- In the afternoon, when the seven dwarfs come home, they surprised with snow white who laid on the floor with three an poisoned apple beside her. Heard the snow white's story, the princes decide to carry her to his castle and asked the doctor to help her. Then the prince kissed her to his intention, but suddenly snow white was back to life.

Note : C = 22

O = 14

V = 17

L = 13

M = 6

Answer Sheet

Name : Adinda Kusuma
NIS :
Class :

Score:

72

Write Here!

Bear and Rabbit

The rabbit was a good shooter, and the bear, being very clumsy, could not use the arrow to good advantage. The bear would call over the rabbit and asked the rabbit to take his bow and arrows came with the bear to the other side of the hill.

The rabbit, fearing to arouse the bear's anger by refusing, consented and went with the bear and shot enough buffalo to satisfy the hungry family.

Note : C = 21

O = 13

V = 15

L = 18

M = 5

Answer Sheet

Name : Candra Wijaya
NIS :
Class :

Score:

80

Write Here!

Bear and Rabbit

The rabbit was a good short, and the bear, being very clumsy, could the arrow to good advantage.

→ The rabbit, fearing to arouse the bear's anger by refusing, consented and his family. The bear was the father of five children the youngest child was very kind to the rabbit. He would take it outside ~~with~~ ~~with~~ with him and pretend to play ball with it, kicking it toward Rabbit house.

Note : C = 24

O = 17

V = 17

L = 18

M = 4

Answer Sheet

Name : Tusa Aprilia

NIS :

Class :

Score:

79

Write Here!

tittle

- The rabbit was a good short and the bear, being very clumsy. The rabbit fearing to arouse the bear anger by refusing, consented and went with the bear and shot enough buffalo to satisfy the hungry family.
- Indeed he shot and killed so many that, there was lots of meat left after the bear and his family had loaded them selves, and packed all they could carry home. The bear was very gluttonous and did not want the rabbit to get any of the meat so the poor rabbit could not even taste the blood from the but chering as the bear would throw earth on the blood and dry it up.

Note : C = 23

O = 17

V = 17

L = 18

M = 4

Answer Sheet

Name : Adinda Kusuma
NIS :
Class :

Score:

80

Write Here!

Cinderella

One day she lived a girl and good, ^{namely} name cinderella. She live with mothe and step-sister live cinderella. very simple, mother and step-sister very cruel cinderella. one day to be the king (Make a party and on night that mother and step-mother come to party. Cinderella come Party to, cinderella look girl and beautiful before at 12.00 (Must back in the home. The next day, the prince and this men brought along the glass sliper. They went all over the kingdom to search for the owner.

Note : c : 24

b : 15

v : 18

L : 10

M : 4

Answer Sheet

Name : Candra Wijaya

NIS :

Class :

Score:

85

Write Here!

Cinderella

Age old was a girl namely Cinderella lived with step mother and two step sisters. One day was a king invited to all girls to come celebrate birth day prince. Took mid night cinderella to go home with to run glass slippers fall.

One day prince to come home cinderella to back glass slippers cinderella. prince fall in love with cinderella. and prince next married with cinderella. Cinderella lived happy with prince forever.

Note : C : 26

b : 18

V : 17

L : 10

M : 5

Answer Sheet

Name : Tessa Aprilia
NIS :
Class :

Score:

85

Write Here!

Cinderella

Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day Cinderella attend feast dance in the King Palace. The King just searching matching to a prince. Cinderella to help by angel that as for beautiful. With one promise moment at 12:00 PM she must finished back from feast mentioned. The moment too Cinderella attend to come to kingdom Cinderella dancing with prince. In spite of moment Cinderella forget about 12:00 PM she must back. Cinderella a own the moment too. And one shoes fall in ladder. (And prince find).

The Next day Prince come too house Cinderella. He answer with bad step-mother "What second girls. Moment Cinderella come to bring drink, prince to order for try shoes hanged. And shoes hanged possession Cinderella. Prince finally married with Cinderella.

Note: C : 25

O : 18

V : 18

L : 19

M : 5



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

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

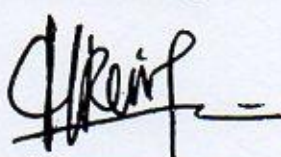
Nama : Oktavia Arum Pramana
NPM : 14128017

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : VIII/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	Thursday 09/08/18		✓	Revise chapter IV-V	
2	Tuesday 24/08/18		✓	Revise again	
3	Thursday 06/09/2018		✓	Rec and continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



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

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

Nama : Oktavia Arum Pramana
NPM : 14128017

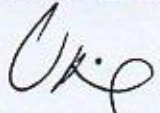
Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : VIII/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	27/7-18	✓		acc for reserch instrument	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19650610 200801 1 014

Dosen Pembimbing I


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



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

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

Nama : Oktavia Arum Pramana
NPM : 14128017

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : VIII/2018

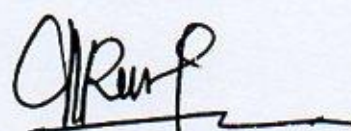
No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	Thursday 24/07/18		✓	acc Research instrument	

Mengetahui,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
NIP. 19730610 200801 1 014

Dosen Pembimbing II



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



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

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

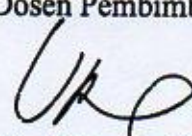
Nama : Oktavia Arum Pramana
NPM : 14128017

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : VIII/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Jum'at 14/18 /9	✓		- Revise Chptr 4-5	
2.	Senin, 17/5-18	✓		- Revision is ok - acc for Munagasyah	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

PRE-TEST DOCUMENTATION



CYCLE I DOCUMENTATION

While Giving Treatment



Post Test I



CYCLE II DOCUMENTATION

While Giving Treatment



Post Test II



CURRICULUM VITAE



Oktavia Arum Pramana was born in Metro on October 5th, 1996. She is the first child of married couple Mr.Sidik Pramono and Mrs.Sumitri. She graduated from Elementary School at SDN 2 Sri Busono 2008, secondary school was at Junior High School at SMPN 2 Way Seputih 2011, and Senior High School was at SMA Muhammadiyah 1 Metro, 2014. Then, Oktavia Arum Pramana continued her study to Strata one of English Education Department of State Intitute for Islamic Studies (IAIN) Metro Lampung until now 2018.