AN UNDERGRADUATE THESIS

IMPROVING STUDENTS' WRITING SKILL BY USING FIVE SENSE

TECHNIQUE AMONG THE ELEVENTH GRADE AT SENIOR HIGH

SCHOOL OF KARTIKATAMA METRO IN THE ACADEMIC YEAR

OF 2019/2020

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THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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IMPROVING STUDENTS' WRITING SKILL BY USING FIVE SENSE TECHNIQUE AMONG THE ELEVENTH GRADE AT SENIOR HIGH SCHOOL OF KARTIKATAMA METRO IN THE ACADEMIC YEAR OF 2019/2020

Presented as a Partial Fulfillment of the Requirements for the Degree of
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ABSTRACT

BY: ASHARI MAHARANI

The main purpose of this research was to show that five sense technique can improve the students' writing skill of the eleventh grade of Senior High School of Kartikatama Metro in the academic year of 2019/2020. The researcher tried to a test that Five Sense Technique can be one of the teaching techniques for improving students' writing skill.

Moreover, the eleventh grade of Senior High School of Kartikatama Metro got problems in writing an English text because of low English vocabulary mastery, limited English grammar skill, difficulty in developing ideas and difficulty in applying the writing mechanic concept. Therefore, the researcher conducted classroom action research (CAR) which was done in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The subjects of this research were 19 students of the eleventh grade of Senior High School of Kartikatama. In collecting data, the researcher used test that consist of pre- test, post-test I and post-test II, observation and documentation. The research was conducted collaboratively with the English teacher of Senior High School of Kartikatama.

The result of this research shows that Five Sense Technique had positive result in improving students' writing skill the eleventh grade at Senior High School of Kartikatama Metro. It was investigated that the students' average score from pre-test to post test was improved. The average score in pre-test was 58, post-test I was 63 and become 70 in post-test II. The percentage of students writing skill in post tes II (74%) had achieved the indicator of success. It means that the use of Five Sense Technique can improve the students' writing skill in report text.

Keyword : *Writing Skil, Five Sense Technique and Classroom Action Research*

PENGGUNAAN FIVE SENSE TECHNIQUE UNTUK MENINGKATKAN KETERAMPILAN MENULIS SISWA KELAS XI DI SMA KARTIKATAMA METRO PADA TAHUN AKADEMIK 2019/2020

ABSTRAK

Oleh: Ashari Maharani

Tujuan utama dari penelitian ini adalah untuk menunjukkan bahwa *five sense technique* dapat meningkatkan keterampilan menulis siswa Kelas Sebelas Sekolah Menengah Atas Kartikatama Metro pada tahun akademik 2019/2020. Peneliti mencoba melakukan tes bahwa *five sense technique* dapat menjadi salah satu teknik pengajaran untuk meningkatkan keterampilan menulis siswa.

Selain itu, siswa-siswa kelas sebelas SMA Kartikatama Metro mengalami masalah dalam menulis teks bahasa Inggris karena penguasaan kosakata bahasa Inggris yang rendah, keterampilan tata bahasa Inggris yang terbatas, kesulitan dalam mengembangkan ide dan kesulitan dalam menerapkan konsep mekanik penulisan. Oleh karena itu, peneliti melakukan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 19 siswa kelas XI SMA Kartikatama. Dalam mengumpulkan data, peneliti menggunakan tes yang terdiri dari pre-test, post-test I dan post-test II, observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru Bahasa Inggris di Sekolah Menengah Atas Kartikatama.

Hasil penelitian ini menunjukkan bahwa *five sense technique* memiliki hasil positif dalam meningkatkan keterampilan menulis siswa kelas sebelas di SMA Kartikatama Metro. Itu diselidiki bahwa skor rata-rata siswa dari pre-test ke post test ditingkatkan. Nilai rata-rata pada pre-test adalah 58, post-test I adalah 63 dan menjadi 70 pada post-test II. Persentase keterampilan menulis siswa di post tes II (74%) telah mencapai indikator keberhasilan. Ini berarti bahwa penggunaan *five sense technique* dapat meningkatkan keterampilan menulis siswa dalam teks laporan.

Kata Kunci: *Keterampilan Menulis, Five Sense Technique dan Penelitian Tindakan Kelas*

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                        Dekan Fakultas Tarbiyah dan Ilmu Keguruan
                        Institut Agama Islam Negeri (IAIN)
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Assalamu'alaikumWr.Wb.

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

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

Wassalamu'alaikumWr.Wb.

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                          To :
                          The Honorable of the Dean of Faculty of
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Assalamu'alaikum, Wr. Wb

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

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                   GRADE AT SENIOR HIGH SCHOOL OF KARTIKATAMA
                   METRO IN THE ACADEMIC YEAR OF 2019/2020

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

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RATIFICATION PAGE

No. B-2182/In.28.1/D/PP.00.9/07/2020

An Undergraduate thesis entitled: IMPROVING STUDENTS' WRITING SKILL BY USING FIVE SENSE TECHNIQUE AMONG THE ELEVENTH GRADE AT SENIOR HIGH SCHOOL OF KARTIKATAMA METRO IN THE ACADEMIC YEAR OF 2019/2020, written by Ashari Maharani, student number 1601070139, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Monday, July 20th 2020 at 10.00-12.00 a.m.
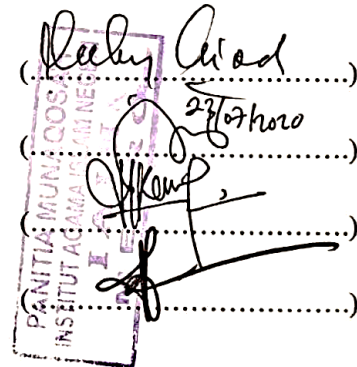
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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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

Metro, 13 July 2020
The Researcher

Ashari Maharani
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Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi sarjana ini merupakan hasil penelitian penulis, kecuali

bagian-bagian tertentu yang dikutip dari bibliografi yang disebutkan.

Metro, 13 Juli 2020
Penulis

Ashari Maharani
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x

MOTTO

إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ﴿٦﴾

So verily with every difficulty there is relief (Q.S. Al-Insyirah :6)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My Beloved Parents
(Mr. Budi Pramono , Mrs. Fara Aulia Finani , and Mrs. Ismini)
My Grandfather
(Mr. Ahmad Sarjono and Mr. Subaron (Deceased))
My Grandmother
(Mrs. Sudarmi (Deceased) and Mrs. Nani Djuwarni (Deceased))
My Beloved Sister
(Meita Mahartika and Syifa Alya Zahirah)

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Praise thanks to Allah who has been giving his blessing and mercy to the researcher to complete a research entitled "Improving Students' Writing Skill By Using Five Sense Technique Among The Eleventh Grade At Senior High School Of Kartikatama Metro In The Academic Year Of 2019/2020". Sholawat and salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

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6. Headmaster, Teacher, Staff of SMA Kartikatama Metro, who gives permission to the researcher conducts the research in this school.

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The researcher do apologizes for all mistakes that she has made in writing and in finishing this undergraduate thesis. 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 researcher especially and for our campus and all readers generally.

Metro, July 13th 2020

Ashari Maharani
ST.ID. 1601070139

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CHAPTER I

INTRODUCTION

A. **Background of the Study**

English is an international language that is used as a medium of communication. In Indonesia, English is a foreign language that is very rarely used in everyday life. The English mastery by Indonesian people is very important in order to be able to compete both at national and international levels and meet the needs of both the political, economic, security fields, social and cultural. Mastery of good English greatly helps the community in communicating because the source of knowledge is mostly written in English. By realizing the importance of English, teaching English is a very important effort in order to familiarize language learners to be able to use English both in written and oral terms. Teaching English at least includes four language skill including listening, speaking, reading, and writing.

As one of the English language skill, writing is a person's ability to express ideas to other people or parties with the writing media. Writing is a productive and expressive activity so that the researcher must have the ability to use vocabulary, written order, and language structure. Writing is a very meaningful activity. There are several benefits in writing. Writing can improve the ability to understand the meaning of information. Writing can improve a person's ability to form meaningful words. By writing, people become active thinking so that they can become inventors and problem

solvers.

The ability to write someone is influenced by various aspects which include linguistic and non-linguistic aspects. The linguistic aspects that influence writing skill include the ability to master English vocabulary, grammar skill, and writing mechanisms. In addition, writing skill is also supported by other branches of linguistics such as semantic, discourse, syntax, psycholinguistics, and socio linguistics. The linguistic aspects of writing ability are also influenced by non-linguistic aspects such as motivation in writing, writing teaching techniques, writing media, and environment.

However, writing is not a language skill that is easily mastered in a short time. There are many students' writing problems in the process of writing an English text. Most of them have limited English vocabulary so they have difficulty in conveying important information with the right choice of words. In addition, most beginner writers also get obstacles in constructing the sentences they write because of the low grammar mastery. Problems in writing are also caused by the inability to develop ideas for writing in accordance with the topic of writing. Besides that, the limited writing ability is also caused by the lack of interest in media writing, incompatibility of teaching techniques in writing and non-supportive environmental influences.

In connection with the writing problems above, the researcher had conducted a pre-survey to find out the students' problems in writing an English text among the eleventh grade of Senior High School of Kartikatama.The results of the pre-survey are catagorized based on Minimum Mastery Criteria

(MMC) of English subject among the eleventh grade that is 70. It was investigated that the percentage of students whose writing skill is less than MMC is greater than the percentage of those above the MMC. Therefore, it is concluded that the students' writing ability among the eleventh grade of Senior High School of Kartikatama is insufficient.

Based on the results of the pre-survey, it is known that students among the eleventh grade of Senior High School of Kartikatama Metro got problems in writing an English text due to low English vocabulary mastery, limited English grammar skill, difficulties in developing ideas and difficulties in applying the writing mechanic concept. In addition, the students' problems among the eleventh grade of Senior High School of Kartikatama in writing an English text were caused by the low writing habits and motivation in writing. The results of pre-survey is illustrated in the following table:

Table 1

Pre-Survey Result of Writing Skill

The Eleventh Grade at SMA Kartikatama Metro

No	Name	Grade	Criteria
1	AP	81	Complete
2	AMI	58	Incomplete
3	AW	69	Incomplete
4	AD	77	Complete
5	AK	50	Incomplete
6	AAKN	58	Incomplete
7	AGK	58	Incomplate
8	AN	58	Incomplete
9	AM	69	Incomplete
10	AMF	69	Incomplete
11	BLP	89	Complete
12	ICWR	53	Incomplete
13	KCA	47	Incomplete

14	KWS	44	Incomplete
15	MSDS	53	Incomplete
16	MY	53	Incomplete
17	MN	44	Incomplete
18	NLK	95	Complete
19	ZD	65	Incomplete

Furthermore, the result of pre-survey above is concluded in the following

table :

Table 2
Percentage Pre-Survey Result of Writing Skill
Among the Eleventh Graders at SMA Kartikatama Metro

No.	MMC	Frequency	Precentage	Category
1.	< 70	15 students	79 %	Incomplete
2.	≥ 70	4 students	21 %	Complete
Total of the students (n)		19 students	-	-

The problems of writing skill among the eleventh grade of Senior High

School of Kartikatama needs to be followed up with the use of appropriate

techniques in order to increase students' writing skill. One of the techniques

to be used in improving students' writing skill is the Five Sense Technique.

The five sense technique is a technique that uses the five senses namely,

sight, sound, taste, smell and touch to write a report paragraph easier. This

technique focuses on the details to create a report text paragraph. Five Sense

Technique has tremendous benefits in improving students' writing skill. By

using five senses technique, objects can be described more real to make report

text paragraphs. The researcher can feel the object so real.

Based on the entire description of the paragraph above, the researcher tried

to improve writing skill among the eleventh grade of Senior High School of

Kartikatama with the implementation of the five sense technique. The

researcher followed up on this problem by applying classroom action research. Therefore, the researcher constructs a research proposal with the title "Improving Students' Writing Skill By Using Five Sense Technique Among The Eleventh Grade At Senior High School Of Kartikatama Metro In The Academic Year Of 2019/2020".

B. Problem Identification

Based on the explanation of the problems found in the background of the research above, the researcher had identified the problems among the eleventh grade of Senior High School of Kartikatama including:

1. The students need adequate writing skill.
2. The students need to have good mastery of English grammar.
3. The sttudents' mastery of writing mechanics need to be increased.
4. The students need to have high writing habits.
5. The students' motivation in writing needs to be improved.
6. The students' ability in developing ideas in the process of writing need to be improved.

C. Problem Limitations

Based on the problem identification above, the researcher limits the problems by focusing on the problem of number 1 that is the students' inadequate writing skill. In order to improve students' writing skill, the researcher applied Five Sense technique. Therefore, the title of this research is "Improving Students' Writing Skill By Using Five Sense Technique Among

The Eleventh Grade At Senior High School of Kartikatama Metro In The Academic Year Of 2019/2020."

D. Problem Formulation

By considering the problem limitation above, the researcher had formulated the problem, as follows:

"Can the use of five sense technique improve students' writing skill among the eleventh grade of Senior High School of Kartikatama Metro in the academic year of 2019/2020?"

E. Objective and Benefits of Study

1. Objective of the study

Objective of this study is in order to show that five sense technique can improve students' writing skill among the eleventh grade of Senior High School of Kartikatama Metro in the academic year of 2019/2020.

2. Benefits of the study

Hopefully, this study is beneficial not only for the researcher but also for the students, the teacher and the next writer.

a. For the Students

The implementation of five sense technique is an effective way used to improve students' writing skill. Five Sense technique can activate the writing learning process. In addition, the students are expected to have higher writing motivation by applying the five sense technique.

b. For the Teachers

This study is advantageous for the teacher to teach writing effectively. By using this technique, the teacher is easy to guide the students in order to be active in writing process. In addition, this technique can motivate the teacher and the students in writing learning process.

c. For the Other Researchers

This study can be one of the foundations for the other researchers who want to improve students writing skill. This study has function as the guidance for the other researchers in the topic of writing research.

F. Prior – Researches

The research was done by the consideration of some prior researches. The first prior research was done by Sinaga in the years of 2013.[1] In this research Sinaga conducted with students. This research has similarity and differentiation with Sinaga research. The similarity of both researches is the same teaching technique used to improve writing namely five sense technique.

The differentiation of both researches is the sample of the research. This research was conducted among the eleventh grade of Senior High School of Kartikatama Metro. Meanwhile, Sinaga and Ownie research was conducted at Junior High School.

The second prior research was done by Carter in the years of 2013.[2]

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[1] Claudya Sinaga and Sri Juriaty Ownie, "Improving Students' Achievement in Writing Descriptive Paragraph through the Five-Sense Technique", *Journal of English Language Teaching of FBS Unimed* 2, no. 1, (2013).

[2] Katherine Carter, "Teaching Writing Through Visualization and The Five Sense, *Journal of English Teaching Forum"*, 33, no. 2, (2013), 37.

This research has similarity and differentiation with Carter research. The similarity of both researches is the same teaching technique namely five sense technique and the same skill is writing.

The differentiation of both the researches is about the research method. This reseacrh used classroom action research; meanwhile, Carters research used qualitative research in the type of library research.

The third research was done by Nisa in the years of 2017/2018.[3] This research has similarity and differentiation with Nisa research. The similarity of both researches is the same teaching technique namely five sense technique and the same skill is writing.

The differentiation of both researches is about the research method. This research used classroom action research; meanwhile, research used quantitaive method in the type of experimental method.

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[3] Refri Nisa. *The Influence of Using Five Sense Technique Towards Students' Desriptive Text Writing Ability at the Eight Grade of SMP PGRI 6 Bandar Lampung in the Academic Year of 2017/208. Undergraduate Thesis.*

CHAPTER II

REVIEW OF LITERATURE

A. **The Concept of Writing Skill**

1. **The Definition of Writing Skill**

Hornby states that writing is in the sense of the verb 'write' as the way to make letters or other symbols on a surface, especially with a pen or a pencil on a paper.[4] According to Kaptan, the skill is explained as proficiency, ability, and the proficiency of doing something or the capability of doing a work or activity appropriately.[5] It means that skill is the ability to use reason, thoughts, ideas and creativity in doing, changing or making something more meaningful to produce a value from the results of the work.

According to Yi, writing is not a collection of separate sentences, but involves connecting interrelated sentences to produce a coherent discourse.[6] Weiss states that writing in an International English Style also means removing metaphors, vogue expressions, and the kind of breezy style that characterizes much business communication.[7]

In addition, according to Tredinnick, writing is the art of making

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[4] A.S. Hornby, *Oxford Advanced Learner's Dictionary: Of Current English*, (USA: Oxford University Press, 2005), 20.

[5] Kaptan, F., Yetisir, I., & Demir, M., "The Examination Of The Basic Skill Levels Of The Students' In Accordance With The Perceptions Of Teachers, Parents And Students", International Journal of Instruction 1, no. 2, (2008), 41.

[6] Jyi-yeon Yi, "Defining Writing Ability for Classroom Writing Assessment in High Schools, Journal of Pan-Pacific Association of Applied Linguistics 13, no. 1, (2009), 57.

[7] Edmond H. Weiss, *The Elements Of International English Style A Guide To Writing Correspondence, Reports, Technical Documents, And Internet Pages For A Global Audience*, (New York : M. E. Sharpe, 2005), 8.

an utterance perfectly natural through the perfectly unnatural process of making every word and phrase again and again, cutting here and adding there, until it is just so.[8] Meanwhile, Berne states that writing is a form of communication that connects people, and this connection can endure beyond the writing group or the classroom.[9] It means that writing is the process of expressing ideas as a form of controlling creative thoughts so that they can become good and interesting writing.

Heaton states that skills in writing include of the spelling, phrase, connection between words that make a sentence, composing sentences into paragraphs, accuracy in diction and ability to arrange words by using the appropriate grammar.[10]

According to National Assessment of Educational Progress, writing skill is one of the basic requirements for better academic performance as well as other activities related to writing presentation.[11] In the other words, people who concern in academic need should consistenly improve their writing skill.

Based on the related theoris above, the researcher concludes that writing is a way to express the ideas, feelings, and thoughts arranged in word, sentences, and paragraph to construct his or her views on a topic. Writing skill is used to communicate or express our idea, thinking, and

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[8] Mark Tredinnick, *The Little Red Writing Book,* (Sydney: Unsw Press, 2006), 18.
[9] Jennifer Berne, *The Writing-Rich High School Classroom Engaging Students in the Writing Workshop,* (New York: The Guilford Press, 2009), 90.
[10] J.B Heaton, *Writing English Language Tests*, (New York: Longman, 1998), 146.
[11] National Assessment of Educational Progress, "A Study of Students' Assessment in Writing Skills of the English Language", International Journal of Instruction 6, no. 2, (2013), 130.

feeling indirectly to another person as a reader. It means that writing skill is very important aspect of students' expression at higher stage.

2. The Process of Writing

The writing process is about how the steps of writing applied by the writer. According to Harmer, there are four steps in the writing process.[12] Those are planning, drafting, editing, and final draft:

a. Planing

The writer plan what they will write. Before they start writing, they try and determine what they will write. The writer must be thinking they must consider the purpose of their writing, the language they use, and the information they choose.

b. Drafting

The writer can refer to the first version of writing as a concept. When the writing process becomes edited, a number of drafts can be produced.

c. Editing

Next, the writer makes a draft, usually, the writer reads what they have written to see if there are confusing writings. This is the stage where errors in grammar, spelling, and punctuation are corrected.

d. Final draft

The writer has edited their draft, then made the necessary

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[12] Jeremy Harmer, *How to Teach Writing,* (New York: Longman, 2004), 4.

changes so that they produce the final version. Harmer presents these stages like the following figure:[13]

From the explanation above, it can be concluded that writing is an activity that has several steps because in having good writing there are some processes they are called a writing process. The process of writing there are four steps planning (deciding the topic), drafting (writing keywords), editing (checking the composition), final draft (the last process of writing).

3. **The Types of Writing**

There are several types of writing as follow:[14]

a. Exposition

Exposition paragraph is essentially an enlargement of a subject or predicate pattern. Deal with facts, ideas, belief. They explain, analyze, define, compare, and illustrate.

b. Descriptive

Descriptive paragraph is a paragraph clearly visually a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer's experience. It describes a person, object, or event by the text.

c. Narrative

Narrative text is a meaningful sequence of events told in words. A straight forward movement from the first event to the last

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[13] Jeremy Harmer, *How to Teach Writing,* (New York: Longman, 2004), 5.
[14] Thomas S. Kane, *Essential Guide to Writing,* (New York: Oxford University Press, 2000), 6.

constitutes the simplestchronology.[15] However, chronology is sometimes complicatedby presenting the events in another order: for example, a storymay open with the final episode and then flash back to allthat preceded it.

d. Persuasive

Persuasive, is a piece of work in which uses words to convince the reader that the writer's opinion is correct with regard to an issue. Thus the goal of persuasive paragraph is to try to convince the person to change their mind, or take action. Persuasive paragraphs relieve the person to express an opinion and deepen it, by increasing belief. As result descriptions the way things look, taste, feel, sound, smell it may also evoke moods such as happiness, fear, joy, or loneliness.

e. Argumentative

Argumentative is the text that explains and convinces the reader by presenting both pros and cons. It is worth making an analogy of what argumentative looks like. Accordingly the topic has to be controversial for public in this model inductive reasoning, deductive reasoning, and cause and effect reasoning.

f. Report Text

Report text as a genre of text which aims to describe the way things are, with reference to a range of natural, man-made and social

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[15] Thomas S. Kane, *"Essential Guide to Writing",* (New York: Oxford University Press, 2000), 7.

phenomenon in our environment. Report text may reveal the natural phenomenon such as living or non-living things, and social phenomenon such as technology, economic issue, parliament, and political parties. It describes a person, object, or event by the text.[16]

4. Component of Writing Skills

Writing involves the mastery of all elements in target language such as language use, content, vocabulary, spelling and mechanics. It involves complex process. There are five general categories in writing, they are: [17]

a. Content

Content is the substance or writing ideas express the unity. Content generates ideas and provide supporting details: knowledgeable, substantive, through development of thesis, relevant to assigned topic. Ideas are the most important factor in writing, because nobody can write meaningfully, if the writer does not have anything in mind yet. In the other words, content refers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis. Content is how the writer develop the idea related with the topic.

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[16] Soraya Grabiella Dinamika and Ridwan Hanafiah, "Syntactical Error Analysis on Report Text, *Journal of Applied Linguistics and Literature",* 4, no. 2, (2019), 120.
[17] J.B Heaton, *Writing English Language Tests*, (New York: Longman, 1998), 146.

b. Organization

Organization is the organization of contents or the ideas. It should be coherence that means the organization of the content. The writer should clarify our idea and make it clear. Therefore, the reader can deduce some organization well. Organization means there is a communication between the reader and the writer. It refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

c. Vocabulary

Vocabulary is the selection word that is suitable with the content. It is the important aspect in teaching a language. It begins with the assumption that writer wants to express the ideas as clearly and directly as he or she can. As a general rule, clarity should be his or her prime objective. It refers to the selection of words those are suitable with the content. Choosing words that express his meaning is precisely rather than skew it or blur it. Vocabulary is important in writing that include of being able to choose more descriptive words to help the readers envision what the writers are describing, being able to adapt the writing result for the audience as the simpler words for children and more complex words for college students.

d. Language Use

Language use is the use sentences that appropiate. It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing. Language use refers to the communicative meaning of language. It can be compared to usage, which refers to the rules for making language and the structures the writers use to make it. Language use may be analyzed in terms of several dimensions; perhaps the most logical one to begin with is language function. Differentiation between linguistic functions can be made as refined as the descriptive goals warrant. The language use should cover the categories that should not be thought of as clear-cut, and there may be some overlapping, but this is irrelevant: comprehensive coverage is the important thing.

e. Mechanic

Mechanic is the use of mechanical aspects of the language. Mechanic refers to the use of conventional graphic of the language, i.e., the step of arranging letters, words, paragraphs, by using knowledge of structure and some others related to one another. The writerd have to pay attention to the use of the punctuation and applying of the word of sentences. It refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.

Mechanic use correct English writing such as demonstrating mastery of conventions, correct spelling, punctuation, capitalization, paragraphing.

5. The Measurement Rubrics of Writing Skills Score

According to Heaton, the writing scoring has five components such as content, organization, vocabulary, language use or grammar, and mechanics. The writing grade in this research is based on Heaton as follows:[18]

Table 3

The Scoring of writing

The details of writing ability	Grade	Level	Criteria
Content	30-27	Excellent to very good	Knowledgeable-substantive-etc.
	26-22	Good to average	Some knowledge of subject-adequate range-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.
Organization	20-18	Excellent to very good	Fluent expression-ideas clerly 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.

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[18] J.B Heaton, *Writing English Language Tests New Edition*, (New York: Longman, 1998), 146.

	17-14	Good to Average	Adequate range-occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range-frequent errors of 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 construstion-etc.
	21-19	Good to Average	Effective but simple construstion-etc.
	17-11	Fair to poor	Manjor problems in simple /complex construstion-etc.
	10-5	Very poor	Virtually no mastery of sentence construction rules-etc.
Mechanics	5	Excellent to very good	Demonstrates mastery of convention-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 convention-dominated by errors of spelling, punctuation, capitalization,paragraphing-etc.

Source : J.B Heaton *Writing English Language Tests New Edition*

Based on the table above, each category has a different high grade. That is the content 30 grades, organization 20 grades, vocabulary 20 grades, language use 25 grade, and mechanics 5 grades. Therefore, the highest grade is 100.

B. The Concept of Five Sense Technique

1. The Definition of Five Sense Technique

According to Singh, Five Sense Technique is the technique that is useful in a composition.[19] It means that five sense technique is the beneficial technique that helps the students to write report text.

Holland, Malmberg, Peacock state that the five senses (tasting, hearing, seeing, touching, smelling) is the technique including the fact that the senses are the means through which we take in information about our world, and the fact that "thinking" is not a sense (though we often run all of our experiences through our thoughts, which leads us to not being in the moment).[20] By implementing five sense technique, the writer can gather information to write based on what the writer taste, hear, see touch and smell.

Carter says that five sense what people touch, see, smell, hear, and taste can be used as a technique to get ideas down on paper.[21] In the other words, five sense technique is an effective teaching writing technique that is used to get the ideas to write in the text.

2. The Principles of Five Sense Technique

The principle of Five Sense techniques, as follow:

a. Five Sense Technique guides the students to get ideas in the process of

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[19] Meena Singh, *Effective English Writing for Classes XI - XII*, (New Delhi : S. Chand and Company, 2008), 5.

[20] Melissa L. Holland, Jessica Malmberg, Gretchen Gimpel Peacock, *Emotional and Behavioral Problems of Young Children Effective Intervention in the Preschool and Kindergarten Years*, (New York: The Guilford Press, 2017), 138.

[21] Katherine Carter, "Teaching Writing Through Visualization and The Five Sense, *Journal of English Teaching Forum"*, 33, no. 2, (2013), 37.

writing.

b. Five Sense Technique leads the students in gathering information to write based on what the writer taste, hear, see touch and smell.

c. Five Sense Technique guides the students in covering the fact that the senses are the means through which people take in information about our world, and the fact that "thinking".[22]

3. The Advantages of Using Five Sense Technique

The advantages of five sense technique are, as follows:

a. People can also use this technique in the body of the composition to make it more appealing and different.[23]

b. The students will have more words to choose from when writing their drafts.[24]

c. Five senses (tasting, hearing, seeing, touching, smelling) includes the fact that the senses are the means through which people take in information about our world, and the fact that "thinking" is not a sense (though the people often run all of our experiences through the thoughts, which leads us to not being in the moment).[25]

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[22] Melissa L. Holland, Jessica Malmberg, Gretchen Gimpel Peacock, *Emotional and Behavioral Problems of Young Children Effective Intervention in the Preschool and Kindergarten Years,* (New York: The Guilford Press, 2017), 138.

[23] Meena Singh, *Effective English Writing for Classes XI - XII*, (New Delhi : S. Chand and Company, 2008), 5.

[24] Christi E. Parker, M.A.Ed, *30 Graphic Organizers with lessons & Transparencies*, (California : Shell Educational Publishing, 2006), 41.

[25] Melissa L. Holland, Jessica Malmberg, Gretchen Gimpel Peacock, Emotional and Behavioral Problems of Young Children Effective Intervention in the Preschool and Kindergarten Years, (New York : The Guilford Press, 2017), 138.

4. The Use of Five Sense Technique in Improving Wrting Skill

The Steps of Teaching Writing by Using Five Sense Technique

The steps of applying Five Sense Technique in teaching are as follow:

According to Carter, the steps to applying Five Sense Technique are:

1) The teacher chooses any text that want to show to the students.

2) The students read the text and underline phrases that catch their attention based on their five senses. Afterwards, the teacher ask students to share with a partner what they underlined.

3) The teacher provides the picture related to the given text to the students. The students describe the picture based on their five senses. By visualizing the picture and by taking brief notes in the charts their notebooks.

4) The students discuss the notes in their charts with a partner and return to their charts based on their conversations, add details, thoughts, and emotions.

5) The students write some paragraph based on the notes they took.

6) The teacher arranges students in pairs so they can read their paragraph aloud to a partner. The teacher encourages the students to take notes on what their partners say.

7) When the pairs have finished their discussions, the teacher revise what they wrote, based on revisions on their classmates' questions and comments.[26]

C. Action Hypothesis

The action hypothesis of this research is that the use of five sense technique can improve the students' writing skill among the Eleventh Grade of Senior High School of Kartikatama Metro.

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[26] Katherine Carter, "Teaching Writing Through Visualization and The Five Sense, *Journal of English Teaching Forum",* 33, no. 2, (2013), 37.

CHAPTER III

RESEARCH METHODOLOGY

A. Variables and Operational Definition of Variables

1. Variables of Research

This research consists of two variables that include of independent and dependent variables. The independent variable in this research is Five Sense Technique implemented to improve the students' writing skill. This technique is useful to make their writing is excellent and easy.

The dependent variable of this research is writing skill as one of the four of language skills that has to be mastered by the students in order to be able to make a sentences in writing.

2. Operational Definition of Variable

Creswell states that an operational definition is the specification of how the researchers define and measure the variable in their study.[44] Operational definitions of variables in research are very important to avoid mistakes when collecting data by the researcher.

Based on the statement above, the definition operational of the variable in this research are:

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[44] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston : Pearson, 2012), 151.

a. Dependent Variable

According to O'Leary, dependent variables is the things you are trying to study or what you are trying to measure.[45] Dependent variable is a variable that can be improved by an independent variable. The dependent variable of this research is students' writing skill.

To measure writing skill of students, the researcher took the writing test by giving the writing test. The students was asked to compose a report text. The indicators of a written test in this variable are:

1) The studens are able to write the report text in English that has a clear organization.

2) The students are able to write report text in English that has knowledgeable content.

3) The students are able to write report text in English that the sophisticated range of vocabulary.

4) The students are able to write report text in English that has the effective complex construction in language use.

5) The students are able to write report text in English that demonstrates mastery mechanics.

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[45] Zina O'Leary, *The Essential Guide to Doing Research,* (London: Thoundand Oaks: SAGE, 2004), 188.

b. The independent Variable

According to Creswell, an independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable.[46] In a sense, independent variable is a factor that is manipulated in a research. The independent variable of this research is using Five Sense Technique. This variable to engage students in refflective discussion about their views while thoughtfully and active analizing a specific text.

B. Research Location

The researcher conducted the Classroom Action research (CAR) at SMA Kartikatama Metro, Lampung. The school was built at 1989 and located at Kapten P. Tendean Margorejo, South Metro. SMA Kartikatama is one of the newest schools in South Metro, Lampung. In eleventh grade consists of four classes. Starting from Science class, and Social class. Science class consist of two classes whereas social class consist of two classes. The subject of this research is the students' writing skill at Science one of SMA Kartikatama Metro, Lampung. The researcher chooses the class because the students had a lower average score in writing.

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[46] John W. Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th ed (Boston : Pearson, 2012), 116.

C. Subject and Object of the Research

The subject of this action research is the students of Science one at SMA Kartikatama Metro, Lampung, consist of 19 students. The object of this research is the students' writing skill among the eleventh grade at SMA Kartikatama Metro, Lampung. The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the researcher collaborated with the real English teacher of SMA Kartikatama Metro, Mrs. Nur Aprilisa, S.Pd as a collaborator. The researcher plays a role as an English teacher who teaches writing skill trough Five Sense Technique to the students, while the real English teacher's role is as an observer who observes the action of the research in online learning process. Also the real English teacher acts as a collaborator when helps the researcher in designing lesson plan, carrying out the reflection, and determining the follow up of the study.

However, the researcher is not only as an observer but the researcher also takes actions by making lesson plan and giving assessment. Then, the researcher also collects and analyzes the data together with the teacher to know the result of their student writing result.

Table 4

Total students of the eleventh grade SMA Kartikatama Metro, Lampung

No	Class	Gender		Total
		Male	Female	
1	Science one	6	13	19

D. Action Plan

The design of this research is classroom action research. It is called CAR because the research is aimed at developing a certain instructional strategy to solve problems in a class.

According to O'Leary, action research is a research strategy that pursues action and knowledge in an integrated fashion through a cyclical and participatory process. In action research, process, outcome, and application are inextricably linked.[47]

Moreover, Paul McIntosh said that action research is that it is designed to explore concepts of quality and value, but that they are uncovered democratically in the exploration, not imposed as preordained constructs.[48]

Furthermore, Anne Burns states that Action Research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'.[49]

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[47] Zina O'Leary, *The Essential Guide to Doing Research.,* 139.

[48] Paul McIntosh, *Action Research and Reflective Practice Creative and Visual Methods to Facilitate Reflection and Learning,* (New York: Routledge Taylor and Francis Group, 2010), 33.

[49] Anne Burns, *Doing Action Research in English Language Teaching A Guide for Practitioners*, (New York: Routledge Taylor and Francis Group, 2010), 2.

Based on the statement above, the researcher can say that classroom action research is one of the efforts made by the teacher in order to improve the quality of learning in a learning process by using new methods, techniques, or strategies or combining them.

The researcher describes the cycles through the scheme of action research design by O'leary as follows:
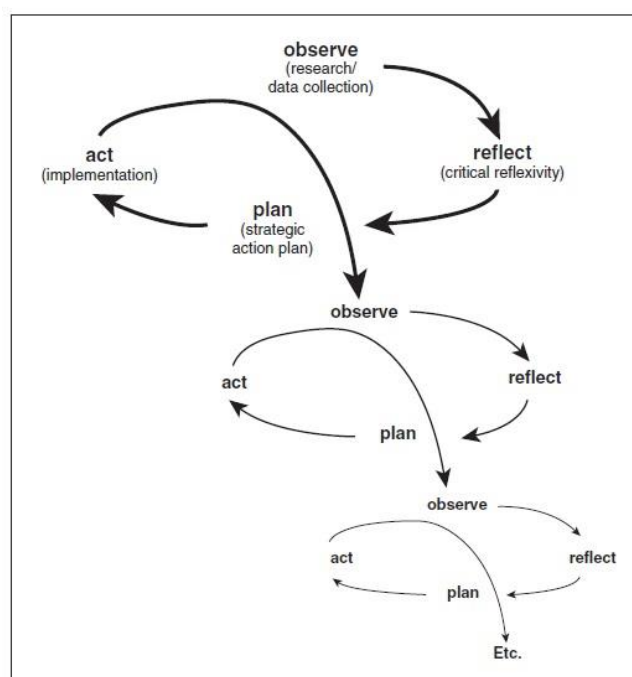
Figure 1
Zina O'leary's Action Research Design[50]

CAR was applied in this research since it is regarded important to develop writing skill of the eleventh grade of SMA Kartikatama Metro by Five Sense Technique by applying this strategy it is expected to solve students' problems in teaching-learning process of writing skill.

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[50] Zina O'Leary, *The Essential Guide to Doing Research*., 141.

According to the O'leary action research design, the researcher wants to describe a plan for Classroom Action Research (CAR) as follows:

1. **Cycle 1**

   a. **Planning**

   After interviewing, observing and conducting test before CAR, the teacher and the researcher make instruments, as follows:

   1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.

   2) The researcher prepares the observational note and guidelines.

   3) The researcher prepares the instrument of writing tests before and after CAR.

   b. **Acting**

   In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The researcher conducts some activities in the class as follows:

   1) **Pre-Teaching**

      a) The researcher greets the students and checks the attendance list.

      b) The researcher gives warm up activities.

      c) The researcher explains general overview related to the topics of the text.

      d) The researcher confirms the students their skill about the writing text.

2) Whilst Teaching

a) The teacher chooses any text that want to show to the students.

b) The students read the text and underline phrases that catch their attention based on their five senses. Afterwards, the teacher ask students to share with a partner what they underlined.

c) The teacher provides the picture related to the given text to the students. The students describe the picture based on their five senses. By visualizing the picture and by taking brief notes in the charts their notebooks.

d) The students discuss the notes in their charts with a partner and return to their charts based on their conversations, add details, thoughts, and emotions.

e) The students write some paragraph based on the notes they took.

f) The teacher arranges students in pairs so they can read their paragraph aloud to a partner. The teacher encourages the students to take notes on what their partners say.

g) When the pairs have finished their discussions, the teacher revise what they wrote, based on revisions on their classmates' questions and comments.

3) Post-Teaching

   a)   The researcher gives a conclusion about the text.

   b)   The researcher closes the class.

c. Observing

In this phase, the researcher conducted some activities as follows:

1) The real teacher observers teaching learning activity through online learning process by observing teacher's participation, and students' response.

2) The researcher identifies the students' achievement in learning writing skill by giving the test after CAR in cycle 1.

3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

d. Reflecting

In this phase, the researcher and teacher have some activities as follows:

1) The teacher and the researcher discuss not only about the result of the implementation of CAR, but also students' achievement and the media.

2) The teacher and the researcher prepare the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the

improvement of students' score and to solve the problem unfinished yet.

2. **Cycle 2**

a. **Planning**

In the phase of planning, the teacher and the researcher make instruments, as follows:

1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.

2) The researcher prepares the observational note and guidelines

3) The researcher prepares the instrument of writing tests before and after CAR.

b. **Acting**

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The researcher conducts some activities in the class as follows:

1) **Pre-Teaching**

a) The researcher greets the students and checks the attendance list.

b) The researcher gives warm up activities.

c) The researcher explains general overview related to the topics of the report text.

d) The researcher confirms the students their skill about the text.

2) Whilst Teaching

a) The reseacher implements Five Sense Techique

b) The researcher asks the students to read a report text and have them underline phrases that catch their attention based on their five senses.

c) The researcher asks students to share with a partner what they underlined and asks them to share their visualizations with the whole class, saying: "What did you see in your mind as you were reading the story? Describe that picture."

d) The researcher asks the students to visualize a report text and to take brief notes in the charts in their notebooks.

e) The researcher has the students discuss the notes in their charts with a partner.

f) The researcher gives students time to write an essay based on the notes they took.

g) The researcher arranges students in pairs so they can read their paragraph aloud to a partner and encourage the readers to take notes on what their partners say. After students discuss the first partner's piece, have them switch roles.

h) When pairs have finished their discussions, the researcher has students revise what they wrote, basing revisions on their classmates' questions and comments.

3) Post-Teaching

    a)   The researcher gives a conclusion about the text.

    b)   The researcher closes the class.

c. Observing

1) The real teacher observes of teaching learning activity that was done through online learning process which includes teacher's participation and students' response.

2) The students are given the test after CAR in cycle 2.

3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.

d. Reflecting

The researcher and the teacher discuss about the result of the implementation CAR by modifying a new strategy in action, about students' response with the media, about improvement students' score in writing and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2.

E. Data Collecting Technique

There are two types of collecting data. They are qualitative and quantitative data. The researcher uses observation dealing with the qualitative data. On the other side, the researcher uses the students' final result score of writing as a pre-test and post-test to obtain the quantitative data.

Some instruments are applied to obtain the data in this study. The completely explanation of those instruments as follow:

1. **Test**

   The researcher uses test to get data result of the students' writing skill. The result of this test is students' writing score based on the media applied. The aim of this test is to measure the students' writing skill. The tests consists of the some types, as follows:

   a. Pre-test

      The pre-test was conducted before implementing *Five Sense Technique* in preparations study. Pre-test of this research was in the form of make a sentence of writing skill that should the students to make a short composition of report text.

   b. Post-test

      The post-test is implemented after using *Five Sense Technique* in teaching writing skill. Post-test of this research was in the form of make a sentence of writing skill that should the students to make a short composition of report text. The improvement can be seen if the average score of the pre-test is higher than the post-test.

2. **Observation**

   Observation is a systematic method of data collection that relies on a researcher's ability to gather data through his or her senses.[51] In other words, observation is an action or process of observing something

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[51] *Ibid.*, 170.

or someone carefully to get information or prove the truth of a study.

In this case, the researcher observes the students activity in online learning process and gets the description about students' activity in learning writing process. The real teacher also observes the researcher who teaches through online learning process using the social media and the implementation of CAR based on observation notes which already made before.

The data is taken based on the students' participants during teaching and learning activity according to lesson plan. The information obtained from this observation is used to as a basis to determine the planning for following cycle.

3. **Documentation**

Documentation is a way of collecting data obtained from existing documents or stored records, both in the form of transcripts, books, magazines and etc.

The researcher uses the documentation method to get some information about:

a. The history of SMA Kartikatama Metro.

b. The condition teachers and officials employes in SMA Kartikatama Metro.

c. The quantity of the students of SMA Kartikatama Metro.

d. Organization structure of SMA Kartikatama Metro.

e. Writing worksheet, course overviews and materials of the

students at SMA Kartikatama Metro.

F. Data Collecting Instrument

Instrument is a mechanism for measuring that was used to gather and record information for assessment, decision making, and ultimately understanding. In this research, the research instrument was designed by the researcher. There are 3 kinds of instrument they are observation, test, and documentation. Futhermore, the three kinds of instrument can be explained as a follow:

1. Observation

   a) The students' activeness in asking and answering the teacher's questions.

   b) The students' ability in doing the task.

2. Test

   The writing test was used to assess the students' writing skill in composing a short report text.

3. Documentation

   a) The condition of teachers and official employee.

   b) The condition of students.

   c) Learning facilities.

   d) Organization structure.

   e) Location sketch at SMA Kartikatama Metro, Lampung.

G. Data Analysis Technique

Data analysis technique was conducted by taking the average score of the pre-test. The writer uses a statistical technique. In scoring the test, the students score is counted with the following formula:[52]

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

Notes:
$\overline{X}$ = The sample mean
$\sum X$ = The sum of individual score
n = The number of score in the sample

The formula to figure out the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follows:[53]

$$P = \frac{F}{N} x100\%$$

Notes:
P = Percentage
F = Frequency
N = Number of sample

Moreover, to know the result the researcher compared between pre-test and post-test. The result was matched by the minimum standard in this school at least 70. If from cycle 1, there are some students not successful, so the researcher conducted cycle II.

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[52] Timothy C Urdan, *Statistics in Plain English, Third Edition,* (Hoboken: Taylor & Francis, 2010), 14.
[53] Neil A Weiss, *Introductory Statistics,* (Boston: Addison-Wesley, 2012), 41.

H. Indicator of Success

The indicator of success is determined from the process and the result of the action research. This research is declared successful if 70% of the students pass the minimum mastery criteria, 70.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

In this chapter, the researcher would be present the result of the research. It includes the documentation of Senior High School of Kartikatama Metro, the result of the research and the interpretation of the research.

A. Result of The Research

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 Senior High School of Kartikatama Metro especially for the Eleventh graders of student of Senior High School of Kartikatama Metro in academic year of 2019/2020. The result of the result, as follows:

1. Description of Research Location

a. The History of Senior High School of Kartikatama Metro

Senior high school Kartikatama Metro is one of the private secondary schools in Metro City, Lampung province, Indonesia, located on Kapten P. Tendean street Margorejo south Metro. This school has a tradition of attending English language learning in Pare, Kediri,and East Java.

Senior High School Kartikatama Metro was founded by the owner of the foundation namely alm. Mr Mardi. From the Basic Data of Primary and Secondary Education (Kemendikbud) stated that "Senior High School Kartikatama metro has a land area of 10560 square meters" and not his area of 100 square meters.

Vision and Mission of Senior High School of Kartikatama Metro

1) **The vision of the school:** Creating a school that is excellent in achievement based on Faith and Taqwa.

2) **The mission of the school:**

   a) Being discipline in time, knowledge and good deeds.

   b) Developing a generation of young people who are pious and noble.

   c) Optimizing the academic fields, sports, arts and cultural skills.

   d) Optimizing the use of information and communication technology.

   e) Optimizing the use of English as a daily language.

   f) Optimizing the use of quality and quantity of students for further study at State University.

b. **The Formation of Teacher and Official Employees at Senior High School of Kartikatama Metro**

   The formation of the teacher and official employers in Senior High School of Kartikatama Metro in the academic year 2019/2020, that can be identified, as follows:

Table 5
The formation of the teacher and official employers in Senior High

School of Kartikatama Metro in the academic year 2019/2020

No	Subject	Staff	
		Needed	Vailable
1	Religion Education		2
2	Civic Education		2
3	Indonesian Language		2
4	English		4
5	Other FL		3
6	Mathematics		1
7	Physics		1
8	Biology		1
9	Chemist		2
10	History		1
11	Geography		1
12	Sociology		1
13	Economy		1
14	Accountancy		1
15	TIK		2
16	Cultural Art and Craft		2
17	Physical Education		1
18	Laborer		1
19	Librarian		2

c. **The quantity students of Senior High School of Kartikatama Metro**

The quantity students of Senior High School of Kartikatama

Metro that can be identified, as follows:

Table 6
The Students Quantity of Senior High School of

Kartikatama Metro in the academic year 2019/2020

No	Class	Gender		Total
		Male	Female	
1.	Class X	40	219	619
2.	Class XI	31	419	79
3.	Class XII	50	43	93
Total		121	119	240

d. The Building of Senior High School of Kartikatama Metro

The condition of facilities in Senior High School of Kartikatama Metro in the academic year of 2019/2020 that can be seen on the table below:

Table 7

The Building of Senior High School of Kartikatama Metro in the academic year of 2019/2020

No.	Names of Building	Sum
1	Class Room	12
2	Headmaster Room	1
3	Vice of Headmaster Room	2
4	Administration Room	1
5	Teacher Room	1
6	Counseling Room	1
7	Laboratory Room	
	a. Science Laboratory	1
	b. Physics Laboratory	1
	c. Biology Laboratory	1
	d. Chemist Laboratory	1
	e. Language Laboratory	1
	f. Computer Laboratory	1
8	Library Room	1
9	School Medical Room	1
10	OSIS Room	1
11	A public toilet	10
12	Parking Area	1
13	School Yard	1
14	Mosque Al-Ikhlas	1
15	Canteen	1
16	Sport Yard	1
17	Kitchen	1

e. **The Organization Structure of Senior High School of Kartikatama Metro**

The Organization Structure of Senior High School of Kartikatama Metro in the academic year of 2019/2020 can be shown in the following figure:

```
                    ┌─────────────────────┐
                    │    Principal        │
                    │  Dra. Hj. Tugirah   │
                    └─────────────────────┘
                              │
                              │      ┌──────────────────────┐
                              ├──────│   Administration     │
                              │      │  Pajar Afrianto, A.md│
                              │      └──────────────────────┘
    ┌──────────────┬──────────┼──────────────┬──────────────┐
┌───────────────┐┌──────────────┐┌──────────────────┐┌──────────────────┐
│Vice Principal ││Vice Principal││Vice of Public    ││Vice of Public    │
│of Curriculum  ││of Student    ││Relation          ││Service           │
│Yuhadi, S.Pd.Ing││Didi S., S.Pd││Aziz Muslim, S.Pd ││Maryani , S.Psi   │
└───────────────┘└──────────────┘└──────────────────┘└──────────────────┘
                              │
                        ┌──────────┐
                        │ Teachers │
                        └──────────┘
                              │
                        ┌──────────┐
                        │ Students │
                        └──────────┘
```
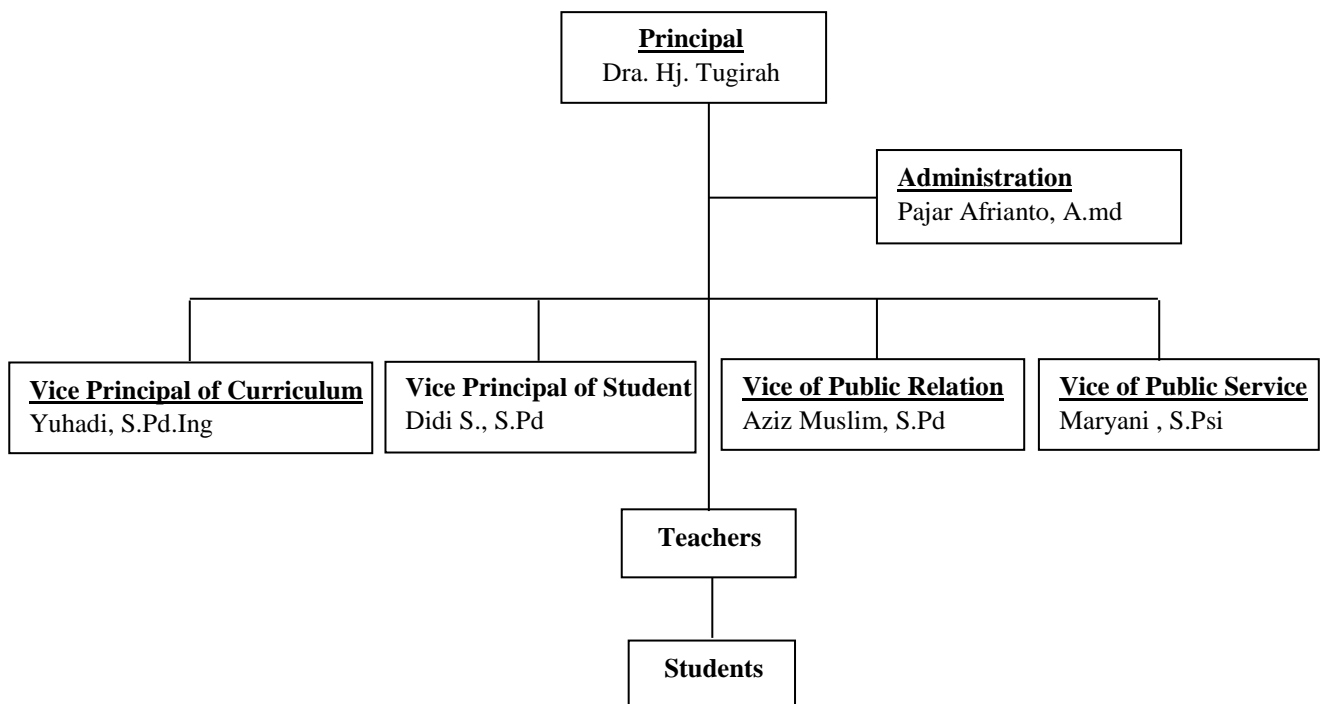
Figure 2

The Organization Structure of Senior High School of Kartikatama Metro

f. Location Sketch of Senior High School of Kartikatama Metro
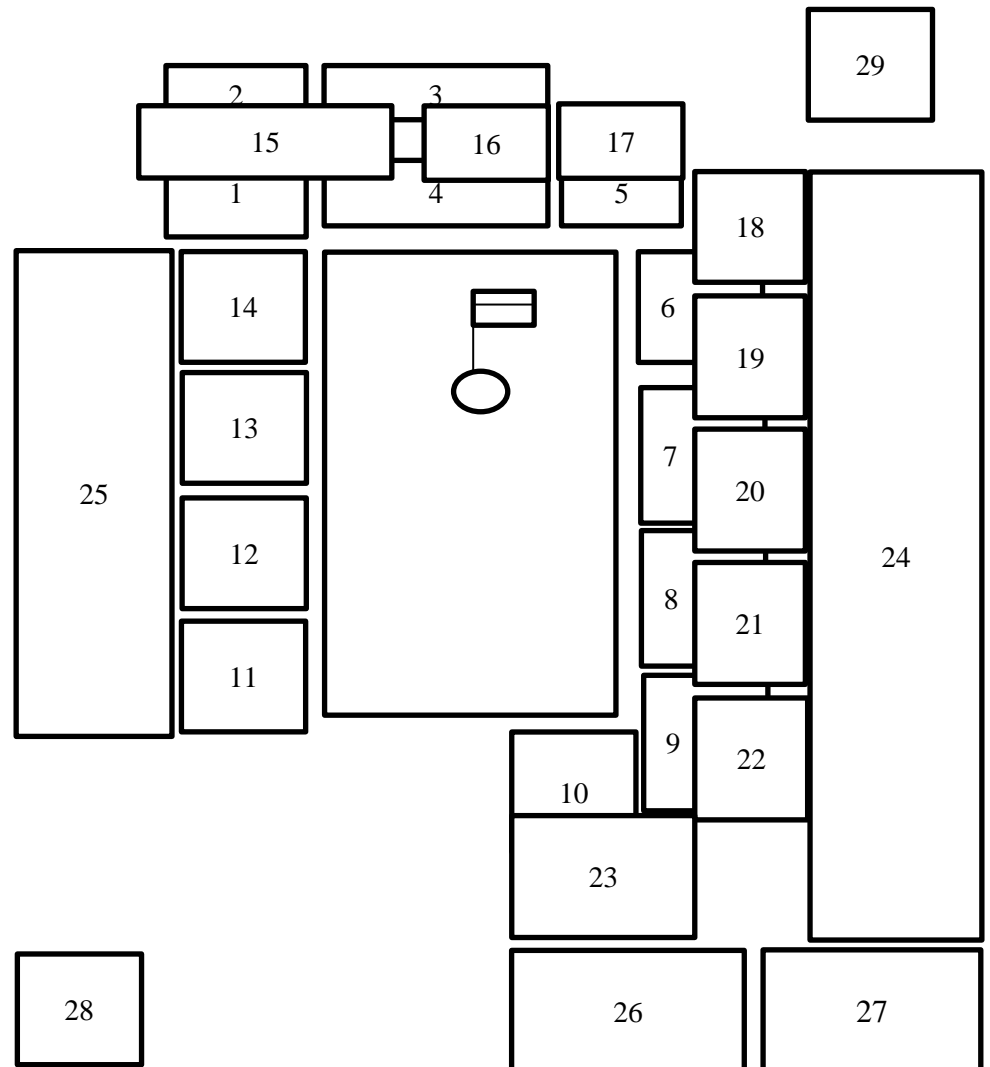
Figure 3

The Location Location Sketch of Senior High School of Kartikatama Metro

Notes :
1. Administration Room and Headmaster Office
2. The Waiting Room
3. Kitchen
4. Teachers Room
5. Cultural Arts Room
6. Osis room
7. Classroom of X Science One
8. Classroom of X Science Two

9. Classroom of XI Science One
10. Classroom of XI Science Two
11. Classroom of XI Social One
12. Classroom of XI Social Two
13. Classroom of X Social One
14. Classroom of X Social Two
15. Library
16. Classroom of XII Science One
17. Classroom of XII Science Two
18. Computer Laboratory Room
19. Physical Laboratory Room
20. Chemistry Laboratory Room
21. Biologi Laboratory Room
22. Classroom of XII Social One
23. Classroom of XII Social Two
24. Student's Parking Area
25. Teacher's Parking Area
26. Toilet for Male
27. Toilet for Female
28. Mosque
29. Canteen

2. Description of the Research

In this research, the researcher as an English teacher and Mrs. Nur Aprilisa, S.Pd as the collaborator conducted the researcher in two cycles and each cycle consists of planning, acting, observing and reflecting.

a. Cycle 1

Before implementing the treatment using five sense technique, the researcher conducted pre-test mediated by the online social media application to know the students writing skill before giving treatment and it was used as the comparison score with post-test. The students were given task to write the report text. The results of pre-test could be seen on the table below:

Table 8
The Pre-Test Score of Writing Skill

No	Name	Pre-test	Criteria
1	AP	66	Incomplete
2	AMI	73	Complete
3	AW	61	Incomplete
4	AD	66	Incomplete
5	AK	46	Incomplete
6	AAKN	66	Incomplete
7	AGK	68	Incomplete
8	AN	71	Complete
9	AM	64	Incomplete
10	AMF	51	Incomplete
11	BLP	46	Incomplete
12	ICWR	45	Incomplete
13	KCA	44	Incomplete
14	KWS	45	Incomplete
15	MSDS	72	Complete
16	MY	45	Incomplete
17	MN	42	Incomplete
18	NLK	61	Incomplete
19	ZD	72	Complete
Total Score		1104	
Average		58	
Highest Score		73	
Lowest Score		42	

Based on the pre-test table, it is inferred that all of the students got score less than 70. The following explanation is the categorization of pre-test result based on Minimum Mastery Criteria (MMC) as follows:

Table 9

Students` Grade of Pre-test

No	Grade	Frequency	Percentage	Category
1	≥ 70	4	21 %	Complete
2	< 70	15	79 %	Incomplete
Total		19	100%	

Based on the table above, it was analyzed that there were 4 students (21%) who get a minimum score and 15 students (79%) who failed the pre-test. The lowest score in pre-test was 42 and the highest score was 73. It means that the students did not fulfill the minimum score at Senior High School of Kartikatama Metro and the students` writing skill was low. Besides, from the result of pre-test the researcher got the average 58. Therefore, it was the reason why the researcher used Five Sense Technique to improve the students' writing skill.
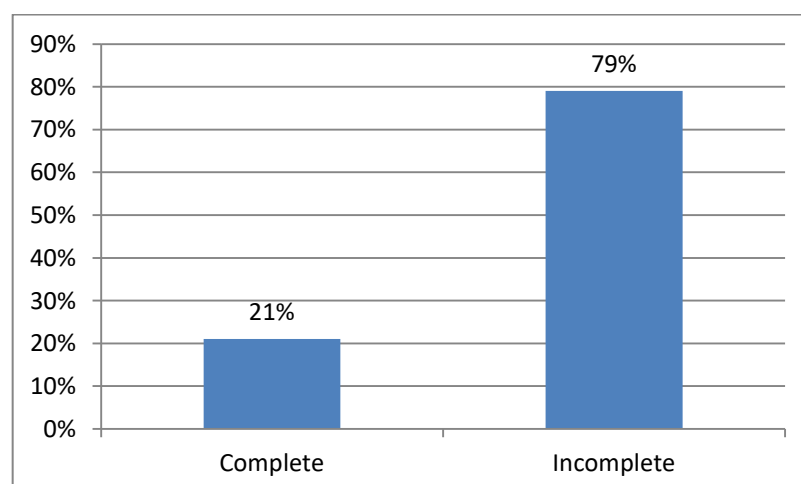
Figure 4

Graph of the Pre-test Result

The following were the steps of the treatment mediated by the online social media application.

1) Planning

The first meeting was done on Saturday, June 6th 2020. It was started by praying, greeting, checking attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher had taken the students' pre-test score.

Based on the result of pre-test score, the researcher had identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, the writing test, observation sheet that contain about list of students' names and activity, and evaluation for the second meeting.

2) Acting

The second meeting was treatment done on Monday, June 8th 2020. The third meeting was post-test I done on Tuesday, June 9 2020. In the treatment, the researcher as an English teacher and Mrs. Nur Aprilisa, S.Pd as a collaborator. The researcher started the meeting by greeting, checking attendance list and asking the condition of the students.

Afterwards, the researcher gave the material about writing the report text. At the beginning of teaching learning process, the

researcher chose the report text in the title of B.J. Habibie that was used to show to the students. The students read the report text and underlined phrases that catched their attention based on their five senses. The students took brief note in the charts of five senses. The students wrote some paragraph based on the notes they took. The researcher revised what they wrote based on revisions.

After did the first treatment, the researcher gave post-test I to the students. The post test was done to know how the students` writing skill after giving treatment. Then, the researcher gave post-test I to the students by asking the students to compose a report text in the theme of people. The students are guided to choose their own topic.

In the post-test I, only 9 students who got good grade, but the result of the students' was better than the students' pre-test before giving treatment. In this session, the researcher got the result of the students' post-test I in cycle I. The result can be seen, as follows:

Table 10
Post-test I Score of Writing Skill

No	Name	Post-test I	Criteria
1	AP	68	Incomplete
2	AMI	73	Complete
3	AW	70	Complete
4	AD	69	Incomplete
5	AK	51	Incomplete
6	AAKN	70	Complete
7	AGK	70	Complete
8	AN	71	Complete
9	AM	70	Complete
10	AMF	56	Incomplete
11	BLP	70	Complete
12	ICWR	51	Incomplete
13	KCA	52	Incomplete
14	KWS	51	Incomplete
15	MSDS	72	Complete
16	MY	51	Incomplete
17	MN	51	Incomplete
18	NLK	65	Incomplete
19	ZD	72	Complete
Total Score		1203	
Average		63	
Highest Score		73	
Lowest Score		51	

Based on the table above, there were 9 students got ≥ 70 and 10 students got < 70. The following was the table of students' score grade of post-test I:

Table 11
Students' Grade of Post-test I

No	Grade	Frequency	Percentage	Category
1	≥ 70	9	47%	Complete
2	< 70	10	53%	Incomplete
Total Students		19	100%	

From the table above, it was analyzed that the students' average score was 63. The highest score was 73 and the lowest score was 51. Based on the minimum mastery criteria (MMC), there were 9 on post-test I got score ≥ 70. It means that in cycle I the students' achievement could improve enough, but it was not successful yet.
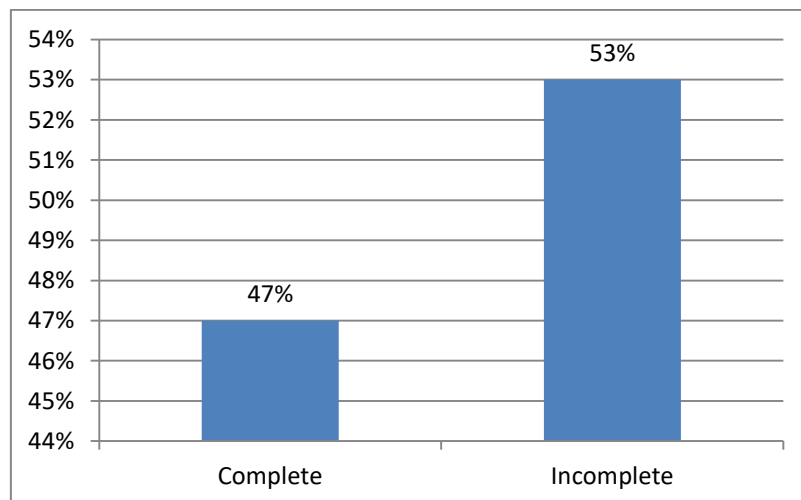
Figure 5
Graph of the Post Test 1 Result

3) Observing

In observing of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about writing report text in the theme of people.

4) Reflecting

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

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

a) There were some students that shown unenthusiastic to the teacher's explanation

b) Some students did not ask and answer the teacher's questions Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

a) The teacher gave more motivation to the students in order to study harder and made the learning process more attractive

b) The teacher gave more detail explanation and

questions after explaining the materials to control

the students'.

Furthermore, the result of the learning result of cycle

I before and after doing the treatment could be analyzed in

the following table:

Table 12
Students' score at Pre-Test and Post-Test I

No	Name	Pre-test score	Post-test 1 score	Deviation	Explanation
1	AP	66	68	2	Improved
2	AMI	73	73	-	Constant
3	AW	61	70	9	Improved
4	AD	66	69	3	Improved
5	AK	46	51	5	Improved
6	AAKN	66	70	4	Improved
7	AGK	68	70	2	Improved
8	AN	71	71	-	Constant
9	AM	64	70	6	Improved
10	AMF	51	56	5	Improved
11	BLP	46	70	24	Improved
12	ICWR	45	51	6	Improved
13	KCA	44	52	8	Improved
14	KWS	45	51	6	Improved
15	MSDS	72	72	-	Constant
16	MY	45	51	6	Improved
17	MN	42	51	9	Improved

18	NLK	61	65	4	Improved
19	ZD	72	72	-	Constant
Total		1104	1203		
Average		58	63		

In this research, pre-test and post-test I had been done individually. It was aimed to know the ability of the students' before and after the treatment. From the result of pre-test and post-test I, it was investigated that there was an improvement from the students' result score. It could be seen from the average in pre-test was 58 and post-test I was 63. Although there was an improvement of the students' achievement, cycle I was not successful yet because only 9 students (47%) who passed in post-test I. It can be concluded that cycle I was not successful yet because the indicator of success was not achieved yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

b. Cycle II

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

1) Planning

Based on observation and reflection in cycle I, it was investigated that cycle I was not successful yet. Therefore, the

researcher and collaborator tried to revise the several problems that appeared in cycle I arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, answer sheet, observation sheet and the test for post-test II

2) Acting

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings, namely; treatment and post-test II.

The treatment in cycle II was conducted on Thursday, June 11th 2020. It was started by greeting and asking the students' condition. The researcher as a teacher explained the material about writing the report text in the theme of animals. At the beginning of teaching learning process, the researcher chose the report text in the title of elephants that was used to show to the students. The students read the report text and underlined phrases that catched their attention based on their five senses. The students took brief note in the charts of five sense. The students wrote some paragraph based on the notes they took. The researcher revised what they wrote based on revisions.

After giving the treatment in cycle I and cycle II, the

researcher conducted post-test II on Friday, June 12th 2020. It

was same type with the cycle I. After the students finished the

test, the researcher analyzed the recording of students' writing

test. The result of post-test II could be seen on the table below:

Table 13
Post-test II Score

| No	Name	Score	Criteria
1	AP	69	Incomplete
2	AMI	75	Complete
3	AW	72	Complete
4	AD	71	Complete
5	AK	70	Complete
6	AAKN	72	Complete
7	AGK	70	Complete
8	AN	73	Complete
9	AM	72	Complete
10	AMF	72	Complete
11	BLP	74	Complete
12	ICWR	70	Complete
13	KCA	63	Incomplete
14	KWS	61	Incomplete
15	MSDS	74	Complete
16	MY	63	Incomplete
17	MN	64	Incomplete
18	NLK	71	Complete
19	ZD	75	Complete
Total Score		1331	

Average	70	
Highest Score	75	
Lowest Score	61	

Based on the table below, there were 14 students got ≥ 70 and 5 students got < 70. The following was the table of students' grade of post-test II:

Table 14
Students' Grade of Post-Test II

No	Grade	Frequency	Percentage	Category
1 $\geq$	70	14	74%	Complete
2	< 70	5	26%	Incomplete
Total Students		19	100%	

Based on the table above, it was known that the students' average score in post-test II was 70. The highest score was 75 and the lowest score was 61. Most of students could improve. It means that cycle II was successful.
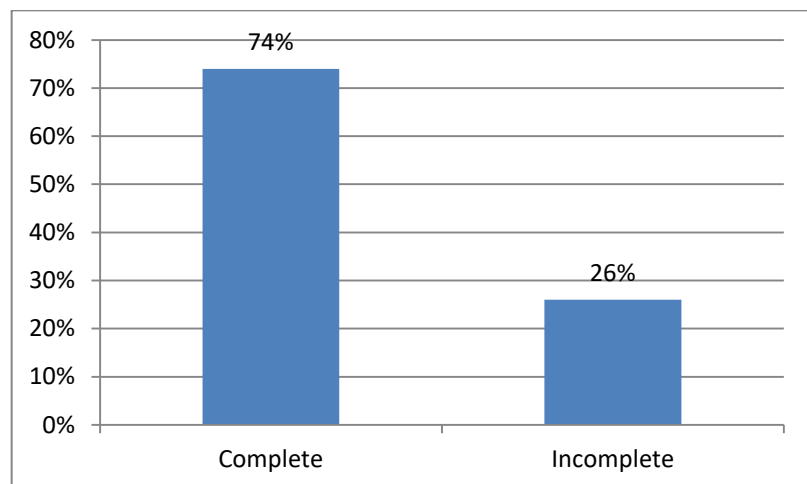
Figure 6
Graph of the Result of Post-test II

3) Observing

In this step, the researcher presented the material by using five sense technique. Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were > 70% of students passed the examination. It means the students` writing skill had been improved.

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

Table 15
Students' Score at Post-Test I and Post-Test II

No	Name	Post-test I score	Post-test II score	improving	Explanation
1	AP	68	69	1	Improved
2	AMI	73	75	2	Improved
3	AW	70	72	2	Improved
4	AD	69	71	2	Improved
5	AK	51	70	19	Improved
6	AAKN	70	72	2	Improved
7	AGK.	70	70	-	
8	AN	71	73	2	Improved
9	AM	70	72	2	Improved
10	AMF	56	72	16	Improved
11	BLP	70	74	4	Improved
12	ICWR	51	70	19	Improved
13	KCA	52	63	11	Improved
14	KWS	51	61	10	Improved
15	MSDS	72	74	2	Improved
16	MY	51	63	12	Improved
17	MN	51	64	13	Improved
18	NLK	65	71	6	Improved
19	ZD	72	75	3	Improved
Total		1203	1331		
Average		63	70		

Based on the result above, it could be inferred that five sense technique could improve the students' of writing skill because there was improvement from average in post- test I was 63 became 70 in post-test II. In the cycle II, most of the students could develop their performance. It means that cycle II was successful. Therefore, the researcher concluded that the research was successful because the indicator of successful had been achieved in this cycle. It means that it would be stop in this cycle.

B. INTERPRETATION

1. Cycle I

In this research, a researcher gave the students pre-test individually for the purpose to investigate the students' before giving a treatment. In the pre-test, there were 4 students (21%) who get a minimum score and 15 students (79%) who failed the pre-test. Furthermore, the lowest score in pre-test was 42 and the highest score was 73.

After did the pre-test, the researcher gave the treatment to the students in cycle I. The treatment was conducted by teaching the students using five sense technique. Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test I.

Afterwards, by analyzing the result of the post-test I, the researcher concluded that there were 9 students (47%) students passed the post-test I. The lowest score was 51, the highest score was 73 and the average score was 63.

From the result of students' score in pre-test and post-test I, there was

an improvement from the students' result score. It could be seen from the average score in pre-test was 58 and post-test I was 63. Although there was an improvement of students' achievement, cycle I was not successful yet because only 9 students (47%) who passed in post-test I. It means that in cycle I, the students' achievement could improve enough but it was not successful because the indicator of successful was not reached yet.

2. **Cycle II**

After analyzed the students' score in the post-test of cycle I, the researcher had to conduct the next cycle because only 9 students (47%) passed the test and got the score $70 \geq$.

In the next cycle, the researcher gave the treatment then post-test I. Furthermore, the researcher analyzed the result of post-test II and inferred that there were 14 students (74%) passed the test because they got score $70 \geq$. In this post-test, the lowest score was 61, the highest score was 75, and the average score was 70.

From the result of the students' score from post-test II, it could be concluded that there were increase score. The increase score could be seen on the average score. The average score in the post-test I and post-test II were 63 and 70. In the pre-test, post-test I and post-test II, the total students who got the score $70 \geq$ were 4, 9 and 14 students. Because the achievement of students had improved enough and the indicator of successful was reached, the research was successful and could be stopped in cycle II.

3. Students' Score in Pre-test, Post-test Cycle I, and Post-test Cycle II

Table 16

The comparison of students' score of Pre-test, Post-test Cycle I, and Post-test Cycle II

No	Name	Pre-test	Post-test I	Post-test II	Explanation
1	AP	66	68	69	Improved
2	AMI	73	73	75	Improved
3	AW	61	70	72	Improved
4	AD	66	69	71	Improved
5	AK	46	51	70	Improved
6	AAKN	66	70	72	Improved
7	AGK	68	70	70	Improved
8	AN	71	71	73	Improved
9	AM	64	70	72	Improved
10	AMF	51	56	72	Improved
11	BLP	46	70	74	Improved
12	ICWR	45	51	70	Improved
13	KCA	44	52	63	Improved
14	KWS	45	51	61	Improved
15	MSDS	72	72	74	Improved
16	MY	45	51	63	Improved
17	MN	42	51	64	Improved
18	NLK	61	65	71	Improved
19	ZD	72	72	75	Improved
Total		1104	1203	1331	
Average		58	63	70	

Based on the result of pre-test, post-test I and post-test II, it was know that there was a positive significant improvement of the students' score. It could be seen from the average 58 of pre-test. In post-test I the average was 63 and average in the post-test II became 70. Therefore, the researcher concluded that the research was successful because the indicator of successful in this research had been achieved. The researcher showed the graph of the result of pre-test, post-test I and post-test II, as follows:
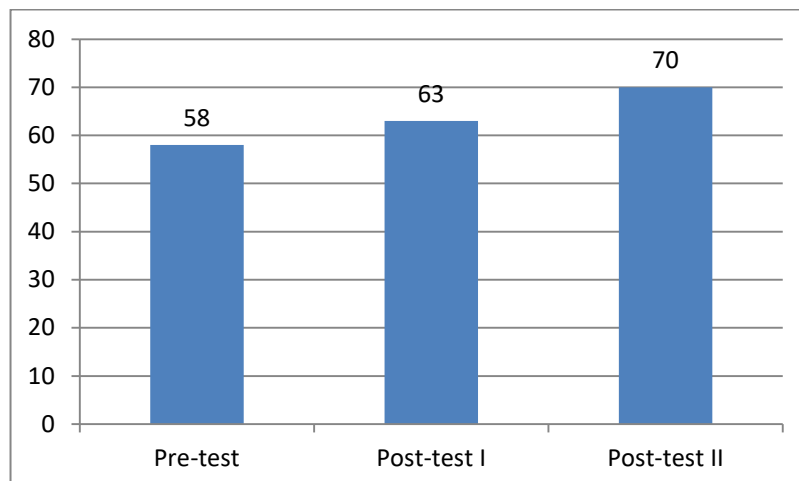
Figure 7

Graph of the Result of Pre-test, Post-test I and Post-Test II

Based on the graph above, it can be inferred that using Five sense technique could improve the students' writing skill. It is supported by increasing score of the students from pre-test to post-test I and from post-test I to post-test II.

C. DISCUSSION

Based on pre-survey there were some problems, such as some students' difficulties in writing report text. The researcher choose Five sense technique to improve the students' writing skill .

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Five sense technique could improve the students'. There was a progress average score from pre-test was 58, post-test I was 63 and become 70 in post-test II. We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In improving the students, the researcher used Five sense technique to train the students in writing the report text. The students' score improved because the students' had trained with Five sense technique. Five sense technique is the technique that is useful in a report composition, so that the students' writing skill could improve. Moreover, the researcher used a five sense technique which contained of sentences in order to improve the students. The researcher distributed a piece of paper to the students which contained of some sentences. The researcher practiced then the students repeated. This activity was done until the end of the meeting. After did the the cycle I, and cycle II the students' improve because the researcher used Five sense techni

CHAPTER V

CONCLUSION AND SUGGESTION

The aim of this chapter is to describe the conclusion of the research. In addition, the researcher would like to provide the suggestion to the teacher in teaching writing skill by using five sense technique.

A. Conclusion

Based on the results of cycle I and cycle II, it was investigated that the use of Five Sense Technique could improve the students' writing skill. This can be seen from the average score from pre-test was 58, post-test I was 63 and become 70 in post-test II. In addition, the percentage of students that achieved the minimum mastery criteria in pre-test was 21%, in post-test I was 47%, and in post-test II was 74%. It was investigated that the research is successful because the result of students' writing skill in post-test II had achieved the indicator of success. Therefore, it was inferred that there was an improvement on the average score and the percentage of the students who achieved the test from pre-test, post-test I and post-test II.

B. Suggestion

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

1. The students are expected to be more active in learning English therefore the students can understood and comprehend the material which teacher has given and improved their knowledge especially in writing skill.

2. It would be better for the English teacher to use Five Sense Technique to

train the students' writing skill to develop the idea in the process of writing a text in English.

3. The English teacher is expected to be able to give motivation to the students in order to the students can be more excited in English learning since many student regard that English is difficult subject to learn.

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APPENDICES

SILABUS SMA/MA

Satuan Pendidikan   : SMA/MA

Mata Pelajaran   : Bahasa Inggris – Peminatan

Kelas   : XI

Kompetensi Inti

KI 1   : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2   : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3   : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4   : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudka dalam semangat belajar.					
2.1 Menunjukkan perilaku santun					

dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.	Teks lisan dan tertulis *factualr epor t* tentang orang, binatang, benda, gejala dan peristiwa alam dan soc ial.	Mengamati Siswa mendengarkan atau menonton interaksi ungkapan menyatakan pikiran dan pendapat	KRITERIA PENILAIAN: Tingkat ketercapaian fungsi sosial menyatakan pendapat		Audio (CD), suara guru Koran atau majalah ber www.daily english.co m http://am ericanengli sh.state.go v/files/ae/ resource_fi les
3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan untuk menya		Siswa mengikuti interaksimen yatakan pikiran dan pendapat Siswa menir ukan model interak si menya takan	Tingkat kelengka pan dan keruntuta n struktur teks menyata kan pendapat Tingkat ketepatan unsur kebahasa an: tata bahasa, kosa kata,	4 JP	http://lear nenglish.b ritishcoun cil.org/en/

takan penda pat denga n penjel asan, serta respon snya, sesuai denga n kontek s pengg unaan nya. 4.1 Meny usun teks lisan dan tulis untuk menya takan, menan yakan, dan		pikira n dan penda pat Denga n bimbin gan dan arahan guru, siswa mengi dentifi kasi ciri- ciri interak si menya takan pikiran dan pendap at (fungsi sosial, struktu r teks, dan	ucapan, struktur dan unsur kebahasa an dalam menyamp aikan ungkapan menyatak an pendapat dan penjelasa n serta responny a Observasi Penilaian untuk tujuan memberi balikan. Sasaran penilaian: Upaya mengguna kan		

meres pons ungka pan untuk menya takan penda pat denga n penjel asan, denga n memp erhatik an fungsi sosial, struktu r teks, dan unsur kebah asaan yang benar dan sesuai kontek		unsur kebaha saan). Menanya Dengan bimbingan dan arahan guru, siswa Menanya antara lain perbedaan antar berbagai ungkapan menyatakan pikiran dan pendapat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkina n menggunak an	bahasa Inggris untuk menyataka n pendapat ketika muncul kesempata n. Kesunggu han siswa dalam proses pembelaja ran di setiap tahapan. Kesantun an dan kepedulia n dalam melaksan aka n komunika si Penilaian Diri Bentuk:		

s.		ungkapan lain,dsb. Mengeksplorasi Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur.	jurnal, atau bentuk penilaian lain.		
4.9Menyusun teks il mi ah fa	Teks lisan dan tertulis *factual report* tentang orang, binatang,	Mengasosiasi Siswa membandingkan ungkapan menyatakan pikiran dan			Suara guru, audio (CD), kaset Jakarta Post Reader Digest www.dailyenglish.com

kt ua l (fa ct ua l re po rt) , lis an da n tul is, te nt an g or an g, bi na ta ng , be nd	benda, gejala dan peri stiw a ala m dan soci al. *Fun gsi sosi al:* Mengura ikan gambara n umum tentang gejala alam, sosial, dan benda- benda buatan manusia,	pendapat yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandin gkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. Mengomunik asikan Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. Siswa	KRITERIA PENILAIA N: Tingkat ketercapai an fungsi sosial pengguna an teks *factual report*. Tingka t keleng kapan dan		http://america nenglish.st ate.gov/files/ ae/resource_f iles http://learne nglish.british council.org/e n/

a, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar	secara objektif dan ilmiah. *Struktur* a.Penyebutan jenis atau golongan dari obyek yang dipaparkan b.Deskripsi obyek termasuk nama, sifat dan perilaku	menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pikiran dan pendapat dalam jurnal belajar (*learning journal*). Mengamati Siswa membaca, mendengarkan atau menonton berbagai macam teks ilmiah faktual tentang benda, binatang dan gejala/peristiwa alam, terkait	kerunutan struktur Teks *factual report.* Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekana		

dan sesuai konteks.	yang umum ditemukan atau dilihat. *Unsur kebahasaan* (1) Penyebuta n kata benda umum, singular dan plural (2) Kalimat denga n *noun*	dengan mata pelajaran lain di Kelas XI. Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaia n atau penulisan teks ilmiah faktual Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks (*skimming*) dan menentukan	n kata, intonasi, ejaan, dan tulisan tangan Tingkat kesesuai an format penulisa n atau penyam paian CARA PENILAI AN: Unjuk kerja Melakuka n		

	modifiers (3) Penamaan dengan istilah ilmiah. (4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (5) Rujukan kata	jeda pada tempatnya untuk membaca dengan bermakna Menanya Dengan bimbingan dan arahan guru, siswa Menanya antara lain perbedaan antar berbagai *factualreport* dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dan	monolog berupa teks *factual report*. Observasi Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, Ketepatan dan kesesuaian dalam menyampaika n dan menulis teks faktual *report* Portofolio Kumpula n pekerjaa n siswa		

		lain-lain.	yang mendukung		
	Topik Benda, binatang dan gejala/peristiwa alam terkait dengan mata pelajaran lain di Kelas XI.	Siswa Menanya cara menemukan gagasan pokok, informasi tertentu, informasi rinci dan kesimpulan dalam teks ilmiah faktual.	proses belajar, a.l. laporan kemajuan, jadwal kerja, jurnal, buku harian, dan sebagainya.		
		Mengeksplorasi	Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman		
		Siswa membaca atau mendengarkan beberapa teks faktual *report* dari berbagai			

		sumber. Siswa membacakan teks *factual report* kepada teman dengan menggunakan unsur kebahasaan yang tepat Siswa berlatih menemukan gagasan utama, informasi tertentu dan makna kata dalam teks *factual report*. Siswa	monolog dan naskah Kumpulan hasil tes, ujian, nilai, latihan. Catatan atau rekaman evaluasi diri dan evaluasi sejawat, berupa komentar, checklist, penilaian. Penilaian Diri dan Penilaian an		

		menganalisis struktur dan unsure kebahasaan dari teks ilmiah faktual. Siswa secara berpasangan menyunting teks ilmiah faktual. Siswa secara berkelompok menuliskan teks *factual report* tentang benda, binatang dan Gejala atau peristiwa alam, terkait dengan mata pelajaran lain di Kelas	Sejawat Bentuk: diary, jurnal, format khusus, berupa komentar, checklist, penilaian		

| | | XI dengan memperhati kan fungsi sosial, struktur, dan unsur kebahasaan

Mengasosiasi

Secara berpasan gan siswa saling mengana lisis teks *factual report* yang ditulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasa an. | | | |
|---|---|---|---|---|---|

		Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.			
		Mengomunik asikan			
		Siswa membuat teks report dan memperagak annya di depan kelas atau majalah dinding kelas. Siswa membuat jurnal belajar (*learning journal*).			

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Nama Sekolah	: SMA Kartikatama Metro
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/ 1
Standar Kompetensi	: Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari.
Kompetensi Dasar	: Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report*
Alokasi Waktu	: 2 x 45 menit
Topik	: Tatap Muka 1: Describing People
	Tatap Muka 2: Describing Animal

A. Indikator

1. Kognitif

   a. Kognitif Proses

      1) Mengidentifikasi topik dari teks yang dibaca.

      2) Mengidentifikasi informasi tertentu dari teks fungsional pendek.

      3) Mengidentifikasi makna kata dalam teks yang dibaca.

   b. Kognitif Produk

      1) Memahami topic dari teks yang dibaca.

      2) Membaca nyaring bermakna wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar.

2. Afektif

   a. *Karakter :* jujur, kreatif, bertanggung jawab.

   b. *Sosial*: Membantu teman yang kesulitan dalam menjelaskan nama-nama benda serta waktu (bekerjasama).

3. Psikomotorik :

   Mengucapkan

B. **Tujuan Pembelajaran   :**

   Setelah selesai pembelajaran siswa diharapkan mampu :

   1. Kognitif

   Kognitif Proses

      a. Mengidentifikasi topik dari teks yang dibaca.

      b. Mengidentifikasi informasi tertentu dari teks fungsional pendek.

      c. Membaca nyaring bermakna wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar.

   2. Afektif

      Karakter:

      Sosial:

         Membantu teman yang kesulitan dalam menjelaskan nama-nama benda serta waktu (bekerjasama).

   3. Psikomotorik

C. **Materi Pembelajaran   :**

   1. **Generic Structure Report Text**:

      a. General Clasification; Pernyataan umum yang menerangkan subjek laporan, keterangan, dan klasifikasinya.

      b. Description: tells what the phenomenon under discussion ; in terms of parts, qualities, habits or behaviors; Pada bagian ini biasanya memberikan gambaran fenomena-fenomena yang terjadi; baik bagian-bagiannya, sifat-sifatnya, kebiasaannya, ataupun tingkah lakunya. Intinya adalah penjabaran dari klasifikasi yang disajikan dengan ilmiah.

   2. **Language feature of report:**

      a. The use of general nouns

      b. The use of present tense

c. The use of behavioral verbs

D. Metode Pembelajaran :

Five sense technique

E. Langkah-langkah Kegiatan :

Kegiatan Awal

1. Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli).

2. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin).

3. Guru memberikan sebuah warmer up untuk menstimulus semangat siswa sebelum memulai pelajaran.

4. Guru mengingatkan kembali pelajaran minggu lalu.

5. Guru memberi gambaran tentang pelajaran yang akan berlangsung.

6. Guru menggali pengetahuan awal siswa serta memberi pertanyaan tentang pelajaran yang akan berlangsung dengan Tanya jawab mengenai hal-hal dan kejadianyang mereka temui dalam kehidupan sehari-hari.

Kegiatan Inti

1. Menjelaskan tentang materi report.

2. Guru memperlihatkan sebuah gambar kepada siswa, kemudian membuat pertanyaan pancingan tentang apa yang mereka ketahui tentang gambar.

3. Guru memberikan contoh text report tentang hewan yang ada dalam gambar dengan generic structure dan language feature yang baik dan benar.

4. Siswa diminta untuk menjawab soal tentang teks report tersebut.

5. Kerja siswa dikumpulkan kepada guru.

Kegiatan Akhir

1. Guru memberikan ulasan dan penjelasan tentang apa yang telahdilakukan.

2. Semua siswa mencatat hasil diskusi dengan penuh rasa *tanggungjawab* sebagai refleksi yang telah dipelajari.

3. Siswa diberi tugas rumah sebagai salah satu tindak lanjut pembelajaran yang telah berlangsung.

4. Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi yang telah dipelajari..

F. Sumber Belajar : Buku Developing English Competencies

G. Penilaian : Tes tertulis

- Report text (make some paragraph about people and animal.

Skor maksimum : 100

Nilai Perolehan Akhir :   Skor perolehan x 100

Skor Maksimum

Metro,   June 2020

Collaborator   The researcher

Nur Aprilisa, S.Pd   **Ashari Maharani**
NUPTK : 2743765666300002   **NPM: 1601070139**

Students' Score of Pre-test, Post-test Cycle I, and Post-test Cycle II

No	Name	Pre-test	Post-test I	Post-test II	Explanation
1	AP	66	68	69	Improved
2	AMI	73	73	75	Improved
3	AW	61	70	72	Improved
4	AD	66	69	71	Improved
5	AK	46	51	70	Improved
6	AAKN	66	70	72	Improved
7	AGK	68	70	70	Improved
8	AN	71	71	73	Improved
9	AM	64	70	72	Improved
10	AMF	51	56	72	Improved
11	BLP	46	70	74	Improved
12	ICWR	45	51	70	Improved
13	KCA	44	52	63	Improved
14	KWS	45	51	61	Improved
15	MSDS	72	72	74	Improved
16	MY	45	51	63	Improved
17	MN	42	51	64	Improved
18	NLK	61	65	71	Improved
19	ZD	72	72	75	Improved
Total		1104	1203	1331	
Average		58	63	70	

STUDENTS` ANSWER SHEET

PRE-TEST

Name   **: AD**
Class   **: XI IPA 1**
Compose a factual report in the topic of *social phenomena and events* !

Corona Virus

Corona Virus is a dangerous virus. corona caused many fatalities,many victims died of the corona virus.

Many countries are exposed to the virus,and the impact of the corona virus makes all students in school have to study at home.

Many buildings must be closed to prevent the spread of the corona virus, especially places of worship,and never underestimate the corona virus, because the corona virus is very dangerous to the body and can cause death, staying at home and diligent hand washing is a way to avoid the corona virus.

STUDENTS` ANSWER SHEET

PRE-TEST

Name   **:AW**
Class   **:XI IPA 1**
Compose a factual report in the topic of *social phenomena and events* !

Coronavirus

Coronavirus or coronavirus (popular term: corona virus, corona virus, or Corona virus) is a collection of viruses from the Orthocoronavirinae subfamily in the Coronaviridae family and the order of Nidovirales.

Coronaviruses are enveloped viruses with single plus RNA genomes and symmetric helical nucleocapsids. The coronavirus genome number ranges from 27-34 kilos of base pair, the largest among known RNA viruses. The name coronavirus comes from the Latin corona which means crown, which refers to the appearance of virus particles (virions): they have edges that are

reminiscent of the crown or corona of the sun. There is no vaccine or antiviral drug to prevent or treat human coronavirus infection. Seven strains of human coronavirus that are currently known:

1. Human coronavirus 229E (HCoV-229E)

2. Human coronavirus OC43 (HCoV-OC43)

3. Severe acute acute respiratory coronary virus (SARS-CoV)

4. Human coronavirus NL63 (HCoV-NL63, New Haven coronavirus)

5. Human coronavirus HKU1

6. Coronavirus related to Middle Eastern respiratory syndrome (MERS-CoV), previously known as 2012 coronavirus novel and HCoV-EMC

7. Severe acute respiratory coronvirus 2 (SARS-CoV-2), formerly known as 2019-nCoV or "novel coronavirus 2019"

The Result of Post-Test 1

STUDENTS` ANSWER SHEET

POST-TEST 1

Name   **:AD**
Class   **:XI IPA 1**
Compose a factual report in the topic of *people* !

The President
    The president is a national leader, the Indonesian nation depends on a leader if the leader cannot be an example for the people, then the leader fails to lead a nation, and all the problems that exist in a country depend on the President to solve the problem, in responding to a problem.
    The president should have to quickly solve it, like a promise before the general election, as now all over the world is experiencing a problem that is the spread of the corona virus and the president must be fast and responsive in tackling the spread of the corona virus, and one success depends on the community.

STUDENTS` ANSWER SHEET

POST-TEST 1

Name   **:AW**
Class   **:XI IPA 1**
Compose a factual report in the topic of *people* !

Joko widodo

    Ir. H. Joko Widodo or Jokowi (born in Surakarta, Central Java, 21 June 1961; age 58 years) is the 7th President of Indonesia who took office since 20 October 2014. Elected in the 2014 Presidential Election, Jokowi became the first Indonesian President in all history not from the background of the Indonesian political or military elite. He was elected with Vice President Muhammad Jusuf Kalla and re-elected with Vice President Ma'ruf Amin in the 2019 Presidential Election.

    Jokowi began his presidency by launching the Healthy Indonesia Card, the Smart Indonesia Card and the Prosperous Family Card.

    Changes made in Corner can also be felt in the Papua region. Color now

in Papua can use land transportation because roads have been built and some attention from other governments.

STUDENTS` ANSWER SHEET

POST-TEST 2

Name   :AD
Class   :XI IPA 1
Compose a factual report in the topic of *animals* !

Sumatran Elephant

Sumatran elephant (Elephas maximus sumatranus) is a species of mammal class, which is a mammal, has a large size, its body weight can reach 4-6 tons,the elephant has a long proboscis, which is a modification of the upper lip and nose, its ears are large and wide.

Male elephants have a pair of ivory that extends to the front, whereas female elephants in general do not have ivory, if you have the possibility of very short size. The skin is not much overgrown by hairs, only in certain parts such as at the top of the head, neck and tail end,the color of his skin is gray to black.

Way Kambas National Park is located in Lampung as a habitat for Sumatran elephants' original habitat,Having a long proboscis, gray in color, having a large body shape, including in the herbivorous group, we can find in zoos or forests, one of its characteristics is to have ivory, he used to take his food using his nose or proboscis, they live in in groups, in general, many people who hunt only to get the tusks, he is one of the preserved.

STUDENTS` ANSWER SHEET

POST-TEST 2

Name   :AW
Class   :XI IPA 1
Compose a factual report in the topic of *animals* !

Elephant

Elephants are large mammals of the family Elephantidae and the order Proboscidea. Traditionally, there are two recognized species, the African elephant (Loxodonta africana) and the Asian elephant (Elephas maximus), although some evidence shows that the African bush elephant and the African forest elephant are different species.

Elephants have special characteristics, and the most striking is proboscis or proboscis which is used for many things, especially for breathing, sucking water, and taking things. The serial teeth grow into fangs that can be used as weapons and tools for moving objects or digging. The

large earlobe helps regulate their body temperature.

Elephants are herbivorous animals that can be found in various habitats, such as savannas, forests, deserts, and swamps. They tend to be near water. Elephants are considered a key species because of their impact on the environment.
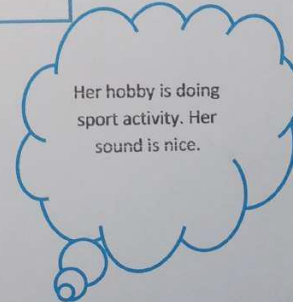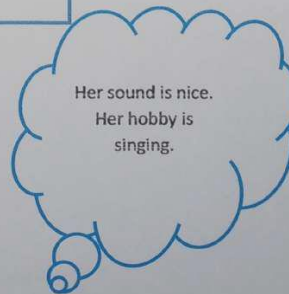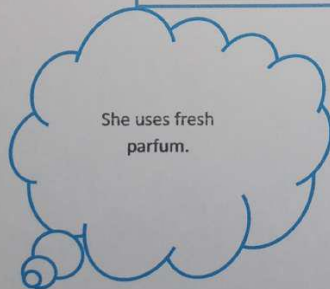
CYCLE 1

Name: AW

Class: XI IPA 1

Think of ways to describe your *favourite artist* using each of the five sense. Write those words on the suns below. Then, use the words in a paragraph to describe your topic. Write your draft on the lines provided on the cloud below.

Her hair is long.
Her nose Is
pointed.
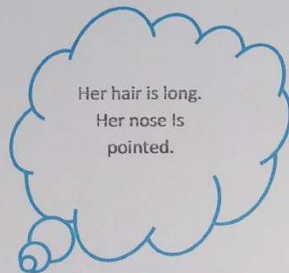
Cinta Laura is a German-Indonesian actress. Her full name is Cinta Laura Kiehl.She was born on August,17 1993. She is actress, singer and model in Indonesia. Her hair is long. Her hair smelt fragrant because she always take care of her hair. Her nose is pointed. Her hobby is doing sport activity. Her sound is nice.

Her hair is fragrant
because she always
take care of her
hair.

Her hobby is doing
sport activity. Her
sound is nice.

CYCLE 1

Name: AD

Class: XI IPA 1

Think of ways to describe your *favourite artist* using each of the five sense. Write those words on the suns below. Then, use the words in a paragraph to describe your topic. Write your draft on the lines provided on the cloud below.

Her face is beautiful. Her noise is pointed.

Bunga Citra Lestari (born 22 March 1983), also known as BCL, is an Indonesian singer, actress, talent show judge, and television personality. Her face is beautiful. Her noise is pointed. She uses fresh parfum. Her sound is nice. Her hobby is singing. BCL made her feature film debut in Cinta Pertama. Along with the movie, she released her first single as its original soundtrack, Cinta Pertama (Sunny), a song that changed her life. That 'first love' has transformed her into a lovely superstar and she proves her stardom as one of Indonesia's leading actress.

She uses fresh parfum.

Her sound is nice. Her hobby is singing.

CYCLE 2
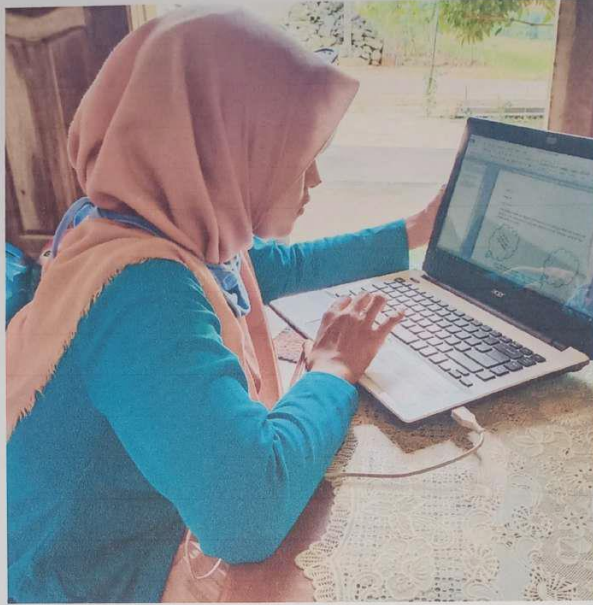
Name: AW

Class: XI IPA 1

Think of ways to describe about *crocodile* using each of the five sense. Write those words on the suns below. Then, use the words in a paragraph to describe your topic. Write your draft on the lines provided on the cloud below.
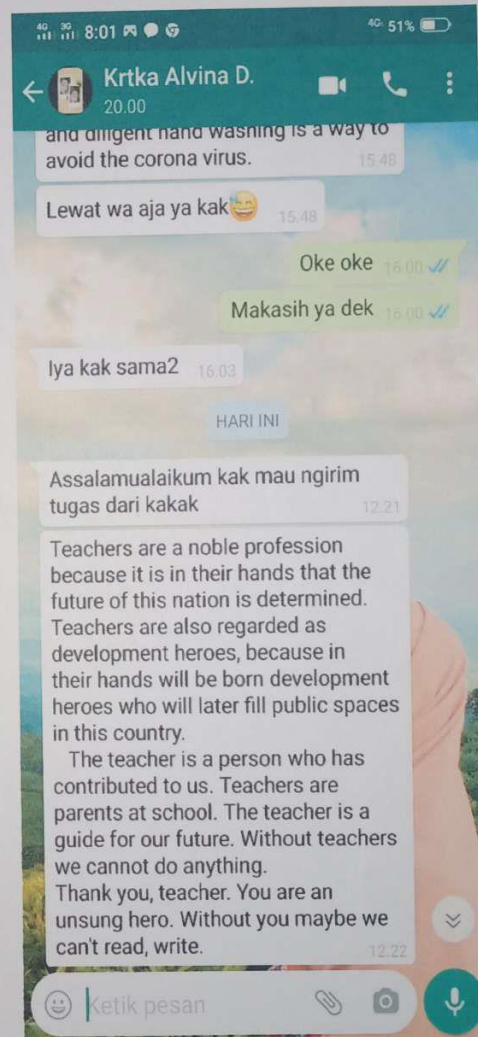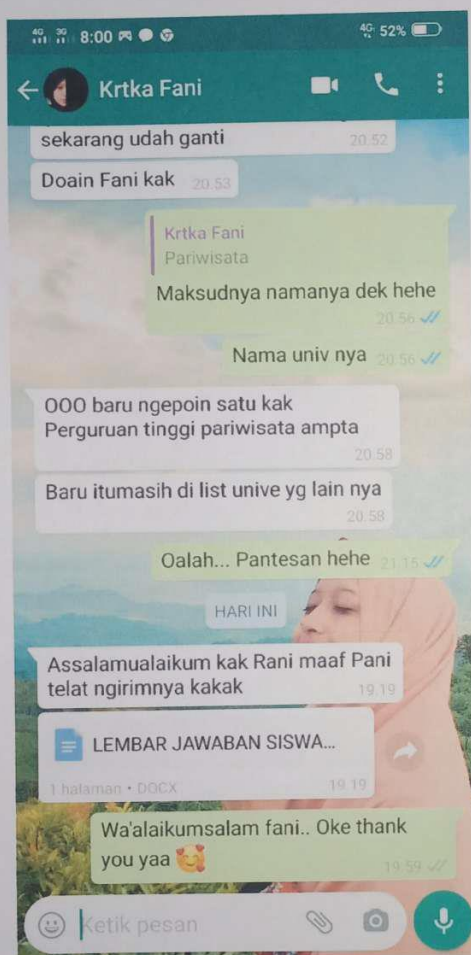
It has long and big body. It has sharp teeth.

It has rough body.

Crocodiles live throughout the watery tropics of Africa, Asia, America and Australia, congregating in freshwater environments in the worlds lakes and rivers. Crocodiles feed on fish, reptiles and mammals, the prey size generally dependent on the size of the crocodile. As crazy as it sounds, crocodiles are known to swallow stones when they are on the banks of the water. It has long and big body. It has sharp teeth. Crocodile has rough body. Crocodile scent is not fragrant. Crocodile has short legs but it can walk fast.

It scent is not fragrant.

Crocodile has short legs. It can walk fast.

CYCLE 2

Name: AD

Class: XI IPA 1

Think of ways to describe about *crocodile* using each of the five sense. Write those words on the suns below. Then, use the words in a paragraph to describe your topic. Write your draft on the lines provided on the cloud below.

It has long and big body. It is tail is long.

It has rough body.

Crocodiles are four-legged semuaquatic carnivorous reptiles who tend to live in a freshwater habitats such as lakes and rivers. Crocodiles feed on fish, reptiles and mammals, the prey size generally dependent on the size of the crocodile. As crazy as it sounds, crocodiles are known to swallow stones when they are on the banks of the water. It has long and big body. The skin around their bellies is smooth and the skin of their dorsal surface is thick and rugged. is tail is long. It has rough body. It scent is not fragrant. It can walk fast. It is very dangerous.
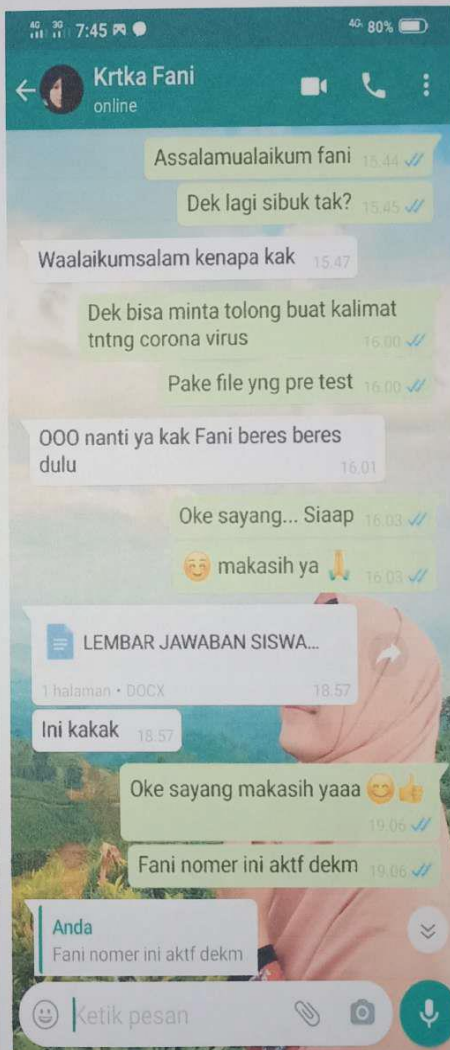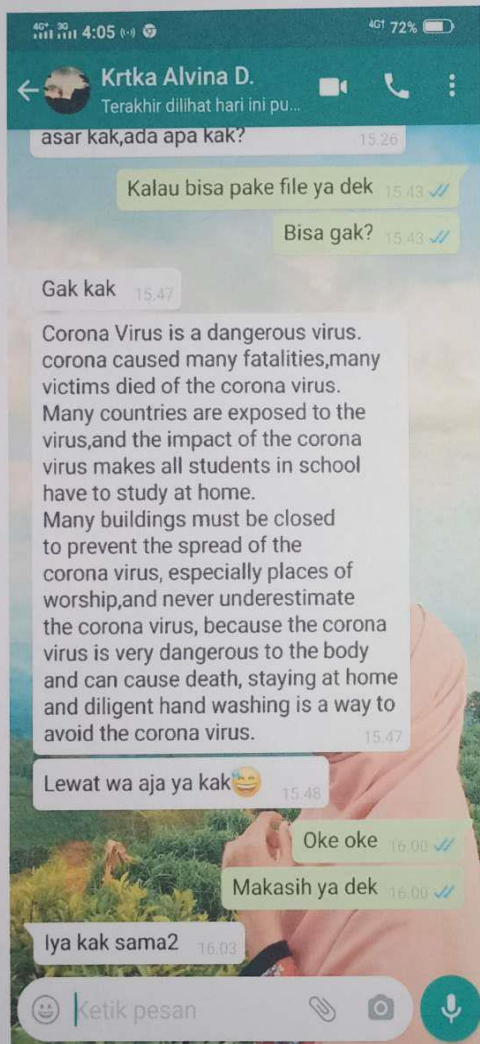
It scent is not fragrant.

It can walk fast. It is very dangerous.

← **Krtka Fani**

sekarang udah ganti 20.52

Doain Fani kak 20.53

> Krtka Fani
> Pariwisata

Maksudnya namanya dek hehe
20.56 ✓✓

Nama univ nya 20.56 ✓✓

OOO baru ngepoin satu kak
Perguruan tinggi pariwisata ampta
20.58

Baru itumasih di list unive yg lain nya
20.58

Oalah... Pantesan hehe 21.15 ✓✓

HARI INI

Assalamualaikum kak Rani maaf Pani
telat ngirimnya kakak 19.19

📄 LEMBAR JAWABAN SISWA...
1 halaman • DOCX 19.19

Wa'alaikumsalam fani.. Oke thank
you yaa 🤗 19.59 ✓✓

☺ Ketik pesan 📎 📷 🎤

← **Krtka Alvina D.**
20.00

and diligent hand washing is a way to
avoid the corona virus. 15.48

Lewat wa aja ya kak😆 15.48

Oke oke 16.00 ✓✓

Makasih ya dek 16.00 ✓✓

Iya kak sama2 16.03

HARI INI

Assalamualaikum kak mau ngirim
tugas dari kakak 12.21

Teachers are a noble profession
because it is in their hands that the
future of this nation is determined.
Teachers are also regarded as
development heroes, because in
their hands will be born development
heroes who will later fill public spaces
in this country.
   The teacher is a person who has
contributed to us. Teachers are
parents at school. The teacher is a
guide for our future. Without teachers
we cannot do anything.
Thank you, teacher. You are an
unsung hero. Without you maybe we
can't read, write. 12.22

☺ Ketik pesan 📎 📷 🎤

← Krtka Fani 🎥 📞 ⋮

Assalamualaikum fani, kakak tunggu
hasil post test II nya ya
14.02 ✓✓

Astagfirullah Kaka maaf Fani lupa
kaka.lagi ngurusin Lpj progja
14.03

Oalah... Hihii iya fanji 14.07 ✓✓

Fanii 😄 14.07 ✓✓

Maaf ya kakak Fani lupa 🥺 14.08

Sebentar lagi selesai kak 14.08

Iya fani gk papa 😄😄😄😄 14.09 ✓✓

Ini kakak 14.33

📄 LEMBAR JAWABAN S... ⬇
1 halaman · 8,4 kB · DOCX   14.33

Oke faniii.. Makasih yaa 🤗 17.16 ✓✓

← Krtka Alvina D.
15.17   🎥 📞 ⋮

Assalamualaikum kak rani mau
ngirim tugas dari kakak 14.38

Sumatran elephant (Elephas maximus
sumatranus) is a species of mammal
class, which is a mammal, has a
large size, its body weight can reach
4-6 tons,the elephant has a long
proboscis, which is a modification of
the upper lip and nose, its ears are
large and wide.

Male elephants have a pair of ivory
that extends to the front, whereas
female elephants in general do not
have ivory, if you have the possibility
of very short size. The skin is not
much overgrown by hairs, only in
certain parts such as at the top of the
head, neck and tail end,the color of
his skin is gray to black.

Way Kambas National Park is
located in Lampung as a habitat
for Sumatran elephants' original
habitat,Having a long proboscis, gray
in color, having a large body shape,
including in the herbivorous group,
we can find in zoos or forests, one of
its characteristics is to have ivory, he
used to take his food using his nose
or proboscis, they live in in groups,
in general, many people who hunt
only to get the tusks, he is one of the

😊 Ketik pesan   📎 📷   🎤

Chat 1 — Krtka Alvina D.

asar kak,ada apa kak? 15.26

Kalau bisa pake file ya dek 15.43 ✓✓

Bisa gak? 15.43 ✓✓

Gak kak 15.47

Corona Virus is a dangerous virus. corona caused many fatalities,many victims died of the corona virus. Many countries are exposed to the virus,and the impact of the corona virus makes all students in school have to study at home.
Many buildings must be closed to prevent the spread of the corona virus, especially places of worship,and never underestimate the corona virus, because the corona virus is very dangerous to the body and can cause death, staying at home and diligent hand washing is a way to avoid the corona virus. 15.47

Lewat wa aja ya kak😄 15.48

Oke oke 16.00 ✓✓

Makasih ya dek 16.00 ✓✓

Iya kak sama2 16.03

Ketik pesan

Chat 2 — Krtka Fani

Assalamualaikum fani 15.44 ✓✓

Dek lagi sibuk tak? 15.45 ✓✓

Waalaikumsalam kenapa kak 15.47

Dek bisa minta tolong buat kalimat tntng corona virus 16.00 ✓✓

Pake file yng pre test 16.00 ✓✓

OOO nanti ya kak Fani beres beres dulu 16.01

Oke sayang... Siaap 16.03 ✓✓

😊 makasih ya 🙏 16.03 ✓✓

📄 LEMBAR JAWABAN SISWA...
1 halaman · DOCX 18.57

Ini kakak 18.57

Oke sayang makasih yaaa 😊👍 19.06 ✓✓

Fani nomer ini aktf dekm 19.06 ✓✓

Anda
Fani nomer ini aktf dekm

Ketik pesan

Nomor   : B-1406/In.28.1/J/TL.00/05/2019
Lampiran   : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMA KARTIKATAMA METRO
di-
     Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**ASHARI MAHARANI**
NPM	:	1601070139
Semester	:	6 (Enam)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	IMPROVING STUDENTS` WRITING SKILLS BY USING FIVE SENSE TECHNIQUE AMONG THE ELEVENTH GRADE AT SENOR HIGH SCHOOL OF KARTIKATAMA METRO IN THE ACADEMIC YEAR OF 2019/2020

untuk melakukan *pra-survey* di SMA KARTIKATAMA METRO.

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

Wassalamu'alaikum Wr. Wb.

Metro, 14 Mei 2019
Ketua Jurusan
Tadris Bahasa Inggris

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

Nomor   : 114/SMA/KT/X/2019
Lampiran : -
Perihal   : Pelaksanaan Survey

Yth.   : Dekan Fakultas Tarbiyah dan Ilmu Keguruan
                  Institut Agama Islam Negeri Metro
                  di
                       Tempat

Berdasarkan surat tugas Izin Pra-Survey nomor: B-1406/In.28.1/J/TL.00/05/2019 Jurusan Pendidikan Bahasa Inggris, tentang Izin Pra-Survey di sekolah kami, maka dengan ini kami menyatakan bahwa :

Nama   : Ashari Maharani

NPM   : 1601070139

Semester   : 6 (Enam)

Jurusan   : Pendidikan Bahasa Inggris

Telah melaksanakan Survey tersebut pada hari ini, tanggal 11 Oktober 2019.

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

Metro, 11 Oktober 2019
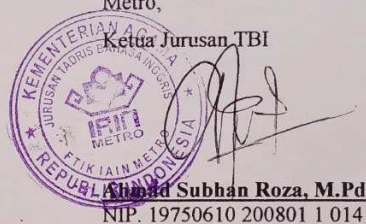Kepala Sekolah,

Dra.Hj.TUGIRAH
NIP.196110241984032003

Nomor   : B-1142/In.28/D.1/TL.00/06/2020
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA KARTIKATAMA
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1141/In.28/D.1/TL.01/06/2020, tanggal 05 Juni 2020 atas nama saudara:

Nama	:	**ASHARI MAHARANI**
NPM	:	1601070139
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA KARTIKATAMA METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' WRITING SKILL BY USING FIVE SENSE TECHNIQUE AMONG THE ELEVENTH GRADE AT SENIOR HIGH SCHOOL OF KARTIKATAMA METRO IN THE ACADEMIC YEAR OF 2019/2020".

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

Wassalamu'alaikum Wr. Wb.

Metro, 05 Juni 2020
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

SURAT TUGAS
Nomor: B-1141/In.28/D.1/TL.01/06/2020

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

Nama	:	**ASHARI MAHARANI**
NPM	:	1601070139
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA KARTIKATAMA METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS` WRITING SKILL BY USING FIVE SENSE TECHNIQUE AMONG THE ELEVENTH GRADE AT SENIOR HIGH SCHOOL OF KARTIKATAMA METRO IN THE ACADEMIC YEAR OF 2019/2020".

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 : 05 Juni 2020

Mengetahui,
Pejabat Setempat

Dra. Hj. TUGIRAH
NIP. 196110241984032003

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PERGURUAN KRIDA KARTIKATAMA

SEKOLAH MENENGAH ATAS

SMAS KARTIKATAMA METRO

NPSN : 10807588

STATUS TERAKREDITASI "A"

Jln. Kapten P. Tendean Margorejo Telp. (0725) 45311 Metro 34121

METRO SELATAN – KOTA METRO – LAMPUNG

Email : smakartikatamametro@ymail.com Website : http://smaskartikatamametro.sch.id/

Nomor   : 032/SMA/KT/VI/2020
Lampiran   : -
Perihal   : Penelitian

Yth.   : Dekan Institut Agama Islam Negeri Metro (IAIN)
        di
           Tempat

Berdasarkan surat tugas Izin Penelitian Nomor: B-1142/In.28/D.1/TL.00/06/2020 Program Studi Pendidikan Bahasa Inggris, tentang Izin Penelitian di sekolah kami, maka dengan ini kami menyatakan bahwa :

Nama   : ASHARI MAHARANI

NPM   : 1601070139

Program Studi   : Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Telah melaksanakan Penelitian tersebut pada tanggal 06 s.d 12 Juni 2020.

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

Metro, 12 Juni 2020
Kepala Sekolah,

Dra.Hj.TUGIRAH
NIP.196110241984032003

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama   : Ashari Maharani

NPM   : 1601070139

Fakultas : Tarbiyah dan Ilmu keguruan

Angkatan : 2016

Telah menyerahkan buku berjudul : Multiple Voices

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-616/In.28/S/U.1/OT.01/07/2020

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

Nama	: ASHARI MAHARANI	
NPM	: 1601070139	
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris	

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1601070139.

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.

Metro, 02 Juli 2020
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd
NIP 195808319810301001

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

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

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama   : Ashari Maharani   Fakultas/Jurusan   : FTIK /TBI
NPM   : 1601070139   Semester/TA   : VII/ 2019

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	Thursday 05/Dec'19	✓	- Revise your problem formulation - Add the prior Research - Add the theory	
2	Thursday 26/Dec'19	✓	Show Reference	
3	Thursday 10/01/2020	✓	Acc and continue for the first sponsor	

Diketahui :
An Kepala Jurusan TBI

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Syahreni Siregar, M.Hum
NIP. 197608142009122004

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama   : Ashari Maharani   Fakultas/Jurusan : FTIK /TBI
NPM   : 1601070139   Semester/TA   : VII/ 2019

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1.	Senin 13/01/2020	✓	*Acc seminar*	*(ttd)*

Diketahui :
An Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 196112211996031001

NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Diseminarkan Proposal**
             Ashari Maharani

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

Assalamu'alaikum Wr. Wb.

      Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya

maka proposal yang disusun oleh :

Nama   : Ashari Maharani
NPM   : 1601070139
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : TBI
Judul   : IMPROVING STUDENTS' WRITING SKILL BY USING FIVE SENSE TECHNIQUE AMONG THE ELEVENTH GRADE AT SENIOR HIGH SCHOOL OF KARTIKATAMA METRO IN THE ACADEMIC YEAR OF 2019/2020

Sudah kami dapat persetujui dan dapat diajukan untuk diseminarkan, demikian

harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

                                   Metro, 3 Maret 2020
Pembimbing I   Pembimbing II

Dr. Mahrus As'ad, M.Ag   **Syahreni Siregar, M.Hum.**
NIP. 19611221 199603 1 001   NIP. 19760814 200912 2 004

NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : **In order to hold the seminar**
              of Ashari Maharani

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum Wr. Wb.

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

Name   : Ashari Maharani
St. Number   : 1601070139
Faculty   : Tarbiyah and Teacher Training Faculty
Department   : English Department
Title   : IMPROVING STUDENTS' WRITING SKILL BY
                USING FIVE SENSE TECHNIQUE AMONG THE
                ELEVENTH GRADE AT SENIOR HIGH SCHOOL
                OF KARTIKATAMA METRO IN THE
                ACADEMIC YEAR OF 2019/2020

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

Wassalamu'alaikumWr. Wb.

Sponsor	Metro, 3 Maret 2020 Co-Sponsor
Dr. Mahrus As'ad, M.Ag NIP. 19611221 199603 1 001	**Syahreni Siregar, M.Hum.** NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41057-faksmili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id,E-mail:
www.tarbiyah.metrouniv.ac.id

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

Nama : Ashari Maharani

Jurusan : TBI

NPM : 1601070139

Semester : VIII/ 2020

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Wednesday 20/05/2020		✓	Acc Research Instrument	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814200912004

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

Nama : Ashari Maharani

Jurusan : TBI

NPM : 1601070139

Semester : VIII/ 2020

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 20/05/2020	✓		APD diterima: Acc dioperasikan	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 196112211993031001

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

Nama : Ashari Maharani   Jurusan : TBI
NPM : 1601070139   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Tuesday/23/20/06		√	Revise Abstract Revise Name of the student	
2.	Tuesday 30/20/06		√	ACC and Continue to the first sponsor	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

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

Nama : ASHARI MAHARANI   Jurusan : TBI
NPM : 1601070139   Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Pembimbing
1.	Rabu 01/07/2020	✓		Abstract Table of Content	
2.	Kamis 02/07/2020	✓		Title Conclusion	
3.	Jum'at 03/07/2020	✓		Chapter II, revise dedication page,	
4.	Senin 06/07/2020	✓		Chapter I and II.	
5.	Rabu 08/07/2020	✓		ACC	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : **In order to hold the seminar**
             of Ashari Maharani

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum Wr. Wb.

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

Name   : Ashari Maharani
St. Number   : 1601070139
Faculty   : Tarbiyah and Teacher Training Faculty
Department   : English Department
Title   : IMPROVING STUDENTS' WRITING SKILL BY
                USING FIVE SENSE TECHNIQUE AMONG THE
                ELEVENTH GRADE AT SENIOR HIGH SCHOOL
                OF   KARTIKATAMA   METRO   IN   THE
                ACADEMIC YEAR OF 2019/2020

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

Wassalamu'alaikumWr. Wb.

<table>
<tr><td>Sponsor</td><td>Metro, 3 Maret 2020
Co-Sponsor</td></tr>
<tr><td>Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001</td><td>Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004</td></tr>
</table>

APPROVAL PAGE

Title   : IMPROVING STUDENTS' WRITING SKILL BY USING FIVE SENSE TECHNIQUE AMONG THE ELEVENTH GRADE AT SENIOR HIGH SCHOOL OF KARTIKATAMA METRO IN THE ACADEMIC YEAR OF 2019/2020

Name   : Ashari Maharani
NPM   : 1601070139

Department : English Department

Faculty   : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the Proposal Seminar in Faculty of Tarbiyah and Teacher Training of State Institute for Islamic Studies (IAIN) Metro.

Sponsor

Metro, 3 Maret 2020
Co-Sponsor

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

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

Head of English Education Departement

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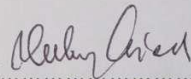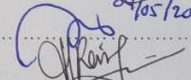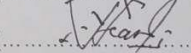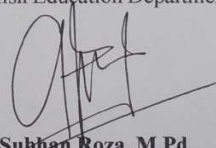
RATIFICATION PAGE

The Research Proposal entitled IMPROVING STUDENTS' WRITING SKILL BY USING FIVE SENSE TECHNIQUE AMONG THE ELEVENTH GRADE AT SENIOR HIGH SCHOOL OF KARTIKATAMA METRO IN THE ACADEMIC YEAR OF 2019/2020. Written by: ASHARI MAHARANI , Student Number 1601070139, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Monday, April 27th 2020 at 09.00 – 10.30 a.m.

BOARD OF EXAMINERS

Chair person   : Dr. Mahrus As'ad., M.Ag   (............................)

Examiner I   : Dr. Dedi Irwansyah, M.Hum   (............................)

Examiner II   : Syahreni Siregar, M.Hum.   (............................)

Secretary   : Yeasy Agustina, M.Pd.   (............................)

Head of English Education Department

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 0141

Nomor   : B-1063/In.28.1/J/TL.00/5/2020   Metro, 15 Mei 2020
Lampiran : -
Perihal   : **BIMBINGAN SKRIPSI**

Kepada Yth.,
1. Dr. Mahrus As'ad, M. Ag. (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)
Di-
   Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	Ashari Maharani
NPM	:	1601070139
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING STUDENTS` WRITING SKILL BY USING FIVE SENSE TECHNIQUE AMONG THE ELEVENTH GRADE AT SENIOR HIGH SCHOOL OF KARTIKATAMA METRO IN THE ACADEMIC YEAR OF 2019/2020

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 II.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

Wassalamu'alaikum Wr. Wb

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
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11/05/2020 22:43:47

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

Nama : Ashari Maharani

NPM : 1601070139

Jurusan : TBI

Semester : VIII/ 2020

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Wednesday 20/05/2020		✓	Acc Research Instrument	

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814200912004

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IAIN METRO

Nama : Ashari Maharani   Jurusan : TBI

NPM : 1601070139   Semester : VIII/ 2020

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu 20/05/2020	✓		APD Sistenima: Acc Di operasilia	

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing I

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IAIN METRO

Nama : Ashari Maharani
NPM : 1601070139

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Tuesday/23/20/06		√	Revise Abstract Revise Name of the student	
2.	Tuesday 30/20/06		√	Act and Continue to the first sponsor	

Mengetahui
Ketua Jurusan TBI

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NIP. 19750610 200801 1 014

Dosen Pembimbing II

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

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

Nama : ASHARI MAHARANI   Jurusan : TBI
NPM : 1601070139   Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Pembimbing
1.	Rabu 01/07/2020	✓		Abstract Table of Content	
2.	Kamis 02/07/2020	✓		Title Conclusion	
3.	Jum'at 03/09/2020	✓		Chapter II, revise dedication page,	
4.	Senin 06/09/2020	✓		Chapter I and II.	
5.	Rabu 08/09/2020	✓		ACC	

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing I

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

CURRICULUM VITAE

The name of the researcher is Ashari Maharani. She was born in Meto City, Lampung on January 7th, 1998. She is the first child from happy couple namely Budi Pramono and Mrs. Fara Aulia Finani. She has graduated from Kindergarten (TK Perwanida Metro Pusat) on 2004. She continued her study in Elementary School (SD Pertiwi Teladan Metro Pusat) and graduated on 2010. After graduated from Elementary School, she continued to Junior High School (SMP Kartikatama Metro) and graduated on 2013. Then she continued to Senior High School (SMA Kartikatama Metro) and graduated on 2016. And on 2016 she continued her study as a student of S-1 English Education Department of State Institute for Islamic Studies of Metro (IAIN Metro).