

AN UNDERGRADUATE THESIS

IMPROVING THE STUDENT'S WRITING ABILITY BY USING
LANGUAGE SHAPING PARADIGM (LSP) STRATEGY AT THE EIGHTH
GRADE OF JUNIOR HIGH SCHOOL 3 JABUNG

EAST LAMPUNG

BY:

M. IRSAD SYAFI'I

STUDENT NUMBER 1501070272



Tarbiyahand Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441H/2020M

**IMPOVING THE STUDENTS WRITING ABILITY BY USING
LANGUAGE SHAPING PARADIGM STRATEGYAT THE EIGHTH
GRADE OF JUNIOR HIGH SCHOOL 3 JABUNG
EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirements
for the Degree of SarjanaPendidikan (S.Pd.)
in English Education Department

By:
M.IRSAD SYAFI'I
Student Number: 1501070272

Tarbiyah Faculty
English Education Department

Sponsor :Dr. Widhiya Ninsiana, M.Hum.
Co-Sponsor :Trisna Dinillah Harya, M.Pd.

STATE INSTITUTE FOR ISLAMIC STUDIESOF METRO
1441 H / 20120 M



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

Jalan Ki. Hajar Dewantara Komplek 16 A Ringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47266; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah@metrouniv.ac.id

APPROVAL PAGE

Title : IMPROVING STUDENTS' WRITING ABILITY BY USING
LANGUAGE SHAPING PARADIGM AT THE EIGHTH
GRADES OF SMP N 3 JABUNG EAST LAMPUNG IN
ACADEMIC YEAR 2019/2020
Name : M. Irsad Syafi'i
NPM : 1501070272
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of
Metro.

Sponsor

Dr. Widhiya Ningsiana, M.Hum
NIP. 19720923 200003 2 002

Metro, 2nd July 2020
Co-Sponsor

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47206; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of M.Irsad Syafi'i**

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

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : M.Irsad Syafi'i
Student Number : 1501070272
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : IMPROVING STUDENTS' WRITING ABILITY BY USING
LANGUAGE SHAPING PARADIGM AT THE EIGHTH
GRADES OF SMP N 3 JABUNG EAST LAMPUNG

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

Wassalamu'alaikum Wr. Wb

Sponsor

Dr. Widhiya Nindiana, M.Hum
NIP. 19720923 200003 2 002

Metro, 2nd July 2020
Co-Sponsor

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004

Head of English Education Departement

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



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

Jalan Kl. Hajar Dewantara Kampus 15 A Ingrisulyo 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

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqosyahkan Skripsi
Saudara M.Irsad Syafi'i**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name : M.Irsad Syafi'i
Student Number : 1501070272
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : IMPROVING STUDENTS' WRITING ABILITY BY USING
LANGUAGE SHAPING PARADIGM AT THE EIGHTH GRADES
OF SMP N 3 JABUNG EAST LAMPUNG

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Metro, 2nd July 2020
Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

Head of English Education Departement



Ahmid Subhan Hoza, M.Pd
NIP. 19750610 200801 1 014



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

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

RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPROVING SRUDENTS' WRITING ABILITY BY USING LANGUAGE SHAPING PARADIGM AT RHE EIGHTH GRADES OF SMP N 3 JABUNG IN THE ACADEMIC YEAR OF 2019/2020, written by M. Irsad Syafi'i, student number 1501070272, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on friday, 10th June at 10.00-11.30 am.

BOARD OF EXAMINERS:

Chairperson : Dr. Widhiya Ninsiana, M.Hum
Examiner I : Ahmad Subhan Roza, M.pd
Examiner II : Trisna Dinillah Harya, M.Pd
Secretary : Linda Septiyana, M.Pd



(.....)
(.....)
(.....)
(.....)

The Dean of Tarbiyah and Teachers Training Faculty



Dr. Akla, M.Pd

1961008 200003 2 005

**IMPROVING STUDENTS` WRITING ABILITY BY USING LANGUAGE
SHAPING PARADIGM STRATEGY AT THE EIGHTH GRADES OF SMP
N 3 JABUNG EAST LAMPUNG IN ACADEMIC YEAR 2019/2020**

ABSTRACT

BY :

M.Irsad Syafi'i

The purposes of this research are to show that using Language Shaping Paradigm Strategy can improve students writing ability and teaching learning activity toward the eighth grades students of SMP N 3 Jabung East Lampung in academic year 2019/2020. The writer had outlined the problem in this research that focused on improvement writing ability. It is realated on the problem identification that the students have low motivation especially in learning writing ability, they also get the difficulties to develop their own ideas, lack in vocabullary mastery, do not know how to write a story based on the topic.

Moreover, the kind of this research is classroom action reaserach (CAR) which was conducted in two cycle . each cycle consist of plan, action, observation, and reflection. Object of this research is students writing abiliy. In collecting data used written test, observation sheet, documentation sheet, field note sheet.

Finally, the finding research is average score of pre test, post test I and pos test II showed that there was progressing score. the average of studets score of the eighth grades student of SMP N 3 Jabung in pre test is 58 , post test I is 66, and in post test II is 73,6. Based on the result, Language Shaping Paradigm could improve the students` activities in teaching learning process at the eighth grade of SMP N 3 Jabung.

Keywords : Improving students writing ability by using Language Shaping paradigm

**MENINGKATKAN KEMAMPUAN MENULIS SISWA DENGAN
MENGUNAKAN STRATEGI LANGUAGE SHAPING PARADIGM
(LSP) UNTUK SISWA KELAS DELAPAN DI SMP NEGRI 3 JABUNG
PADA TAHUN AJARAN 2019/2020**

ABSTRAK

BY

M.Irsad syafi'i

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa menggunakan strategi Language Shaping Paradigm bisa meningkatkan kemampuan menulis siswa dan aktifitas kegiatan belajar mengajar terhadap siswa kelas delapan di SMP N 3 Jabung Lampung Timur pada tahun ajaran 2019/2020. Permasalahan yang diangkat oleh penulis dalam penelitian ini berkaitan dengan perkembangan kemampuan menulis siswa. Hal ini berdasarkan pada permasalahan yang telah dipaparkan bahwasanya siswa mempunyai motivasi rendah khususnya dalam belajar kemampuan menulis, mereka juga memperoleh kesulitan untuk mengembangkan ide yang mereka miliki, rendah dalam penguasaan kosa kata dan tidak tau bagaimana caranya menulis berdasarkan topik.

Selain itu, jenis dari penelitian ini adalah Peneletian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari rencana, tindakan, pengamatan, pemikiran. Objek dari penelitian ini adalah kemampuan menulis siswa. Dalam mengumpulkan data menggunakan tes tertulis, lembar pengamatan, lembar dokumentasi, lembar catatan lapangan.

Ahirnya, Hasil peneletian ini adalah nilai rata-rata pre-test, post-test I, post test-II menunjukkan peningkatan hasil. Nilai rata-rata siswa kelas delapan dari SMP N 3 Jabung in pre-test adalah 58, post test I adalah 66, dan pada post-test II adalah 73,6. Berdasarkan hasil tersebut, Language Shaping Paradigm bisa meningkatkan aktivitas siswa dalam proses kegiatan belajar di kelas delapan dari SMP N 3 Jabung.

Kata kunci : *Meningkatkan kemampuan belajar menulis siswa dengan menggunakan strategi Language Shaping Paradigm*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name : M. Irsad Syafi'i
Student Number : 1501070272
Study Program : English Departement
Faculty : Tarbiyah

It is believe that this undegraduete thesis is original execept certain parts of it quoted from the bibliography mentioned.

Metro, July 2020

The Writer


R.I. TERAJI
TEMAPIRI
0812145336742730
6000
Dh. H. MUBIN
M. Irsad Syafi'i
1501070272

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama : M.Irsad Syafi'i
NPM : 1501070272
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah

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

Metro, Juli 2020

Penulis



M.Irsad Syafi'i
1501070272

Motto

ان ظر ماقال ولا تنظر من قال

UNDHUR MAA QOOLA WALAA TANDHUR MAN QOOLA

“Do not see who is conveyed, but see what is conveyed”

(Ali Bin Abi Thalib r.a)

Dedication Page

This Undergraduate thesis specially dedicated to :

My beloved parents, *Mr.Sariadi* and *Mrs. Sulastri* who always pray and support in their endless love.

My beloved friends, *Naufal Rafiq Yusuf, Deni Setiono, Ahmad Cahyono, Agus Saputra, Tungki Priandoko, Diki Anggara, Rudi, Dudung*, and *all of E class who always support me.*

Finally, *my beloved almamater of state institute for islamic studies metro.*

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Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world. In this opportunities, the Writer would like to express her deepest gratitude especially to:

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2. Dr. Akla, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Ahmad Subhan Roza, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.
4. Dr. Widhiya Ninsiana, M.Hum as the first advisor and Trisna Dinillah Harya, M.Pd as the second advisor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.
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6. Headmaster, Teacher, Staff of the SMP N 3 Jabung who gives permission to the Writer conduct the research in this school.
7. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

The writer do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the Writer especially and for our campus and all readers generally.

Metro, April 2020



M.IRSAD SYAFI'I
NPM. 1501070272

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CHAPTER 1

INTRODUCTION

A. Background Of Study

As we know writing was an activity that never be left in education. Writing very essential part of the lesson, not only in englwash lesson, but also in other classes such as biology, mathematics and etc. The Student need to know how to write a letter, how to write result of a reply, how to make a description about something. In language, Writing was an activity in the form of pouring ideas with complex abilities through productive active activities in the form of letters and numbers symbolically so it can be understood by others.

Writing was an activity that has many benefits. For thwas reason, when the student improve writing and practice skills continuously it would expands and increases vocabulary growth, improves writing fluency and composing sentences. Writing an activitythat can improve the ability to organize. The writing prospective was to developing writing style and organizing in accordanceof an letter with hwas own ideas.

Actually, writing have some types, such as: descriptive, narative, exposition, report, argumentative. Descriptive was a text that describe particular thing, person, animal, place and or event to the reader or hearers. Narative was a text that retell about the story in the past.It was includes fairy stories, fables, mystery, stories, science fiction etc. Exposition was a text that used to giving information, making explanations and interpreting

meanings. Report was a text that used to give an account of something, to offer a solution of problem, to answer a question. Argumentative was a text that used to make a case or prove and disprove a statement of proposition.

In addition, in the writing someone need a strategy to make easier when write a text, one of the strategy was Language Shaping Paradigm (LSP). The language shaping paradigm was a strategy that used to connect students to the printed page through their own writing.

Moreover, on the observation has been conducted on April 17th 2019, writer found some problem at the eighth grade students, such as the student are lack in mastery vocabulary, student do not know how to write a story based on the topic, student have less idea to write based on the topic, student have low motivation, especially in writing Ability. To supporting the the problem above, the writer also enclose the student score that can be illustrated as follows.

Table I
Pra-survey Data of Students` Englwash Writing Ability Score

NO	Students Code	MMC	Grade	Criteria
1	ARF	75	55	Uncompleted
2	ANS	75	65	Uncompleted
3	ANG	75	50	Uncompleted
4	ATH	75	55	Uncompleted
5	AML	75	50	Uncompleted
6	AHD	75	50	Uncompleted
7	DMS	75	75	Completed
8	DVD	75	55	Uncompleted
9	DS	75	50	Uncompleted
10	DM	75	45	Uncompleted
11	EGA	75	60	Uncompleted
12	FHM	75	65	Uncompleted
13	FTR	75	55	Uncompleted
14	IDM	75	50	Uncompleted
15	IZN	75	55	Uncompleted
16	JWT	75	55	Uncompleted
17	NVL	75	75	Completed
18	NVT	75	50	Uncompleted
19	NY	75	45	Uncompleted
20	NNK	75	40	Uncompleted
21	PTR	75	65	Uncompleted
22	PPT	75	50	Uncompleted
23	RM	75	50	Uncompleted
24	SACA	75	50	Uncompleted
25	SBL	75	55	Uncompleted
26	TSBT	75	65	Uncompleted
27	UMI	75	50	Uncompleted
28	YN	75	55	Uncompleted
29	ZDN	75	60	Uncompleted
30	WNA	75	55	Uncompleted
Total Average			1450=48,3	Uncompleted

Source : Writing ability test result in pre-survey at SMP N 3 JABUNG.

Table II
The Categorization of Students Writing Ability
SMP N 3 JABUNG

No.	Grade	Frequency	Precentage
1	≥ 75	2 students	6,7%
2	< 75	28 students	93,3%
Total		30 students	100%

Based on the data above we know that 13,3 % of student are complete in the Minimum Matery Criteria (MMC), meanwhile 86,6 % of student are not complete in the MMC. The writer hope after thwas strategy has be applied, more than 75% of student get $75 \leq$ achievement.

Based on all statement above, the writer interest in “improving the student’s writng ability by using Languge Shaping Paradigm (LSP) strategy at eighth grade of SMP N 3 Jabung Jabung in academic year of 2019/2020.

B. Problem Identification

Problem identification was a problem obtained after conduct pra-survey. There are some problem that can identified in problem identification, the problem above as follows :

- 1) Student are lack in mastery vocabulary.
- 2) Student do not know how to write a story based on the topic.
- 3) Student have less idea to write based on the topic.
- 4) Student have low motivation,especially in writing Ability

C. Problem Limitation

writer was obtain some problem on the baground of study, but in that research the writer limits the problem by focusing limitation of Improving The Students' Writing Ablity by Using Language Shaping Paradigm at the eight grade student in SMP N 3 Jabung in academic year of 2019/2020.

D. Problem Formulation

In order, on thwas research the writer also construct problem formulation to more focusing in conduct thwas research. The problem formulation of thwas research as follows:

“can the Language Shaping Paradigm improve the student’s writing ability at the eight grades of SMP N 3 Jabung in academic year of 2019/2020 ?”.

E. The objective of the study

The objective of study was to find out whether the Language Shaping Paradigm can improve the writing ability of the eighth grade students of SMP N 3 Jabung in academic year of 2019/2020.

F. The benefit of the study

1. For the student

The writer hope that the student more interest with englwash lesson, so the teaching learning procces would be active in the class and the ability in englwash would be improve.

2. For the English teacher

The writer hopes that this research would be a positive contribution to improve writing ability, so the teacher can use this way to teach in the class.

3. For the headmaster

The writer hopes that this can give positive information in the learning process and also hope to make improve the quality of education in SMP N 3 Jabung in the academic year of 2019/2020.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Concept of Writing Ability

1. Concept of writing ability

a. Definition of Writing

According to James H. Breasted, the invention of script and a comfortable system of writing and achieving had bigger influence on the development of the human race than any other mental progress in the human history.¹ Moreover writing is also an ability that important for human development.

According to Nunan, Writing is a 'complex, cognitive process that requires sustained intellectual effort over a considerable period of time.'² It means that Writing was an activity that need a competence and habit also involving psychological to express an idea on the article.

Dorothy and Carlos stated that writing is also one of the most difficult skills to master in both a first language and a second language. Students can find it challenging to find ideas to include in their writing and each culture has its own style for organizing academic writing.³ Make letters or numbers on a surface, especially with a pen or pencil on paper, to put information, a message of

¹James H. Breasted, *The concept of writing*, (University of Lapland 2009), p.2

²Nunan, *Process Writing*, (The University of Birmingham July 2008), p.3

³Dorothy E. Zemach and Carlos Islam, *Paragraph Writing From Sentence To Paragraph*, (http: Macmillan, 2005) p. iv

good wishes, etc. In a letter and send to somebody, to produce something in written form so that people can read, perform and use it.

Based on the statement above the writer make a conclusion that writing was an activity that important to be learning also a phsychological activity that need competence and habbit to express own ideaon the article.

b. Definition of Ability

According Oxford Advanced American Dictionary ability can be difined as the fact that someone or something was able to do something and level of skill intelegence.⁴ .

Ability is ascribed for what is that one is able to do certain action.⁵

In other word, ability is an action taken by someone.

c. Definition of Writing Ability

writing ability was one of skill in english that important to be learning also a phsychological activity that need competence and habbit to express own idea on the article and feeling to other people in written symbols to make other people or readers understand the ideas conveyed.

⁴A.s hornby, *Oxford Acvanded American Dictionary* (Newyork:Oxford University Press, 2000)

⁵John Bejamins B.V, *Control and Ability*, (Copyright, 2010), p.27

2. Benefits of writing

Writing is essential. It brings about a lot of advantages (cf.Chappell 2011; or what is the importance of writing?) as for the advantages such as the following:⁶

- a) Express one's personality.
- b) Foster communication.
- c) Develop thinking skills.
- d) Make logical and persuasive arguments.
- e) Give a person chance to later reflect on his/her ideas and re-evaluate them.
- f) Provide and receive feedback.
- g) Prepare for school and employment

3. Types of Writing.

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

1) Descriptive

Descriptive is an activity that do by the writer or the speaker to describe particular thing, person, animal, place and or event to the reader or hearers.⁷ Descriptive was the way things look, smell, taste, feel, or sound. It may include moods, such as happiness, loneliness, or fear. It means that descriptive used to describe more than the outward appearance of people.

⁶ Blanka frydrychova Klimova, *The Importance of Writing*, (university of hradec kralove january 2013), p.9

⁷ Gerot & Wignell, *students Descriptive Text Writing in SFL perspectives* (IJECTAL, 2017), p.67

Descriptive writing requires the use of specific details and vocabulary that carries a strong meaning, so the reader can understand what which the writer meaning.

2) Narrative

A narrative was a story. Mostly narrative were imaginary stories but sometimes narrative can be factual too. It was includes fairy stories, fables, mystery, stories, science fiction etc.⁸ Narrative place occurrences in time and tells what happen according to natural time and tell what happen according to natural time sequence. So, it illustrates that narrative was to retell about the story in the past.

3) Exposition

Gennerally, an exposition not only have a purpose to presenting one side of an argument but also, exposition was used to giving information, making explanations and interpreting meanings.⁹ It means that in exposition give more about explanation and information about something well.

4) Report

The purpose of report was to give an account of something, to offer a solution of problem, to answer a question.¹⁰ It means that report tell about the characteristic of something clearly.

⁸ Irwan Sulisty, *An analysis of generic structure of narrative text*, p.171

⁹ R.R Jordan, *Academic Writing Course Study in Writing*, Third edition, (England: Pearson Education Limited, 2003), p.27

¹⁰ Elizabeth kalucy, *Report writing: process, principle and styles*, (journal watch, des. 2004), p.2

5) Argumentative

Argumentative was another types of essay writing and it was concerned with the reasoning ability of the writer to present an issue logically with an overriding view.¹¹ The function of argumentation was to make a case or prove and disprove a satatement of preposition. The argumentative was also called a genre of writing that requires the student to investigate a topic.

Based on explanation above the writer conclude that writing was an ability that have several types and every types have function.

4. Processs of writing

However, in the writing there were process to write good writing and the process divided by four stages. Here're four stages of the good writing process :¹²

a. Planning

Pretend that someone who have time and finances to visit a country you've never visited and know little about. Althought the someone could hop a plane and figure out what to do when you get there, it would problably do some google searches, browse guidebook, buy a map and chat with other who have made the trip.

¹¹ V.A.Alabi-Babtunde, *The use of english in higher Education* (Nigeria,Ilorin University Press, 1998) p.172

¹²Minneapolis, *The Writing Process*, (Capella University), p.3-p.34

If the someone were thought, it would sketch a complete itinerary and read extensively about the destination. Then, the last step was pack the clothing and gear after consulting your packing list. Based on the pretend about, writing was like a trip and Planning result a smoother voyage and give a confidence and energy for the writer to complete the trip.

However, in this stage the writer have to analyzing the audience, determining the purpose of writing and generating Potential content.

b. Drafting

Planning was like getting ready for a trip, gathering information and making preliminary decisions about the general direction. Drafting was actual journey. Sometimes you follow the itinerary the mapped out in the planning phase. However, the process of writing can occasionally tempt you of the beaten track as the someone stumble onto side roads that didn't know existed. Then the someone have to decide if the someone would stay with it original plan, take an unexpected side trip, or revise the entire itinerary. So, the key in this stage of writing process was to avoid editing and proofreading untill the writer's idea down. stoping, starting and making small changes as the writer would interrupt the thinking. As the second stage in the writing process, in this

stage writer have to making a case and structuring evidence of the writer for that case.

Based on the explain above drafting was a series of strategies designed to organize and develop a sustained piece of writing.

c. Revising

In the stage before, the writer learned that these activities were similar to planning a trip and then following through on the plan that be maked before. Revision was like the recapping and analysis of a trip after the travels have ended. So, how could the writer can make the trip be better?. Unlike taking vacation, writing does allow to go back, retrace or redo the path. Based on the pretend about revising was doing after do something and get feedback form experience or someone who assessing.

If the someone revision means looking again at the entire work. The writer have to looks for feedback like an outside critic and finding opportunities for cutting, adding to, reording, or rewording from the teacher or the student.

In revising stage the writer have to putting their self in the place of reader, rethinking their approach, making changes that would improve their case.

d. Editing

The final stage in the writing process was editing. At this stage, writers review and assess text by examining diction, tone, style, and flow. Intermingled, these elements work together and not only express a voice of writer, but also influence by a intended audience of writing.

Based on the explanation above the writer have to eliminate errors and improve the coherence and readability of the written text that already be presented.

5. Measurement of writing

There were several categories on assignment writing, namely content, organization, vocabulary, language use and mechanics.¹³

Categorization	Score	Level	Criteria
Content	30-27	Excellent to very good	Knowledgeable-substantive-etc.
	26-22	Good to average	Some knowledge of subject-etc.
	21-17	Fair to poor	Limited knowledge of subject- little substance-etc.
	16-13	Very poor	Does not show knowledge of subject-non substantive-etc.

¹³Heaton, J. B. *Writing English Language Test*. London and New York: Longman Group UK Limited, 1988. Page 146

Organization	20-18	Excellent to very good	Fluent expression- ideas clearly stated- etc.
	17-14	Good to average	Somewhat choppy- loosely organized but main ideas stand out- etc.
	13-10	Fair to poor	Non fluent- ideas confused or disconnected- etc.
	9-7	Very poor	Does not communicate- no organization- etc.
Vocabulary	20-18	Excellent to very good	Sophisticated range- effective word/idiom choice and usage-etc.
	17-14	Good to average	Adequate range- occasional errors of word/idiom form, choce, usage, but meaning not obscured.
	13-10	Fair to poor	Limited range- frequent errors of word/idiom form, choice, usage-etc.
	9-7	Very poor	Essentially translation- little knowledge of English vocabulary.
Language use	25-22	Excellent to very good	Effective complex constructions- etc.
	21-19	Good to average	Effective but simple constructions-etc.
	17-11	Fair to poor	Major problems in

			simple/complex constructions- etc.
	10-5	Very poor	Virtually no mastery of sentence construction rules-etc.
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions-etc.
	4	Good to average	Occasional errors of spelling, punctuation-etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization-etc.
	2	Very poor	No mastery of conventions- dominated by errors of spelling, punctuation, capitalization, paragraphing-etc.

B. Concept of LSP (Language Shaping Paradigm)

a. Definition of Language Shaping Paradigm

According to manzo, language shaping paradigm is to connect students to the printed page through their own writing.¹⁴ it means that language shaping paradigm was a strategy that used to make a relation between printed page and their own writing.

¹⁴Anthoni Manzo, *Content Area Reading: A Heuristic Approach*, (Merril Publishing Company), p.368

language shaping is to connect to the printed to value and profit from personal thought and experiences and to learn more.¹⁵ It means this strategy that used to make a text or printed page or relation based value, personal rhrought and experience.

Based two statement about the language shaping paradigm was a strategy that used to help student make a review about their own writing.

b. Principle of Language Shaping paradigm

Language Shaping Paradigm has some principle.the principle about as follows:¹⁶

1. Make student can review their written.
2. Guiding the student to cooperate each other.
3. Guiding the student to more creative.
4. Guiding the student can develop a theme that can be given by a teacher.

the writerconclude that LSP strategy used to teach and guides student in writing and understanding their own written and improving the student writing ability.

¹⁵Tutik Lestari, *Teaching Writing By Combining Quick Write & Language Shaping Paradigm Strategies*, (STKIP PGRI Sumatra Barat), P.3

¹⁶Anthoni Manzo, *Content Area Reading: A Heuristic Approach*, (Merril Publishig Company), p.368

c. Benefit of Language Shaping Paradigm

from the definition above LSP strategy has several benefits. the benefit about as follows:¹⁷

1. This strategy can help student write sufficiently to generate an adequate sample for editing or shaping.
2. This strategy can help student value and recheck their own writing.
3. Can help the student develop their own idea.
4. Help student to cooperation in review of the personal patterns of language and thought to their writing reviews.

it was concluded that LSP strategy can improve student to understanding their written with their cooperation.

d. Implementation of Language Shaping Paradigm

According to manzo, there were six steps in Language Shaping Paradigm. The follow Step of LSP strategy:¹⁸

- a) The teacher begin with a stimulating topic for discussion that can engage children interest and eventually provide an authentic purpose for writing
- b) Students write stories or themes in the conventional way, or the teacher can write a dictated story of student

¹⁷Tutik Lestari, *Teaching Writing By Combining Quick Write & Language Shaping Paradigm Strategies*, (STKIP PGRI Sumatra Barat), P.3

¹⁸Anthony Manzo, *Literacy Disorder : Holistic Diagnosis & Remediation*, (Harcourt Brace Jovanovich College Publishers), p.461

- c) Student select a student story or essay and revives and edits it jointly with student author, informing the student that his or her work was selected for the class to read and analyse. This teacher assisted revision can be guided by simple who, what, where, when, why, and how question.
- d) The teacher, with the student approval, prepares, comprehension question and language analysis and improvement exercise for the material.
- e) The teacher duplicates the story and exercise for the group to read and discuss. The student-author was urged to do a lot more listening than speaking during the initial discussion.
- f) The teacher then invites the student-author to participate more openly as the discussion moves to the language improvement exercises.

It means that Language Shaping Paradigm was A strategy from student (because the student who make the materi), by student (because the student who discussed the materi) and to student (because the materi would back to student as a question or comprehension exercise).

C. Action Hypotesis

In this Classroom Action Research his stated as follow:

“The use Language Shaping Paradigm strategy can improve writing abilityat the eighthgraders of SMP N 3 Jabung in academic year of 2019/2020”

CHAPTER III

RESEARCH METHOD

A. Setting Location and Subject Location

This research was classroom action research type, and it would be conducted at the eighth grade of SMP Negeri 3 Jabung, which was located in Jabung, East Lampung. Action research concern with a social practice, aimed towards improvement, a cyclical process, participative, determine by practitioners.

The subjects of this research was the students of SMP Negeri 3 Jabung. There was thirty students of class VIII B of SMP Negeri 3 Jabung. The writer choosed this class because most of the students has low score in English lesson especially in Writing Ability. Bellow the data of class VIII B of SMP Negeri 3 Jabung

Table 4

The Whole Data of Class VIII B of SMP Negeri 3 Jabung

Class	Gender	
	Male	Female
VIII B	15	15
Total	30	

Source: Ledger of the English Teacher of SMP Negeri 3 Jabung, taken on April 17, 2017.

B. Object of Study

The object of the study was research was Improving Students Writing Ability by using Language Shaping Paradigm (LSP) Strategy at the Eighth Grade of SMP Negeri 3 Jabung East Lampung.

C. Action Plan

Action research was a method for improving and modifying the working system of a classroom in the school.¹⁹ It means that, action research was a research that was used to investigate and evaluate the students and teachers work in teaching and learning with the aim of collecting information about what they want.

There were four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that, the activities in the classroom action research were based on planning, action, and observation, then, the writer could make a reflection to determine the next cycle. The purpose of the research was to know the problem solving. In this research, the writer needs a collaborator to help in this action research.

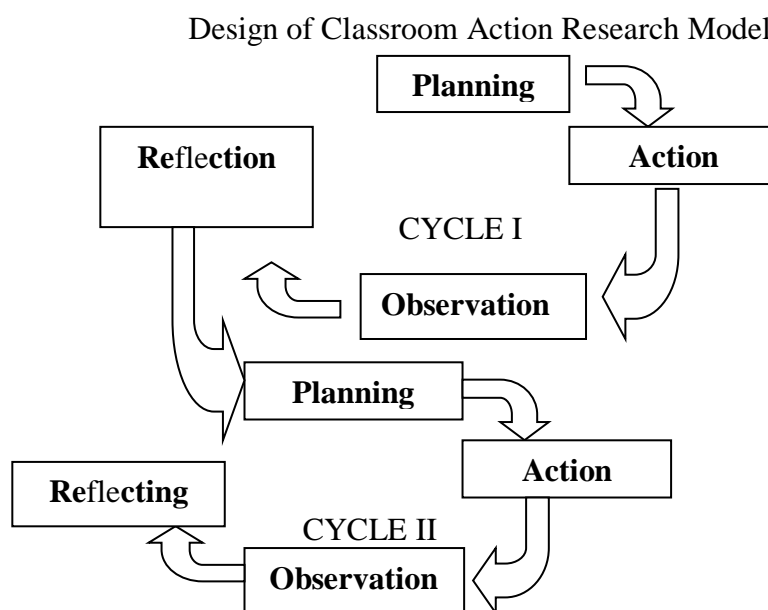
McNiff defines that “Action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your

²⁵Anne Burns, “*Doing Action Research in English Language Teaching*”, (New York: Routledge, 2010), Page 5.

practice in order to check whether it is as you feel it should be.”²⁰It can be concluded that Classroom Action Research was the inquiry towards the problems faced in the learning activity by conducting an action and analyzing the action taken of the process and result of learning. In this research, the writer as the teacher, and the teacher as collaborator. The English teacher was Mrs Winarsih, S.Pd as the collaborator in this research.

In the classroom action research, the writer would like to hold the research in some cycles. There were a relationship between one and the other. They were planning, action, collection/ analyzing data, and reflection. It means that, action research consist of four steps include planning, action, observation, and reflection.

Figure 1



²⁰Jean McNiff and Jack Whitehead, *Action Research: principles and practice*, (London and New York: Rutledge Flamer, 2002), p.16

Based on model design from McKernan above, there were four steps in acting process, they were planning, action, observation and reflection. Which was all activity has relationship with the other.

1. Cycle I

a. Planning

Planning was the first step before we were going to teach in the learning program. The material must suitable with the syllabus, and the instrument of evaluation.²¹ In the first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in writing skill that occur in the classroom and concluding the finding in preliminary study. Then the writer and the collaborator (teacher) prepared some plans to conduct the classroom. They were the following:

- 1) The writer prepared the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.
- 2) The writer prepared learning resource for students.
- 3) The writer determined the method or strategy to be applied in acting phase. In this case, the writer used language shaping paradigm to improve students writing ability.

²¹Ernest T. Stringer, *"Integrating Teaching, Learning, and Action Research"*, (United States: SAGE Publications.Inch, 2010), Page 4.

- 4) The writer prepared observation format and also evaluation format to evaluate the student's activity after teaching and learning process.
- 5) The writer and the collaborator designed the criteria of success.

b. Action

This activity was implementation of learning activities that have prepared in the planning. It was the realization from the planning that the writer had made. Without the action, the planning just imagination that never real. At the acting stage, the writer tried to implement some techniques or procedural acts that had formula at planning.

The process follow the sequence of activities contained in the learning scenario. Using a sheet of observation, it used to make some notes the activities in the process of learning Writing by using problem solving learning technique. Here was the step in action that the writer could make in action:

- 1) Pre – Activity
 - a) The writer started the lesson by greeting to the students.
 - b) The writer and students prayed together.
 - c) The writer checked students' attendance.
 - d) The writer informed to the students about the competence, the indicator and the objectives that should be achieved.

2) While Activity

- a) The writer divided students in the class into some group
- b) The writer begin with a stimulating topic for discussion.
- c) Students write stories based on the topic.
- d) The writer selected student story for class to read and analyse together.
- e) The teacher give some ice breaking to make student do not feel bore.
- f) The prepare to duplicates exercise and student story for groups to read and discussed.
- g) The teacher then invites the student-author to participate more openly as the discussion moves to the language improvement exercises.

3) Post – Activity

- a) The writer ask the students to answer some question.
- b) The writer gives the conclusion of the material.
- c) The writer gives score for students.
- d) The reseacher closed the meeting by saying Sallam.

c. Observation

Observing was either an activity of a living being, consisting of receiving knowladge of the outside world through the sense, or the recording of data using scientific instruments. The term may also

refer to any data collected during this activity.²² Based on the observing, the writer decided whether there was anything that the writer would be increase soon in order that action achieve the aim of the writer goals. The writer observed them in every activity.

d. Reflection

After observation process was done, the writer and the researcher made a reflection to evaluate teaching learning process and the improvement of students' writing Argumentative.

Reflection was an activity to analyze, understand, and make conclusions based on observations and field notes. Reflection was done by analyzing the results of tests and observation, and was used as the basis for improvements in the next cycle.

2. Cycle II

a. Re-planning

In the first step, before conducting the action in the next step, the writer would be repaired the problem found in cycle one. It would be explained as follow:

- 1) The writer would be analyzes the reflection result to obtain the solving problem.
- 2) The writer would revised and prepared the lesson plan based on the problem appears in the previous cycle including teaching

²²Jean McNiff and Jack Whitehead, "*Action Research: Principles and Practice*", (London: RoutledgeFalmer, Inch. 2002).Page 35.

procedure, media, and relevant material to be applied in acting step.

- 3) The writer would rearranged observation format and also reforms the evaluation format to improved the plan indicators that had not been achieve yet in the previous cycle.

b. Action

The second step in the action research was action. It was the implementation of the planning. In this step the writer acts as follows:

- 1) Pre-Activity
 - a) The writer started the lesson by greeting to the students.
 - b) The writer and students praying together.
 - c) The writer checked students' attendance.
 - d) The writer informed to the students about the competence, the indicator and the objectives that shall be achieve.
- 2) While Activity
 - 1) The writer divided students in the class into some group
 - 2) The writer begin with a stimulating topic for discussion.
 - 3) Students write stories based on the topic.
 - 4) The writer selected student story for class to read and analyse together.
 - 5) The teacher give some ice breaking to make student do not feel bore.

- 6) The prepare to duplicates exercise and student story for groups to read and discussed.
 - 7) The teacher then invites the student-author to participate more openly as the discussion moves to the language improvement exercises.
- 3) Post – Activity
- a) The writer ask the students to answer some question.
 - b) The writer gives the conclusion of the material.
 - c) The writer gives score for students.
 - d) The writer closed the meeting by saying Sallam.

c. Observation

In the third step, the writer would observe the student's activity, their participations, class situation during teaching and learning process, and teacher (writer) performance by using structure observation form and made note the overall activities. Furthermore, the writer would also collected the data from the post test and the result of student's activity.

d. Reflection

In this step, the writer would compared the score of pre-test and post-test. The writer reviews and reflects on students' activity and teacher performance whether it was positive or negative, the second cycle enough or need for the next step.

D. Data Collection Method

To collect data, the researcher used the data collection by using instrument as bellow:

1. Test

Test was set of stimulation present to an individual in order to elicit responses on the basis, which a numeral score can be assigned. The material in pre-test and post-test were different but have same difficulties. The test consists of pre-test and post-test. The types of the test were writing composing text. The test was divided into two parts, as follow:

a. Pre-Test

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

b. Pos-Test

The post-test was given in the last meeting after doing treatments to found out whether the treatments give any contribution to the students' achievement in the class or not. The improvement could be seen if the average score of the post-test was higher than pre-test. This step would be done after the treatment to know the influence of the Problem solving technique were able to Improve the Students' Writing Argumentative.

2. Observation

The research would take field notes on the behavior and activities of individuals at the research site. Observation was a basic method for obtaining data in Classroom Action Research. Observation plays an important part in any kind of data-gathering and most action research project use this as an instrument. In this research, the writer would directly organize observation in the field research; the writer looking for the information that related the students' writing in that school and the writer would take the data of the class VIII.

3. Documentation

Documentation was a tool to collect some information in the form of written source or document such as books, magazines, daily notes, etc. Documentation was needed to get the information from written source or documents. The writer uses this technique to documentation obtain data about state of students, the history of SMP N 3 Jabung, state of the environment, the state of teachers, staff and organizational structure, and geographical condition school.

4. Field Note

Field note was observation instrument used in CAR to provide a record of what was going on during an observation which includes descriptions of places, people, objects, acts, activities, events, purposes, times and feelings.²³ In this research, the writer would use field note to

²³Ibid, p. 526.

record the student's activity during the learning process. In this research, the writer would conduct the field note in order to get the complete data from the eighth graders of SMP N 3 JABUNG about the students activities, events in each learning steps, learning purposes, leaning time, and feelings of the students in the learning process.

E. Data Collection Instrument

1. Writen Test

To identify the students` writing ability at the eighth grade of SMP N 3 Jabung, the writer was applied writen test. The way in measure written test was writing composing text. The test consists of pre-test and post-test, in this reasearch would be in the form of writing composing text.

2. Observation Sheet

In this research the writer observed about what would happening during teaching learning process when the teacher implemented Language Shaping Paradigm (LSP) in teaching writing. The aspects that would be observed are:

- a. The students` participation in learning process.
- b. The teacher performance in the classroom.

3. Documentation Sheet

It refers to the achieve data that helps the writer to collect the needed data. The writer utilizes the document related to the object research such as, as follows

:

- a. The quantity of the students.
- b. The condition teacher's and officials' employees.
- c. School history.
- d. Structure of school organization.
- e. School location sketch at SMP N 3 Jabung.

4. Field Note Sheet

Field note sheet was an instrument to record all events that happen in process the action of the teacher or writer. This field note was useful to knowing the students' progress in the learning process.

F. Data Analysis Technique

To know the simulation technique could improve Students' Writing Ability, the writer administers the pre-test before using reporter simulation technique and post-test after using reporter simulation technique.

To analyze the data, the writer computes data of the average rates of pre-test (X-pre) and post-test (X-post) by using formula as follows:²⁴

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

Where:

\bar{X} : Mean of average score

$\sum X$: Number of students score

N : Total number of student

²⁴Donald Ary.et.al, "Introduction ton Research in Education. Eight Edition", (USA: Wadsworth Cengage Learning, 2010), Page 108.

Then, to know the result the writer would compare between pre-test and post-test. The result would be match by the minimum standard in this school at least 75. If in cycle I there were some students not successful, so the writer would like to conducted in cycle II.²⁵ The minimum cycle in CAR (Classroom Action Research) at least two cycles, if from cycle II all of the students were successful from Minimum Matery Criteria (MMC), the cycle able to be stoped until cycle II.

The formula to know the percentage of the students who pass the MnumumMatery Criteria (MMC) in each cycle as follow:²⁶

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

P : Class Percentage

F : Frequency

N : Number of Students

G. Indicator of Success

The research repute to be success if 70 % of students got minimum score at least 75 and there was improvement students learning activity in teaching learning process after using Problem solving techniquein teaching learning process. Therefore the students become more active and enthusiastic in learning English.

²⁵Daniel R. Tomal, "*Action research for Educator. Second edition*", (United Kingdom: Rowman& Littlefield Publwashers.Inch, 2010), Page 109.

²⁶Timothy C. Urdan, "*Statwastics in Plain Englwash*", (London: Lawrence Erlbaum Associate Publwashers, 2015), Page 10.

CHAPTER IV

RESEARCH RESULT AND INTERPRETATION

A. Research Result

In this chapter the researcher would like to present about the research. It involved the research result and discussion which had been carried out by the researcher at SMP Negeri 3Jabung especially for the Eighth grade of student in class VIII¹SMP Negeri 3Jabung East Lampung.

1. The Profile of The School

a. The History of State Junior High School 3Jabung

SMP N 3Jabung was located on Jl. Raya Seragi makmur (Adiluhur-Jabung), East Lampung. This school was established on 2014 by a society figure of East Lampung on the 7,270 m²area at Jabung distric. At the same time, this school were have 12 local . The establishment of this school based on the NSS/NIS/NPSN 202.12.04.06.151/20510/10814601. ThisSchool has been builded after devision of village in jabung distrik.

b. Building Condition and School Facilities

SMP 3Jabung has the satisfy facilities to support the learning activity. Specifically, the facilities as follows:

Table 6
The Teacher Education Background at SMP N 3 Jabung

Higher Education	Male	Female
S3/S2	1	-
S1	4	12
D3/Sarmud	1	-
D2	-	-
D1	-	-
SLTA	-	-
SLTP	-	-
SD	-	-

Table 7
The Teacher and Functional Formation at SMP N 3 Jabung

No	Academic Subject	Total
1	Islam Religion	3
2	Civics	2
3	Indonesian	2
4	English	2
5	Sains	2
6	Mathematics	2
7	Lampung Language	1
8	Social Science	2
9	Physical Education or Sport	1
10	Art and Culture	2
11	Computer Science	1

Source: Documentation of SMP N 3Jabung in the academic year 2019/2020.

c. Total of The Students at State SMP N 3 Jabung

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

Table 8
The number of students at SMP N 3 Jabung in academic year 2019/2020

No.	Class	Sex		Amount
		Male	Female	
1	VII	42	81	123
2	VIII	54	70	124
3	IX	43	81	124
Amount				371

Source: Documentation of SMP N 3Jabung in the academic year 2019/2020 on Febuary 4 2020.

d. Vision and Mission of State SMP N 3 Jabung

Table 9
Vision and Mission of State SMP N 3 Jabung

Vision : Discipline, Performance, the Good Manners, and Taqwa	
No	Indicated by
1.	Dicipline at the teching-learning activity
2.	Performing in the intracurricular and extracurricular
3.	Have a good manners in interacting
4.	Taqwa in the religion spiritual

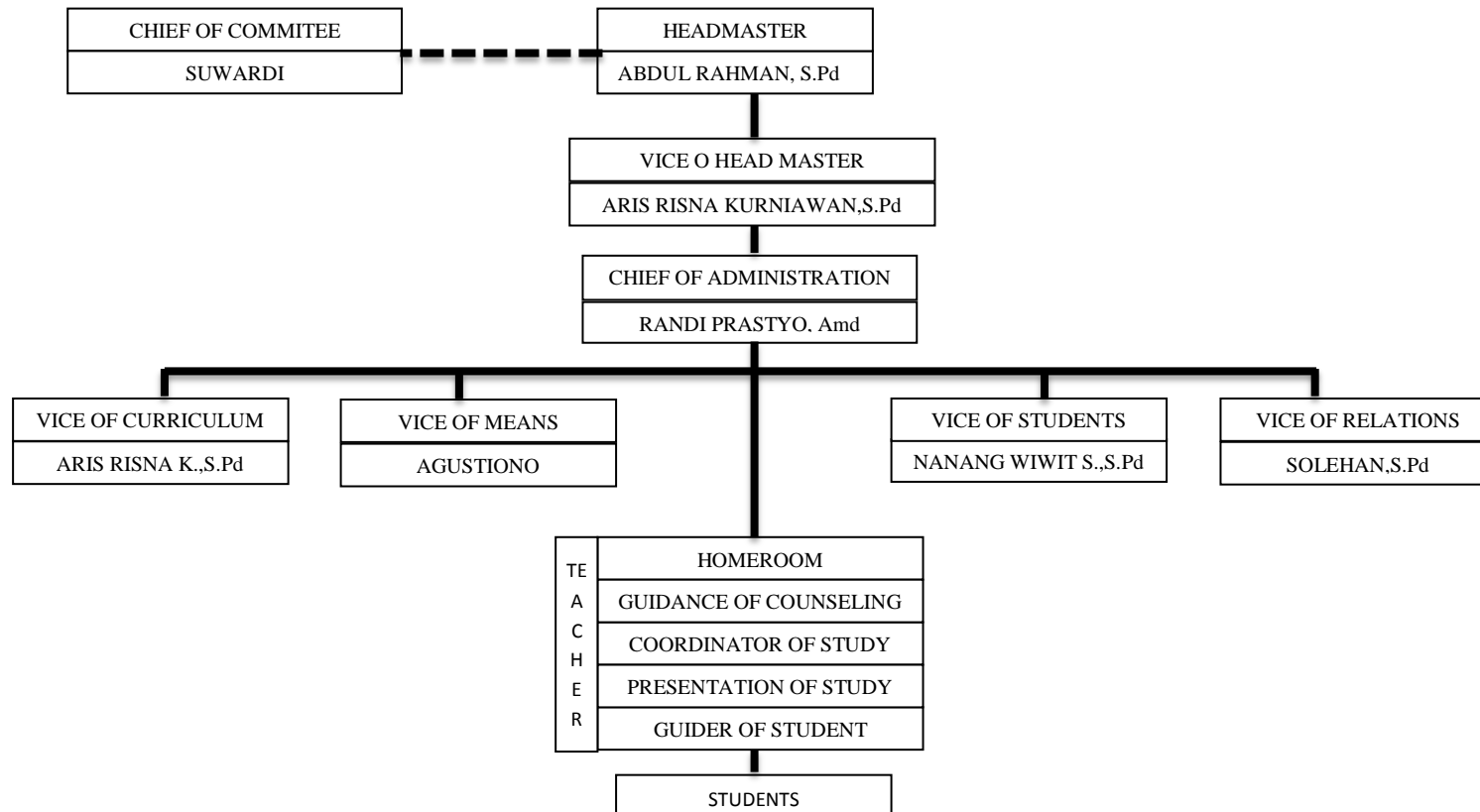
No	Mission
1.	Inure to be diciplin in all things continuously
2.	Sprout up the teachers, staff, and studnets awareness to do the duty and obigation
3.	Implement the teaching-learning process optimally.
4.	Pushing and improving the teacher and staff professional ability, also the

	facilities and infrastructure
5.	Assisting and guiding students to recognize their own potential and respectful to the other.
6.	Practicing the religious activities in the daily life.

Source: Documentation of SMP N 3 Jabung in the academic year 2019/2020 on February 4th 2020

e. The Organizational Structure of School

Figure 2
The Organizational Structure of State SMP N 3 Jabung in 2019/2020



B. The Description of Research Result

This research was classroom action research, and it was conducted at the Eighth Grade of SMP Negeri 3Jabung East Lampung, which was located in Jabung, East Lampung. 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 text was gained through test which consisted of pretest and post test that was given to the students in the beginning research and in the end of each cycle, while the students' activity wereregained from the observation of students' learning activities.

1. Action and Learning at Pre-Test

a. Pre-test activity

Pre-test was presented to student which was aimed to find out students' ability before the treatment was implemented. It was conducted on Tuesday, January21, 2020 at 10.15 A.M until 11.45 A.M and it took about 90 minutes. In this meeting the writer was being an observer and the collaborator was being a teacher.

Firstly, the collaborator opened the class by greeting, praying, checked the attendance list, and asking the students' condition. Then, the collaborator gave the explanation to the students about Descriptive for 40 minutes by using explanatory method. Afterwards, to measure their ability before giving the treatment, the Writer gave them pre-test. The writer used objective test in the form

of essay which consisted of three topics which had to be completed for 45 minutes.

b. The students' pre-test result

Table 10

The Result of Pre-Test Score of Writing Ability

NO	Students Code	Criteria of The Score					TOTAL	Note ≥75
		C	O	V	L	M		
1	ARF	21	10	13	18	3	65	Uncompleted
2	ANS	17	11	7	13	4	52	Uncompleted
3	ANG	21	15	14	12	4	66	Uncompleted
4	ATH	22	17	13	20	5	77	Completed
5	AML	17	10	12	5	2	46	Uncompleted
6	AHD	21	14	10	11	4	60	Uncompleted
7	DMS	17	9	13	11	2	52	Uncompleted
8	DVD	18	13	11	13	3	58	Uncompleted
9	DSO	23	17	14	17	4	75	Completed
10	DMA	22	10	14	11	4	61	Uncompleted
11	EGA	20	11	10	12	2	55	Uncompleted
12	FHM	16	9	12	11	2	50	Uncompleted
13	FTR	13	12	9	11	2	47	Uncompleted
14	IDM	22	18	17	14	4	75	Completed
15	IZN	21	12	10	13	3	59	Uncompleted
16	JWT	22	17	14	17	3	75	Completed

17	NVL	16	11	9	9	2	47	Uncompleted
18	NVT	21	8	10	10	3	42	Uncompleted
19	NYR	17	8	7	8	2	42	Uncompleted
20	NNK	20	17	14	15	4	75	Completed
21	PTR	17	7	7	9	2	42	Uncompleted
22	PPT	17	7	11	17	3	55	Uncompleted
23	RMA	15	7	12	8	2	44	Uncompleted
24	SAC	16	12	7	10	3	48	Uncompleted
25	SBL	15	13	7	8	3	46	Uncompleted
26	TSB	22	17	17	16	4	76	Completed
27	UMI	21	17	15	18	4	75	Completed
28	YNI	17	11	11	11	2	52	Uncompleted
29	ZDN	21	14	10	11	4	60	Uncompleted
30	WNA	22	14	17	13	4	75	Completed
High Score							77	
Lowest Score							42	
Average							58	

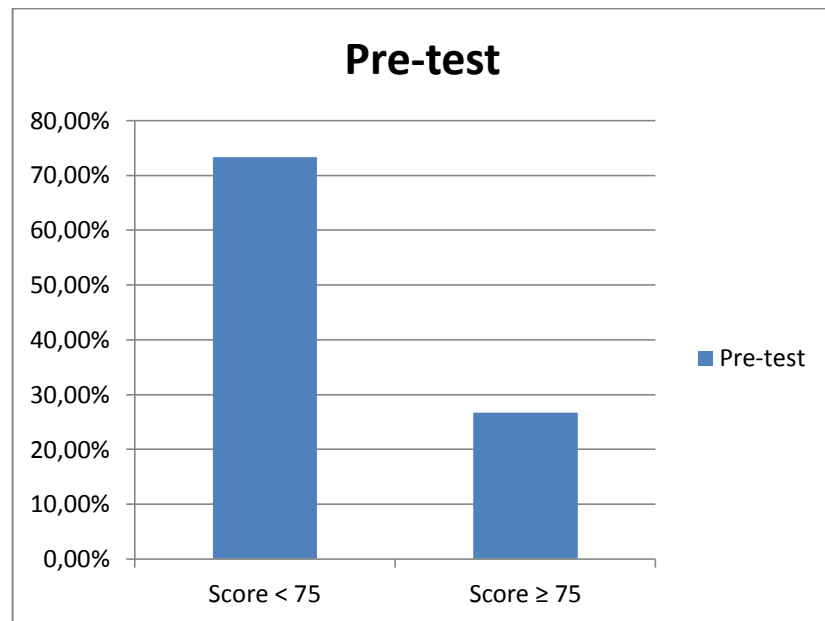
Table 11

Frequency of students' score in Pre-test

	Grade	Category	Frequency	Percentage
1.	≥75	Completed	8	26.67%
2.	<75	Uncompleted	22	73.33%
Total			30	100%

Source: The result score of writing post test 2 at VIII¹ class of SMP Negeri 3Jabung on February 3th 2020.

Graph 1
Percentage of Students Writing Pre-Test Score



Based on the result of student's writing ability pre-test score, it can be inferred that 22 students (73,33%) were not successful and 8 other students (26,67%) were successful. The successful students were those who got the minimum mastery criteria at SMP Negeri 3 Jabung at least 75. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 58, so the result was unsatisfactory. It indicated that the result of students writing ability was still low. It was the reason why the researcher used Language Shaping Paradigm to improve students writing ability. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action,

observation, and reflection to repair the weaknesses which faced by the students.

2. Cycle 1

a. Planning

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

b. Acting

1) The first meeting

The first meeting was conducted on Monday, January 27th 2020 at 08.30 a.m. until 10.00 a.m and followed by 30 students. The meeting was started by praying, greeting and checking the attendance list.

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

For the beginning, the researcher started to introduce the procedure of technique that would be used in the learning process, then started to deliver the material. The researcher gave the paragraph about 'things in the class' and asked the students to read it as a sample. Then, the researcher said "Well class, now I want to ask you. What was the type of the Paragraph?" Some students answered "descriptive text", some students kept silent, and one student answered "descriptive paragraph". The researcher said "Good! The type was descriptive paragraph. Today we would discuss together about descriptive text."

The researcher explained that the used paragraph in the teaching learning was organized in the descriptive form. The generic structure included identification and description. The purpose of the paragraph was to describe person, thing or place in specific. Then, a student asked "Mr, what was identification sentence?" The researcher answered "identification sentence in a paragraph that explained about introduction of person, place, animal or object would be describe".

Next, the researcher announced the member of groups that consist of five students. Each student in one group has different member. The researcher asked the members of group

to read and discuss together about the given paragraph. Then, the researcher asked the students to find difficult words and asked it to her. After that, when the discussion time was up, the researcher called the name of the group and than were standing up. The researcher gave the same question for all students who had the name and they answered it.

In this stage, the students were actively following the teaching learning process, because they worked it on the group, so they would discuss when found the difficulties. But, there were still trouble faced to the students. Such as, some of the students were not confidence to share the ideas in front of the others, they still felt shy, and because of their lack of desire in writing English paragraph for some students, they lost the discussion time.

2) The second meeting

The second meeting was conducted on Tuesday, January 28th 2020 at 10.15 until 11.45. This meeting was used to post test 1. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave the ice breaking and reviewed the last material shortly then gave the post test 1. Kinds of the test was essay which consisted of 3 topics. The result of the

students' test in post test 1 was better than test in pre-test before.

Table 12
Students' Post Test 1 score

NO	Students Code	Criteria of the Score					TOTAL	Note (≥ 75)
		C	O	V	L	M		
1	ARF	21	13	15	18	3	75	Completed
2	ANS	22	13	18	17	4	76	Completed
3	ANG	23	17	19	12	4	75	Completed
4	ATH	24	17	17	18	4	80	Completed
5	AML	17	13	14	17	3	64	Uncompleted
6	AHD	22	15	14	15	4	78	Completed
7	DMS	21	13	10	10	3	57	Uncompleted
8	CVD	22	14	14	11	3	64	Uncompleted
9	DSO	23	17	15	18	4	77	Completed
10	DMA	23	17	10	11	3	64	Uncompleted
11	EGA	21	11	13	12	3	60	Uncompleted
12	FHM	21	13	10	11	3	58	Uncompleted
13	FTR	21	14	13	12	3	63	Uncompleted
14	IDM	22	17	17	16	4	76	Completed
15	IZN	21	12	12	12	4	61	Uncompleted
16	JWT	22	18	14	17	4	75	Completed
17	NVL	15	13	9	9	3	49	Uncompleted
18	NVT	22	11	13	11	4	61	Uncompleted

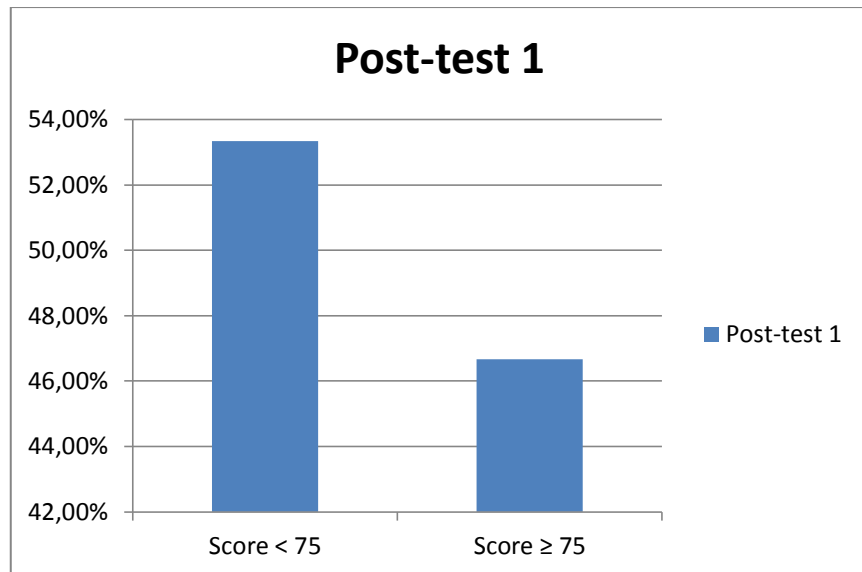
19	NYR	19	8	10	10	3	50	Uncompleted
20	NNK	23	16	15	15	4	77	Completed
21	PTR	20	13	11	8	3	55	Uncompleted
22	PPT	21	9	14	9	3	56	Uncompleted
23	RMA	16	13	12	11	3	55	Uncompleted
24	SAC	22	16	17	11	4	76	Completed
25	SBL	21	13	14	14	4	66	Uncompleted
26	TSB	23	16	17	18	4	78	Completed
27	UMI	22	16	17	18	4	77	Completed
28	YNI	20	11	15	12	2	60	Uncompleted
29	ZDN	23	16	14	13	4	78	Completed
30	WNA	23	14	19	15	4	75	Completed
High Score							80	
Lowest Score							55	
Average							66,1	

Table 13
Frequency of students' score in Post test 1

No.	Grade	Category	Frequency	Percentage
1.	≥ 75	Completed	14	46.67%
2.	< 75	Uncompleted	16	53.33%
Total			30	100%

Source: The result score of writing post test 1 at VIII¹ class of SMP N 3Jabung on January 28th 2020.

Graphic 2
The Result of the Students' Score of the Post-test 1



Based on the result above, it could be seen that 14 students (46.67%) got score up to the standard and 16 students (53.33%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said success when 70% students got score ≥ 75 . The fact showed that the result was unsatisfying.

c. Observing

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

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

The indicators of student activities as follows:

- 1) Some students can write sufficiently as a sample for editing.
- 2) Some students can value, recheck and understand about their own writing.
- 3) Some students can develop their own idea.
- 4) Some students are able to cooperate each other in review the material.

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	
1	ARF	√	√			2

2	ANS	√				1
3	ANG	√		√		2
4	ATH	√	√	√	√	4
5	AML	√				1
6	AHD	√	√			2
7	DMS		√	√		2
8	DVD		√	√		2
9	DSO	√	√	√	√	4
10	DMA	√		√		2
11	EGA	√		√		2
12	FHM	√				1
13	FTR	√				1
14	IDM	√	√	√	√	4
15	IZN	√	√			2
16	JWT	√	√	√	√	4
17	NVL			√		1
18	NVT	√				1
19	NYR		√			1
20	NNK	√	√	√		3
21	PTR			√		1
22	PPT			√		1
23	RMA	√				1
24	SAC		√			1
25	SBL			√		1

26	TSB	√	√	√	√	4
27	UMI	√	√	√	√	4
28	YNI	√		√		2
29	ZDN	√	√			2
30	WNA	√	√		√	3
Total		22	16	17	7	62
Percentage		73%	53%	57%	23%	

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

No	Students Code	Indicators				Total
		1	2	3	4	
1	ARF	√	√	√		3
2	ANS	√	√	√	√	4
3	ANG	√	√	√	√	4
4	ATH	√	√	√	√	4
5	AML	√		√		2
6	AHD	√	√			2
7	DMS			√		1
8	DVD		√	√		2
9	DS	√	√	√	√	4
10	DM	√		√		2
11	EGA	√		√		2
12	FHM	√				1

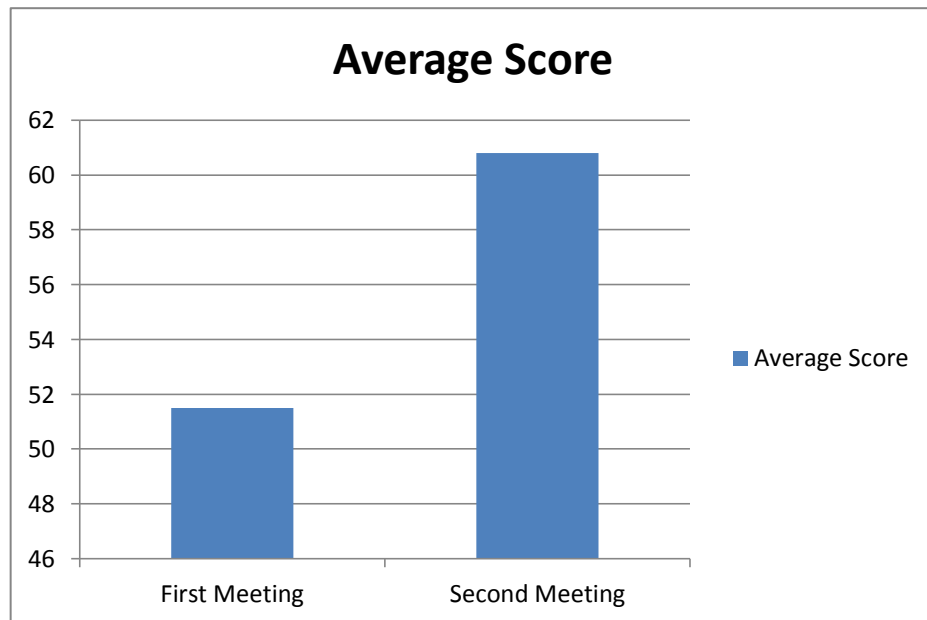
13	FTR	√	√			1
14	IDM	√	√	√	√	4
15	IZN	√	√			2
16	JWT	√	√	√	√	4
17	NVL			√		1
18	NVT	√				1
19	NY		√			1
20	NNK	√	√	√	√	4
21	PTR			√		1
22	PPT	√		√		2
23	RM	√				1
24	SACA		√			1
25	SBL	√	√			2
26	TSBT	√	√	√	√	4
27	UMI	√	√	√	√	4
28	YN	√		√		2
29	ZDN	√	√	√		3
30	WNA	√	√	√	√	4
Total		24	19	20	10	73
Percentage		80%	63%	67%	33%	

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

No	Students Activities	Cycle I		Poin (%)
		First Meeting	Second Meeting	
1	Some students can write sufficiently as a sample for editing.	73%	80%	7%
2	Some students can value, recheck and understand about their own writing.	53%	63%	10%
3	Some students can develop their own idea.	57%	67%	10%
4	Some students are able to cooperate each other in review the material.	23%	33%	10%
Total		206%	243%	37%
Average		51,5	60,8	

Graph 3

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



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

d. Field Note

At this stage the researcher made a note of students' activities. From the observation on cycle I in the beginning of learning before the researcher used Language Shaping Paradigm 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.

e. Reflection

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

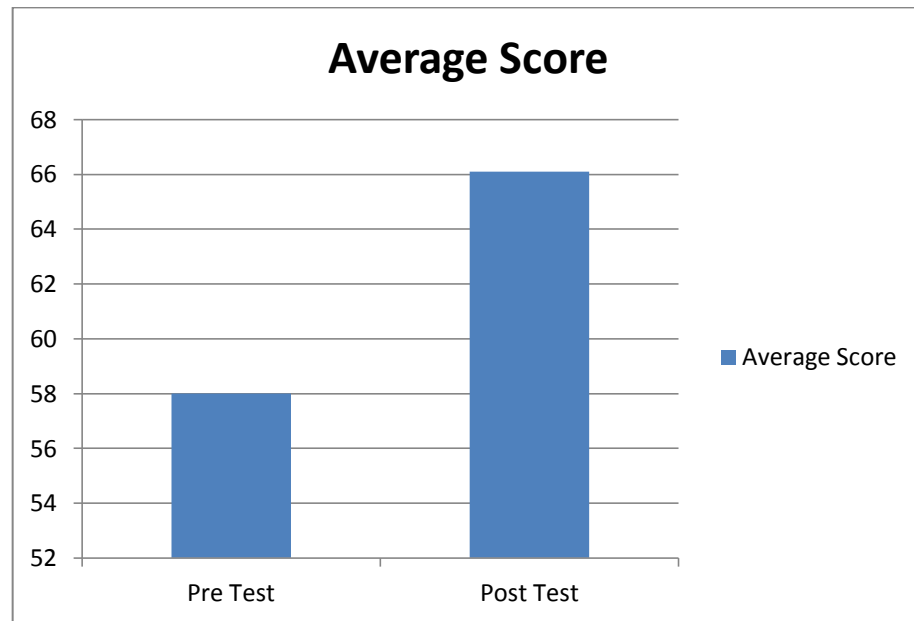
Table 17

The Comparison between Pre-Test and Post-Test Score

No	Name Initial	PreTest Score	PostTest 1 score	Improvement Score	Explanation
1	ARF	65	70	5	Improve
2	ANS	52	74	22	Improve
3	ANG	66	75	9	Improve
4	ATH	77	80	3	Improve
5	AML	46	64	18	Improve
6	AHD	60	70	10	Improve
7	DMS	52	57	5	Improve
8	DVD	58	64	6	Improve
9	DS	75	77	2	Improve

10	DM	61	64	3	Improve
11	EGA	55	60	5	Improve
12	FHM	50	58	8	Improve
13	FTR	47	63	16	Improve
14	IDM	75	76	1	Improve
15	IZN	59	61	2	Improve
16	JWT	73	75	2	Improve
17	NVL	47	49	2	Improve
18	NVT	42	61	19	Improve
19	NY	42	50	8	Improve
20	NNK	70	73	3	Improve
21	PTR	42	55	13	Improve
22	PPT	55	56	1	Improve
23	RM	44	55	11	Improve
24	SACA	48	70	22	Improve
25	SBL	46	66	20	Improve
26	TSBT	76	78	2	Improve
27	UMI	75	77	2	Improve
28	YN	52	60	8	Improve
29	ZDN	60	70	10	Improve
30	WNA	70	75	5	Improve
Total		1740	1983	243	
Average		58	66,1		

Graph 4
Average Score of Pre-Test and Post-Test 1



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

Regarding to the result of student's post-test score and the observation of student's activities in cycle I it caused of give a subject material was not run well, so some students could not clear

to understanding the material. Some students were not satisfied because most of the students did not pay attention towards the teacher's explanation and they did not get difficulties to answer the question and some students got failure in test of cycle I. So, the researcher and collaborator have to continue in cycle II which consisted of planning, acting and observing and reflecting.

3. Cycle 2

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

a. Planning

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

b. Action

1) First Meeting

The first meeting was held on Monday, February, 3th, 2020 at 08.30 A.M –10.00 A.M and it took about 90 minutes or 2×45 minutes. In this meeting the researcher was as a teacher and Mrs. Winarsih, 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 ability especially descriptive writing. In section the researcher as the teacher also explained the used of simple present tense as the requirement of formula to make descriptive writing well.

After explanation was done, the teacher ask to the students about the material, was the students were understand or not. In this meeting condition of the class was effective. Most of student was pay attention about the teacher explanation. Then for the next section the teacher order to the students to make a group discussion. Each group consisted of four up to five persons.

Afterwards the researcher gave each group the exercise to be discussed and finished in a group. Later on, the leaders in each group were invited to conclude the discussion result about the descriptive writing. To strengthen their result discussion the teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the teacher give motivation to the students and remind to keep on learning at home. Then the last closed the meeting.

2) Second Meeting

The second meeting was conducted on Tuesday, February 4th, 2020 at 10.15A.M – 11.45 P.M, this meeting used to post test 2 in the last of cycle II, for 2x45 minutes after the students given the action, the researcher gave posttest 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 Argumentative Writing Post-Test II Score

NO	Students Code	Criteria of the Score					TOTAL	Note (≥ 75)
		C	O	V	L	M		
1	ARF	21	13	15	18	3	79	Completed
2	ANS	22	13	18	17	4	80	Completed

3	ANG	23	17	19	12	4	82	Completed
4	ATH	24	17	17	18	4	81	Completed
5	AML	17	13	14	17	3	70	Uncompleted
6	AHD	22	15	14	15	4	75	Completed
7	DMS	21	13	10	10	3	72	Uncompleted
8	DVD	22	14	14	11	3	80	Uncompleted
9	DS	23	17	15	18	4	80	Completed
10	DM	23	17	10	11	3	70	Uncompleted
11	EGA	21	11	13	12	3	70	Uncompleted
12	FHM	21	13	10	11	3	65	Uncompleted
13	FTR	21	14	13	12	3	75	Uncompleted
14	IDM	22	17	17	16	4	82	Completed
15	IZN	21	12	12	12	4	70	Uncompleted
16	JWT	22	18	14	17	4	80	Completed
17	NVL	15	13	9	9	3	60	Uncompleted
18	NVT	22	11	13	11	4	65	Uncompleted
19	NY	19	8	10	10	3	60	Uncompleted
20	NNK	23	16	15	15	4	75	Completed
21	PTR	20	13	11	8	3	67	Uncompleted
22	PPT	21	9	14	9	3	70	Uncompleted
23	RM	16	13	12	11	3	65	Uncompleted
24	SACA	22	16	17	11	4	75	Completed
25	SBL	21	13	14	14	4	75	Uncompleted
26	TSBT	23	16	17	18	4	82	Completed

27	UMI	22	16	17	18	4	80	Completed
28	YN	20	11	15	12	2	70	Uncompleted
29	ZDN	23	16	14	13	4	75	Completed
30	WNA	23	14	19	15	4	75	Completed
High Score							82	
Lowest Score							60	
Average							73,6	

Table 19

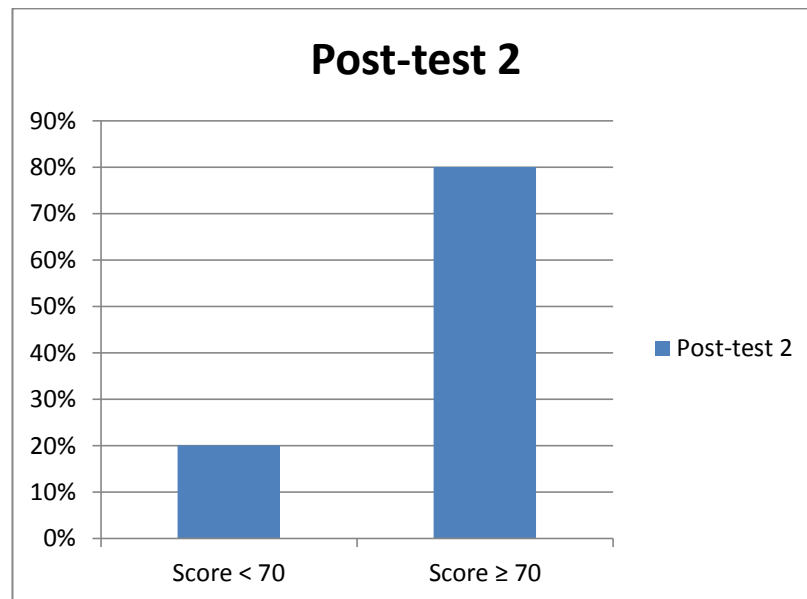
Frequency of students' score in Post test 2

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

Source: The result score of writing post test 1 at VIII¹ class of SMP N 3Jabung on February 4th 2020.

Graphic 4

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



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

According to explanation above, it can be inferred that indicator of success was achieved. That was 80% from the students got score at least 75 for the minimum standard criteria and the other hand the cycle II was successfully.

c. Observation

In this phase has similar step with the previous cycle. While the treatment was being presented by the researcher, the student activities during the learning process were also being observed by

the observer. The students who were active in discussion would get reward to make the learning more fun and to stimulate the students most enthusiastic.

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

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

No	Students Code	Indicators				Total
		1	2	3	4	
1	ARF	√	√	√		3
2	ANS	√	√	√	√	4
3	ANG	√	√	√	√	4
4	ATH	√	√	√	√	4
5	AML	√		√		2
6	AHD	√	√	√		3
7	DMS	√		√		2
8	DVD	√	√	√		3
9	DS	√	√	√	√	4
10	DM	√	√	√		3
11	EGA	√		√		2
12	FHM	√		√		2

13	FTR	√	√		√	3
14	IDM	√	√	√	√	4
15	IZN	√	√			2
16	JWT	√	√	√	√	4
17	NVL	√		√		2
18	NVT	√	√			2
19	NY		√	√		2
20	NNK	√	√	√	√	3
21	PTR	√		√		2
22	PPT	√	√	√		3
23	RM	√	√			2
24	SACA	√	√			2
25	SBL	√	√		√	3
26	TSBT	√	√	√	√	4
27	UMI	√	√	√	√	4
28	YN	√		√	√	3
29	ZDN	√	√	√		3
30	WNA	√		√	√	3
Total		29	22	24	13	88
Percentage		96%	73%	80%	43%	

Note :

≤50% : **Not Active**

≥50% : **Active**

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

No	Students Code	Indicators				Total
		1	2	3	4	
1	ARF	√	√	√	√	4
2	ANS	√	√	√	√	4
3	ANG	√	√	√	√	4
4	ATH	√	√	√	√	4
5	AML	√	√	√		3
6	AHD	√	√	√	√	4
7	DMS	√	√	√		3
8	DVD	√	√	√	√	4
9	DS	√	√	√	√	4
10	DM	√	√	√		3
11	EGA	√	√	√		3
12	FHM	√		√		2
13	FTR	√	√	√	√	4
14	IDM	√	√	√	√	4
15	IZN	√	√	√		3
16	JWT	√	√	√	√	4
17	NVL	√		√		2
18	NVT	√	√			2
19	NY		√	√		2
20	NNK	√	√	√	√	4

21	PTR	√	√	√		3
22	PPT	√	√	√		3
23	RM	√	√			2
24	SACA	√	√	√	√	4
25	SBL	√	√	√	√	4
26	TSBT	√	√	√	√	4
27	UMI	√	√	√	√	4
28	YN	√		√	√	3
29	ZDN	√	√	√	√	4
30	WNA	√	√	√	√	4
Total		29	27	28	18	102
Percentage		96%	90%	93%	60%	

Note :

$\leq 50\%$: **Not Active**

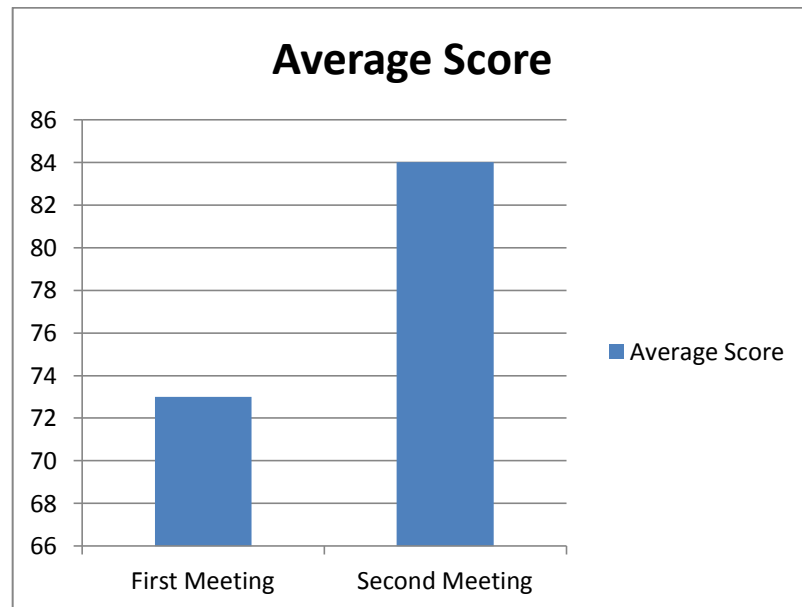
$\geq 50\%$: **Active**

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

Table 22
The Percentage of Students Learning Activity at Cycle II

No	Students Activities	Cycle II		Poin (%)
		Meeting 1	Meeting 2	
1	Some sttudents can write sufficiently as a sample for editing	96%	96%	0%
2	Some students can value, recheck and understand about their own writing	73%	90%	13%
3	Some students can develop their own idea	80%	93%	13%
4	Some students are able to cooperate each other in review the material	43%	60%	17%
Total		292%	339%	43%
Average		73	84	

Graph 6
The Comparison between First Meeting and Second Meeting of
Students Learning Activity at Cycle II



The table and the graph above showed that the students' activity in cycle II improved significantly from the previous cycle. It could be showed, in first meeting the mean percentage of the entire indicators of student's activities was 73, in second meeting the mean percentage was 84 and the mean score both meeting was 78,5 with the improvement percentage was 11. It could be conclude that the learning process of cycle II was successful because the entire indicator of success from first meeting up to second meeting of students' activity had been fulfilled at least 75.

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	ARF	70	79	9	Improve
2	ANS	74	80	6	Improve
3	ANG	75	82	7	Improve
4	ATH	80	81	1	Improve
5	AML	64	70	14	Improve
6	AHD	70	75	5	Improve
7	DMS	57	72	15	Improve
8	DVD	64	80	16	Improve
9	DS	77	80	3	Improve
10	DM	64	70	6	Improve
11	EGA	60	70	10	Improve

12	FHM	58	65	7	Improve
13	FTR	63	75	12	Improve
14	IDM	76	82	6	Improve
15	IZN	61	70	9	Improve
16	JWT	75	80	5	Improve
17	NVL	49	60	11	Improve
18	NVT	61	65	4	Improve
19	NY	50	60	10	Improve
20	NNK	73	75	2	Improve
21	PTR	55	67	12	Improve
22	PPT	56	70	14	Improve
23	RM	55	65	10	Improve
24	SACA	70	75	5	Improve
25	SBL	66	75	9	Improve
26	TSBT	78	82	4	Improve
27	UMI	77	80	3	Improve
28	YN	60	70	10	Improve
29	ZDN	70	75	5	Improve
30	WNA	75	75	0	Improve
Total		1983	2208	230	
Average		66,1	73,6	Mean (7,7)	
Lowest Score		55	60		
Highest Score		80	82		

From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 82 and the lowest score was 60. The average score of post-test II was 73,6. Besides, the percentage of students' successfulness of post-test II score was 80% or 24 students of the total students completed the minimum standard criteria and 20% or 6 students did not complete the minimum standard criteria (MSC) at least 75. It means that the indicator of success of this research had been achieved that was $\geq 70\%$ students were given a score of 75. It indicated that the students' writing ability especially on the descriptive writing was improved.

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

B. Interpretation

The writing ability especially Descriptive writing would be easier to understand when it is supported by the right method, because the lesson would be more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were interested in the teaching and learning process. They were enthusiastic to pay attention to the teacher's explanation in the learning process.

The researcher assumes that teaching by using Language Shaping Paradigm Strategy can improve students writing ability especially on the Descriptive writing. By using group work the students learn descriptive writing easier because the students could asking and discuss with the partner in the group. So, it has proved that Language Shaping Paradigm could be one the interesting technique to teaching writing ability especially on descriptive writing.

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

1. Result of Students Learning

a. Result of Students Pre-Test Score

In this phase, the researcher presented the pre-test to measure the student's ability before implementing the treatment. The reseacher obtained the data through test in the form of essay which completed for 80 minutes. It was done on monday, January 20th 2020. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 10 the students' average were 58, it showed that most of the students have not passed yet in achieving the Minimum Standard Criteria (MSC) at least 75.

In this phase, only 8 students out of 30 students completed of the minimum standard criteria.

b. Result of Students Post-Test I Score

In this research, to know the students' writing ability especially descriptive writing mastery after implementing the treatment the researcher conducted the post-test I. It was done on Monday, January, 4th 2020. Based on the table 12 the students' average was 66,1. It shown that most of the students have not passed yet in achieved the minimum standard criteria at least 75. In this stage there were 14 students out of 30 students passed of the minimum standard criteria. It can be conclude that most of the students failed in achieving the material.

c. Result of Students Post-Test II Score

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that was only 46% completed the minimum standard criteria. The researcher presented the post-test II to measure the student's ability after implementing the treatment. The researcher obtained the data through test in the form of essay which completed for 80 minutes. It was done on Tuesday, february 4th 2020. Based on the table 17 the students' average were 73,6, it showed that most of the students have achieving the Minimum Standard Criteria (MSC) at least 75. In this phase, 24 students out of 30 or 80% students

completed of the minimum standard criteria and the research was successful.

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

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

Table 24

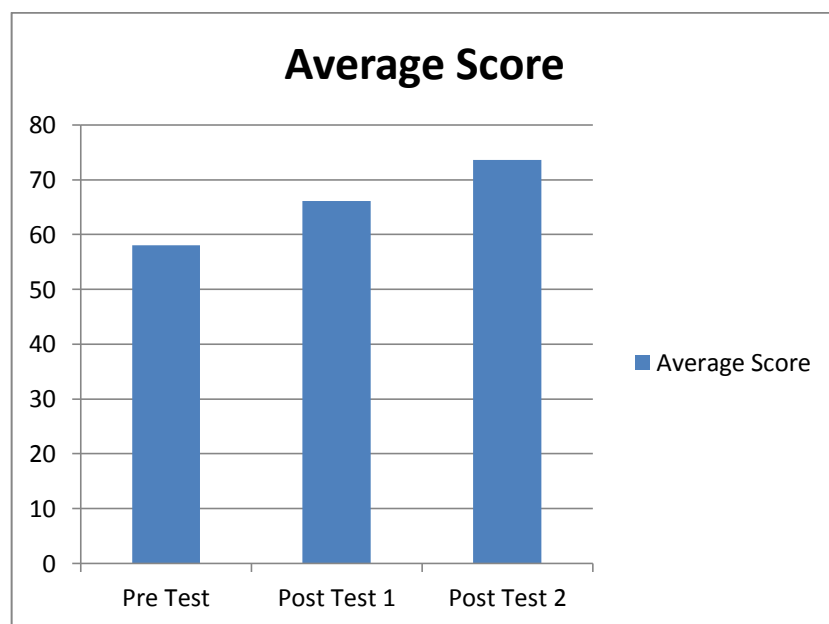
The Comparison of Pre-Test Score, Post-Test I Score, and Post Test II Score

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1	65	70	79
2	52	74	80
3	66	75	82
4	77	80	81
5	46	64	70
6	60	70	75
7	52	57	72
8	58	64	80
9	75	77	80
10	61	64	70
11	55	60	70
12	50	58	65
13	47	63	75
14	75	76	82
15	59	61	70
16	75	76	80
17	47	49	60
18	42	61	65
19	42	50	60
20	75	75	75
21	42	55	67
22	55	56	70
23	44	55	65
24	48	75	75
25	46	66	75
26	76	78	82
27	75	77	80

28	52	60	70
29	60	70	75
30	70	75	75
Total	1740	1983	2208
Average	58	66,1	73,6

Graph 7

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



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

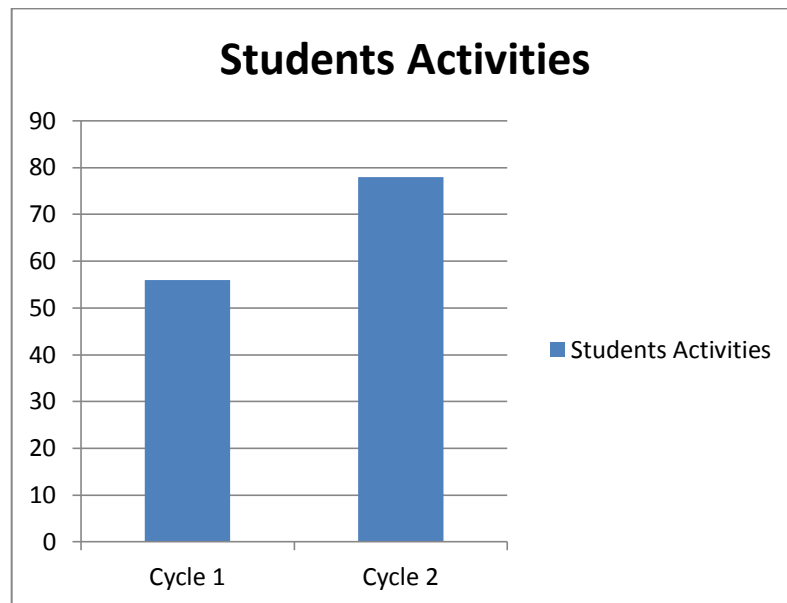
Table 25

Result of Students' Activities at Cycle I and Cycle II

No	Students' Activity	CycleI	CycleII	Improvement
1	Some students can write sufficiently as a sample for editing	76%	96%	20%
2	Some students can value, recheck and understand about their own writing	58%	81%	23%
3	Some students can develop their own idea	62%	86%	24%
4	Some students are able to cooperate each other in review the material	28%	51%	23%
Total		224	314	90
Average		56%	78%	22%

Graph 8

Percentage of Students Activities at Cycle I and Cycle II



Based on the table above it could be seen that from the cycle I up to cycle II have significant improvement with the average score of students' activities at cycle I was 56% become 78% at cycle II. The students' activity to write sufficiently as a sample for editing from cycle I to cycle II improved by the percentage at least 76 % in cycle I become 96% in cycle II and the improvement percentage was 20%.

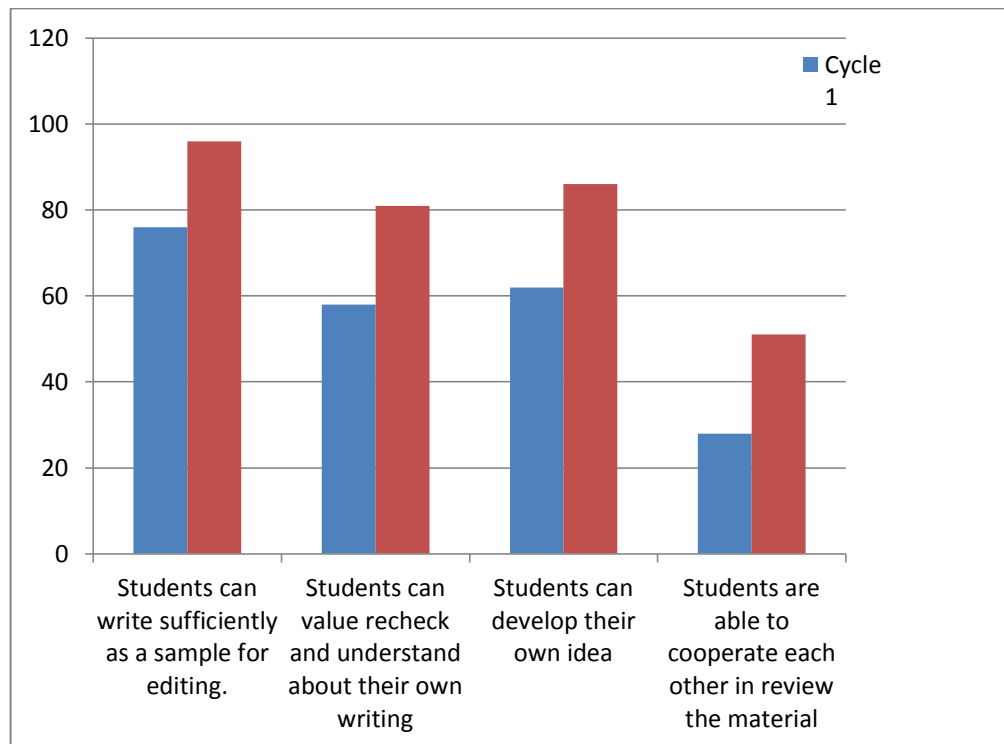
Then the students' can value, recheck and understand about their own writing from the cycle I up to cycle II. The percentage of this activity in cycle I was 58% and in cycle II 81% by the improvement percentage was 23%. The percentage of students' can develop their own ideain cycle I was 62% and in cycle II was 86% by the improvement percentage was 24%. It would be conclude that this activity was improved also.

After that the student's were able to cooperate each other in review the material improved significantly. The percentage of this activity in cycle I was 28% and at cycle II was 51% by the improvement percentage was 23%.

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

Graph 9

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



Based on the above discussion, it can be concluded that the problem solving technique can improve the students' writingability at eighth grade of SMP Negeri 3Jabung East Lampung and this research was done on the cycle II so, it would not be continued on the next cycle.

Then, the indicator of success of this research had been achieved that was 70% from total students was gotten score at least 75 and the students become more active and enthusiastic in teaching learning process end then there was significant improvement of students learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Considering from all data gathered in classroom action research, researcher concluded that average of students' writing score at eighth grade of SMP Negeri 3 Jabung in pre-test was 58, post test 1 was 66,1 and in post test 2 was 73,6. As a result, by implementation of Language Shaping Paradigm (LSP) strategy, students' writing abilities at eighth grade of SMP Negeri 3 Jabung could be improved. The students who gained score at least 75 in post test 2 were 24 students (80%). It means that more than 70% students were successful and indicator of research could be reached. the percentage of students' activities at eighth grade of SMP Negeri 3 Jabung in cycle I was 56% and there was an improving in cycle II, it was 78,5%. As a result, Language Shaping Paradigm strategy could improve students' activities in teaching learning process at eighth grade of SMP Negeri 3 Jabung.

B. Suggestion

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

1. For the teacher

It was suggested to the teacher to use Language Shaping Paradigm as the teaching learning technique because it could improve the students' writing abilities.

2. For the other researcher

It was suggested to other researchers who want to develop this study to include another skill in learning English, such as speaking, listening, or reading as well as involve different subjects and also different text.

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SILABUS PEMBELAJARAN

Sekolah : SMP N 3 Jebung
 Kelas : VIII/B (Delapan)
 Tahun Pelajaran : 2019/2020

KI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Kompetensi Dasar	Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.				
2.1 Menunjukkan perilaku santundan				

<p>pedulidalammelaksanakakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>			<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek 	<p>Tingkat</p> <ul style="list-style-type: none"> ketercapaian fungsi sosial teks deskriptif orang, binatang, benda, sangat pendek 	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan
<p>4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.</p> <p>4.13 Menyusun teks deskriptif lisan dan</p>	<p>Teks deskriptif sangat pendek dan sederhana, tentang orang, binatang, dan benda</p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji.</p>				

<p>tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>mengkritik, dsb.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <ol style="list-style-type: none"> Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan Menyebutkan sifat orang, binatang, benda dan bagiannya, dan Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. <p>Panjang teks: kurang lebih 3 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <ol style="list-style-type: none"> Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>). Kata ganti <i>it, they, she, we, dst., our, my, your, their, dst</i> Kata sifat yang sangat lazim, 	<p>dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa 	<p>dan sederhana.</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan 	<p>dan tindakan guru menggu nakan setiap tindakan komunik asi inters onal/transaksi onal dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti:
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<p><i>young, old, clever, big, small, easy, difficult, diligent, tired, tall, short, beautiful, dll.</i></p> <p>(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take, dll.</i></p> <p>(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb</i> secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p>	<p>mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</p> <ul style="list-style-type: none"> Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, uruk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> fungsi sosial setiap teks nama orang, binatang, 	<p>dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, benda binatang, benda nyata di lingkungan sekitar.</p> <p>Observasi:</p> <p>(penilaian yang bertujuan memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan
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		<p>benda yang dideskripsikan</p> <ul style="list-style-type: none"> - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, laia bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <ul style="list-style-type: none"> • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks 	<p>bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap ahapat. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. 	
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		<p>(termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur 	<p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar dan memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya teks deskriptif 	
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		<p>teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membangggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none"> • Siswa menyampaikan beberapa teks deskriptif yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi deskripsi, dsb. • Siswaberpaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 	<p>sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat.</p> <ul style="list-style-type: none"> • Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. <p>Lembar soal dan hasil tes</p>	
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		<p>- Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>		
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Collaborator

WINARSIH, S.Pd.
NIP.198502062010012009

Jabung, 4 Jan2020
The Writer

M. IRSAD SYAFIQ
NPM.1501070304

Mengetahui,
Kepala SMP N 3 Jabung

ABDULRAHMAN, S.Pd.
NIP. 19660112 196103 1 008

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMP N 3 Jabung
Kelas/ Semester : VIII/B
Mata pelajaran : Bahasa Inggris
Materi pokok : Descriptive Text
Alokasi waktu : 4x40 menit
Pertemuan : 1 dan 2

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 4.1 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.
- 5.1 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 4.1.1 Menjelaskan makna yang terdapat pada teks deskriptif.

5.1.1 Membuat teks deskriptif dan menyebutkan sifat orang, binatang, benda

D. Tujuan Pembelajaran

Pada akhir pembelajaran peserta didik diharapkan:

1. Dapat menjelaskan makna yang terdapat pada teks deskriptif.
2. Dapat membuat dan menyusun teks deskriptif tulisan pendek sederhana tentang orang, binatang, dan benda.

E. Materi Pembelajaran

- **Fungsi Sosial**

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

- **Struktur Sosial**

Dapat mencakup:

- Introduction
- Body
- Conclusion

- **Unsur Kebahasaan**

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

F. Metode Pembelajaran

Cooperative learning, diskusi, tanya jawab, dan presentasi.

G. Sumber dan Media Pembelajaran

1. Sumber : Buku Paket Siswa, Buku Guru.
2. Media : Picture.
3. Alat : Marker, white board.

H. Kegiatan Pembelajaran

Pertemuan ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">➤ Guru masuk ke kelas menyapa dengan "assalamualaikum warah matullah hi wa barakattu"➤ Guru memotivasi siswa agar menjawab salam.➤ Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.	10 menit
Kegiatan inti	<ul style="list-style-type: none">➤ Guru memberi instruksi kepada siswa untuk membaca teks tentang deskriptiv➤ Guru memberi materi terkait fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks deskriptiv➤ Guru memberikan ice braking yang berkaitan dengan materi➤ Guru memberikan soal tentang deskriptiv, untuk mengetahui apakah siswa benar benar paham tentang materi.	10 menit
Penutup	<ul style="list-style-type: none">➤ Peserta didik bersama-sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.➤ Guru memberikan tugas kepada peserta didik tentang materi yang sudah dijelaskan .➤ Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.➤ Bersama-sama menutup pelajaran dengan berdoa	10 menit

Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<ul style="list-style-type: none">➤ Guru masuk ke kelas menyapa dengan menggunakan bahasa inggris agar English Environment dapat langsung tercipta	

Pendahuluan	<ul style="list-style-type: none"> ➤ Guru memotivasi siswa dan mengucapkan salam . ➤ Mengingat kembali materi pelajaran yang sudah diajarkan dan kemudian membahas materi yang akan diajarkan. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> ➤ Guru memberi instruksi kepada siswa untuk membuat grup/kelompok. ➤ Guru dan siswa berdiskusi untuk menentukan tema atau topic yang akan di buat menjadi teks deskriptiv. ➤ Guru memberi instruksi kepada siswa agar memilih salah satu benda untuk dijadikan objek teks deskriptiv bagi masing masing kelompok. ➤ Guru menunjuk salah satu perwakilan grup untuk maju dan <i>menyampaikan</i> hasil diskusi. 	10 menit
Penutup	<ul style="list-style-type: none"> ➤ Peserta didik bersama-sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini. ➤ Guru memberikan tugas kepada peserta didik tentang materi yang sudah dijelaskan . ➤ Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya. ➤ Bersama-sama menutup pelajaran dengan berdoa 	10 menit

I. Penilaian Hasil Belajar

1. Teknik Penilaian:

- a. Penilaian Sikap : Observasi/Pengamatan
- b. Penilaian Pengetahuan : Tes Tertulis
- c. Penilaian Keterampilan : Untuk Kerja/Praktik, Proyek.

2. Bentuk Penilaian:

- a. Observasi : Jurnal guru
- b. Tes tertulis : Uraian dan Lembar kerja
- c. Untuk Kerja : Praktik/Pedoman Penskoran
- d. Proyek : Produk/Pedoman Penskoran

3. Instrumen Penilaian (terlampir)

J. Program Tindak Lanjut

1. Pengayaan

- Bagi Peserta didik yang mempunyai nilai diatas 70 diberi pengayaan tugas mandiri untuk membuat teks deskriptiv.

2. Remedial

- Peserta didik yang belum mencapai KKM (75) diberi tugas untuk membuat teks deskriptive. Guru mengevaluasi kemajuan kompetensi peserta didik dalam membuat deskriptiv teks. Kemudian guru melaksanakan penilaian remedial

Collaborator



WINARSIH, S.Pd.
NIP.19850206 201001 2 009

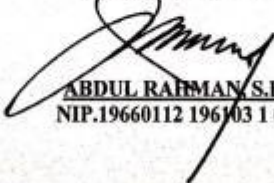
Jabung, 4 Jan 2020

The writer



M.IRSAD SYAFTI
NPM.1501070272

Mengetahui,
Kepala SMP N 3 Jabung



ABDUL RAHMAN, S.Pd.
NIP.19660112 196103 1 008

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMP N 3 Jabung
Kelas/ Semester : VIII/B
Mata pelajaran : Bahasa Inggris
Materi pokok : Descriptive Text
Alokasi waktu : 4x40 menit
Pertemuan : 3 dan 4

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 4.1 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.
- 5.1 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 4.1.1 Menjelaskan makna yang terdapat pada teks deskriptif.

5.1.1 Membuat teks deskriptif dan menyebutkan sifat orang, binatang, benda

D. Tujuan Pembelajaran

Pada akhir pembelajaran peserta didik diharapkan:

1. Dapat menjelaskan makna yang terdapat pada teks deskriptif.
2. Dapat membuat dan menyusun teks deskriptif tulisan pendek sederhana tentang orang, binatang, dan benda.

E. Materi Pembelajaran

• **Fungsi Sosial**

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

• **Struktur Sosial**

Dapat mencakup:

- Introduction
- Body
- Conclusion

• **Unsur Kebahasaan**

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

F. Metode Pembelajaran

Cooperative learning, diskusi, tanya jawab, dan presentasi.

G. Sumber dan Media Pembelajaran

1. Sumber : Buku Paket Siswa, Buku Guru.
2. Media : Picture.
3. Alat : Marker, white board.

H. Kegiatan Pembelajaran

Pertemuan ke-3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">➤ Guru masuk ke kelas menyapa dengan "assalamualaikum warah matullah hi wa barakattu"➤ Guru memotivasi siswa agar menjawab salam.➤ Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.	10 menit
Kegiatan inti	<ul style="list-style-type: none">➤ Guru memberi instruksi kepada siswa untuk membuat grup➤ Guru berdiskusi dengan semua murid untuk mencari topic atau tema.➤ Guru menginstruksikan semua grup untuk memilih salah satu bidang olahraga guna sebagai objek teks deskriptiv➤ Guru memilih salah teks deskriptiv untuk dibahas bersama.➤ Guru membrikan icc bracking➤ Guru memberikan soal tentang teks deskriptiv yang telah dibuat.	25 menit
Penutup	<ul style="list-style-type: none">➤ Peserta didik bersam-sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.➤ Guru memberikan tugas kepada peserta didik tentang materi yang sudah dijelaskan .➤ Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.➤ Bersama-sama menutup pelajaran dengan berdoa	10 menit

Pertemuan ke-4

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<ul style="list-style-type: none">➤ Guru masuk ke kelas menyapa dengan menggunakan bahasa inggris agar English Environment dapat langsung	

Pendahuluan	tercipta ➤ Guru memotivasi siswa dan mengucapkan salam . ➤ Mengingatkan kembali materi pelajaran yang sudah diajarkan dan kemudian membahas materi yang akan diajarkan.	10 menit
Kegiatan Inti	➤ Guru memberi instruksi kepada siswa untuk membuat grup ➤ Guru berdiskusi dengan semua murid untuk mencari topic atau tema. ➤ Guru menginstruksikan semua grup untuk memilih salah satu tempat umum guna sebagai objek teks deskriptif ➤ Guru memilih salah teks deskriptif untuk dibahas bersama. ➤ Guru memberikan ice breaking ➤ Guru memberikan soal tentang teks deskriptif yang telah dibuat	25 menit
Penutup	➤ Peserta didik bersama-sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini. ➤ Guru memberikan tugas kepada peserta didik tentang materi yang sudah dijelaskan . ➤ Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya. ➤ Bersama-sama menutup pelajaran dengan berdoa	10 menit

I. Penilaian Hasil Belajar

1. Teknik Penilaian:

- a. Penilaian Sikap : Observasi/Pengamatan
- b. Penilaian Pengetahuan : Tes Tertulis
- c. Penilaian Keterampilan : Untuk Kerja/Praktik, Proyek.

2. Bentuk Penilaian:

- a. Observasi : Jurnal guru
- b. Tes tertulis : Uraian dan Lembar kerja
- c. Untuk Kerja : Praktik/Pedoman Penskoran
- d. Proyek : Produk/Pedoman Penskoran

3. Instrumen Penilaian (terlampir)

J. Program Tindak Lanjut

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Collaborator



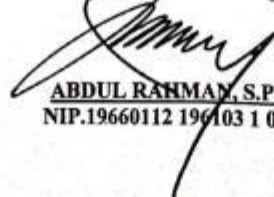
WINARSIH, S.Pd.
NIP.19850206 201001 2 009

Jabung, 4 Jan 2020
The writer



M.IRSAD SYAFTI
NPM.1501070272

Mengetahui,
Kepala SMP N 3 Jabung



ABDUL RAHMAN, S.Pd.
NIP.19660112 196103 1 008

Instrument Blueprint of Writing

No.	Aspect	Indicator	Item Test	References
Micro of writing				
1.	Content	The students are able to write the descriptive text based on the topic.	Written test	J.B Heaton (1988:146)
2.	Organization	The students are able to write the descriptive text with the write general structure.	Written test	J.B Heaton (1988:146)
3.	Vocabulary	The students are able to write vocabulary based on the topic.	Written test	J.B Heaton (1988:146)
4.	Language use	The students are able to write the sentence with the write grammatical.	Written test	J.B Heaton (1988:146)
5.	Mechanics	The students are able to write descriptive text with the write mechanics.	Written test	J.B Heaton (1988:146)

Pre-Test

WRITING TEST

Name : DIMAS SAPUTRA
Class : VIII (1)
Student's Number : -

Please write a descriptive text based on one of following topics:

- a. Book
- b. white board
- c. Table

Table

Table is square long and
have drawer to put
some thing



C : 13

O : 7

V : 7

L : 16

M : 3

Good Luck...

Pre-Test

WRITING TEST

Name : Zidan Abdi P
Class : VIII (2)
Student's Number : 32

Please write a descriptive text based on one of following topics:

- a. Book
- b. white board
- c. Table

My table

I have a table. My table ~~is~~ have white colour. The table ^{has} have a long 100 cm, large 60 cm, and have a thick 2 cm. My table have a four leg. The table ^{has} have a height 120 cm. My table can hold weight 200 kg. I really like a my table because, this look so good.

C : 22

O : 18

V : 14

L : 20

M : 1

75

Good Luck...

POS-TEST 1

WRITING TEST

Name : AHMAD RASY SAPUTRA
Class : 8
Student's Number :

Please write a descriptive text based on one of following topics:

- a. Football
- b. Badminton
- c. Volleyball

Football

I like playing foot ball

and like foot ball

with my friend? aim playing foot ball

together my friend

and aim playing foot ball every afternoon

aim playing foot ball in hall

SO

C: 13

O: 5

V: 15

L: 15

M: 2

Good Luck...

POS-TEST 1

WRITING TEST

Name : PUTRI INDAH
Class : VIII 2
Student's Number : -

Please write a descriptive text based on one of following topics:

- Football
- Badminton
- Volleyball

Volleyball

- Volleyball is a very popular sport
- Volleyball created by William G. Morgan
- Volleyball is played by two teams
- Volleyball is usually played by four or six players
- Rectangular field
- Volleyball is usually also a favorite sports game for children around the community
- Volleyball is a great ball game

C : 27

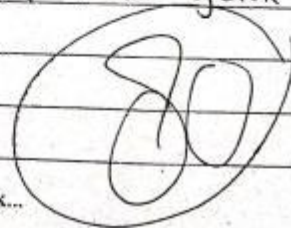
O : 15

V : 16

L : 20

M : 2

Good Luck...



POS-TEST 2

WRITING TEST

Name : ANDREAS DWI-K.
Class : VIII C
Student's Number : _____

Please write a descriptive text based on one of following topics:

- a. Library
- b. Mosque
- c. Hospital

Library

Library is a place to read and borrow some books for students. Place is a good spot to ~~se~~ spend time during break time. It is usually cozy and the book that you read can be borrowed if it is interesting enough. The books are neatly placed on the cupboard. There are some computer to read e-books. Therefore, students can increase their knowledge by reading and borrowing some books here.

C : 25

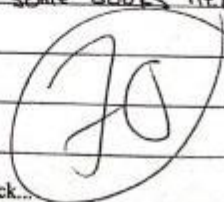
O : 15

V : 14

L : 13

m : 3

Good Luck...



POS-TEST 2

WRITING TEST

Name : Novita Juliani
Class : VIII
Student's Number :

Please write a descriptive text based on one of following topics:

- a. Library
- b. Mosque
- c. Hospital

Library

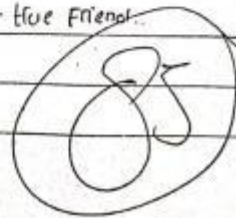
The library is a place that is often used by people to read and search for information through books. In the library there are a lot of books available, for example knowledge of novels, short stories, rhymes, and other books. In the library are very neat and clean, so visitors who come will feel comfortable.

Reading makes life more beautiful...

a. Useful book is your true friend.

C = 25
O = 15
V = 20
L = 20
M = 5

Good Luck...



ATTENDANCE LIST OF PRE TEST

Day/Date : 21 January 2020

Meeting : I

NO	Name	Signature	
1.	FAHMI RIYAN. P	1. 	
2.	SACA RASQATI		2. 
3.	ATHALLAH YUSITA SAIWA	3. 	
4.	EGA DWI SETIAWAN		4. 
5.	DIMAS SAPUTRA	5. 	
6.	MIS BAHULMUNIR		6. 
7.	David Julius	7. 	
8.	AMELIA MERTADINOVA		8. 
9.	Fitria Damayanti	9. 	
10.	Zidan Abdi P		10. 
11.	Novi Khusnawati T	11. 	
12.	Novita Juliani		12. 
13.	DEA MARISKA PUTRI	13. 	
14.	Rina Dwi Damayanti		14. 
15.	Naya Rubby H	15. 	
16.	PUTRI INDAH N		16. 
17.	NANIK SIFFERA	17. 	

18.	YUDI RAHMAWATI	.	18. Yudi
19.	IDHAM FAINDAR	19. Idham	
20.	ANIMAH RAFY S		20. Animah
21.	TASBITA MAYYATI	21. Tasbita	
22.	Desi Amelia		22. Desi
23.	IHSANUZZUL.F.	23. Ihsan	
24.	Andreas Dwi.k		24. Andreas
25.	Umi KAROMAN	25. Umi	
26.	ARIF-SETIAWAN		26. Arif
27.	Juwita Rini Prayogi	27. Juwita	
28.	Sabilla Putri R.		28. Sabilla
29.	Pipit ayu octavia	29. Pipit	
30.	ANGGITA WENDA-S.		30. Anggita

ATTENDANCEN LIST OF POST TEST I

(First meeting)

Day/Date : Tuesday, January 21th 2020

Meeting : I

NO	Name	Signature
1.	FAHMI RIVAN .P	1. 
2.	SACA RACPATI	2. 
3.	ATHAILAH YUSITA SALWA	3. 
4.	EGA DWI SETIAWAN	4. 
5.	DIMAS SAPUTRA	5. 
6.	MISBAHUL MUNIR	6. 
7.	David Juliv	7. 
8.	AMELIA MEZAPINOVA	8. 
9.	Fitria Dama Yanti	9. 
10.	Zidan Abdi P	10. 
11.	Novan Khasratu T	11. 
12.	Novita Juliani	12. 
13.	DEA MARISKA PUTRI	13. 
14.	Rena Dwi Damayanti	14. 
15.	Naya Rubby H	15. 
16.	PUTRI INDAH N	16. 

17.	NANNIE SAFERA	17.	<i>[Signature]</i>	
18.	YUNI RAHMAWATI			18. <i>Yud</i>
19.	LDHAM FAINDHAR	19.	<i>JHY</i>	
20.	ALIYAD RASY S			20. <i>[Signature]</i>
21.	TASBITA INAYYAH	21.	<i>[Signature]</i>	
22.	Desi Amalia			22. <i>[Signature]</i>
23.	IHSAMUZZUL.F.	23.	<i>[Signature]</i>	
24.	Andreas Dwi K.			24. <i>[Signature]</i>
25.	UMI KAROMAH	25.	<i>[Signature]</i>	
26.	ARIF. SETIAWAN			26. <i>[Signature]</i>
27.	Juwita Rini Prayogi	27.	<i>[Signature]</i>	
28.	Sabilla Putri R			28. <i>[Signature]</i>
29.	Pipit Ayu Oktavia	29.	<i>[Signature]</i>	
30.	ANGGITA WENDA.S.			30. <i>[Signature]</i>





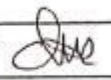





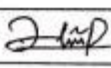


ATTENDANCEN LIST OF POST TEST 1

(Second Meeting)

Day/Date : Monday, January 27th 2020

Meeting : II

NO	Name	Signature
1.	FAHMI RIZAN. P	1.
2.	SACA RASPATI	2.
3.	ATHALAH YUSITA SALWA	3.
4.	EGA DWI SETIAWAN	4.
5.	DIMAS SAPTRA	5.
6.	MIS BAHUL MUNIR	6.
7.	David Juvir	7.
8.	AMELIA MERTADINOUA	8.
9.	Fitria Damayanti	9.
10.	Zidon Abdi P	10.
11.	Novia Khusnati T	11.
12.	Novita Juliani	12.
13.	DEA MARISKA PUTRI	13.
14.	Rima Dwi Damayanti	14.
15.	Nayza Rubby H	15.
16.	PUTRI INDAH N	16.

17.	NANIK SOEBRA	17.		
18.	YUNI RAHMAWATI			18. Yul
19.	IDHAM RAINDAR	19.		
20.	AHMAD RARY SAPUTRA			20. 
21.	TASBITA INAYAH	21.		
22.	Desi Amara			22. 
23.	IHSANUZZUL.F.	23.		
24.	Andreas Dwi.k			24. 
25.	UM FARQAN	25.		
26.	ARIF SETIAWAN			26. 
27.	Junita Pini Prayogi	27.		
28.	Sabilla Putri R.			28. 
29.	Pipi ayu Oktawa	29.		
30.	ANGGITA WENDAS.			30. 





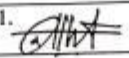



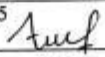





ATTENDANCEN LIST OF POST TEST 2

(First Meeting)

Day/Date : Tuesday, January 28th 2020

Meeting : I

NO	Name	Signature
1.	Janika Feni Daryogi	1. 
2.	Sabilla Putri R.	2. 
3.	Dimas Saputra	3. 
4.	EGA DWI SETIAWAN	4. 
5.	ATHANAH YUSITA S	5. 
6.	Desi Amelia	6. 
7.	SACA RASPATI	7. 
8.	FAHMI RYAN. P	8. 
9.	DEA MARISKA PUTRI	9. 
10.	Navita Julani	10. 
11.	Novoi Khusnatu T	11. 
12.	Zidon Abdi P	12. 
13.	AMELIA MERTADINOVA	13. 
14.	Pipit ayu oktavia	14. 
15.	David Juicy	15. 
16.	HISAMUZZAM F.	16. 

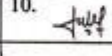


17.	Andrea S Dwi - k.	17.		
18.	Mis Bahul munir			18. 
19.	Naya Ruby H	19.		
20.	Putri Indah N			20. 
21.	AUGITA WIENDA S.	21.		
22.	TASBITA WAYYAH			22. 
23.	AHMAD RAHSAPUTRA	23.		
24.	IDHAM FAINDAR			24. 
25.	Mariska Agustin	25.		
26.	UMI KAROMAH			26. 
27.	Fitria Damayanti	27.		
28.	ARIF SETIAPADA N			28. 
29.	Iqung Saputra	29.		
30.	KANIK SAFIRA			30. 

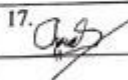



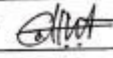









ATTENDANCEN LIST OF POST TEST 2

(Second Meeting)

Day/Date : monday, February 3th 2020

Meeting : II

NO	Name	Signature
1.	Jumita Rani Prayogi	1. 
2.	Sabilla Putri . R.	2. 
3.	Dimas SA PUTRA	3. 
4.	Ega Dwi Setiawan	4. 
5.	Athallah Yusita Salwa	5. 
6.	Desi Amelia	6. 
7.	SACA RASPATI	7. 
8.	FAHMI RIYAN. P	8. 
9.	DEA MARISKA PUTRI	9. 
10.	Novita Julani	10. 
11.	Novai Khusnaku T	11. 
12.	Zidon Abdi P	12. 
13.	AMELIA MERTADINOVA	13. 
14.	Pipit ayu oktavia	14. 
15.	David Julius	15. 
16.	iHSanuzzul.F.	16. 

17.	Andreas Dwi.k	17. 	
18.	Mis bahul manik		18. 
19.	Naya Rubby H	19. 	
20.	PUTRI INDAH N		20. 
21.	ANIGITA KRENDA S.	21. 	
22.	TASBITA NAVYAH		22. 
23.	AHMAD RAY SAPUTRA	23. 	
24.	Idham Faridar		24. 
25.	Mariska Agustin	25. 	
26.	UMI KHROMAH		26. 
27.	Fitria Damayanti	27. 	
28.	ARIF SETIAWAN		28. 
29.	Agung Saputra	29. 	
30.	MANIK SAFIRA		30. 

**THE STUDENTS' ACTIVITIES OBSERVATION SHEET
IN CYCLE I (first meeting)**

No.	Students' Name	Score				TOTAL
		1	2	3	4	
1.	Arif Setiawan	✓	✓			2
2.	Andreas dwi.k.	✓				1
3.	Anggita wenda s.	✓		✓		2
4.	Attahillah yusita salwa	✓	✓	✓	✓	4
5.	Amelia mertadinova	✓				1
6.	Ahmad rufy .s.	✓	✓			2
7.	David julius		✓	✓		2
8.	Dea mariska putri		✓	✓		2
9.	Desi amelia	✓	✓	✓	✓	4
10.	Dimas saputra	✓		✓		2
11.	Egn dwi setiawan	✓		✓		2
12.	Fahmi riyan .p.	✓				1
13.	Fitria damayanti	✓				1
14.	Idham faindar	✓	✓	✓	✓	4
15.	Ihsanuzul f.	✓	✓			2
16.	Juwita rini prayogi	✓	✓	✓	✓	4
17.	Mishahul munir			✓		1
18.	Noval khusnatu t.	✓				1
19.	Novita juliani		✓	✓		2
20.	Naya rabby h.	✓	✓	✓		3
21.	Nanik safera			✓		1
22.	Putri indah n.			✓		1
23.	Pipit ayu octavia	✓				1
24.	Rima dwi damayanti		✓			1
25.	Saca rasdati			✓		1
26.	Sabila putri l.	✓	✓	✓	✓	4
27.	Tasbita inayah	✓	✓	✓	✓	4
28.	Umi karromah	✓		✓		2
29.	Yuni rahmawati	✓	✓			2
30.	Zidan abdi p.	✓	✓			2

NOTES:

Indicators of the students' activities that observed are:

1. Some students can write sufficiently as a sample for editing.
2. Some students can value, recheck and understand about their own writing.
3. Some students can develop their own idea.
4. Some students able to cooperate each other in review the material.

**THE STUDENTS' ACTIVITIES OBSERVATION SHEET
IN CYCLE I (second meeting)**

No.	Students' Name	Score				TOTAL
		1	2	3	4	
1.	Arif Setiawan	✓	✓	✓		3
2.	Andreas dwi.k.	✓	✓	✓	✓	4
3.	Anggita wenda s.	✓	✓	✓	✓	4
4.	Attahillah yusita salwa	✓	✓	✓	✓	4
5.	Amelia mertadinova	✓		✓		2
6.	Ahmad rafy .s.	✓	✓			2
7.	David julius			✓		1
8.	Dea mariska putri		✓	✓		2
9.	Desi amelia	✓	✓	✓	✓	4
10.	Dimas saputra	✓		✓		2
11.	Ega dwi setiawan	✓		✓		2
12.	Fahmi riyan .p.	✓				1
13.	Fitria damayanti	✓	✓			2
14.	Idham faindar	✓	✓	✓	✓	4
15.	Ihsanuzul f.	✓	✓			2
16.	Juwita rini prayogi	✓	✓	✓	✓	4
17.	Misbahul munir	✓		✓		2
18.	Noval khusnatu t.	✓				1
19.	Novita juliani		✓			1
20.	Naya rubby h.	✓	✓	✓	✓	4
21.	Nanik safera			✓		1
22.	Putri indah n.	✓				1
23.	Pipit ayu octavia		✓			1
24.	Rima dwi damayanti	✓	✓	✓	✓	4
25.	Saca rasdati			✓		1
26.	Sabila putri l.	✓		✓		2
27.	Tasbita inayah	✓				1
28.	Umi karromah		✓			1
29.	Yuni rahmawati	✓	✓			2
30.	Zidan abdi p.	✓	✓			2

NOTES:

Indicators of the students' activities that observed are:

1. Some students can write sufficiently as a sample for editing.
2. Some students can value, recheck and understand about their own writing.
3. Some students can develop their own idea.
4. Some students able to cooperate each other in review the material.

**THE STUDENTS' ACTIVITIES OBSERVATION SHEET
IN CYCLE II (first meeting)**

No.	Students' Name	Score				TOTAL
		1	2	3	4	
1.	Arif Setiawan	✓	✓	✓		3
2.	Andreas dwi.k.	✓	✓	✓	✓	4
3.	Anggita wenda s.	✓	✓	✓	✓	4
4.	Attahillah yusita salwa	✓	✓	✓	✓	4
5.	Amelia mertadinova	✓		✓		2
6.	Ahmad rafy .s.	✓	✓	✓		3
7.	David julius	✓		✓		2
8.	Dea mariska putri	✓	✓	✓		3
9.	Desi amelia	✓	✓	✓	✓	4
10.	Dimas saputra	✓	✓	✓		3
11.	Ega dwi setiawan	✓		✓		2
12.	Fahmi riyon .p.	✓		✓		2
13.	Fitria damayanti	✓	✓		✓	3
14.	Idham faindar	✓	✓	✓	✓	4
15.	Ihsanuzul f.	✓	✓			2
16.	Juwita rini prayogi	✓	✓	✓	✓	4
17.	Misbahul munir	✓		✓		2
18.	Noval khusnatu t.	✓	✓			2
19.	Novita juliani		✓	✓		2
20.	Naya rubby h.	✓	✓	✓	✓	4
21.	Nanik safera	✓		✓		2
22.	Putri indah n.	✓	✓	✓		3
23.	Pipit ayu octavia	✓	✓			2
24.	Rima dwi damayanti	✓	✓			2
25.	Saca rasdati	✓	✓		✓	3
26.	Sabila putri l.	✓	✓	✓	✓	4
27.	Tasbita inayah	✓	✓	✓	✓	4
28.	Umi karromah	✓		✓	✓	3
29.	Yuni rahmawati	✓	✓	✓		3
30.	Zidan abdi p.	✓		✓	✓	3

NOTES:

Indicators of the students' activities that observed are:

1. Some students can write sufficiently as a sample for editing.
2. Some students can value, recheck and understand about their own writing.
3. Some students can develop their own idea.
4. Some students able to cooperate each other in review the material.

**THE STUDENTS' ACTIVITIES OBSERVATION SHEET
IN CYCLE II (second meeting)**

No.	Students' Name	Score				TOTAL
		1	2	3	4	
1.	Arif Setiawan	✓	✓	✓	✓	4
2.	Andreas dwi.k.	✓	✓	✓	✓	4
3.	Anggita wenda s.	✓	✓	✓	✓	4
4.	Attahillah yusita salwa	✓	✓	✓	✓	4
5.	Amelia mertadinova	✓	✓	✓		3
6.	Ahmad rafy .s.	✓	✓	✓	✓	4
7.	David julius	✓	✓	✓		3
8.	Dea mariska putri	✓	✓	✓	✓	4
9.	Desi amelia	✓	✓	✓	✓	4
10.	Dimas saputra	✓	✓	✓		3
11.	Ega dwi setiawan	✓	✓	✓		3
12.	Fahmi riyan .p.	✓		✓		2
13.	Fitria damayanti	✓	✓	✓	✓	4
14.	Idham faindar	✓	✓	✓	✓	4
15.	Ihsanuzul f.	✓	✓	✓		3
16.	Juwita rini prayogi	✓	✓	✓	✓	4
17.	Misbahul munir	✓		✓		2
18.	Noval khusnatu t.	✓	✓			2
19.	Novita juliani		✓	✓		2
20.	Naya rubby h.	✓	✓	✓	✓	4
21.	Nanik safera	✓	✓	✓		3
22.	Putri indah n.	✓	✓	✓		3
23.	Pipit ayu octavia	✓	✓	✓	✓	4
24.	Rima dwi damayanti	✓	✓	✓	✓	4
25.	Saca rasdati	✓	✓		✓	3
26.	Sabila putri l.	✓	✓	✓	✓	4
27.	Tasbita inayah	✓	✓	✓	✓	4
28.	Umi karromah	✓		✓	✓	3
29.	Yuni rahmawati	✓	✓	✓	✓	4
30.	Zidan abdi p.	✓	✓	✓	✓	4

NOTES:

Indicators of the students' activities that observed are:

1. Some students can write sufficiently as a sample for editing.
2. Some students can value, recheck and understand about their own writing.
3. Some students can develop their own idea.
4. Some students able to cooperate each other in review the material.

DOCUMENTATION GUIDANCE

- a. Documentation about historical background of SMP N 3 Jabung East Lampung.
- b. Documentation about condition of the teachers and official employees of SMP N 3 Jabung East Lampung.
- c. Documentation about students of SMP N 3 Jabung East Lampung.
- d. Documentation about structural organization of SMP N 3 Jabung East Lampung.
- e. Documentation about facilities of SMP N 3 Jabung East Lampung.
- f. Documentation about sketch of location SMP N 3 Jabung East Lampung.

Field Notes

Cycle		Note Students' Attitude
Cycle 1	1 st	<ol style="list-style-type: none">1. Most the student still confused in following the learning english both group or individually.2. Most of the students were not accountable about their answer.3. Some of students did not give attention while giving treatment.
	2 nd	<ol style="list-style-type: none">1. Some of student began interested in following the learning english both group or individually.2. Some of students were accountable about their answer.3. Some of students could give attention while giving treatment
Cycle 2	1 st	<ol style="list-style-type: none">1. Some of students were enjoyed following the learning english both group or individually.2. Most of students were accountable about their answer.3. Most of students could give attention and enthusiastic about the new strategy that the writer given
	2 nd	<ol style="list-style-type: none">1. Most of students enjoyed the new learning strategy.2. Most of students could be more accountable about their answer.3. Most of students enthusiastic to applied the strategy to compose the test

Collaborator



Winarsih, S.Pd
NIP198502062010012009

Jabung, 4 Jan 2020
The writer



M.Irsad Syaifi
NPM.1501070272

DOCUMENTATION







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. Faksimil (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0851/In.28.1/J/TL.00/04/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP N 3 JABUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : M. IRSAD SYAFII
NPM : 1501070272
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING THE STUDENT'S WRITING ABILITY BY USING LANGUAGE SHAPING PARADIGM (LSP) STRATEGY AT THE EIGHT GRADE OF JUNIOR HIGH SCHOOL 3 JABUNG LAMPUNG TIMUR

untuk melakukan *pra-survey* di SMP N 3 JABUNG.

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.



Subhan Roza, M.Pd.
750610 200801 1 014



**PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMPN 3 JABUNG**

Alamat Jl. Rawa Sragi Desa Adidhar Kecamatan Jabung Kabupaten Lampung Timur KP.34184
NIS : 20510, NSS : 202120406151, NPSN : 10814601, Website : <http://www.smpn3jabung.sch.id>

SURAT KETERANGAN

NO : 422 / 041 / SKet / SMPN3Jb / 2019

Yang bertandatangan di bawah ini Kepala SMPN 3 Jabung menerangkan dengan sesungguhnya bahwa :

Nama : M. IRSAD SYAFII
NPM : 1501070272
SEMESTER : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Pra-Survey di Instansi kami pada tanggal 17 April 2019.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya

Jabung, 3 Desember 2019
Kepala SMPN 3 Jabung


Dr. WIRTI ASIH, M.Si
NIP. 197001131998022001



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

Jl. Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47299 Website: www.metrouniv.ac.id e-mail: iaim@metrouniv.ac.id

Nomor : B-0 /In.28.1/J/PP.00.9/12/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

31 Desember 2019

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
 2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : M. Irsad Syafi'i
NPM : 1501070272
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving Students' Writing Ability By Using Language Shaping Paradigma At The Eighth Grade Of SMP N 3 Jabung East Lampung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





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

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

SURAT TUGAS

Nomor: B-0406/In.28/D.1/TL.01/01/2020

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

Nama : M. IRSAD SYAFII
NPM : 1501070272
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 3 JABUNG LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' WRITING ABILITY BY USING LANGUAGE SHAPING PARADIGM (LSP) STRATEGY AT THE EIGHTH GRADE OF SMP N 3 JABUNG EAST LAMPUNG".
 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 : 23 Januari 2020



Mengetahui,
Pejabat Setempat

[Signature]
M. RAHMAN Spd.
NIP. 19660121961031008



Wakil Dekan I,

[Signature]
Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



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

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

Nomor : B-0407/In.28/D.1/TL.00/01/2020
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 3 JABUNG
LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

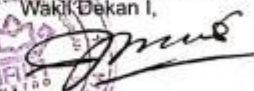
Sehubungan dengan Surat Tugas Nomor: B-0406/In.28/D.1/TL.01/01/2020,
tanggal 23 Januari 2020 atas nama saudara:

Nama : **M. IRSAD SYAFII**
NPM : 1501070272
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 3 JABUNG LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' WRITING ABILITY BY USING LANGUAGE SHAPING PARADIGM (LSP) STRATEGY AT THE EIGHTH GRADE OF SMP N 3 JABUNG EAST LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 23 Januari 2020
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



**PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMPN 3 JABUNG**

Alamat: Jl. Rawa Sragi Desa Adiluhur Kecamatan Jabung Kabupaten Lampung Timur KP 34124
NIS : 20510, NISN : 202126466151, NPSN : 10814601, Website : <http://www.smpn3jabung.ac.id>

**Surat Pernyataan
No. 422/66/11-SP/SMP 3/2020**

Yang bertandatangan di bawah ini:

Nama : **ABDUL RAHMAN, S.Pd.**
NIP : 19660112 199103 1 008
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 3 Jabung

Dengan ini menyatakan bahwa

Nama : **M. IRSAD SYAFII**
NPM : 1501070272
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Telah melaksanakan observasi/penelitian di SMP N 3 Jabung Lampung Timur dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi pada tanggal 4 Februari 2020.

Demikianlah surat pernyataan ini dibuat agar dapat digunakan sebagaimana mestinya.

Jabung, 5 Februari 2020
Kepala SMPN 3 Jabung,

ABDUL RAHMAN, S.Pd.
NIP. 19660112 199103 1 008

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : M. IRSAH SYAFI'1

NPM : 1501090272

Fakultas : FKIP

Angkatan : 2015

Telah menyerahkan buku berjudul : *effective speaking*

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014



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

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-360/In.28/S/U.1/OT.01/06/2020**

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

Nama : M.IRSAD SYF'I
NPM : 1501070272
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070272.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

04 Juni 2020
Kepala Perpustakaan

Drs. Mokhtardi Sudin, M.Pd
NIP.1958063119810301001



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) 41307 Fax. (0725) 47296 Email: tarbiyah@iainmetro.ac.id website: www.tarbiyah.iainmetro.ac.id

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

Nama : M. IRSAD SYAFI'

Fakultas/Jurusan : TBI

NPM : 1501070272

Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Jum'at 23/8-2019			revise BAB I (introduction)	Juf
2	Jum'at 6/9-2019			revise BAB III (Variable independent & dependent revise the grammar	Juf
3	Senin 23/9-2019			revise BAB II	Juf
4	Jum'at 14/10-2019			revise BAB I & BAB II	Juf

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Whidiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002



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) 47294 Email: website:

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

Nama : M.Irsad Syafi'i

Fakultas/Jurusan : TBI

NPM : 1501070272

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
6	18/10-2019 Jumat			Revisi BAB II	Juf
7	24/10/19			Ace to scump	

Mengetahui :

Ketua Jurusan TBI,

Ahmad Subhan Roza, M.pd.

NIP. 197506102008011004

Pembimbing II,

Dr. Whidiya Ninsiana, M.Hum.

NIP. 19720923200032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

W. Ks. Hajar Dewantara Kampus U.S. 01, Jembergudhya Kota Metro Lampung, 34111
Telp. (0725) 41501 Fax. (0725) 41256 Email: tarbiyah@iaimetro.ac.id website: www.tarbiyah.iaimetro.ac.id

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

Nama : M. IR SAD SYAFI'I


Fakultas/Jurusan : TBI


NPM : 1501070272

Semester/TA : XI / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 8/7-19		✓	Revisi table I.	
	Kamis 1/8-19		✓	Acc ch. I (continue to ch. II).	
	Senin 2/8-19		✓	Revisi Grammar	
	Senin 3/8-19		✓	Acc ch. II (check for ch. III)	

Mengetahui
Ketua Jurusan TBI


Ahmad Subhan Reza, M.Pd
NIP. 197505102008011004

Pembimbing II,

Trisna Dinillah Harva, M.Pd.
NIP. 198305112009122004



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO
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Telp: (0725) 41507 Fax: (0725) 47296 Email: info@iainmetro.ac.id website: www.iainmetro.ac.id

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

Nama : M.Irsad Syafi'i

Fakultas/Jurusan : TBI

NPM : 1501070272

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 7/10-19		✓	Revisi ch. III	
	Senin 4/11-19		✓	make clear the research procedure	
	Selasa 26/11-19		✓	- Revisi grammar - Revisi the written technique	
	Selasa 3/12-19		✓	acc ch. III	

Mengetahui :

Ketua Jurusan TBI,

Ahmad Subhan Roza, M.pd.

NIP. 197505102008011004

Pembimbing II,

Trisna Dinillah Harya, M.Pd.

NIP. 198305112009122004



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) 41307 Fax. (0725) 41296 Email: iaimetro@iaimetro.ac.id website: www.iaimetro.ac.id

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

Nama : M. IRSAD SYAFI'

Fakultas/Jurusan : TBI

NPM : 1501070272

Semester/TA : X/ 2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Jum'at 10/Jan/2020			revise post & Pre test	f
2	Senin			revise blueprint written test	f
3	13/Jan/2020				
4	Selasa 14/Jan/2020			revise blueprint observation	f
5	15 Jan 2020			ACC APP	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Whidiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA

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

Jl. Ki Hajar Dewantara Lampung 13 A Ingganulya Kota Metro Lampung 34111
Telp. (0722) 41307 Fax. (0722) 41298 Email: iaimetro@iaimetro.ac.id website: www.iaimetro.ac.id

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

Nama : M. Insaad Syafiqi

Fakultas/Jurusan : TBI

NPM : 1501070272

Semester/TA : IX / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 30/11-19		✓	Diperbaiki ledibntor kebutuhan fawar pada Substik fawar.	
	Senin 6/1-2020		✓	Ae IPD	

Mengetahui :

Ketua Jurusan TBI,

Ahmad Subhan Raza, M.Pd.

NIP. 197505102008011004

Pembimbing II,

Triana Dwi Lili Harva, M.Pd.

NIP. 198305112009122004



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

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

Nama : M.Irsad Syafi'i
NPM : 1501070272

Fakultas/Jurusan : TBI
Semester/TA : IX / 2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Sel/9/jun/ 2020			BAB V. CONCLUSION	f
	sen 12/jun/2020			revisi BAB III	f
	Rabu 17/jun/2020			revisi acknowledgment ACC munqasah	f

Mengetahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 197505102008011004

Pembimbing I,

Dr. Widiyana Ninsiana M.Hum.
NIP. 19720923200032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBİYAH DAN ILMU KEGURUAN

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Telp. (0725) 41507 Fax. (0725) 41296 Email: tarbiyah@ainmetro.ac.id website: www.tarbiyah.ainmetro.ac.id

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

Nama : M.Irsad Syafi'i

Fakultas/Jurusan : TBI

NPM : 1501070272

Semester/TA : IX / 2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa 16/6-2020.		✓	- Pay attention the Consistence of writing - Rense table 9. - Rense figure 2	A
	Selasa 23/6-2020		✓	Delete table 5.	f
	Jum'at 26/6-2020		✓	Acc ch. IV. Center to ch. V.	A
	Senin 29/6-2020		✓	Revise ch. V	

Mengetahui :

Ketua Jurusan TBI,

Ahmad Subhan Roza, M.pd.

NIP. 197505102008011004

Pembimbing II,

Trisna Dinillah Harva, M.Pd.

NIP. 198305112009122004



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Telp (0725) 41307 Fax (0725) 47296 Email: tarbiyah@iaimetro.ac.id website: www.iaimetro.ac.id

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

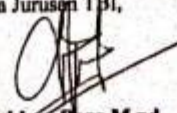
Nama : M.Irsad Syafi'i
NPM : 1501070272

Fakultas/Jurusan : TBI
Semester/TA : IX / 2020

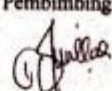
No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	1 Juli 2020			ACC CH. V	*

Mengetahui :

Ketua Jurusan TBI,


Ahmad Subhan Boza, M.Pd.
NIP. 197505102008011004

Pembimbing II,


Trisna Dinillah Harva, M.Pd.
NIP. 198305112009122004

CURRICULUM VITAE



The name of writer is M.Irsad Syafi'i. he was born in Adirejo, on July 31th , 1997. he is the last child of happy couple, Mr. Sariadi and Mrs. Sulastri.

In 2009, he graduated from SDN 01 Adirejo, East Lampung. At the time 2012, he graduated from SMPN 3 Jabung. Then, he continued her study to MAN 1 Metro Lampung and graduated in 2015. In 2015, he entered S1 English Education Program of State Islamic Studies of Metro (IAIN Metro).