

AN UNDERGRADUATE THESIS

**INCREASING STUDENTS WRITING ABILITY BY USING COMPARE-
DIAGNOSE-OPERATE OF THE TENTH GRADERS OF SMAN 1
BATANGHARI EAST LAMPUNG**

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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2019 M**

**INCREASING STUDENTS WRITING ABILITY BY USING COMPARE-
DIAGNOSE-OPERATE OF THE TENTH GRADERS OF SMAN 1
BATANGHARI EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd)
In English Department

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STATE INSTITUTE OF ISLAMIC STUDIES OF METRO
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INCREASING STUDENTS' WRITING ABILITY BY USING COMPARE-DIAGNOSE-OPERATE OF THE TENTH GRADERS OF SMAN 1 BATANGHARI EAST LAMPUNG

**ABSTRACT
BY : MAR'ATUZ ZAHRANI**

The purpose of this research was to increase the students' writing ability and their learning activity at SMAN 1 Batanghari, East Lampung. The researcher expects that Compare-Diagnose-Operate (CDO) Strategy could help the students in learning process and becomes one of the strategies to increase the students' writing ability.

In this research, the researcher conducted classroom action research (CAR) that was done in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subjects of this research were 25 students of the tenth grade at SMAN 1 Batanghari. In collecting data, the researcher used test including of pre-test, post test I and post test 2, observation and documentation.

The results of this research prove that CDO strategy can increase writing ability and learning activity at the tenth graders of SMAN 1 Batanghari. It was investigated that the percentage of students' writing ability got from post-test 2 of cycle 2 is 80%. Meanwhile, the percentage of learning activity of cycle 2 is 75%. It means that result of students' writing ability and learning activity in cycle II had already achieved the indicator of success that is 75 % of the students achieve the Minimum Mastery Criteria (MMC).

Keyword : CDO Strategy

**MENINGKATKAN KETERAMPILAN MENULIS SISWA DENGAN
MENGUNAKAN PERBANDINGAN-DIAGNOSA-OPERASI (PDO) DI
KELAS X DI SMAN 1 BATANGHARI LAMPUNG TIMUR**

**ABSTRAK
OLEH :
MAR'ATUZ ZAHRANI**

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan menulis siswa di SMAN 1 Batanghari, Lampung Timur. Peneliti berharap Strategi Perbandingan-Diagnosa-Operasi (PDO) dapat membantu siswa dalam proses pembelajaran dan menjadi salah satu strategi untuk meningkatkan kemampuan menulis siswa.

Dalam penelitian ini, peneliti melakukan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 25 siswa kelas X SMAN 1 Batanghari. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post test I dan post test 2), observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru Bahasa Inggris SMAN 1 Batanghari.

Hasil penelitian ini membuktikan bahwa strategi Perbandingan-Diagnosa-Operasi (PDO) dapat meningkatkan kemampuan menulis dan aktivitas belajar pada siswa kelas X SMAN 1 Batanghari. Diselidiki bahwa persentase kemampuan menulis siswa yang didapat dari post-test 2 siklus 2 adalah 80%. Sementara itu, persentase aktivitas pembelajaran siklus 2 adalah 75%. Artinya hasil kemampuan menulis siswa dan aktivitas belajar pada siklus II sudah mencapai indikator keberhasilan yaitu 75% siswa mencapai Kriteria-Ketuntasan-Minimum (KKM).

Kata kunci : PDO Strategi



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RATIFICATION PAGE

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An Undergraduate thesis entitled: INCREASING STUDENTS WRITING ABILITY BY USING COMPARE-DIAGNOSE-OPERATE (CDO) OF THE TENTH GRADERS OF SMAN 1 BATANGHARI EAST LAMPUNG, written by Mar'atuz Zahrani, student number 1501070273, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 25th November 2019 at 14.30 – 16.30 am.

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To The Honorable,
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Assalamua'alaikumWarahmatullahiWabarakatuh

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

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The Researcher



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

Metro, 14 November 2019
Yang Menyatakan,



Mar'atuz Zahrani
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MOTTO

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي ﴿٢٥﴾ وَيَسِّرْ لِي أَمْرِي ﴿٢٦﴾ وَأَحْلِلْ عُقْدَةً مِّنْ لِّسَانِي ﴿٢٧﴾
يَفْقَهُوا قَوْلِي ﴿٢٨﴾

My Lord relieves my mind. And ease my task for me. And loose a knot from my tongue. That they may understand what I am saying.

(At-Thahaa 25:28)

DEDICATION PAGE

This piece of work is dedicated to:

My Beloved Parents
(Mr. Nuh Hudawi and Mrs.Lilik Karyawati)

My Beloved Brother
(Bahrul 'Ilmi Kholish)

My Beloved Lectures Of English Education Study Program Of Institute Islamic
Collage Of Metro.

My Beloved Friends who help me in every condition and situation.

My Beloved Campus IAIN Metro.

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Finally, this undergraduate thesis is expected to be able to provide useful knowledge and information to the readers.

Metro, September 10th 2019

The writer,



Mar'atuz Zahrani
1501070273

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CHAPTER I

INTRODUCTION

A. Background of the Study

English instruction is an effective way that is not only intended to transfer the English materials, but also to habituate the language learners to communicate using English in everyday life both in writing and oral. A qualified English instruction greatly supports the effectiveness of English learning progress because it directs students to be more focused in learning. In addition, good English language teaching can also improve the quality of education through high student involvement.

Moreover, English mastery should be achieved by providing some great efforts in order to the students' motivation for learning English, so that the learning goal can be achieved. The good English instruction is supported by many factors. The first factor is learning media that makes students more interested. The second factor is teaching strategy plays an important role in the learning. The last factor is the environment supports that can accelerate the level of learning English excellently.

Furthermore, English instruction concerns on the improvement of language skills that include of productive language skills and receptive language skills. In addition, productive language skills include of speaking and writing, while the receptive language skills include of reading and listening.

In line with the productive language teaching, one of them is writing. Writing is an excellent way to make the students think widely. Although, being able to write in English is too difficult when they do not have many vocabularies in English. Moreover, there are some factors that influence the students in mastering English, especially in writing aspect. They are internal and external factors. The internal factors can come from student themselves such as motivation, interest, learning style and learning habit. Meanwhile the external factors are from environment, learning media and teaching strategy.

By the implementation of the beneficial teaching strategy, the students can improve their writing ability. In this case, the researcher uses Compare-Diagnose-Operate (CDO) for teaching learning English. In line, according by Barbara and et al. Compare Diagnose Operate requires more self-regulation on the part of the researcher, making it a more powerful tool than the checklists.¹ They add this strategy and require more self-regulation on the part of researcher, making it more powerful tool than checklist. Compare-Diagnose-Operate (CDO) is a strategy for individual revising that involves a greater degree of self-regulation on the part of the researcher then checklist and considerably more powerful.

In addition, CDO has many great benefits. They are the overall quality of student' revisions, a condition that promoted students to make changes in general, easier revision writing for student, and increase the amount of time students devoted writing. It should make them more careful,

¹Barbara, A. And et.al,*Esstials Of Edvidence-Based Academic Interventions*, (New York : Grow Hill Press, 2010), p.160

creative and effective to encourage students to learn English.

However, writing in English is not easy. There are many problems that researcher get in the process of writing. The researcher had conducted a pre-survey on November 26, at SMAN 1 BATANGHARI in order to know the student's problem in writing. The result of pre-survey is provided, as follows:

Table 1
The result of Pre- survey data on November 26th,2018
SMAN 1 BATANGHARI

No	Name	C	O	V	LU	M	TOTAL GRADE	CRITERIA
1	AA	15	10	12	12	4	50	Incomplete
2	AAM	26	17	17	17	3	40	Complete
3	AAS	14	13	13	15	3	10	Incomplete
4	ADY	26	17	17	17	4	60	Complete
5	AFP	22	17	17	19	4	68	Incomplete
6	AMW	22	16	14	11	3	50	Incomplete
7	AP	13	13	10	9	4	10	Incomplete
8	DA	13	10	13	11	3	10	Incomplete
9	DAKD	13	13	10	7	3	75	Complete
10	DPA	15	8	10	10	4	60	Incomplete
11	FH	13	7	7	5	2	10	Incomplete
12	HMC	13	7	7	5	2	75	Complete
13	HRJ	13	9	12	10	5	60	Incomplete
14	I	13	8	9	7	3	50	Incomplete
15	IP	26	18	18	21	5	30	Complete
16	MAS	13	7	7	5	2	68	Incomplete

17	MNA	22	13	13	17	4	20	Incomplete
18	NHN	23	17	17	10	4	75	Complete
19	PA	22	15	17	10	4	40	Complete
20	PDW	15	10	11	11	4	50	Incomplete
21	RO	22	14	17	19	4	50	Incomplete
22	RP	16	13	13	10	3	30	Incomplete
23	TP	22	14	10	11	4	20	Incomplete
24	VM	13	10	13	11	3	68	Incomplete
25	WSB	15	9	9	9	3	40	Incomplete
Min Score							10	
Max Score							75	
Average							44,76	
Complete							3	
Incomplete							22	

(Archived from the students' assignment of descriptive text given by the English teacher on November 26th 2018)

Table 2

The pre-survey result from the
Score test of the Tenth MIA1 students in SMAN 1 Batanghari

No	Grade	Explanation	Frequency	Percentage
1.	≥ 70	Complete	7 students	8%
2.	< 70	Incomplete	18 students	92%
Total			25 students	100%

Source : *pre-survey result.*

From the table above, it was investigated that most of students are not able to achieve Minimum Mastery Criteria (MMC) yet, so they have to do remedial. According to the table, there are 3 students who achieve MMC. Meanwhile, there are 22 students who are not able to achieve MMC. It means

that total of students who achieve MMC is less than that who are not able to achieve MMC.

Based on the problems above, the researcher found the students' problems in writing. The students still difficult in writing their idea in their mind, the students are not creative to write some vocabularies to be sentences in paragraph. They do not understand about grammar. Moreover, the students' motivation was lack in learning English. The tenth graders have studied about writing text and they need a strategy for helping to write some paragraphs and they can write their idea quickly. In line, the students' problem in writing above, it is very important to implement an appropriate teaching strategy. In this research, the researcher emphasizes on increasing writing ability of tenth graders of SMAN 1 Batanghari by using Compare-Diagnose-Operate (*CDO*).

Therefore, the researcher had outlined a classroom action research in the title of: **“INCREASING STUDENTS WRITING ABILITY BY USING COMPARE-DIAGNOSE-OPERATE OF THE TENTH GRADERS OF SMAN 1 BATANGHARI EAST LAMPUNG.”**

B. Problem Identification

Based on the background of the problem above, the problems can be identified, as follows:

1. The students are not interested in writing activities.
2. The students have lack grammar mastery.

3. The students are not able to express their written ideas well every paragraph in their descriptive text.
4. The students have insufficient vocabulary mastery.
5. The students have the low writing ability.

C. Problem Limitation

Based on the problem identification, the researcher limits the problems in the students' low writing ability. Therefore, the researcher will use Compare-Diagnose-Operate (CDO) as a teaching strategy toward the students' writing ability among the tenth graders of SMAN 1 BATANGHARI.

D. Problem Formulation

Based on the background above, it is necessary to formulate the problem of this research as follows:

1. "Can Compare-Diagnose-Operate (CDO) strategy increase the students' ability in writing descriptive text at the tenth grades of SMAN 1 Batanghari?"
2. "Can Compare-Diagnose-Operate (CDO) strategy increase the students' learning activities at the tenth grades of SMAN 1 Batanghari?"

E. Objectives and Benefits of the Research

Dealing with the problems statement, the objectives and the benefits of this classroom action research are as follow:

1. Objectives of the Research

1. This research aims to determine whether the use of CDO strategy can increase students' writing ability in descriptive text at the tenth grades in Social 1 of SMAN 1 Batanghari.
2. This study aims to investigate whether the use of CDO strategy can increase students' learning activities at the tenth grades in MIA 1 of SMAN 1 Batanghari.

2. Benefits of the Research

The benefits of the research as follows:

- a. For the teachers

As information to the teacher, so the teachers can apply the Compare-Diagnose- Operate (CDO) strategy (in the process of teaching and learning.

- b. For the students

As the solution for the students, so the students not only can write descriptive text in writing easily, but also can be the positive contribution for increasing and developing their ability in writing by using Compare-Diagnose- Operate (CDO) strategy.

- c. For the headmaster

As information and suggestion for the headmaster, so that he/she give motivation in English learning process by preparing the facilitation and instrument.

F. Prior Research

This research will be done based on consideration of some prior research. Some of prior researches have been researched by Ashley Golley (2015), Denis Alamagrot (2009) with W Monroe and Gary A Troia (2006).

The first prior research was done by Ashley Golley who did research in the title of Teaching Writing for Students with Learning Disabilities in an Inclusive Classroom Setting: A Curriculum Development Project for Graduation in the Honors College of 2015. The aim of that research is to help the students with learning disabilities develop better writing skills will help them become more successful students and will lead them to a better future. The research method is Quantitative. Sample of the first prior research is High School Student. The result of the first prior research is the CDO strategies are this unit plan will work the students through the planning, composing, and revising stages of writing.²

This first prior research has the similarity between with the research. Both of these researches investigate senior high school students and improving the quality of writing to students and this first prior research use of the same strategy to increase writing ability by Compare-Diagnose-Operate (CDO).

The second prior research was done by Denis Alamargrot who did research in the title of Modeling the Development of Written Composition. The aim of the second prior research initially more reliant on social demand

² Ashley Goshley, *Teaching Writing for Students with Learning Disabilities in an Inclusive Classroom Setting*, (New York: A Curriculum Development Project, 2013), p.37

are to form one or several production models in order to improve the way in which utterances or texts are organized and therefore the way in which they are processed by those who are called upon to perceive and understand them. The research method is Quantitative. Sample of the first prior research is Junior High School. The result of second prior research is CDO procedure prompted considerable alterations to the initial version, whatever the age group and whatever the condition for applying the procedure (after each sentence or after the whole text)³for the author, the CDO procedure had a positive effect because it encouraged revision behavior in young researchers (from 9 to 13 years old). However, due to their continuing lack of expertise, these young researchers were unable to conduct a reflexive and metacognitive analysis of the consequences of their revisions.

The second prior research has the differentiation with this research, the sample of the second prior research is Middle Years Student.

The third prior research was done by Brandon W Monroe and Gary A Troia who did research in the title of Teaching Writing Strategies to Middle School Students with Disabilities. The aim of the third prior research is effects on writing quality, middle school students with learning disabilities, strategies for supporting the writing process. The research method is quantitative. Sample of the third prior research is Junior High School. The result of the third prior research is teaching multiple strategies for tackling all of the elements of effective writing is feasible and has educationally

³ Denis Alamargot, *Modelling the Development of Written Composition*, (London:University of Poitiers, 2009), p.28

meaningful benefits for students with learning problems.⁴

The differentiation between this second prior research and this research is the second prior research applies the sample with Junior High School meanwhile the sample of this research is Senior High School.

All of the prior research use quantitative, meanwhile in this research the researcher did not conduct quantitative research, because the researcher has aim to increase students writing ability. Therefore, the researcher conducted CAR.

Referring to the prior research, the differences are about different research method, research sample and research finding. Therefore, by considering some prior researches above, it is advisable to implement CDO strategy in teaching writing. The researcher desires to know the students' writing ability and language activity in English at SMAN 1 Batanghari. Writing is one of the important aspects in English, the students will be confuse if they still difficult for writing in paragraph. Based on pre-survey result, the researcher finds out the fault of the students' descriptive text. Therefore, the researcher thinks that those are needed to be investigated.

⁴ Brandon W. Monroe, Gary A. Troia, *Teaching Writing Strategies to Middle School Students With Disabilities*, (Washington DC :Heldref Publications, 2006), p.29

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Writing Ability

1. The Concept of Writing

a. Definition of Writing

Students have to master the four basic languages of English which consist of listening, speaking, reading, and writing. Writing is one of the important aspects for student in English learning. They have to write grammatically in text. Writing is important for them to express their knowledge in the form of essay, paper and job application.

Terminologically, R.R Jordan states that “Writing is method

of human intercommunication by means of conventional visible marks".⁵ It means that writing is a medium that communicates one's thought, feeling, wanted, and opinion by nonverbal mean.

According to Ken Hyland, writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.⁶ By the process of writing, a researcher can express their own thinking through the written text.

Moreover, Peter defines writing as the most efficiently acquired when practice in writing parallels practice in other skills.⁷ It means that writing can train the ability of verbal and non-verbal.

Besides that, John M. Swales and Christine B. Feak defined that Writing is a complex socio cognitive process involving that construction of recorded messages on paper or on some material and more recently on a computer screen. The skills needed to write range from making the appropriate graphic marks, through utilizing the resources of the chosen language, to anticipating the reactions of the intended readers.⁸ It means that writing is a record process through an essay that needs a skill, good diction in order to understand by the reader easily.

⁵Douglas Brown, *Principle by Language Learning and Teaching*, (New York: Edison Wesley longman. Inc, 2000), Fourth edition, p.30

⁶Ken Hyland, *Second Language Writing*, (USA: Cambridge University Press, 2003), p.9

⁷M.F. Parel Dr. and Praveen M. Jain, *English Language Teaching: Methods, Tools &Techniques*, (Jaipur: Sunrise Publishers & Distributors, 2008), p.125

⁸M. John Swales & Christine B. Feak, *Academic Writing*, (New York: Oxford University Press, 1993), p.34

Based on the quotations above, the researcher can assume that writing is an activity to transfer the ideas and to express someone's thinking through written form, and writing is a useful written message that uses the rules and the strategies of language. The message is a description of researchers mental obtained through reading, thinking, analyzing, and understanding of an event.

b. Purposes of Writing

Terminologically, Kate said that any piece of writing will be trying to do at least one of the following things. The purposes of writing are classified into three: they are writing to entertain, writing to inform and writing to persuade. Each of three purposes is the basic aim of getting ideas from one brain into another.⁹

1. Writing to entertain

Writing to entertain generally takes the form of so-called 'imaginative writing' or 'creative writing' (of course, all writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays.

2. Writing to inform

Writing to inform means that the text as the information from some task. The text can give the information for the reader.

Examples of writing to inform are newspaper articles, scientific or

⁹Kate Greenville, *Writing From Start To Finish A Six-Step Guide*, (Australia: Griffin Press, 2001), p.1

business reports, instructions or procedures, and essays for school and university.

3. Writing to persuade

This includes advertisements, some newspaper and magazine's articles, and some types of essay. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings.

In other words, writing has many functions in text. Writing can help students for making the text more useful.

c. Process of Writing

Writing is a never one-step action, but it is a process that has several steps. It starts from the beginning of what the topic is going to write until the publication of the writing. There are at least three steps of writing process, they are:

1. Prewriting (Planning)

Prewriting is the first step in the writing process.¹⁰ Before a researcher starts to compose a writing a, some ideas should be thought as atopic of product writing. In this step, researchers are challenged to think and gather the topic will be written. In deciding the subject of writing, the researchers should consider who will be the reader of thewriting.

¹⁰Alice Oshima& Ann Hogue, *Introduction to Academic Writing*, (New York: Longman, 1997), Second Edition, p. 2.

Every researcher should read appropriate references as their warming up to get an adequate topic. Unfortunately, the information which is invented from reading is imperfectly remembered. These sentences will be literal ideas of possible topics to be composed.¹¹ Therefore, it is extremely important that researchers make note-taking from what they have read. Taking a few sentences might be done to set them aside for a later draft.

In addition, reading common place book can make the researchers get easy to find idea for their writing. Commonplace book provides new perceptions and more quotations which will make writing product become strong and more alive.¹² The other reference to enrich the subject of writing is journal. Many outstanding researchers use journal to create an interesting writing because it contains of good perceptions, ideas, emotions, and actions¹³. It can make researchers interest in writing even they don't have any ideas.

2. Drafting

Before the researchers begin to write well, they should make a format of the writing and put the words down on paper.¹⁴

This step is often called drafting. Kristine argued that drafting is the

¹¹Alastair Fowler, *How to write*, (New York: Oxford University Press, 2006), p.12.

¹²Thomas. S. Kane, *The Oxford Essential Guide to Writing*, (New York: Oxford University Press, 1988), p.21.

¹³*Ibid.*

¹⁴Beverly Ann Chin, *How to Write Great Research Paper*, (USA: John Wiley & Sons, Inc., 2014), p. 57

step that the researchers really begin to write. In this step, the researchers put their words into the paper without worrying about spelling, grammar, punctuation, or the best wording¹⁵. Actually, drafting is tentative and imperfect writing.

Therefore, it is concluded that drafting product can be refined to develop by putting down all the term related to the topic in the margin to make the researchers easily to check an appropriate word in elaborating the topic. Moreover, indrafting phase, rereading and correcting are required to improve the product of writing.

3. Revising

Revising is the next step of writing process. Revising makes the researchers correct the product of writing in the reader side that looks forward to a perfect writing. When the researchers examine the product writing in side of their own place, revising is demanded the researchers to read and equalize the product by expecting themselves what will be expecting the reader.

They should consider the questions which are likely to appear when the readers read their product. Revising includes checking that the content and purpose are clear. The checking can be in spelling, punctuation, and grammar. Harmer also argued that revising is often helped by the readers who comment and make

¹⁵Kristine Brown and Susan Hood, *Writing Matters*, (New York: Cambridge University Press, 1989), p. 14.

suggestions of the writing¹⁶. It is important that the researchers ask their friends to read their writing to get good checking.

Furthermore, revising fundamental aspect is a right way to make intelligibility of the writing. Moreover, it can be carried out by strengthening the main points by using brief statements, omitting the similar words in the writing product, and being alert for grammatical error. To revise effectively, the researchers should be forced to read slowly in order to notice the clumsiness in sentence structure or at rambling repetition in a sentence which can make the reader confused to read the writing product.

In addition, in revising, punctuation and grammar usage are carefully considered in arranging the sentences because they will make the sentences be fixed in a product of the writing.¹⁷ Striking out imprecise words and inserting more fixed terms of the previous drafting are being the next step in this phase.

2. The Concept of Writing Ability

a. Definition of Writing Ability

Writing can be defined in various ways. There are some definitions of writing according to experts. According to Ken Hyland writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own

¹⁶Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2004), p.5.

¹⁷Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000) p. 37.

views on a topic.¹⁸ Furthermore, ability depends on how close an agent manages to approach the goal. In addition, ability is an understanding that is only manifested to do an action.¹⁹ It means that is processing to do something and achieve a certain goal.

According to Bridgeman and Carlson, writing ability is even more important to professional than to academic success.²⁰ In other words, writing ability in one of the way to make the writing text is meaningful. The term of ability is defined as skill or power. The meaning of writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbol to make other people or readers understand the ideas conveyed.

b. The Measurement of Writing Ability

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.

¹⁸Ibid, p 19.

¹⁹Natika Newton, *Foundations of Understanding*, (Philadelphia: John Benjamins Publishing Company, 1996), p87.

²⁰Peter L. Cooper, *The Assessment of Writing Ability: A Review of Research*, (Princeton: Educational Testing Service, 1984) p.7.

	13-10	Fair to poor	Non-fluent-ideas confused or disconnected-etc.
	9-7	Very poor	Does not communicate-no organization-etc.
Vocabulary	20-18	Excellent to very good	Sophisticated range-effective word/idiom choice and usage-etc.
	17-14	Good to Average	Adequate range-occasional errors of word/idiom form, 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 construction-etc.
	21-19	Good to Average	Effective but simple construction-etc.
	17-11	Fair to poor	Major problems in simple /complex construction-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.

S

source: Adapted from J.B Heaton *Writing English Language Test*.

B. The Concept of Compare-Diagnose-Operate (CDO)

1. Definition of Compare-Diagnose-Operate (CDO)

According to Barbara and et al., Compare-Diagnose-Operate (CDO) strategy is for individual revising that reminds the students to Compare, Diagnose, and Operate.²¹They add that CDO strategy requires more self-regulation on the part of researcher, making it more powerful tool than checklist. Based on explanation, this strategy is so helpful that remind students about their writing by comparing to another good concept one, diagnosing, and operating the writing revision.

Furthermore, Richard et. al. explain that Compare-Diagnose-Operate (CDO) is revising strategy that has additional steps to engage students in applying it directly, first at global level and then a local level.²²It is explained that this strategy is used for revising writing by doing some steps. In other words, this strategy will change the researcher to compose the students to be good because it will follow general concept of writing.

²¹ Barbara, A. and et al, *Essentials Of Evidence-Based Academic Interventions*, (New York: Grow Hill Press, 2010), p. 160

²²Richard, Eand et al, *Handbook of Research on Learning and Instruction*, (New York: Taylor & Frances e-Library, 2011), p.44

2. The Procedures of Compare-Diagnose-Operate (CDO)

According to Graham in Richelle, Compare-Diagnose Operate (CDO) strategy consists of five steps, as follow: ²³

1. The teacher gives the students two kinds of texts. The first text is the correct text; meanwhile, the second text is the wrong text.
2. The teacher explains the complete instruction to the students.
3. The students look at mismatches between what the author meant to write and what was really written in the compare process. In this case, the students describe the mismatch between two kinds of text in form of eleven opinions.
4. The students look at why those discrepancies existed in the diagnose process.
5. The students decide what changes needed to happen then making the changes with the correct sentences. CDO is carried out sentence-by-sentence until the entire paper was revised.

Based on five steps above, it can be known that for writing to use the CDO strategy is to help the students look their writing, and try to change if any mistake. The students make the revisions between the first and second draft and get the positive changes.

Next, Scardamalia and Bereiter notes that there are some procedures for students to use Compare-Diagnose-Operate (CDO) strategy, such as:

²³Richelle G, *Increasing Understanding and Utilization of the Writing Revision Process in Fourth Grade*, (Wuethrich: Concordia University Press, 1997), p.72

1. A system of cues that the student uses to execute important components of the revising process.
2. The student is cued to "Compare" by selecting one card from a series of 11 that best represent his evaluation of a sentence.
3. "Diagnose" is then activated by the instructor, who asks the student to justify his choice. "Operate" is next cued by the use of cards; the student selects one card from a series of six directives.
4. "Operate" is next cued by the use of cards; the student selects one card from a series of six directives.
5. The student implements the selected directive and starts the cycle again with the next sentence.²⁴

Thus, the CDO procedure provides students with a manageable executive routine designed to affect how they deploy their attention during revising. The CDO strategy can make the students careful for writing in every sentence.

3. The Advantages and Disadvantages of Compare-Diagnose-Operate

According to Salatas, there are three benefits of Compare-Diagnose - Operate strategy like:

²⁴ Ronald L. at all, *Disorders of Human Learning, Behavior, and Communication*, (New York: Library of Congress Cataloging-in-Publication Data, 1992), p.432

1. CDO strategy increases the amount of time students devoted to writing.
2. The number of substantive changes that were made to their compositions.
3. The overall quality of their revisions.²⁵

It is explained that Compare-Diagnose-Operate (CDO) strategy can make every students enjoy in writing. This strategy helps the students to write their paragraph in more time, and they can revise their paragraph.

Next, Cindy notes that there are some benefits for students to use Compare-Diagnose-Operate (CDO) strategy, such as:

1. Students are prompted to consider in relation to overall purpose of the paper, evaluate their sentences, then decide and execute any needed changes.
2. CDO procedure has made a significant difference in the number and quality of revisions in students' stories and essay.
3. Students also indicated that the CDO strategy made revising easier for them²⁶.

Finally, De la paz explains that the benefits for using Compare-Diagnose-Operate (CDO) strategy:

1. The procedural support affected essay quality positively.

²⁵Salatas, *Metacognition Strategy Use & Instruction*, (New York: Grow Hill Press, 2010), p.265

²⁶Cindy, *The Effects of Strategy Instruction with a CDO Procedure in General Education Setting*, (Kansas: Departement of Special Education,2011), p.7

2. The CDO strategy support helped students revise more effectively.²⁷

Besides the advantages, CDO has some disadvantages, they are:

1. The students have limited general writing skills make it difficult for them to make effective revisions even when they do identify a problem.
2. The students have a limited conception of revising for fixing minor errors.

C. Action Hypothesis

Based on the Theoretical Review above, the researcher formulates the action hypothesis, as follows:

“The implementation of Compare-Diagnose-Operate (CDO) strategy can increase the students’ writing ability and learning activities at the tenth graders of SMAN 1 Batanghari East Lampung.”

²⁷Linda Allal. et all, *Revision Cognitive and Instructional Processes*, (New York: Library of Congress Cataloging-in-Publication Data, 2004), Vol.13,p. 132

CHAPTER III

RESEARCH METHOD

A. The Variables and Operational Definition of Variables

1. Variables of Research

This research consists of two variables; they are independent and dependent variables. The independent variable in this research is Compare-Diagnose-Operate (CDO) that was implemented to increase the students' writing ability in easy way. This strategy is useful to make their writing become excellent.

The dependent variable of this research is writing as one of the four of language skills that has to be mastered by the students in order to be able to write their ideas effectively.

2. Operational Definition of Variable

Operational definition is the definition that based on characteristic of the things that will be defined, and it can be observed or measured. Meanwhile, variable can be defined as an attribute of a person or a subject which varies from object to object²⁸ According to Raymond Mark, the definition an operational tells us what activities or operation we need to perform to measure a concept or variable.²⁸

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

a. Dependent Variable

²⁸John creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Lincoln: SAGE Publications,2002), p.24.

According to Evelyn Hatch, Dependent Variable is the major variable that will be measure in the research. Dependent variable is a variable that can improve by an independent variable.²⁹The dependent variable of this research is students' writing ability that focuses on the students' ability.

To measure writing ability of students, the researcher took the writing test by gave an exercise. The students made descriptive text in 25 minutes about the historical building and public place. It was a simple test as a sample to know about the students' writing ability. The indicators of a written test in this variable are:

- 1) The students are reading two written text.
- 2) The students are able to compare two written texts as the process of collecting idea to write.
- 3) The students are able to look at the mismatches what the author meant to write and what was really written in the compare process.
- 4) The students are able to write the English text based on what have been diagnosed.

b. The independent Variable

According to Evelyn, Independent Variable is variable that the researcher suspects may relate to or improve the dependent variable.

²⁹ Ibid, p.63

In a sense, the dependent variable “depends” on the independent variable.³⁰

This variable will be measured by observation. To observe this variable the researcher will use observation sheet. The indicators of this variable are:³¹

- 1) The students are reading two written text.
- 2) The students are able to compare two written texts as the process of collecting idea to write.
- 3) The students are able to look at the mismatches what the author meant to write and what was really written in the compare process.
- 4) The students are able to write the English text based on what have been diagnosed.

B. The Research Setting

The researcher conducted the Classroom Action research (CAR) at SMAN 1 Batanghari East Lampung. The object of this research is the students' writing ability at X MIA 1 of SMAN 1 Batanghari, consists of 25 students. The school was built at 1993 and located at Kaptan Harun street 47 A Nampirejo.

C. The Subject of the Research

³⁰ Evelyn Hatch and Anne Lazaraton, *The Research Design and Statistics For Applied Statistic*, (USA: Heinle Publisher, 1991), p.64

³¹Richelle G, *Increasing Understanding and Utilization of the Writing Revision Process in Fourth Grade*, (Wuethrich: Concordia University Press, 1997), p.72

This research is the Classroom Action Research (CAR). The subject of this action research is the students of X IPS 1 at SMAN 1 Batanghari. SMAN 1 Batanghari is one of the oldest schools in East Lampung it has 603 students and 40 teachers.

The English teacher chose one of the classes that the students had a lower average score in writing. Based on the English teacher's experience during teaching and learning activities in writing of English subject, the teacher indicated that the students are difficult lack in vocabularies for making sentences in paragraph, exactly the Compare-Diagnose-Operate (CDO) strategy is the problem solution for making the students better.

Table 4

Total students of the tenth grade SMAN 1 Batanghari

No	Class	Gender		Total
		Male	Female	
1	X MIA 1	7	18	25

D. Research produce

The design of this research is classroom action research. It is called Classroom Action Research (CAR) because the research is aimed at developing a certain instructional technique to solve problems in a class.

According to Glenda Mac, Action research is a cyclical process of 'think-do-think' to research and create change. We think about what we do at present, then we do something to create change, then we think again

about what we've done and its effects.³²

Jean Mc Niff Also stated that, “Action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be.”³³

Based on the statement above, the researcher can say that Classroom Action Research is a reflective study done by the teacher in a classroom for getting solution about the problem until it can be solved. In addition, classroom action research helps the teacher to solve problem by applying a new method, strategy, or technique as an alternative way leading to innovation.

In this Classroom Action Research (CAR), consisted of some cycles and consisted of four steps, namely planning, acting, observing and reflecting. The researcher describes the cycles through the scheme of action research design by Kurt Lewin as follows:

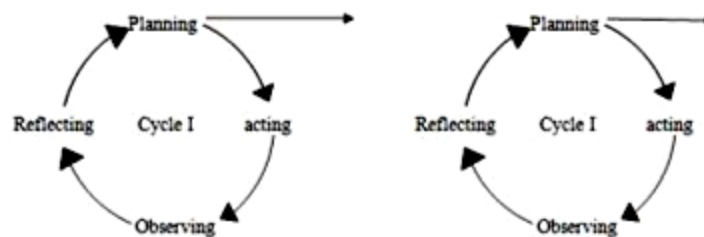


Figure 1
Kurt Lewin's Action Research Design
(Adapted from Jean McNiff, 2002)⁶

³¹Glenda Mac Naughton and Patrick Hughes, *Do Action Research in Early Childhood Studies: A Step by Step Guide*, (New York: Open University Press, 2009), p.1

³²Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002) Second Edition, p.15

Classroom Action Research was applied in this research since it is regarded important to develop writing ability of the eleventh grader of SMA N 1 Batanghari by Compare-Diagnose-Operate (CDO) strategy applying, by applying this strategy it is expected to solve students' problems in teaching-learning process of writing ability.

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 SMAN 1 Batanghari as an observer and collaborator. The researcher played a role as an English teacher who teaches writing ability through Compare-Diagnose-Operate (CDO) to the students, while the real English teacher's role is as an observer who observes the action of the research while teaching-learning activities happens in the classroom. 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. Here, the researcher is not only as an observer but the researcher also took actions by making lesson plan and giving assessment. Then, the researcher also collecting and analyzing data together with the teacher to know the result of their student writing result.

According to the Kurt Lewin's 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 written 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 descriptive text.
- d) The researcher confirms the students their comprehension about the descriptive text.

2) Whilst Teaching

- a) The researcher implements CDO strategy.

- b) The researcher applies **Compare**, and the students write the descriptive text.
- c) The researcher applies the second step that is **Diagnose**, and the students check whether there are mistakes in their descriptive text.
- d) The researcher applies the third step that is **Operate, and** the students found the mistakes, and they revise and rewrite the descriptive text.

3) Post-Teaching

- a) The researcher gives a conclusion about descriptive text.
- b) The researcher closes the class.

c. Observing

In this phase, the researcher will conduct some activities as follows:

- 1) The real teacher observes teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response.
- 2) Identifies the students' achievement in learning writing ability 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

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 written 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 descriptive text.
- d) The researcher confirms the students their comprehension about the descriptive text.

2) Whilst Teaching

- a) The researcher implements CDO strategy.
- b) The researcher applies **Compare**, and the students write the descriptive text.
- c) The researcher applies the second step that is **Diagnose**, and the students check whether there are mistakes in their descriptive text.
- d) The researcher applies the third step that is **Operate, and** the students found the mistakes, and they revise and rewrite the descriptive text.

3) Post-Teaching

- a) The researcher gives a conclusion about descriptive text.
- b) The researcher closes the class.

c. Observing

- 1) The real teacher observes of teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response.
- 2) 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

- 1) 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.
- 2) And then, the researcher and the teacher make an agreement, if the target is not achieved, the action will be continued to cycle 3, but if the target is achieved, the action will be stopped.

E. The Data Collecting Technique

There are two type of collecting data: qualitative data 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 ability. 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 ability. The tests consist of the some types, as follows:

a. Pre-test

The pre-test will be conducted before implementing Compare-Diagnose-Operate (CDO) in preparations study. Pre-test of this research will be in the form of essay test that ask the students to write a composition of descriptive text in English.

b. Post-test

The post-test is implemented after using Compare-Diagnose-Operate (CDO) in teaching writing ability. Post-test of this research will be in the form of essay test that ask the students to write a composition of descriptive text in English.

2. Observation

Observation is a mainstay of action research. It enables researcher to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think they occur.³⁴

In this case, the researcher observes the students directly in the

³³Anne Burns, *Collaborative Action Research for English Language Teachers*, (New York: Cambridge University Press, 1999), p.80

classroom and gets the description about students' activity in learning writing process. The real teacher also observes the researcher who teaches in the classroom 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 collection of various documents relevant to the research questions which can include the students' reading worksheet, student records and profile, course overviews, lesson plans, classroom materials.³⁵

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

- a. The history of SMAN 1 Batanghari.
- b. The condition teachers and officials employes in SMAN 1 Batanghari.
- c. The quantity of the students of SMAN 1 Batanghari.
- d. Organization structure of SMAN 1 Batanghari.
- e. Writing worksheet, course overviews and classroom materials of the students at SMAN 1 Batanghari.

³⁴Ibid, p.117

4. Field Note

In this research, the researcher will use field note to focus on a particular issue or teaching behavior over a period of time. Moreover, the researcher will take field note related to the classroom situation, classroom management, classroom interaction between teacher and students or students with students and etc.

F. Research Instrument

1. Written Test

To identify the students' writing ability of the tenth grade of SMAN 1 Batanghari, the writer will apply writing test. The test is measuring the ability of the students about the topic on writing subject.

The test consists of pre-test and post-test, of this research will be in the form of essay text that asks the students to write a composition of descriptive text in English.

The Table of Specification Of Written Test in Pre-Test:

Item Types (with Item numbers)	
Written Test	TOTAL POINTS
1. Text A and Text B : Way Kambas National Park	100
2. Describe the mismatch between two kinds of text above in form of eleven facts	
3. Provide the correct sentences of each result	

diagnosis above!	
------------------	--

Source: Bahasa Inggris X Kurikulum 2013

The Table of Specification of Essay Writing Test in Post-Test 1:

Item Types (with Item numbers)	
Written TEST	TOTAL POINTS
1. Text A and Text B : The Borobudur Temple 2. Describe the mismatch between two kinds of text above in form of eleven facts 3. Provide the correct sentences of each result diagnosis above!	100

Source: Bahasa Inggris X Kurikulum 2013

The Table of Specification of Essay Writing Test in Post-Test II:

Item Types (with Item numbers)	
Written Test	TOTAL POINTS
1Text A and Text B : My Lovely House 2.Describe the mismatch between two kinds of text above in form of eleven facts 3Provide the correct sentences of each result diagnosis above!	100

Source: Bahasa Inggris X Kurikulum 2013

2. Observation Sheet

In order to observe the learning activity and each cycle, the researcher used an observation sheet. It was used to observe the following items:

- a. The students' attention on the teacher's explanation.
- b. The students' activeness in asking and answering the question.
- c. The students' activeness in whole class activity.
- d. The students' ability in doing the task from the teacher.

3. Documentation Sheet

The researcher used the documentation sheet to complete the research information about:

- a. The history of SMAN1 Batanghari.
- b. The vision and mission of SMAN 1 Batanghari.
- c. The condition teachers and officials employees in SMAN 1 Batanghari.
- d. The quantity of the students of SMAN 1 Batanghari.
- e. The quantity of building and the sketch of SMAN 1 Batanghari.

4. Field Note Sheet

The field note supported the data from the research. It was aimed at recording the process of teaching and learning. The field note consisted of some notes on students' behavior during the teaching learning process and the weakness and obstacles founded in this research.

Therefore the researcher was able to see the students' progress on their writing ability. Then, it details on the teaching and learning process such as: classroom situation, classroom management, classroom interaction, classroom interaction between teacher and students, classroom interaction between students.

G. Data Analysis Method

Data analysis will be conducted by taking the average score of the pre-test. The researcher uses a statistical technique. In scoring the test, the students score is counted with the following formula:³⁶

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

Notes:

\bar{X} = Mean

$\sum X$ = The total number of students' scores

N = Number of students

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

The formula to figure out the percentage of the students who pass

³⁶ Donald Ary at all, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010) Eighth edition, p.108

the MSC in each cycle as follows:³⁷

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

P = Class percentage

F = Frequency

N = Number of student

H. The Indicator of Success

The success of this research is indicated by the process of students' learning activity and the result of the action research. This research is declared successful if 75% of the students get minimal score 70 and 75% of the students active in learning activities.

³⁷ Neil A Weiss, *Introductory Statistic* (Boston, MA: Addison-Wesley, 2012), p.41

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

In this chapter, the researcher would like to present the result of this research that explains the answer of problem formulation, as follows:

1. “Can Compare-Diagnose-Operate (CDO) strategy increase the students’ ability in writing descriptive text at the tenth grades of SMAN 1 Batanghari?”
2. “Can Compare-Diagnose-Operate (CDO) strategy increase students’ learning activities at the tenth grade of SMAN 1 Batanghari?”

1. Description of SMAN 1 Batanghari

Before presenting the result of this research, the researcher describes SMAN 1 Batanghari that consists of:

a. The History of SMAN 1 Batanghari

SMAN 1 Batanghari was established in 1993, which was approved by the Minister of National Education led by Mr. Wardiman Jojonegoro. SMAN 1 Batanghari is located at the Kapten Harun 47/A Desa Nampi Rejo. This school has land area of 15.080 m² and building area of 3.460 m² with ownership status.

b. Vision and Mission of SMAN 1 Batanghari

1) Vision of the School

Becoming a school that has achievement based on faith and piety.

2) The mission of the school

a) Developing curriculum content according to school character, but with national standards.

b) Striving to provide complete educational facilities from simple to sophisticated ones such as the use of ICT.

c) Trying to develop schoolwebsites as one of the effective means of promotion

d) Trying to implement a valid and authentic assessment or testing system

3) The Condition of Teacher and Official Employees at SMAN 1 Batanghari

Table 4
The Condition of Teacher and Official Employers at SMAN 1 Batanghari

No	Name	Position
1	Suripto,S.Pd	Headmaster
2	Drs. L. supiyono	Teacher
3	Drs. Mulyaniwati	Teacher
4	Drs. Mujiono (F)	Teacher
5	Drs. Giyarto	Vice headmaster
6	Drs. Warsun	Teacher

7	Dra. Elisa Rostiana	Teacher
8	Drs. M. Hasim	Teacher
9	Drs. Tuwuh	Teacher
10	Drs. Mujiono (M)	Teacher
11	Dra. Nikmaturrahmah	Teacher
12	Joni Ali, S. Pd	Teacher
13	Dra. Srijayanti	Teacher
14	Dra. Suwarti	Teacher
15	AbdiSimatupang, S. Pd	Teacher
16	M. Ruspandi, S. Pd	Teacher
17	Dra. Suci Astuti	Teacher
18	Drs. Purwanto	Teacher
19	Dra. Dwi Anggraini	Teacher
20	Drs. Sigit Riyono. S	Teacher
21	Ngalimanto, S.Pd	Teacher
22	Alex Priatna DP, S. Pd	Teacher
23	Drs. Warsiyo	Teacher
24	Mariyani, S.Pd	Teacher
25	GeniLiaRosidah, S. Pd	Teacher
26	Riduan, S. Pd	Teacher
27	Drs. SidikPurnomo	Teacher
28	L. Sondang Pane, S. Pd. Kim	Teacher
29	Chandra Jaya, M. Pd	Teacher
30	Drs. AgungAdi S	Teacher

31	Ida Riyani, S. Pd	Teacher
32	Murdiyanto, S. Pd	Teacher
33	Sukimin, S. Pd	Teacher
34	Lady Theresya, S. Pd	Teacher
35	Y. DwiSetiawan, S. Pd	Teacher
36	Lely Yuriana, S. Pd	Teacher
37	Indarani, S. Pd	Teacher
38	Taufiq A. Furqon, S. Pd	Teacher
39	YeyenKurniawan, S. Pd	Teacher
40	Purwono, S. Ag	Teacher
41	Sunariah	Non constant teacher
42	Sustyawati	Non constant teacher
43	Sri Rahayu	Non constant teacher
44	Srihanani	Non constant teacher
45	Yulianingsih	Non constant teacher
46	Sri Widiat,Amd.	Non constant teacher
47	Tri Wahyuni,S.Pd	Non constant teacher
48	Suyetno	Non constant teacher
49	Sugeng Widianto	Non constant teacher
50	Poniman	Non constant teacher
51	Ngadirin	Non constant teacher
52	Cica Kusanti,S.Pd	Non constant teacher
53	Deni Arista	Non constant teacher
54	Tukija	Non constant teacher

55	Sugiono	Non constant teacher
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Source: Documentation of SMAN 1 Batanghari

4) The Quantity Students of SMAN 1 Batanghari

The students' quantity at SMAN 1 Batanghari is identified, as follows:

Table 5
The Students' Quantity at SMAN 1 Batanghari in the Academic Year of 2019/2020.

No	Class	Total
1	X	209
2	XI	178
3	XII	205
Total		592

5) The Building of SMAN 1 Batanghari

The condition of facilities at SMAN 1 Batanghari in the academic year of 2019/2020 is illustrated in the table below:

Table 6
The Building of SMAN 1 Batanghari

No	Building facility	Quantity
1	Classroom	17
2	Library room	1

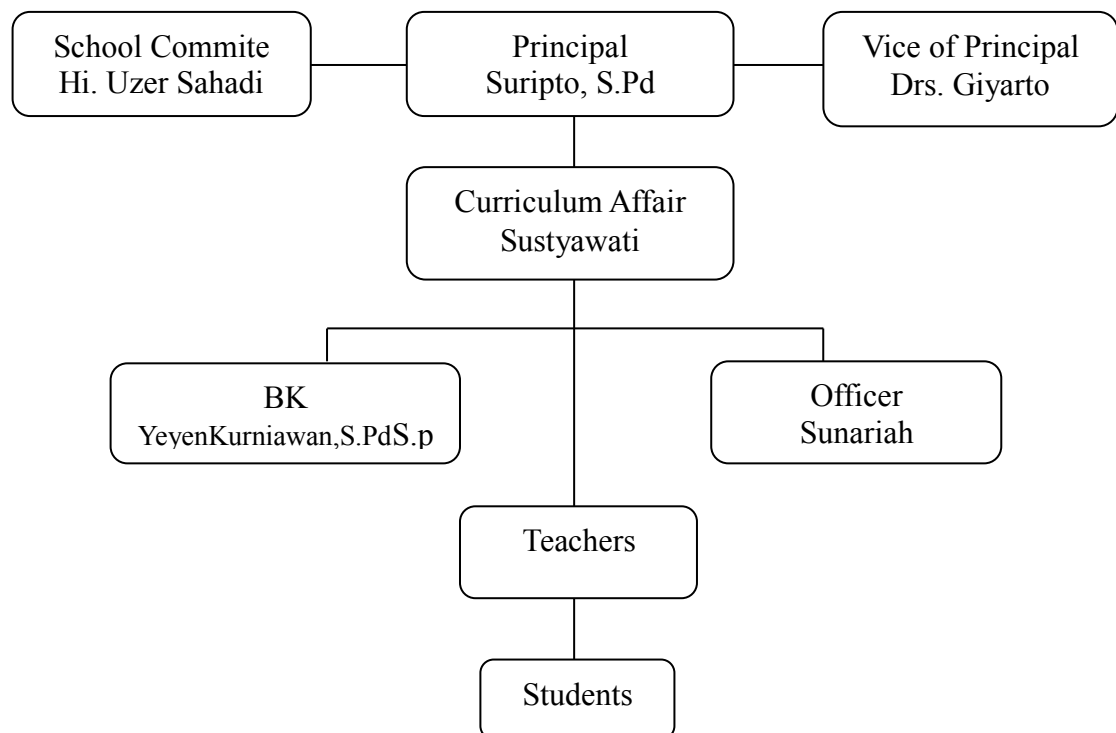
3	Administration room	1
4	Principal's office	1
5	Teacher council room	1
6	Computer Laboratory Room	1
7	Chemistry laboratory	1
8	Physics Laboratory	1
9	Basketball court	1
10	Principal's WC	1
11	Teacher's toilet	1
12	OSIS room	1
13	Warehouse	1

source: Documentation of SMAN 1 Batanghari

6) The Organization Structure of SMAN 1 Batanghari

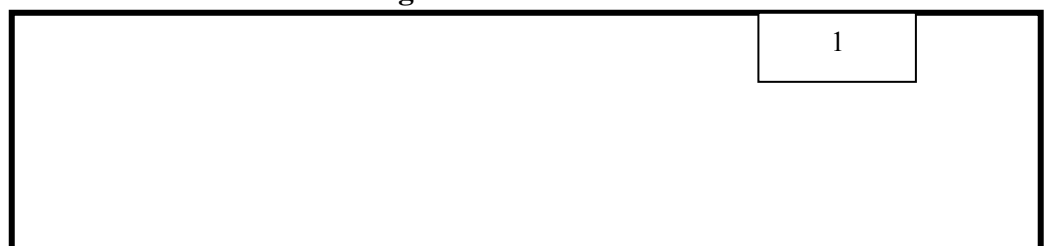
The Organization Structure of SMAN 1 Batanghari the academic year of 2019/2020 is illustrated in the following figure:

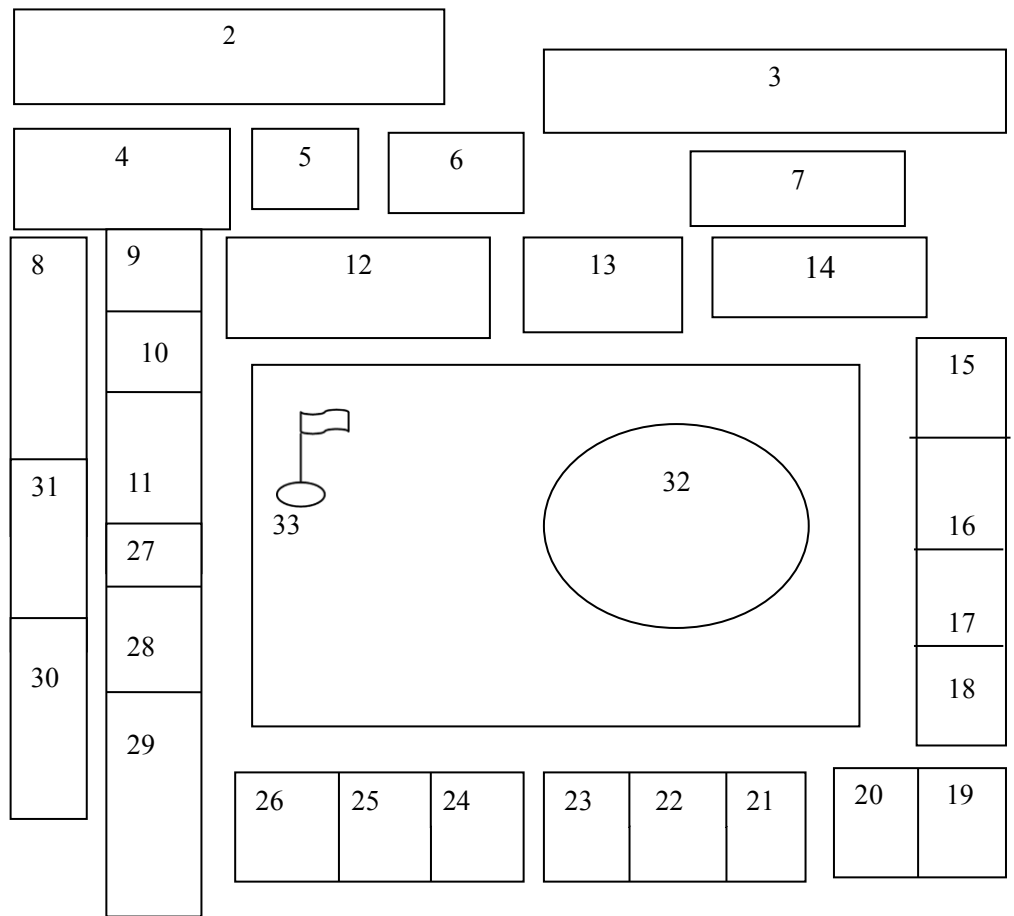
Figure 2



7) Location Sketch of SMAN 1 Batanghari

Figure 3





Notes:

1. Security's Post
2. Teacher's parking area
3. Students' parking area
4. Teacher's room
5. OSIS
6. Office
7. Library
8. Canteen
9. Classroom of XMIA1
10. Classroom of X MIA 2
11. Classroom of X MIA 3
12. Mosque
13. TU
14. Laboratory Room
15. Classroom of XII IIS 3
16. Classroom of XII IIS 2
17. Classroom of XII IIS 1
18. Classroom of XII MIA 3
19. Classroom of XII MIA 2
20. Classroom of XII MIA 1
21. Classroom of XI IIS 3
22. Classroom of XI IIS 2
23. Classroom of XI IIS 1
24. Classroom of XI MIA 3
25. Classroom of XI MIA 2
26. Classroom of XI MIA 1
27. Classroom of X IIS 1
28. Classroom of X IIS 2
29. Classroom of X IIS 3
30. Toilets

- 31. Canteen
- 32. Basketball field
- 33. School yard

2. Description of the Research

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher is as an English teacher and Mr. Candra Jaya, M.Pd as the collaborator.

a. Pre-test activity

The researcher conducted the pre-test on August, 8th 2019 at 09.00 until 10.30. All students have already prepared when the teaching time came. The researcher greeted the students. The researcher had told the students that the researcher conducted the research in their class in order to know their writing essay test before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of test was writing test that asked the students to do the test about descriptive text. Then, the students' pre-test result is illustrated on the table below:

Table 7
Students' Writing Pre-test Grade

No	Name	C	O	V	LU	M	TOTAL GRADE	CRITERIA
1	AA	13	7	7	6	2	27	Incomplete
2	AAM	13	8	10	11	3	41	Incomplete
3	AAS	13	7	7	5	2	17	Incomplete
4	ADY	13	7	8	10	3	34	Incomplete
5	AFP	13	12	10	11	3	34	Incomplete
6	AMW	13	7	7	6	2	49	Incomplete
7	AP	13	7	7	6	2	40	Incomplete
8	DA	13	7	7	5	2	31	Incomplete
9	DAKD	13	7	7	5	2	31	Incomplete
10	DPA	21	14	10	19	4	43	Incomplete
11	FH	13	7	7	5	2	17	Incomplete
12	HMC	13	7	10	5	2	28	Incomplete
13	HRJ	13	7	7	5	2	22	Incomplete
14	I	13	7	7	5	2	35	Incomplete
15	IP	13	8	8	5	2	23	Incomplete
16	MAS	13	8	7	5	2	17	Incomplete
17	MNA	17	14	10	11	4	42	Incomplete
18	NHN	17	12	10	11	3	40	Incomplete
19	PA	22	14	14	17	3	62	Incomplete
20	PDW	13	7	10	10	3	22	Incomplete
21	RO	13	7	7	8	2	50	Incomplete
22	RP	13	7	7	5	2	17	Incomplete

23	TP	13	7	7	8	2	46	Incomplete
24	VM	13	9	9	10	3	29	Incomplete
25	WSB	13	13	10	11	2	25	Incomplete
Total of all students' grade							822	
Total all of the students (n)							25	
The highestgrade							50	
The lowestgrade							17	
Average							33	

Table 8
Note of Writing Criteria Symbol

No	Symbol	Criteria
1	C	Content
2	O	Organization
3	V	Vocabulary
4	LU	Language Use
5	M	Mechanics

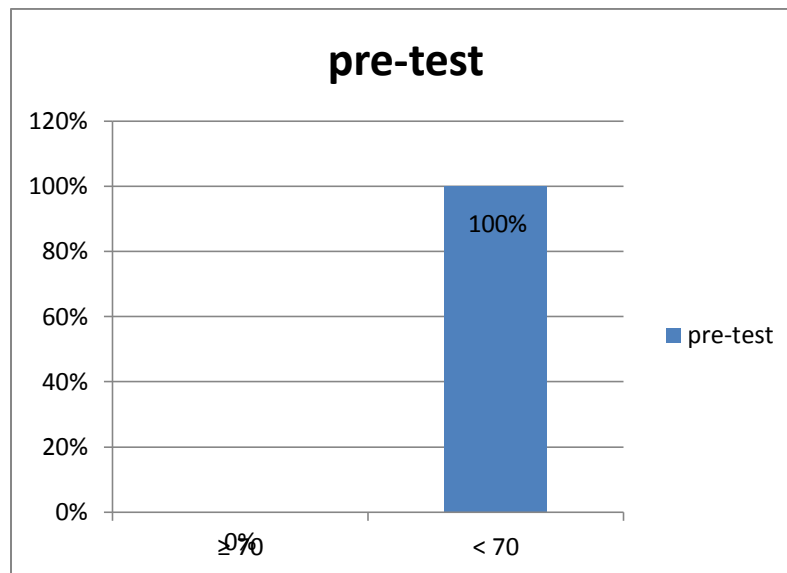
Source: J.B Heaton's Writing Rubric

Table 9
Frequency of students' grade in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	0	0%	Complete
2	< 70	25	100%	Incomplete
	Total	25	100%	

Source: The grade result of Writing pre-test at XI class of SMAN 1 Batanghari August 8th 2019.

Figure 4
The Percentage of the Students' Grade in Pre-test



Based on the data above, it could be inferred that 25 students (100%) were not successful and 0 other students (0%) were not successful. The successful students were those who got the minimum mastery criteria of English subject at SMAN 1 Batanghariat least 70. The successful students were fewer than the unsuccessful students. From the pre-test result, the researcher got the average of 33, so the result was unsatisfied. Therefore, the researcher used CDO strategy to increase the students' writingability.

b. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made

the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on August, 10th2019 at 09.00 until 10.30 and followed by 25 students. The meeting was started by praying, greeting and checking the attendance list.

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

In the beginning, the researcher asked students to compare two texts about *TajMahal*. The first text is the correct text and the second text is the wrong text. The researcher asked the students to diagnose and to describe the mismatch between two kinds of text. The researcher asked the students to operate by rewrite the correct sentences. The researcher asked the students to read two texts before. After the students had done it, the students diagnosed by writing the mismatch between the

two texts in form of eleven opinions. Next, the students decided to rewrite the text with the correct sentences.

b) The second meeting

The second meeting was conducted on August, 22nd 2019 at 09.00 until 10.30. for 2x45 minutes after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by teaching writing with the implementation of CDO strategy.

In the second meeting, the researcher asked students to compare two texts about *Eiffel Tower*. The first text is the correct text and the second text is the wrong text. The researcher asked the students to diagnose and to describe the mismatch between two kinds of text. The researcher asked the students to operate by rewrite the correct sentences. The researcher asked the students to read two texts before. After the students had done it, the students diagnosed by writing the mismatch between the two texts in form of eleven opinions. Next, the students decided to rewrite the text with the correct sentences.

c) Post Test 1 Activity

Furthermore, on August, 29th 2019 the researcher gave post test 1 conducted in cycle I with similar task on pre-test before. The kind of the test was writing test that asked the students to describe the mismatch between two kinds of text in eleven facts and provide the correct sentences of each result. The topic of writing test in post-test 1 is *Borobudur Temple*.

The result of the students' test in post test 1 was better than test in pre-test before.

Table 10
The Students' Writing Grade of Post-Test 1

No	Name	C	O	V	LU	M	TOTAL GRADE	CRITERIA
1	AA	15	10	12	12	4	45	Incomplete
2	AAM	26	17	17	17	3	85	Complete
3	AAS	14	13	13	15	3	65	Incomplete
4	ADY	26	17	17	17	4	81	Complete
5	AFP	22	17	17	19	4	62	Incomplete
6	AMW	22	16	14	11	3	65	Incomplete
7	AP	13	13	10	9	4	56	Incomplete
8	DA	13	10	13	11	3	57	Incomplete
9	DAKD	13	13	10	7	3	50	Incomplete
10	DPA	15	8	10	10	4	60	Incomplete
11	FH	13	7	7	5	2	35	Incomplete
12	HMC	13	7	7	5	2	53	Incomplete
13	HRJ	13	9	12	10	5	34	Incomplete

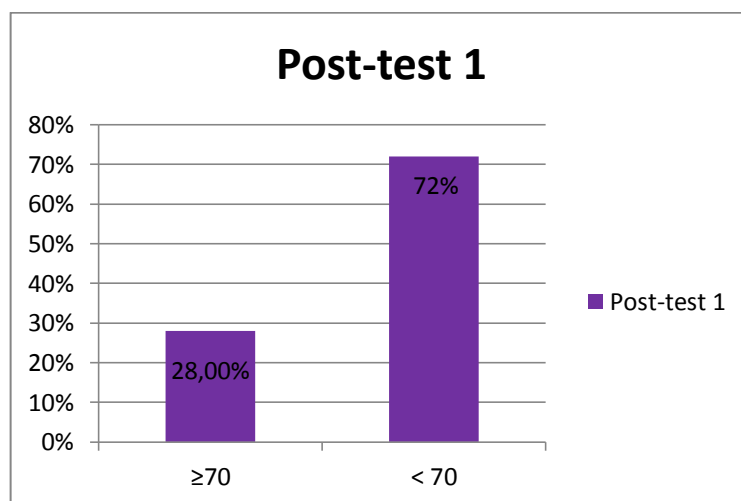
14	I	13	8	9	7	3	43	Incomplete
15	IP	26	18	18	21	5	85	Complete
16	MAS	13	7	7	5	2	35	Incomplete
17	MNA	22	13	13	17	4	66	Incomplete
18	NHN	23	17	17	10	4	76	Complete
19	PA	22	15	17	10	4	79	Complete
20	PDW	15	10	11	11	4	44	Incomplete
21	RO	22	14	17	19	4	79	Complete
22	RP	16	13	13	10	3	55	Incomplete
23	TP	22	14	10	11	4	76	Complete
24	VM	13	10	13	11	3	66	Incomplete
25	WSB	15	9	9	9	3	54	Incomplete
Total of all students' grade							1506	
Total all of the students (n)							25	
The highestgrade							85	
The lowestgrade							34	
Average							60	

Table 11
Frequency of students' grade in Post-test I

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	7	28%	Complete
2	< 70	18	72%	Incomplete
	Total	26	100%	

Source: The result grade of writing Post-test I at X class of SMAN 1 Batanghari August, 29th 2019.

Figure 5
The Percentage of the Students' Grade on Post-test 1



Based on the result above, it could be seen that 7 students (28%) got grade up to the standard and 18 students (72%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

3) Observing

In observation of researcheraction, the collaborator

observed the students' activities. The researcher as a teacher gave explanation about the definition of descriptive text.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow:

Table 12
The Students' Learning Activities Observation in Cycle I

No	Name	The Indicators of Students' Learning Activities			
		Paying attention to the teacher's explanation	Asking/ answering the teacher's question	Being active in class	Being able to do the task
1.	AA	-	√	√	√
2.	AAM	√	√	√	-
3.	AAS	-	-	√	√
4.	ADY	-	-	√	√
5.	AFP	√	-	√	√
6.	AMW	-	-	√	-
7.	AP	√	-	-	√
8.	DA	√	√	-	√
9.	DAKD	-	-	√	-
10.	DPA	√	-	-	√

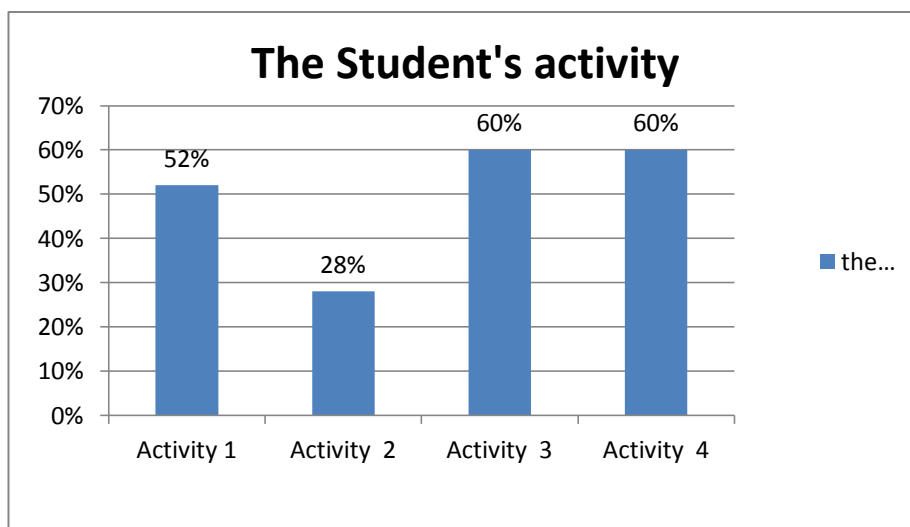
11.	FH	√	-	√	-
12.	HMC	√	√	√	-
13.	HRJ	√	√	-	√
14.	I	-	-	√	-
15.	IP	√	-	-	√
16.	MAS	-	√	-	-
17.	MNA	-	-	√	√
18.	NHN	√	-	-	√
19.	PA	-	-	√	-
20.	PDW	√	-	√	√
21.	RO	-	-	-	√
22.	RP	√	-	-	-
23.	TP	-	-	√	√
24.	VM	-	√	-	-
25.	WSB	√	-	√	√
→	TOTAL	13	7	15	15

Table 13
The Frequency of Students' Learning Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation	13	52%
2	Asking/answering the teacher's question	7	28%
3	Being active in the class	15	60%
4	Being able to do the task	15	60%
Total Students		25	

Source: The students' activity at the tenth grade of MIA 1 of SMAN 1 Batangharion 10th 2019.

Figure 6
The Percentage of Students Activities in Cycle I



The table showed that not all the students' active in learning process. There were students (52 %) who gave attention to the teacher explanation. students (28%) who ask/answer question, studentswhoare active in the class (60%) 17 students (60%) who are able to do the task.

4) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follows:

Table 14
The Comparison between Pre-Test and Post-Test I Grade in Cycle I

NO	Name Initial	Pre Test	Post Test I	Deviation	Explanation
1.	AA	27	45	18	Increased
2.	AAM	41	85	44	Increased
3.	AAS	17	65	48	Increased
4.	ADY	34	81	47	Increased
5.	AFP	34	62	28	Increased
6.	AMW	49	65	16	Increased
7.	AP	40	56	16	Increased
8.	DA	31	57	26	Increased
9.	DAKD	31	50	19	Increased
10.	DPA	43	60	17	Increased
11.	FH	17	35	18	Increased
12.	HMC	28	53	25	Increased
13.	HRJ	22	34	12	Increased

14.	I	35	43	8	Increased
15.	IP	23	85	62	Increased
16.	MAS	17	35	18	Increased
17.	MNA	42	66	24	Increased
18.	NHN	40	76	36	Increased
19.	PA	62	79	17	Increased
20.	PDW	22	44	22	Increased
21.	RO	50	79	29	Increased
22.	RP	17	55	38	Increased
23.	TP	46	76	30	Increased
24.	VM	29	66	37	Increased
25.	WSB	25	54	29	Increased
Total		822	1506	684	
Average		33	60		
The highest grade		62	85		
The lowest grade		17	35		

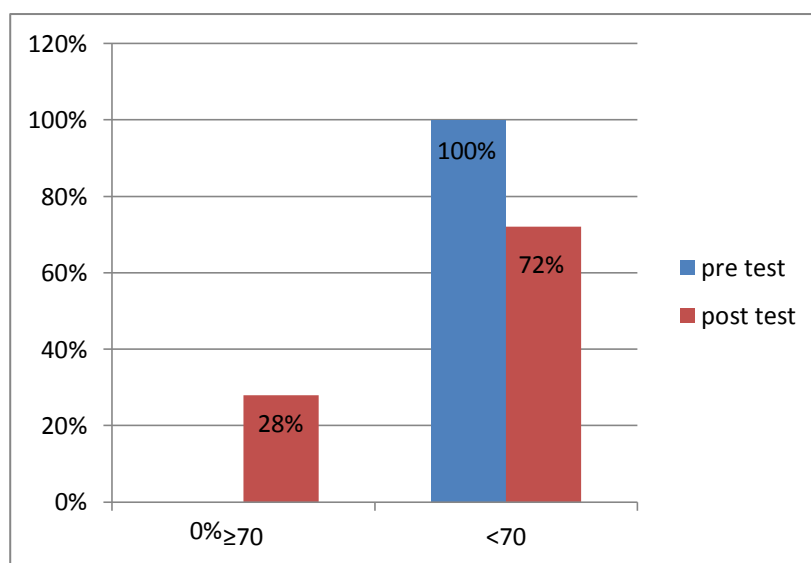
Table 15
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test		Post-Test I		Explanation
	F	P	F	P	
≥ 70	0	0	7 students	28%	Complete
< 70	25	100%	18	72%	Incomplete

	students		students		
Total	25	100%	25	100%	

Then, the graph of comparison students' writingessay pre-test and post-test I grade in cycle I could be seen as follow:

Figure 7
The Comparison of Percentage of the Students' Completeness Grade on Pre-test and post-test I



The table and the graphic above, it could be inferred that 25 students (100%) were not successful and 0 other students (0%) were successful. The successful students were those who got the minimum mastery criteria at SMAN 1 Batanghari at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 33, so the result was unsatisfied. Meanwhile, based on the graphic of pot-test 1, it could be seen that 7 students (28%) got grade up to the standard and 18 students (72%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material

should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

c. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in written test by the CDO strategy.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on September 5th 2019 at 09.00 until 10.30 followed by 25 students. The researcher began the lesson greeting, praying, checking attendance list and

asking the students' condition. The researcher continued the material in the last meeting, the topic of this meeting is about the descriptive text.

In the first meeting of cycle 2, the researcher asked the students to compare two texts about *Kuta Beach*. The first text is the correct text and the second text is the wrong text. The researcher asked the students to diagnose and to describe the mismatch between two kinds of text. The researcher asked the students to operate by rewrite the correct sentences. The researcher asked the students to read two texts before. After the students had done it, the students diagnosed by writing the mismatch between the two texts in form of eleven opinions. Next, the students decided to rewrite the text with the correct sentences.

b) The second meeting

The second meeting of cycle 2 was conducted on September, 12th 2019 for 2x45 minutes after the students given the action. In the second meeting, the researcher asked students to compare two texts about *Semarang City*. The first text is the correct text and the second text is the wrong text. The researcher asked the students to diagnose and to describe the mismatch between two kinds of text. The researcher asked the students to operate by rewrite the correct sentences. The

researcher asked the students to read two texts before. After the students had done it, the students diagnosed by writing the mismatch between the two texts in form of eleven opinions. Next, the students decided to rewrite the text with the correct sentences.

c) Post Test 2 Activity

Furthermore, on September, 19th 2019 the researcher gave post test 2 conducted in cycle 2. The kind of the test was writing test that asked the students to describe the mismatch between two kinds of text in eleven facts and provide the correct sentences of each result. The topic of writing test in post-test 2 is *My Lovely House*. In this meeting almost all of the students could answer well. It could be seen from the result of the post test II provided in table 13. There were 20 of 25 students got the grade under the minimum mastery criteria in SMAN 1 Batanghari.

Table 16
The Students' Writing Post Test II grade

No.	Students ' Name	C	O	V	LU	M	Total Grade	Criteria
1.	AA	27	18	20	23	4	82	Complete
2.	AAM	26	18	18	22	3	71	Complete
3.	AAS	22	13	13	15	3	74	Complete
4.	ADY	26	18	17	20	4	88	Complete

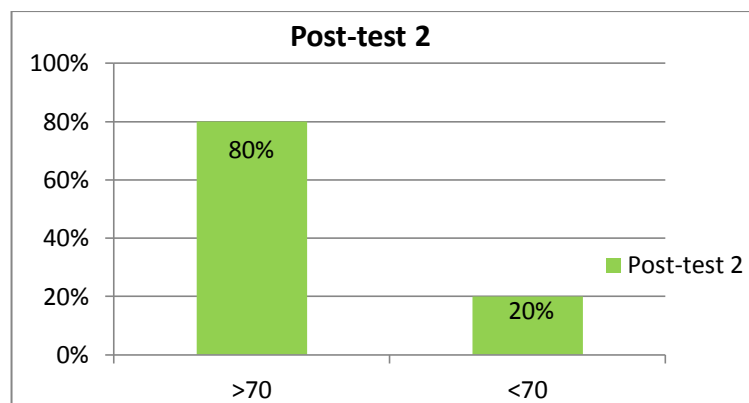
5.	AFP	26	20	20	21	5	70	Complete
6.	AMW	25	18	15	20	4	82	Complete
7.	AP	22	17	17	19	4	90	Complete
8.	DA	24	18	18	21	4	70	Complete
9.	DAKD	25	19	19	19	3	70	Complete
10.	DPA	25	18	18	21	4	84	Complete
11.	FH	13	7	7	5	2	40	Incomplete
12.	HMC	13	7	7	5	2	35	Incomplete
13.	HRJ	22	14	14	14	3	52	Incomplete
14.	I	27	18	18	21	3	84	Complete
15.	IP	28	19	20	21	5	92	Complete
16.	MAS	26	17	13	17	3	79	Complete
17.	MNA	27	18	18	21	4	85	Complete
18.	NHN	22	17	17	17	4	75	Complete
19.	PA	23	17	17	17	4	84	Complete
20.	PDW	22	14	14	11	3	49	Incomplete
21.	RO	27	18	17	19	4	83	Complete
22.	RP	22	13	17	19	4	47	Incomplete
23.	TP	26	19	19	22	4	63	Incomplete
24.	VM	27	20	20	22	4	92	Complete
25.	WSB	24	15	18	17	4	71	Complete
Total of all students' grade							1812	
Total all of the students (n)							25	
The highest grade							92	
The lowest grade							35	
Average							72	

Table 17
The Frequency of students' grade in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	20	80 %	Complete
2	< 70	5	20%	Incomplete
	Total	25	100 %	

Source: The result grade of writing post test II at XI class of SMAN 1 Batanghari on September, 19th 2019.

Figure 8
The Percentage of the Students' Grade in Post-test II



Based on the result above, it could be inferred that 20 students (80%) were successful and 5 other students (20%) were not successful. From the post test 2 results, the researcher got the average of 72. It was higher than post test 1 in cycle I.

3) Observing

In this step, the researcher presented the material by CDO strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful.

The result grade of students' learning activities observation, as follow:

Table 18
The Students' Learning Activity Result in Cycle II

No	Name	The Aspects that observed			
		Paying attention to teacher's explanation	Asking/answering the teacher's question	Being active in class	Being able to do the task
1.	AA	√	√	√	√
2.	AAM	√	-	√	√
3.	AAS	√	√	√	√
4.	ADY	-	√	-	√
5.	AFP	√	√	√	√
6.	AMW	-	√	-	√
7.	AP	√	-	√	√
8.	DA	-	√	√	√
9.	DAKD	√	-	√	√
10.	DPA	√	√	√	√
11.	FH	√	√	-	-
12.	HMC	-	√	-	-
13.	HRJ	√	√	√	-
14.	I	√	√	√	√
15.	IP	√	√	-	√
16.	MAS	√	√	-	√
17.	MNA	√	-	-	√
18.	NHN	√	√	√	√

19.	PA	√	√	-	√
20.	PDW	√	-	√	-
21.	RO	√	√	√	√
22.	RP	√	√	√	-
23.	TP	√	-	√	√
24.	VM	√	√	-	√
25.	WSB	√	-	√	√
Total		21	18	16	20

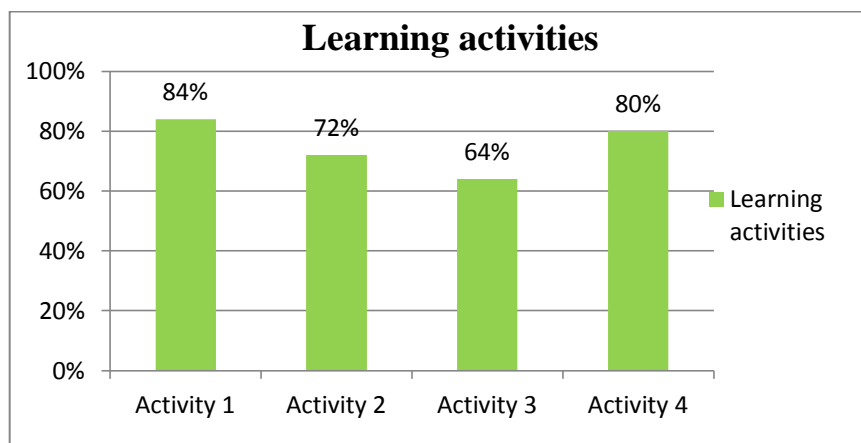
Table 19
The Frequency of Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention of the teacher explanation	21	84%
2	Asking/answering the teacher's question	18	72%
3	Being active in the class	16	64%
4	Being able to do the task	20	80%
Total Students		25	
The average percentage of students' learning activity		75 %	

Source: *The students' written test at the tenth grade of SMAN 1 Batanghari on September 19th 2019.*

Then, the graph of percentage students writing essay in cycle II, as follow:

Figure 9
The Percentage of Students' learning activity in Cycle II



The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 84%, then, the students ask/answer the question from the teacher 72% and the students active in the class 64%, and the last the students able do the task 80%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 70\%$.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using CDO strategy, the students writingessay would increase.

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

Table 20
The Comparison between Post-Test I Grade and Post-Test II Grade

NO	Name Initial	Post-Test I Grade	Post-Test II Grade	Deviation	Explanation
1.	AA	45	82	37	Increased
2.	AAM	85	71	-14	Decreased
3.	AAS	65	74	9	Increased
4.	ADY	81	88	7	Increased
5.	AFP	62	70	8	Increased
6.	AMW	65	82	17	Increased
7.	AP	56	90	34	Increased
8.	DA	57	70	13	Increased
9.	DAKD	50	70	20	Increased
10.	DPA	60	84	24	Increased
11.	FH	35	40	5	Increased
12.	HMC	53	35	-18	Decreased
13.	HRJ	34	52	18	Increased
14.	I	43	84	41	Increased
15.	IP	85	92	7	Increased
16.	MAS	35	79	44	Increased
17.	MNA	66	85	19	Increased
18.	NHN	76	75	-1	Decreased
19.	PA	79	84	5	Increased
20.	PDW	44	49	5	Increased
21.	RO	79	83	4	Increased
22.	RP	55	47	-8	Decreased

23.	TP	76	63	-13	Decreased
24.	VM	66	92	26	Increased
25.	WSB	54	71	17	Increased
Total		1506	1812		
Average		60	73		
The highest grade		85	95		
The lowest grade		35	35		
				332	

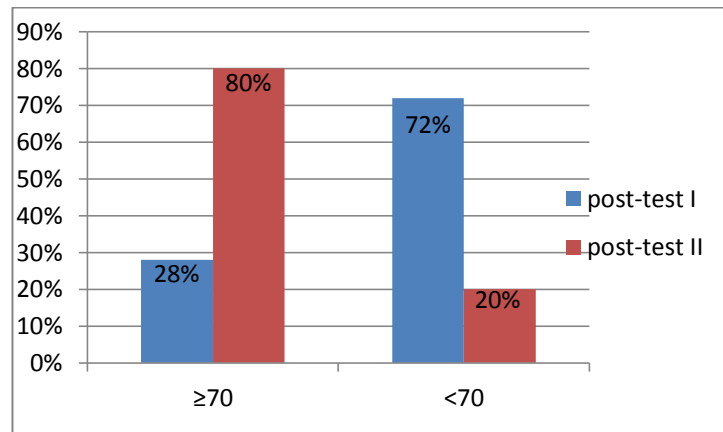
Table 21

The Comparison of Students' Grade in Post-Test I and Post-Test II

Interval	Post-Test I		Post-Test II		Criteria
	F	P	F	P	
≥ 70	7	28%	20	80%	Complete
< 70	18	72%	5	20%	Incomplete
Total	25	100%	25	100%	

Then, the graph of students' writing essay post-test I and post-test II grade in cycle II could be seen as follow:

Figure 10
The Percentage of Comparison of Students' grade on Post-test I and Post-test II



From the table above, it could be seen that the grade of the students in post-test I was various. It could be inferred that 7 students (28%) were successful and 18 other students (72%) were not successful. From the post test II results, the researcher got the percentage of 80%. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was $\geq 75\%$ students got grade 70. It indicated that the students' writing essay was increased.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that CDO strategy increase the students' writing essay.

B. INTERPRETATION

Writing would be easier to understanding when it is supported by the appropriate teaching strategy because the lesson will take more

concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching writing essay by using CDO strategy can increase students' writing essay. CDO is strategy for individual revising that reminds the students to Compare, Diagnose and Operate. When CDO is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness. Therefore, it has proved that CDO strategy could be one the interesting strategy to teaching writing essay.

1. Result of Students Learning

a. Result of students Pre- Test Grade

In this phase, the researcher presented the pre- test to measure the students' writing ability before implementing the treatment. The researcher obtained the data through test in the form of written test which completed for 60 minutes. It was done on August 8th, 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on pre-test result, it could be inferred that 25 students (100%) were not successful and 0 other students (0%) were successful. The successful students were those who got the minimum mastery criteria at SMAN 1 Batanghari at least 70.

b. Result of Students Post- Test 1 Grade

In this research, to know the students writing essay after implementing the treatment the researcher conducted the post- test I. It was done on August 29th 2019, based on the result of post-test 1, it could be seen that 7 students (28%) got grade up to the standard and 18 students (72%) got grade less than the standard. It was higher than the result of pre-test. The criteria of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

c. Result of Students' Post- Test II Grade

In this phase, the researcher continued to cycle II because the grade of post test I in cycle I did not fulfilled the MMC yet that was only 28% passed the MMC. The researcher presented the post- test II to measure the students' writing ability after implementing the treatment. The researcher obtained the data through test in the form of writing test which completed for 60 minutes. It could be seen that the grade of the students in post-test II was various. It could be inferred that 20 students (80%) were successful and 5 other students (20%) were not successful. From the post test 2 results, the researcher got the average of 73. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was $>75\%$ students got grade 70. It indicated that the students' writing

essay was increased.

d. Comparison of Grade in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process was successfully in cycle I but the students' average grade was low. While the grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average grade was higher than cycle I. The following was the table of illustration grade in cycle I and cycle II.

Table 22
The Comparison of Writingessay of
Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Grade		
	Pre-Test	Post-Test I	Post-Test II
1.	27	45	82
2.	41	85	71
3.	17	65	74
4.	34	81	88
5.	34	62	70
6.	49	65	82
7.	40	56	90
8.	31	57	70
9.	31	50	70
10.	43	60	84
11.	17	35	40
12.	28	53	35
13.	22	34	52
14.	35	43	84
15.	23	85	92
16.	17	35	79
17.	42	66	85
18.	40	76	75
19.	62	79	84
20.	22	44	49
21.	50	79	83
22.	17	55	47

23	46	76	63
24	29	66	92
25	25	54	71
Total	822	1506	1812
Average	33	60	73
Complete	0	7	20

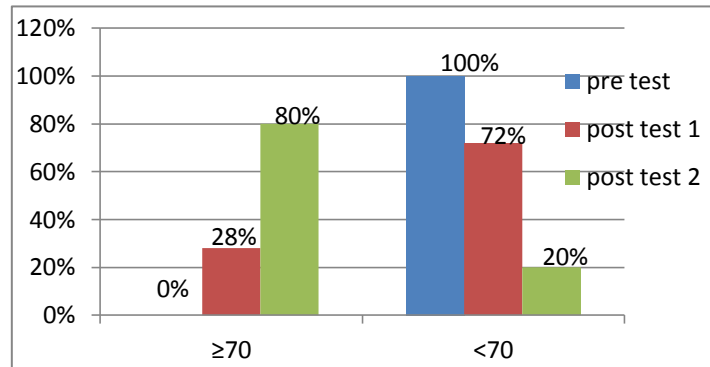
Table 23
The Comparison of Students' Pre-Test, Post-Test I Grade in Cycle I and Post-Test II Grade in Cycle II

Interval	Pre-Test		Post-Test I		Post-Test II		Explanation
	F	P	F	P	F	P	
≥70	0	0%	7	28%	20	80%	Complete
< 70	25	100%	18	72%	5	20%	Incomplete
Total	25	100%	25	100%	25	100%	

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' grade. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

The researcher shows the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 11
The Comparison Grade of Students' Writing essay in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle I



Based on the graph above, it could be inferred that CDO strategy could increase the students' writing essay. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

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

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table increase is as follows:

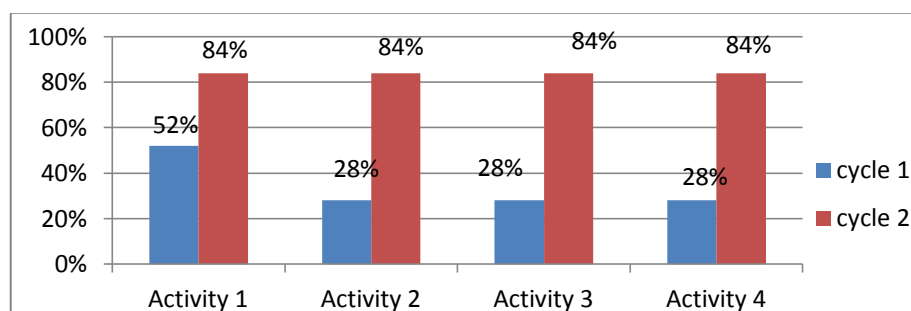
Table 24
The Percentage of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Paying attention to the teacher's explanation	13	52%	21	84%	Increased
2	Asking/answering question from the teacher	7	28%	18	72%	Increased

3	Being active in the class	15	60%	16	64%	Increased
4	Being able to do the task	15	60%	20	80%	Increased
The Average Percentage		50%		75%		

Based on the average percentage of learning activity in the table above, it was investigated that the average percentage of learning activity of cycle 2 is 75%. It means that this research is successful, because the percentage of learning activity achieves. The indicator of success of learning activity is 75%.

Figure 12
Figure of Learning Activity in Cycle I and Cycle II



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

a) Paying attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I it was only 52% and in cycle II 84%, it is increased 32%.

b) Asking/answering question from the teacher

The students who ask/answered question from the teacher

was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, and they were brave to answer although not all the question could be answered well. For this activity was increased 44%, from cycle I 28%% and cycle II 72%.

c) Being active in the class

The active students in class were increased. It could be seen on the cycle I 60% and cycle II 64%, it increased 4%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in writing essay when CDO strategy was applied in learning process from cycle I up to cycle II.

d) Being able to do the task

The students who had done the task were increased. It could be seen on the cycle I 60% and cycle II 80%, it increased 20%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of CDO strategy increase the students' in writing essay. There was progress average grade from 33 to 60 and to 73.

Based on the result of pre-survey, it can be inferred that there was an improving on the average grade and total of the

students who passed the test from pre-test, post-test I to post-test II. The average grade in the pre-test was 25 students' did not achieve the criteria (100%).

Moreover, in the post-test I there was 7 students or (28%) passed the test the indicator students get grade ≥ 70 with average 60. Meanwhile, in the post-test II there was 20 students or (80%) passed the test the indicator students get grade ≥ 70 with average 73. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 75% of students got grade 70 was achieved.

C. DISCUSSION

The researcher chooses CDO strategy to increase the students' descriptive text writing. This strategy is used to organize students' idea and made students more active in writing essay in learning English. Therefore, it is proved that the implementation of CDO strategy increases the students' learning activities using CDO. Therefore, CDO hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of CDO strategy could increase the students' in writing essay. There is progress from the students gets grade ≥ 70 from pre-test 100% or 0 students, post-test I 28% or 7 students and post-test II become 80% or 20 students. It is inferred that there isa progress on the students' complete grade and total of grade of the students who passed the least from pre-test,

post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got grade ≥ 70 are reached.

The result of the student's activities in cycle I and cycle II are increased. Pay' attention of the teacher' explanation from 52% become 84%, the students' ask/answer question from 28% become 72%, the students' activeness in the class from 60% become 64%, the students' able do the task from 60% become 64%. The result of students' activities in cycle I and cycle II, there is increase in students' learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the writing ability could be increased through CDO strategy at the tenth graders of SMAN 1 Batanghari, CDO strategy can increase writing ability at the tenth graders of SMAN 1 Batanghari. It can be seen on the progress from pre-test to cycle I and cycle II. The percentage of students' writing ability got from post-test 2 of cycle 2 is 80%.

It means that result of cycle II had already achieved the indicator of success that is 75 % of the students achieve the Minimum Mastery Criteria (MMC). It is because CDO strategy consists of the effective teaching procedures that significantly encourage and increase the students' writing ability.

In addition CDO strategy can increase students' learning activity at the tenth graders of SMAN 1 Batanghari. It was investigated that the percentage of learning activity of cycle 2 is 75%. It means that CDO strategy can increase the student's learning activity. It is because the use of

all teaching procedures in CDO strategy including of “Compare-Diagnose-Operate” can support the researcher effectively in increasing the students’ learning activities.

B. Suggestion

Based on the conclusion above, there are some suggestions intended to the increase of teaching and learning process, as follows:

1. For English Teacher

- a. The teacher should prepare and select appropriate strategy and materials in order to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning enjoyable process, such as selecting text or new teaching media.
- b. It is better for the teacher to use CDO strategy in English learning especially in writing.
- c. The teacher in order to give motivation for the students to be more active in learning process.

2. For the Students

It is suggested to the students in order to be more active in learning process in the class and increase their ability in writing ability so they can be successful in English learning.

3. For Headmaster

In order to headmaster is to support the English learning process by

preparing the facilities of teaching and learning completely.

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APPENDIXES

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS - WAJIB
Kelas : X
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 menunjukkan 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 internasional yang diwujudkan dalam semangat	<p>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri</p> <p><i>Fungsi sosial</i></p> <p>Menjalin hubungan dengan guru, teman</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/VCD/DVD SUARA GURU Koran/majalah berbahasa Inggris www.dailylenglish.co

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>t belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, mena-</p>	<p>dan orang lain</p> <p><i>Ungkapan</i></p> <p><i>My name is... I'm ...</i> <i>I live in ...</i> <i>I have ... I like</i></p> <p>dan semacamnya</p> <p><i>Unsur kebahasaan</i> :</p> <p>(1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi.</p> <p>(2) Kata kerja dalam simple present tense : <i>be, have</i></p>	<p>yang digunakan.</p> <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari pemaparan jati diri dari berbagai sumber. Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. Siswa berlatih memaparkan jati diri melalui tulisan <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokannya berdasarkan 	<p>tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog yang menyebutkan jati diri didepan kelas Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri <p>Pengamatan (observations) :</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku jujur, disiplin, percaya 		<p>m</p> <ul style="list-style-type: none"> http://americanenglish.state.gov/files/essources/files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>nyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>dalam simple present tense</p> <p>(3) Kata tanya <i>What?</i> <i>Who?</i> <i>Which?</i></p> <p>(4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.</p>	<p>penggunaan.</p> <ul style="list-style-type: none"> Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati 	<p>diri, dan bertanggung jawab dalam melaksanakan Komunikasi</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		diri dalam jurnal belajar (<i>learning journal</i>).	lainnya. Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang,</p>	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p><i>Fungsi sosial</i> Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.</p> <p><i>Struktur text</i> (1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsik</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan/ menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur
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<p>tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>an</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan</p>	<p>membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat</p> <ul style="list-style-type: none"> Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. Siswa mengelompokkan teks deskripsi sesuai dengan fungsinya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p>	<p>kebahasaan dalam membuat teks deskriptif</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. Kumpulan karya siswa yang mendukung proses penulisan teks deskriptif
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	<p>tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresen tasikan secara lisan.</p> <p>(5) Rujukan kata</p> <p>Topik</p> <p>Keteladanan</p> <p>tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<ul style="list-style-type: none"> Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya Siswa menyunting deskripsi yang dibuat teman. Siswa menyampaikan deskripsinya didepan guru dan temandan mempublikasikannya di mading. Siswa membuat klipng deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. Siswadapat menggunakan 'learning journal' 	<p>berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(LESSON PLAN)

Sekolah : SMAN 1 BATANGHARI
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X (Sepuluh)/Ganjil
Materi Pokok : Descriptive Text
Alokasi Waktu : 2x45 Menit

Kompetensi Dasar (KD)	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menunjukkan semangat mengikuti pembelajaran Menunjukkan keseriusan mengikuti pembelajaran
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman. 2.3.2 Menunjukkan perilaku peduli dalam berkomunikasi dengan guru dan teman.
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	3.7.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif tentang tempat wisata dan bangunan bersejarah.

A. Tujuan Pembelajaran

- 1.1.1 Siswa dapat menunjukkan semangat mengikuti pembelajaran.
- 1.2 Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.

2.3.1 Siswa dapat menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman.

2.3.2 Siswa dapat menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman.

3.7.1 Siswa dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks deskriptif tentang tempat wisata dan bangunan bersejarah dengan baik.

B. Materi Pembelajaran

1. Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
2. Fungsi Sosial : Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.
3. Struktur Teks :
 - a. Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
 - b. Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan
 - c. Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.
4. Unsur Kebahasaan
 - a. Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.
 - b. Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.
 - c. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
 - d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
 - e. Rujukan kata.

C. Topik :

Memahami inti dari Descriptive Text

- a. Metode Pembelajaran : collaborative learning dengan pendekatan scientific Approach.

b. Media, Alat dan Sumber Pembelajaran :

- ✓ Media : Book dan Alat tulis
- ✓ Sumber belajar : - Buku pembelajaran : kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris edisi 2017*. Jakarta: Pusat kurikulum dan Perbukuan, Balitbang. Kemdikbud.
 - Internet
 - Kamus Bahasa Inggris

c. Kegiatan Pembelajaran :

1) Pendahuluan : (**15 Menit**)

- Orientasi :
 - Guru memberi salam (greeting);
 - Guru mempersilahkan salah satu siswa untuk memimpin doa;
 - Guru memeriksa kehadiran siswa;
 - Guru menyiapkan secara psikis dan fisik untuk mengikuti proses pembelajaran;
- Apersepsi :
 - Guru menggunakan metode discovery learning (guru sebagai pembimbing dan anak yang harus berperan aktif didalam kelas) and problem based learning (PBL) dalam proses pembelajaran;
 - Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan
- Motivasi
 - Guru memberi motivasi kepada siswa untuk giat belajar;
 - Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.

- Pemberi Acuan
 - Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
 - Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.

2) Kegiatan Inti : (**55 Menit**)

- Mengamati (Observing) :
 - Siswa mengamati lembar kerja materi;
 - Siswa memahami materi pembelajaran yang telah di berikan.
 - Siswa membandingkan 2 descriptive teks yang telah diberikan.
 - Siswa mendiagnosa kesalahn diantara 2 teks.
- Menanya (Questioning) :
 - Siswa mempertanyaan tentang fungsi sosial, struktur bahasa dan unsur kebahasaan yang menyatakan pendapat;
 - Siswa memperoleh pengetahuan tambahan tentang descriptive text.
- Mengumpulkan Informasi :
 - Guru memberikan tugas kepadasetiap siswa;
 - Siswa mengerjakan tugas/ lembar kerja siswa secara individual.
- Menalar (Associating) :
 - Siswa mencoba membuat sebuah pendapat sesuai dengan konteks yang sedang berlangsung.
 - Siswa dapat memahami descriptive text.
- Mencoba (Eksperimenting) :
 - Siswa di minta untuk membuat sebuah pendapat sesuai dengan kontes yang telah di tentukan.

- Siswa mendapat umpan balik (feed back) dari guru dan teman-temannya.
- Siswa menyusun teks baru dari hasil perbandingan dan diagnosa 2 teks descriptive yang telah diberikan sebelumnya.
- Mengkomunikasikan
 - Peserta didik mendemonstrasikan hasil diskusi terkait dengan materi tentang pemaparan pendapat dan pikiran secara lisan dan tertulis di kelas dengan memperhatikan konteks yang sesuai.
 - Peserta didik saling tukar menukar informasi terkait *descriptive text*.

3) Kegiatan Penutup : (20 Menit)

- Menyimpulkan :
 - Guru membuat rangkuman / kesimpulan tentang materi pelajaran.
 - Siswa menulis rangkuman / kesimpulan materi kedalam buku catatan.
- Refleksi :
 - Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran.
- Umpan balik :
 - Guru melakukan evaluasi dengan cara melontarkan beberapa pertanyaan kepada siswa tentang materi yang sudah di bahas untuk mengukur ketercapaian tujuan pembelajaran;
 - Salah satu siswa memimpin doa;
 - Guru dan siswa mengucapkan salam perpisahan.

d. Penilaian :

➤ Strategy: Compare-Diagnose-Operate Strategy

- Jenis teknik penilaian: Tes tulis

➤ Instrument : Terlampir

➤ **Rubrik Penilaian**

Grade	Letter	Categories	Criteria
85 – 100	A	Excellent	a. The students answer questions completely.
75 – 85	B	Good	b. The students answer only 17-15 questions of 20 items.
65 – 75	C	Adequate	c. The students answer is not complete and they only answer 15-13 questions of 20 items.
0 - 65	D	Fair	d. The students answer 13-0 question of 20 items.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(LESSON PLAN)

Sekolah : SMAN 1 BATANGHARI
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X (Sepuluh)/Ganjil
Materi Pokok : Descriptive Text
Alokasi Waktu : 2x45 Menit

Kompetensi Dasar (KD)	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menunjukkan semangat mengikuti pembelajaran Menunjukkan keseriusan mengikuti pembelajaran
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman. 2.3.2 Menunjukkan perilaku peduli dalam berkomunikasi dengan guru dan teman.
4.8 Menangkap makna dalam teks deskripsi lisan dan sederhana.	4.8.1 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.

D. Tujuan Pembelajaran

- 1.1.1 Siswa dapat menunjukkan semangat mengikuti pembelajaran.
- .1.2 Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.

2.3.1 Siswa dapat menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman.

2.3.2 Siswa dapat menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman.

4.8.1 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana dengan benar.

E. Materi Pembelajaran

1. Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

2. Fungsi Sosial : Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

3. Struktur Teks :

a. Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

b. Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan

c. Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.

4. Unsur Kebahasaan

a. Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.

b. Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.

c. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

e. Rujukan kata.

F. Topik :

Memahami inti dari Descriptive Text

e. Metode Pembelajaran : collaborative learning dengan pendekatan scientific Approach.

f. Media, Alat dan Sumber Pembelajaran :

- ✓ Media : Book dan Alat tulis
- ✓ Sumber belajar : - Buku pembelajaran : kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris edisi 2017*. Jakarta: Pusat kurikulum dan Perbukuan, Balitbang. Kemdikbud.
 - Internet
 - Kamus Bahasa Inggris

g. Kegiatan Pembelajaran :

4) Pendahuluan : (**15 Menit**)

- Orientasi :
 - Guru memberi salam (greeting);
 - Guru mempersilahkan salah satu siswa untuk memimpin doa;
 - Guru memeriksa kehadiran siswa;
 - Guru menyiapkan secara psikis dan fisik untuk mengikuti proses pembelajaran;
- Apersepsi :
 - Guru menggunakan metode discovery learning (guru sebagai pembimbing dan anak yang harus berperan aktif didalam kelas) and problem based learning (PBL) dalam proses pembelajaran;
 - Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan
- Motivasi
 - Guru memberi motivasi kepada siswa untuk giat belajar;
 - Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.
- Pemberi Acuan

- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.

5) Kegiatan Inti : (**55 Menit**)

- Mengamati (Observing) :
 - Siswa mengamati lembar kerja materi;
 - Siswa memahami materi pembelajaran yang telah di berikan.
 - Siswa membandingkan 2 descriptive teks yang telah diberikan.
 - Siswa mendiagnosa kesalahn diantara 2 teks.
- Menanya (Questioning) :
 - Siswa mempertanyaan tentang fungsi sosial, struktur bahasa dan unsur kebahasaan yang menyatakan pendapat;
 - Siswa memperoleh pengetahuan tambahan tentang descriptive text.
- Mengumpulkan Informasi :
 - Guru memberikan tugas kepadasetiap siswa;
 - Siswa mengerjakan tugas/ lembar kerja siswa secara individual.
- Menalar (Associating) :
 - Siswa mencoba membuat sebuah pendapat sesuai dengan konteks yang sedang berlangsung.
 - Siswa dapat memahami descriptive text.
- Mencoba (Eksperimenting) :
 - Siswa di minta untuk membuat sebuah pendapat sesuai dengan kontes yang telah di tentukan.
 - Siswa mendapat umpan balik (feed back) dari guru dan teman-temannya.

- Siswa menyusun teks baru dari hasil perbandingan dan diagnosa 2 teks descriptive yang telah diberikan sebelumnya.
- Mengkomunikasikan
 - Peserta didik mendemonstrasikan hasil diskusi terkait dengan materi tentang pemaparan pendapat dan pikiran secara lisan dan tertulis di kelas dengan memperhatikan konteks yang sesuai.
 - Peserta didik saling tukar menukar informasi terkait *descriptive text*.

6) Kegiatan Penutup : (20 Menit)

- Menyimpulkan :
 - Guru membuat rangkuman / kesimpulan tentang materi pelajaran.
 - Siswa menulis rangkuman / kesimpulan materi kedalam buku catatan.
- Refleksi :
 - Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran.
- Umpan balik :
 - Guru melakukan evaluasi dengan cara melontarkan beberapa pertanyaan kepada siswa tentang materi yang sudah di bahas untuk mengukur ketercapaian tujuan pembelajaran;
 - Salah satu siswa memimpin doa;
 - Guru dan siswa mengucapkan salam perpisahan.

h. Penilaian :

- Strategy: Compare-Diagnose-Operate Strategy
 - Jenis teknik penilaian : Tes tulis
- Instrument:Terlampir

Rubrik penilaian

Grade	Letter	Categories	Criteria
85 – 100	A	Excellent	e. The students answer questions completely.
75 – 85	B	Good	f. The students answer only 17-15 questions of 20 items.
65 – 75	C	Adequate	g. The students answer is not complete and they only answer 15-13 questions of 20 items.
0 - 65	D	Fair	h. The students answer 13-0 question of 20 items.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(LESSON PLAN)

Sekolah : SMAN 1 BATANGHARI
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X (Sepuluh)/Ganjil
Materi Pokok : Descriptive Text
Alokasi Waktu : 2x45 Menit

Kompetensi Dasar (KD)	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menunjukkan semangat mengikuti pembelajaran Menunjukkan keseriusan mengikuti pembelajaran
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman. 2.3.2 Menunjukkan perilaku peduli dalam berkomunikasi dengan guru dan teman.
4.10.1 Menyusun teks deskriptif sederhana tentang tempat wisata dan bangunan bersejarah dengan memperhatikan fungsi sosial, struktur eks dan unsur kebahasaan secara benar dan sesuai dengan konteks.	4.10.1 Menyusun teks deskriptif sederhana tentang tempat wisata dan bangunan bersejarah dengan memperhatikan fungsi sosial, struktur eks dan unsur kebahasaan secara benar dan sesuai dengan konteks.

G. Tujuan Pembelajaran

1.1.1 Siswa dapat menunjukkan semangat mengikuti pembelajaran.

.1.2 Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.

2.3.1 Siswa dapat menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman.

2.3.2 Siswa dapat menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman.

4.10.1 Siswa dapat menyusun teks deskriptif sederhana tentang tempat wisata dan bangunan bersejarah dengan memperhatikan fungsi sosial, struktur eks dan unsur kebahasaan secara benar dan sesuai dengan konteks dengan baik.

H. Materi Pembelajaran

1. Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

2. Fungsi Sosial: Membanggakan, mengenalkan, mengidentifikas, memuji, mengkritik, mempromosikan, dsb.

3. Struktur Teks :

a. Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk didiskripsikan.

b. Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan

c. Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.

4. Unsur Kebahasaan

a. Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.

b. Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.

c. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

e. Rujukan kata.

I. Topik :

Memahami inti dari Descriptive Text

i. Metode Pembelajaran : colaborative learning dengan pendekatan scientific Approach.

j. Media, Alat dan Sumber Pembelajaran :

✓ Media : Book dan Alat tulis

✓ Sumber belajar : - Buku pembelajaran : kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris edisi 2017*. Jakarta: Pusat kurikulum dan Perbukuan, Balitbang. Kemdikbud.

- Internet

- Kamus Bahasa Inggris

k. Kegiatan Pembelajaran :

7) Pendahuluan : (**15 Menit**)

• Orientasi :

- Guru memberi salam (greeting);

- Guru mempersilahkan salah satu siswa untuk memimpin doa;

- Guru memeriksa kehadiran siswa;

- Guru menyiapkan secara psikis dan fisik untuk mengikuti proses pembelajaran;

• Apersepsi :

- Guru menggunakan metode discovery learning (guru sebagai pembimbing dan anak yang harus berperan aktif didalam kelas) and problem based learning (PBL) dalam proses pembelajaran;

- Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan

- Motivasi
 - Guru memberi motivasi kepada siswa untuk giat belajar;
 - Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.
 -
- Pemberi Acuan
 - Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
 - Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.

8) Kegiatan Inti : (**55 Menit**)

- Mengamati (Observing) :
 - Siswa mengamati lembar kerja materi;
 - Siswa memahami materi pembelajaran yang telah di berikan.
 - Siswa membandingkan 2 descriptive teks yang telah diberikan.
 - Siswa mendiagnosa kesalahn diantara 2 teks.
- Menanya (Questioning) :
 - Siswa mempertanyaan tentang fungsi sosial, struktur bahasa dan unsur kebahasaan yang menyatakan pendapat;
 - Siswa memperoleh pengetahuan tambahan tentang descriptive text.
- Mengumpulkan Informasi :
 - Guru memberikan tugas kepadasetiap siswa;
 - Siswa mengerjakan tugas/ lembar kerja siswa secara individual.
- Menalar (Associating) :

- Siswa mencoba membuat sebuah pendapat sesuai dengan konteks yang sedang berlangsung.
- Siswa dapat memahami *descriptive text*.
- Mencoba (Eksperimenting) :
 - Siswa di minta untuk membuat sebuah pendapat sesuai dengan kontes yang telah di tentukan.
 - Siswa mendapat umpan balik (*feed back*) dari guru dan teman-temannya.
 - Siswa meyusun teks baru dari hasil perbandingan dan diagnosa 2 teks *descriptive* yang telah diberikan sebelumnya.
- Mengkomunikasikan
 - Peserta didik mendemonstrasikan hasil diskusi terkait dengan materi tentang pemaparan pendapat dan pikiran secara lisan dan tertulis di kelas dengan memperhatikan konteks yang sesuai.
 - Peserta didik saling tukar menukar informasi terkait *descriptive text*.

9) Kegiatan Penutup : (20 Menit)

- Menyimpulkan :
 - Guru membuat rangkuman / kesimpulan tentang materi pelajaran.
 - Siswa menulis rangkuman / kesimpulan materi kedalam buku catatan.
- Refleksi :
 - Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran.
- Umpan balik :
 - Guru melakukan evaluasi dengan cara melontarkan beberapa pertanyaan kepada siswa tentang materi yang

sudah di bahas untuk mengukur ketercapaian tujuan pembelajaran;

- Salah satu siswa memimpin doa;
- Guru dan siswa mengucapkan salam perpisahan.

1. Penilaian :

- Strategy : Compare-Diagnose-Strategy
 - Jenis teknik penilaian : Tes tulis
- Instrument : Terlampir
- Rubrik penilaian

Grade	Letter	Categories	Criteria
85 – 100	A	Excellent	i. The students answer questions completely.
75 – 85	B	Good	j. The students answer only 17-15 questions of 20 items.
65 – 75	C	Adequate	k. The students answer is not complete and they only answer 15-13 questions of 20 items.
0 - 65	D	Fair	l. The students answer 13-0 question of 20 items.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(LESSON PLAN)

Sekolah : SMAN 1 BATANGHARI
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X (Sepuluh)/Ganjil
Materi Pokok : Descriptive Text
Alokasi Waktu : 2x45 Menit

Kompetensi Dasar (KD)	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menunjukkan semangat mengikuti pembelajaran Menunjukkan keseriusan mengikuti pembelajaran
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman. 2.3.2 Menunjukkan perilaku peduli dalam berkomunikasi dengan guru dan teman.
4.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.9.1 Menyunting teks deskriptif sederhana tentang tempat wisata dan bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai dengan konteks.

J. Tujuan Pembelajaran

1.1.1 Siswa dapat menunjukkan semangat mengikuti pembelajaran.

.1.2 Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.

2.3.1 Siswa dapat menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman.

2.3.2 Siswa dapat menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman.

4.10.1 Siswa dapat menyusun teks deskriptif sederhana tentang tempat wisata dan bangunan bersejarah dengan memperhatikan fungsi sosial, struktur eks dan unsur kebahasaan secara benar dan sesuai dengan konteks dengan baik.

K. Materi Pembelajaran

1. Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

2. Fungsi Sosial: Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

3. Struktur Teks :

a. Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk didiskripsikan.

b. Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan

c. Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.

4. Unsur Kebahasaan

a. Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.

b. Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.

c. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

e. Rujukan kata.

L. Topik :

Memahami inti dari Descriptive Text

m. Metode Pembelajaran : colaborative learning dengan pendekatan scientific Approach.

n. Media, Alat dan Sumber Pembelajaran :

✓ Media : Book dan Alat tulis

✓ Sumber belajar : - Buku pembelajaran : kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris edisi 2017*. Jakarta: Pusat kurikulum dan Perbukuan, Balitbang. Kemdikbud.

- Internet

- Kamus Bahasa Inggris

o. Kegiatan Pembelajaran :

10) Pendahuluan : (**15 Menit**)

• Orientasi :

- Guru memberi salam (greeting);

- Guru mempersilahkan salah satu siswa untuk memimpin doa;

- Guru memeriksa kehadiran siswa;

- Guru menyiapkan secara psikis dan fisik untuk mengikuti proses pembelajaran;

• Apersepsi :

- Guru menggunakan metode discovery learning (guru sebagai pembimbing dan anak yang harus berperan aktif didalam kelas) and problem based learning (PBL) dalam proses pembelajaran;

- Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan
- Motivasi
 - Guru memberi motivasi kepada siswa untuk giat belajar;
 - Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.
 -
- Pemberi Acuan
 - Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
 - Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.

11) Kegiatan Inti : (**55 Menit**)

- Mengamati (Observing) :
 - Siswa mengamati lembar kerja materi;
 - Siswa memahami materi pembelajaran yang telah di berikan.
 - Siswa membandingkan 2 descriptive teks yang telah diberikan.
 - Siswa mendiagnosa kesalahn diantara 2 teks.
- Menanya (Questioning) :
 - Siswa mempertanyaan tentang fungsi sosial, struktur bahasa dan unsur kebahasaan yang menyatakan pendapat;
 - Siswa memperoleh pengetahuan tambahan tentang descriptive text.
- Mengumpulkan Informasi :
 - Guru memberikan tugas kepadasetiap siswa;
 - Siswa mengerjakan tugas/ lembar kerja siswa secara individual.

- Menalar (Associating) :
 - Siswa mencoba membuat sebuah pendapat sesuai dengan konteks yang sedang berlangsung.
 - Siswa dapat memahami *descriptive text*.
- Mencoba (Eksperimenting) :
 - Siswa di minta untuk membuat sebuah pendapat sesuai dengan kontes yang telah di tentukan.
 - Siswa mendapat umpan balik (feed back) dari guru dan teman-temannya.
 - Siswa meyusun teks baru dari hasil perbandingan dan diagnosa 2 teks *descriptive* yang telah diberikan sebelumnya.
- Mengkomunikasikan
 - Peserta didik mendemonstrasikan hasil diskusi terkait dengan materi tentang pemaparan pendapat dan pikiran secara lisan dan tertulis di kelas dengan memperhatikan konteks yang sesuai.
 - Peserta didik saling tukar menukar informasi terkait *descriptive text*.

12) Kegiatan Penutup : (20 Menit)

- Menyimpulkan :
 - Guru membuat rangkuman / kesimpulan tentang materi pelajaran.
 - Siswa menulis rangkuman / kesimpulan materi kedalam buku catatan.
- Refleksi :
 - Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran.
- Umpan balik :

- Guru melakukan evaluasi dengan cara melontarkan beberapa pertanyaan kepada siswa tentang materi yang sudah di bahas untuk mengukur ketercapaian tujuan pembelajaran;
- Salah satu siswa memimpin doa;
- Guru dan siswa mengucapkan salam perpisahan.

p. Penilaian :

➤ Strategy: Compare-Diagnose-Strategy

- Jenis teknik penilaian : Tes tulis

➤ Instrument : Tertulis

➤ Rubrik penilaian

Grade	Letter	Categories	Criteria
85 – 100	A	Excellent	m. The students answer questions completely.
75 – 85	B	Good	n. The students answer only 17-15 questions of 20 items.
65 – 75	C	Adequate	o. The students answer is not complete and they only answer 15-13 questions of 20 items.
0 - 65	D	Fair	p. The students answer 13-0 question of 20 items.

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES
CYCLE 1

Subject : English

Class/semester: X/Ganjil

School : SMAN 1 Batanghari

No	Student's Name	The aspects that are observed			
		The students pay attention of teacher's explanation	The students ask&answer question	The students are active in class	The students are able to do the task
1	AA	-	-	-	-
2	AAM	✓	✓	✓	-
3	AAS	-	-	✓	-
4	ADY	-	-	✓	✓
5	AFP	✓	-	✓	✓
6	AMW	-	-	✓	-
7	AP	✓	-	-	✓
8	DA	✓	✓	-	✓
9	DAKD	-	-	✓	✓
10	DPA	✓	-	-	✓
11	FH	✓	-	✓	-
12	HMC	✓	✓	✓	-
13	HRJ	✓	✓	-	✓
14	I	-	-	✓	-
15	IP	✓	-	-	✓
16	MAS	-	✓	-	-
17	MNA	-	-	✓	✓
18	NHN	✓	-	-	✓
19	PA	-	-	✓	-
20	PDW	✓	-	✓	✓
21	RO	-	-	-	-
22	RP	✓	-	-	-
23	TP	-	-	✓	✓
24	VM	-	✓	-	-
25	WSB	✓	-	✓	✓
TOTAL		13	7	15	12

Note:

- Tick (√) for each positive activity
- Percentage of student's activities
 1. The students pay attention of teacher's explanation=
 2. The students ask and answer question=
 3. The students are active in class=
 4. The students are able to do the task=

Collaborator



Chandra Jaya, M. Pd
NIP.196101031983011003

Metro, August 2019

The writer



Mar'atuz Zahrani
NPM: 1501070273

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES
CYCLE 2

Subject : English

Class/semester: X/Ganjil

School : SMAN 1 Batanghari

No	Student's Name	The aspects that are observed			
		The students pay attention of teacher's explanation	The students ask&answer question	The students are active in class	The students are able to do the task
1	AA	✓	✓	✓	✓
2	AAM	✓	-	✓	✓
3	AAS	✓	✓	-	-
4	ADY	-	✓	-	✓
5	AFP	✓	✓	✓	✓
6	AMW	-	✓	-	✓
7	AP	✓	-	✓	✓
8	DA	-	✓	✓	✓
9	DAKD	✓	-	✓	-
10	DPA	✓	✓	✓	✓
11	FH	✓	✓	-	-
12	HMC	-	✓	-	-
13	HRJ	✓	✓	✓	-
14	I	✓	✓	✓	✓
15	IP	✓	✓	-	✓
16	MAS	✓	✓	-	✓
17	MNA	✓	-	-	✓
18	NIIN	✓	✓	✓	✓
19	PA	✓	✓	-	✓
20	PDW	✓	-	✓	-
21	RO	✓	✓	✓	✓
22	RP	✓	✓	✓	-
23	TP	✓	-	✓	✓
24	VM	✓	✓	-	✓
25	WSB	✓	-	✓	✓
TOTAL		21	18	16	20

Note:

- Tick (√) for each positive activity
- Percentage of student's activities
 1. The students pay attention of teacher's explanation=
 2. The students ask and answer question=
 3. The students are active in class=
 4. The students are able to do the task=

Metro, August 2019

Collaborator



Chandra Jaya, M. Pd
NIP.196101031983011003

The writer



Mar'atuz Zahrani
NPM: 1501070273

**Scoring Table of Writing Test
Pre Test**

N O	Student s' Name	Conte nt	Organizati on	Vocabula ry	Langua ge Use	Mechani cs	Total of Grad es
1	AA	13	7	7	6	2	27
2	AAM	13	8	10	11	3	41
3	AAS	13	7	7	5	2	17
4	ADY	13	7	8	10	3	34
5	AFP	13	12	10	11	3	34
6	AMW	13	7	7	6	2	49
7	AP	13	7	7	6	2	40
8	DA	13	7	7	5	2	31
9	DAKD	13	7	7	5	2	31
10	DPA	21	14	10	19	4	43
11	FH	13	7	7	5	2	17
12	HMC	13	7	10	5	2	28
13	HRJ	13	7	7	5	2	22
14	I	13	7	7	5	2	35
15	IP	13	8	8	5	2	23
16	MAS	13	8	7	5	2	17
17	MNA	17	14	10	11	4	42
18	NHN	17	12	10	11	3	40
19	PA	22	14	14	17	3	62
20	PDW	13	7	10	10	3	22
21	RO	13	7	7	8	2	50

22	RP	13	7	7	5	2	17
23	TP	13	7	7	8	2	46
24	VM	13	9	9	10	3	29
25	WSB	13	13	10	11	2	25

**TABLE OF TEST SPECIFICATION
PRE-TEST
Writing Test**

Basic Competence	Essay Goal	Written Test of Writing
<p>4.10 Arrange the simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.</p>	<p>1. The students are able to arrange simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.</p>	<p>4. <i>Text A and Text B : Way Kambas National Park</i> 5. <i>Describe the mismatch between two kinds of text above in form of eleven facts!</i> 6. <i>Provide the correct sentences of each result diagnosis above!</i></p>

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at SMAN 1 Batanghari

INSTRUMENT OF PRE-TEST

**Scoring Table of Writing Test
Post-Test 1**

N O	Student s' Name	Conte nt	Organizati on	Vocabula ry	Langua ge Use	Mechani cs	Total of Grad es
1	AA	15	10	12	12	4	45
2	AAM	26	17	17	17	3	85
3	AAS	14	13	13	15	3	65
4	ADY	26	17	17	17	4	81
5	AFP	22	17	17	19	4	62
6	AMW	22	16	14	11	3	65
7	AP	13	13	10	9	4	56
8	DA	13	10	13	11	3	57
9	DAKD	13	13	10	7	3	50
10	DPA	15	8	10	10	4	60
11	FH	13	7	7	5	2	35
12	HMC	13	7	7	5	2	53
13	HRJ	13	9	12	10	5	34
14	I	13	8	9	7	3	43
15	IP	26	18	18	21	5	85
16	MAS	13	7	7	5	2	35
17	MNA	22	13	13	17	4	66
18	NHN	23	17	17	10	4	76
19	PA	22	15	17	10	4	79
20	PDW	15	10	11	11	4	44
21	RO	22	14	17	19	4	79

22	RP	16	13	13	10	3	55
23	TP	22	14	10	11	4	76
24	VM	13	10	13	11	3	66
25	WSB	15	9	9	9	3	54

TABLE OF TEST SPECIFICATION
POST-TEST1
Writing Test

Basic Competence	Essay Goal	Written Test Items of Writing
<p>4.11 Arrange the simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.</p>	<p>2. The students are able to arrange simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.</p>	<p>7. <i>Text A and Text B : The Borobudur Temple</i> 8. <i>Describe the mismatch between two kinds of text above in form of eleven facts!</i> 9. <i>Provide the correct sentences of each result diagnosis above!</i></p>

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at SMAN 1 Batanghari

INSTRUMENT OF POST-TEST 1

**Scoring Table of Writing Test
Post Test 2**

N O	Student s' Name	Conte nt	Organizati on	Vocabula ry	Langua ge Use	Mechani cs	Total of Grad es
1	AA	27	18	20	23	4	82
2	AAM	26	18	18	22	3	71
3	AAS	22	13	13	15	3	74
4	ADY	26	18	17	20	4	88
5	AFP	26	20	20	21	5	70
6	AMW	25	18	15	20	4	82
7	AP	22	17	17	19	4	90
8	DA	24	18	18	21	4	70
9	DAKD	25	19	19	19	3	70
10	DPA	25	18	18	21	4	84
11	FH	13	7	7	5	2	40
12	HMC	13	7	7	5	2	35
13	HRJ	22	14	14	14	3	52
14	I	27	18	18	21	3	84
15	IP	28	19	20	21	5	92
16	MAS	26	17	13	17	3	79
17	MNA	27	18	18	21	4	85
18	NHN	22	17	17	17	4	75
19	PA	23	17	17	17	4	84
20	PDW	22	14	14	11	3	49
21	RO	27	18	17	19	4	83

22	RP	22	13	17	19	4	47
23	TP	26	19	19	22	4	63
24	VM	27	20	20	22	4	92
25	WSB	24	15	18	17	4	71

**TABLE OF TEST SPECIFICATION
POST TEST 2
Writing Test**

Basic Competence	Essay Goal	Written Test Items of Writing
<p>4.12 Arrange the simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.</p>	<p>3. The students are able to arrange simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.</p>	<ol style="list-style-type: none"> 1. Text A and Text B : My lovely House 2. Describe the mismatch between two kinds of text above in form of eleven facts! 3. Provide the correct sentences of each result diagnosis above!

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at SMAN 1 Batanghari

INSTRUMENT OF POST-TEST2

FIELD NOTE

No	Date	Field Note Result
1.	August 8 th 2019 09.00 - 10.00	The students still difficult for writing in descriptive text The students have motivation in learning
2.	August 10 th 2019 09.00 - 10.30	The students have progress in writing but sometimes they still forget in grammar
5.	August 22 th 2019 09.00 - 10.30	The students are good in writing The students active in learning
4.	August 29 th 2019 09.00 - 10.30	The students have lack in vocabulary
5.	September 5 th 2019 09.00 - 10.30	The students still confuse in grammar
6.	September 12 th 2019 09.00 - 10.00	The students understand with grammar, so they write paragraph well
7.	September 19 th 2019 09.00 - 10.00	The students have more knowledge vocabulary and increase their writing ability

NO	NAME	MEETING						
		1	2	3	4	5	6	7
1.	ADRIYAN ARDI SAPUTRAA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
2.	ALDA PUSPITA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
3.	AMELIA AGUSTIN	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
4.	AMELLIA FELIDA PUTRI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
5.	APRILIA DEVI YUDIASTUTI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
6.	ARI MIRNA WATI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
7.	ASHIMATUL AMANAH	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
8.	DELLA PUTRI ANGGRAINI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
9.	DIAH ARUM KUSUMA W	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
10.	DINDA AGUSTINA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
11.	FERNANDEZ H	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
12.	HAPPY MELVI CILINA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
13.	HIGHMAH RUMINAR JAYA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
14.	IMELDA PUSPITA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
15.	INDRIANI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
16.	MAULANI NUR AZIZAH	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
17.	MUHAMMAD ABDUL S	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
18.	NANDA HAFIRA NENZA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
19.	PERMATA DESLINA WATI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
20.	PUTRI ADELIA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
21.	RAYHAN PRASETIYO	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
22.	RISA OKTIVIANA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
23.	TRI PURWANTI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
24.	VENTHYA MARSHANDA	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
25.	WAHYU SETIYA BUDI	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 BATANGHARI

"TERAKREDITASI B"

Jln. Kapten Harun 47 A Nampirejo Kec. Batanghari Kab. Lampung Timur 34181 email: sman01batanghari@gmail.com

SURAT KETERANGAN

Nomor: PL/485/V.01/SMA.01/2018

Berdasarkan Surat Ketua Jurusan Tardis Bahasa Inggris Institut Agama Islam Negeri Metro Nomor: B-3376/In.28.1/J/TL.00/11/2018 Tanggal 29 Oktober 2018 dalam hal permohonan izin Pra-survey.

Dengan ini Kepala SMA Negeri 1 Batanghari Kab. Lampung Timur menerangkan dengan sesungguhnya bahwa :

Nama : MARATUS ZAHRANI
NPM : 1501070273
Program studi : Pendidikan Bahasa Inggris
Judul Skripsi : "INCREASING WRITING ABILITY OF THE TENTH GRADES OF SMAN 1 BATANGHARI BY USING COMPARE-DIAGNOSE-OPERATE (CDO) IN THE ACADEMIC YEAR OF 2018/2019)".

Telah melaksanakan Pra-survey di SMA Negeri 1 Batanghari Kabupaten Lampung Timur. Pada Tanggal 26 November 2018.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan seperlunya.

Batanghari, 5 Desember 2018
Kepala Sekolah,

SURIPTO, S.Pd
NIP. 19610103 198301 1 003



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG¹¹⁷
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-1986 /In.28.1/J/PP.00.9/6/2019
Lamp : -
Hal : BIMBINGAN SKRIPSI

25 Juni 2019

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Mar'atuz Zahrani
NPM : 1501070273
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Increasing Students Writing Ability By Using Compare-Diagnose-Operate Of The Tenth Graders Of SMAN 1 Batanghari East Lampung

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan TBI,

A. Subhan Roza, M.Pd

9750610 2008011016



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

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

Telepon (0725) 41507, Faksimili (0725) 47296, Website www.tarbiyah.metrouin.ac.id, e-mail tarbiyah.iam@metrouin.ac.id

SURAT TUGAS

Nomor: B-2573/In.28/D.1/TL.01/07/2019

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

Nama : MARATUZ ZAHRANI
 NPM : 1501070273
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMAN 1 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING STUDENTS WRITING ABILITY BY USING COMPARE-DIAGNOSE-OPERATE OF THE TENTH GRADERS OF SMAN 1 BATANGHARI EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
 Pada Tanggal : 31 Juli 2019





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

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimih (0725) 47296. Website www.tarbiyah.metrouniv.ac.id, e-mail tarbiyah.un@metrouniv.ac.id

Nomor : B-2573/In.28/D.1/TL.00/07/2019
Tempat :
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMAN 1 BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2572/In.28/D.1/TL.01/07/2019, tanggal 31 Juli 2019 atas nama saudara:

Nama : MARATUZ ZAHRANI
NPM : 1501070273
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING STUDENTS WRITING ABILITY BY USING COMPARE-DIAGNOSE-OPERATE OF THE TENTH GRADERS OF SMAN 1 BATANGHARI EAST LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 31 Juli 2019
Dekan I,

Dra. Ist. Fatonah MA
NIP. 19670531 199303 2 003





PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 BATANGHARI
"TERAKREDITASI B"

120

Jln. Kapten Harun 47 A Nampirejo Kec. Batanghari Kab.Lampung Timur 34181 email: sman01batanghari@gmail.com

SURAT KETERANGAN

Nomor: PL/331/V.01/SMA.01/2019

Berdasarkan Surat Wakil Dekan I Bidang Akademik Institut Agama Islam Negeri Metro Nomor: B-2573/In.28/D.1/TL.00/07/2019 Tanggal 19 September 2018 dalam hal permohonan Izin Penelitian (Research).

Dengan ini Kepala SMA Negeri 1 Batanghari Kab. Lampung Timur menerangkan dengan sesungguhnya bahwa :

Nama : MARATUZ ZAHRANI
NPM : 1501070273
Program studi : Pendidikan Bahasa Inggris
Judul Skripsi : "INCREASING STUDENTS WRITING ABILITY BY USING COMPARE-DIAGNOSE-OPERATE OF THE TENTH GRADERS OF SMAN 1 BATANGHARI EAST LAMPUNG"

Telah melaksanakan Research di SMA Negeri 1 Batanghari Kabupaten Lampung Timur. Pada Tanggal 08 Agustus s.d 19 September 2019.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan seperlunya.



Batanghari, 19 September 2019
Kepala Sekolah,

SURIP TO, S.Pd
NIP. 19610103 198301 1 003

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama :

NPM :

Fakultas :

Angkatan :

Telah menyerahkan buku berjudul : *Grammar & Usage for Better Writing*

Metro,
Ketua Jurusan TBI



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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama :

NPM :

Fakultas :

Angkatan :

Telah menyerahkan buku berjudul : *Grammar & Usage for Better Writing*

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-848/In.28/SIOT.01/10/2019**

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

Nama : MARATUZ ZAHRANI
NPM : 1501070273
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070273.

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, 15 Oktober 2019
Kepala Perpustakaan

Drs. Mochterid Sudin, M.Pd.
NIP. 195808311981031001



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: stajinusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Mar'atuz Zahrani Fakultas/Jurusan : FTIK/TBI
 NPM : 1501070273 Semester/TA : IX/2019

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1.	Jumat, 20/9/2019	✓	Abstract, Margin, Revise Chapter IV	
2.	Senin, 23/9/2019	✓	Revise Chapter IV	
3.	Kamis, 26/9/2019	✓	Ma Muzonul Gen i Anderson	

Diketahui :
Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP : 19750610 200801 1 0114

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.
 NIP : 19750610 200801 1 0114



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: stajinisi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Mar'atuz Zahrani Fakultas/Jurusan : FTIK /TBI
 NPM : 1501070273 Semester/TA : IX/ 2019

No	Hari/Tanggal	Pembimbing I	Hal yang dibicarakan	TandaTangan
1	7/10 2019	✓	Rahmeh sistim paruhair	
2	10/10 2019	✓	Revisi Chapter IV data descriptie	
3	14/10 2019	✓	Revisi Chapter V.	
4	17/10 2019	✓	Acc Menapay	

Diketahui :
 Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP : 19750610 200801 1 0114

Dosen Pembimbing I

Drs. Kuryani, M.Pd
 NIP. 196202151995031001

B. Describe the mismatch between two kinds of text above in form of eleven facts.

- 1 Text A: Taj Mahal is one icon
Text B: Taj Mahal are one icons
- 2 Text A: Icon from India
Text B: Icons from India
- 3 Text A: This building was established
Text B: This building was establish
- 4 Text A: Mughal Emperor
Text B: mughal emperor
- 5 Text A: Mumtaz Mahal
Text B: mumtaz mahal
- 6 Text A: had
Text B: had had
- 7 Text A: Empress passed away
Text B: "Empress passed away"
- 8 Text A: looks
Text B: looked
- 9 Text A: Especially
Text B: especially
- 10 Text A: Taj Mahal
Text B: taj mahal
- 11 Text A: Years
Text B: Year

C. Provide the correct sentences of each result diagnosis above!

1. Taj Mahal is one icons from India which is
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.

C. Provide the correct sentences of each result diagnosis above!

1. Taj Mahal is one icons from India which is very famous.
2. For its beautiful architecture and history. It is strategically located
3. in Agra. This building was established during the reign of Mughal
4. Emperor Shah Jahan. It took around 22 years to build Taj Mahal.
5. It was dedicated as a mausoleum (grave) to his wife, the
6. Empress Arjumand Banu Begum known as Mumtaz Mahal. Although
7. the Emperor had two other wives, but the Empress Mumtaz Mahal
8. was the one he loved very much. After the birth of their daughter,
9. the "Empress passed away".
10. Then Mughal Emperor ordered his ministers to design the Taj
11. Mahal as a symbol of his love to the Empress. The building looks
so majestic with white marble from the front. Taj Mahal
consists of the main gate, the garden, a mosque, a living room, and
some white and beautiful buildings. Especially at sunrise and
sunset, this building looks so wonderful.

B. Describe the mismatch between two kinds of text above in form of eleven facts.

1. Text A: eiffel tower
Text B: Eiffel Tower
2. Text A: french revolution
Text B: French Revolution
3. Text A: Paris, France
Text B: Paris, France
4. Text A: finding
Text B: find
5. Text A: THEREFORE
Text B: herefore
6. Text A: building
Text B: built
7. Text A: are
Text B: is
8. Text A: Almost all part
Text B: Almost all parts
9. Text A: There is three levels
Text B: There are three levels
10. Text A: There is 2 elevators
Text B: There are 2 elevators
11. Text A: 324 meter
Text B: 324 meters

C. Provide the correct sentences of each result diagnosis above!

1. Eiffel Tower was built to celebrate the 100th year anniversary of
 2. the French, Paris. The construction process took 2 years to finished,
 3. started from 1887 until 1889. The building is located in Paris, France.
 4.
 5. Eiffel tower is the highest building in Paris. It is 321 meters
 6. tall and its square base size is 125 meters. Almost all parts of
 7. the construction is made of iron with weight approximately,
 8. 7.300 tons. There are three levels the visitors will find the restaurant.
 9. The top level is where we can find the observation deck. There are 8
 10. elevators that we can use in the tower. Eiffel tower is also used
 11. as an aerial to transmit radio and digital television signals, therefore
- we will find additional part on the top of the tower in the form of transmitters.

B. Describe the mismatch between two kinds of text above in form of eleven facts.

1 Text A: Kuta beach

Text B: Kuta beach

2 Text A: Naurah Rai

Text B: Naurah rai

3 Text A: Denpasar

Text B: denpasar

4 Text A: You will see

Text B: You will seen

5 Text A: This is a beach

Text B: This are a beach

6 Text A: The activity

Text B: The activities

7 Text A: Kuta

Text B: Kuta

8 Text A: there are

Text B: there is

9 Text A: When you visit

Text B: When you visited

10 Text A: Provide

Text B: Provided

11 Text A: Kuta beach is

Text B: Kuta beach were

C. Provide the correct sentences of each result diagnosis above!

1.Kuta is a very beautiful beach. Kuta beach located in Bantul
2. regency. It's close to the Ngurah Rai airport and is about 9 km
3. from Denpasar. Kuta is a beach that is very popular both in Indones
4. and international. In Kuta beach, there are a variety of facilities
5. including accommodation, restaurant, bar, as well as a very famous
6. surfing spots in the world.
7. In Kuta beach, you will see a lot of tourists with a variety
8. of activities in which they live. The usual tourist will take the
9. time for sunbathing, kite flying, playing volleyball, walking
10. around, and playing beach soccer. This is very crowded
11. every day.

B. Describe the mismatch between two kinds of text above in form of eleven facts.

1. Text A: Semarang is one of a Metropolitan City in Indonesia.

Text B: Semarang (are) one of a Metropolitan City in Indonesia.

2. Text A: Semarang has a big population around 2 million people.

Text B: Semarang (have) a big population around 2 million people.

3. Text A: It is very beautiful city and I loved to (live) and grow up in this city.

Text B: It is very beautiful city and I loved to living and grow up in this city.

4. Text A: Besides Lumpia, (Semarang) also has a various kind of ...

Text B: Besides Lumpia, Semarang also has a various kind of ...

5. Text A: There are some places that very recommended to visit, ...

Text B: There (is) some places that very recommended to visit, ...

6. Text A: If you (want) to enjoy beautiful sunset in Semarang ...

Text B: If you are want to enjoy beautiful sunset in Semarang ...

7. Text A: you can (visit) Old City, Lawang Sewu, and many more.

Text B: you can visited Old City, Lawang Sewu, and many etc.

8. Text A: beautiful sunset in Semarang you should (visit) Marina Beach.

Text B: beautiful sunset in Semarang you should visiting Marina Beach.

9. Text A: One of them called Dugderan.

Text B: One of them (calls) Dugderan.

10. Text A: Lawang Sewu, and (many more)

Text B: Lawang Sewu and etc

11. Text A: I (believe) that people around Indonesia will know ...

Text B: I believed that people around Indonesia will know ...

C. Provide the correct sentences of each result diagnosis above!

1. Semarang is one of a Metropolitan City in Indonesia. It is
 2. the capital City of Central Java. Semarang have a big population
 3. around 2 million people. It is very beautiful city and I loved
 4. to live and grow up in this city. I believe that people around
 5. Indonesia are know where Semarang is.
 6. Semarang is well-known as Lumpia city. The reason for that
 7. name is because people especially tourist always buy Lumpia ~~as~~ as
 8. a present. Besides Lumpia, Semarang ~~also~~ also has a various kind
 9. of Traditional food like wingko babat, gajel red, wedang jalu etc.
 10. Semarang is one of the most interesting city in Indonesia. There
 11. is some place that very recommended to visit, like Marina beach, Lawang Sewu, Tugu pahlawan, Old City, Masjid Agung Semarang, etc. If you want to enjoy beautiful sunset in Semarang you should visit Marina Beach. And if you want to enjoy historical place, you can visit Old City, Lawang Sewu and many more.
- In Semarang also a lot of celebration. One of them call Dugderan. Dugderan is held before Ramadhan. Semarang held a ~~2~~ Street Carnival to show many cultural in Semarang. Semarang is the best city to live.

Name: MAULANI NUR ANIYAH
Number: 6

A. Please read both of the text below carefully!

Text A:

Way Kambas National Park

Way kambas national park ^(is) a national park for elephant sanctuary. The located is in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. way kambas national park, established in 1985. Way Kambas are the first school for elephant in Indonesia. In the beginning of its establishment Way Kambas National Park ^(were) named the Elephant Training Center / Pusat Latihan Gajah (PLG). The last few years this name ^(was) changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG), which are expected to become a center for elephant conservation in taming, ^(trained) breeding and conserving elephants. Until now, This PKG has training for about 300 elephants which have been deployed to all over the country

Way Kambas National Park ^(have) some endangered animals such as Sumatran Rhinos, Sumatran Elephant, Sumatran Tiger, Mentok Rimba, and Buaya Sepit. There are also so some plants which are mostly found there such as Api-api, Pidada, Nipah, and Pandan. On the marshy coasts of Way Kambas National Park is often founded various species of birds, such as, Lesser Adjutant, Pheasant Blue, Kuau Raja, Pependang Timur, and some other birds

Text B:

Way Kambas National Park

Way Kambas National Park ^(is) ^(are) a national park for elephant sanctuary. The located is in Lampung precisely in the labuhan ratu sub district, East Lampung, Indonesia. WAY KAMBAS national park, established in 1985, is the first school for elephant in Indonesia. In the beginning of its establishment, Way Kambas National Park ^(was) named the Elephant Training Center / Pusat Latihan Gajah (PLG). The last few year this name ^(were) changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG), which are expected to become a center for elephant conservation in taming, ^(training) breeding and conserve elephants. Until now ^(koma) this PKG has trained for about 300 elephant which have been deployed to all over the country.

In way kambas national park, ^(There) Are some endangered animals such as sumatran rhinos, sumatran elephant, sumatran tiger, mentok rimba, and buaya sepit. There is also some plants which are mostly found there such as Api-api, Pidada, Nipah, and Pandan. "On the marshy coasts of Way Kambas National Park is" often found various species of bird, such as, Lesser Adjutant, Pheasant Blue, Kuau Raja, Pependang Timur, and some other bird.

31

B. Describe the mismatch between two kinds of text above in form of eleven facts!

1. Text A: Way kambas national park
Text B: Way Kambas National Park
2. Text A: Labuhan Batu sub district
Text B: labuhan batu sub district
3. Text A: Way kambas national park,
Text B: WAY KAMBAS national park,
4. Text A: is national park
Text B: are a national park
5. Text A: are the first school
Text B: is the first school
6. Text A: name was changed
Text B: name were changed
7. Text A: taming, trained, breeding
Text B: taming, training, breeding
8. Text A: now,
Text B: new (koma)
9. Text A: has training for about 300 elephants
Text B: has trained for about 300 elephants.
10. Text A: Sumatran Rhinos, Sumatran Elephant, Sumatran Tiger
Text B: Sumatran rhinos, sumatran elephant, sumatran tiger
11. Text A: Mentok Rimba, and Buaya Sepit
Text B: mentok rimba, and buaya sepit

C. Provide the correct sentences of each result diagnosis above!

Way Kambas National Park.

Way Kambas National Park is a national park for elephant sanctuary. The located is in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. Way Kambas national park, established in 1985. Way Kambas is the first school for elephant in Indonesia. In the beginning of its establishment Way Kambas National Park were named the Elephant Training Center / Pusat Latihan Gajah (PLG). The last few year this name were changed into Elephant Conservation Center / Pusat konservasi Gajah (PKG), which are expected to become a center for elephant conservation in taming, training, breeding and conserve elephants. Until now, this PKG has trained for about 300 elephant which have been deployed to all over the country.

In Way Kambas National Park, There are some endangered animals such as Sumatran Rhinos, Sumatran Elephant, Sumatran Tiger, Mentok Rimba, and Buaya Sept. There is also some plants which are mostly found here such as Apr-api, Pladada, Nipah, and Pandan. On the marshy coasts of Way Kambas National Park is often found various species of bird, such as, Lesser Adjutant, Pheasant Blue, Kuau Raji, Pemandang Timur, and some other bird.

$$17 + 14 + 10 + 11 + 4 = 56 \div 2 = 28$$

(4)

Name: IMELDA PUSPITA
Number: _____

A. Please read both of the text below carefully!

Text A:

Way Kambas National Park

Way Kambas National Park is a national park for elephant sanctuary. It is located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. Way Kambas National Park, established in 1985, is the first school for elephant in Indonesia. In the beginning of its establishment, Way Kambas National Park were named the Elephant Training Center / Pusat Latihan Gajah (PLG). The last few years this name was changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG), which are expected to become a center for elephant conservation in taming, training, breeding and conserving elephants. Until now, this PKG has training for about 300 elephants which have been deployed to all over the country.

"Way Kambas National Park" have some endangered animals such as Sumatran Rhinos, Sumatran Elephant, Sumatran Tiger, Mentok Rimba, and Buaya Sepit. There are also some plants which are mostly found there such as Api-api, Pidada, Nipah, and Pandan. On the marshy coasts of Way Kambas National Park is often found various species of birds, such as, Lesser Adjutant, Pheasant Blue, Kuau Raja, Pependang Timur, and some other birds.

Text B:

Way Kambas National Park

"Way Kambas National Park" are a national park for elephant sanctuary. It is located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. WAY KAMBAS national park, established in 1985, is the first school for elephant in Indonesia. In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / Pusat Latihan Gajah (PLG). The last few years this name were changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG), which are expected to become a center for elephant conservation in taming, training, breeding and conserve elephants. Until now, this PKG has trained for about 300 elephant which have been deployed to all over the country.

In way Kambas national park, There Are some endangered animals such as sumatran rhinos, sumatran elephant, sumatran tiger, mentok rimba, and buaya sepit. There is also some plants which are mostly found there such as Api-api, Pidada, Nipah, and Pandan. On the marshy coasts of Way Kambas National Park is often found various species of bird, such as, Lesser Adjutant, Pheasant Blue, Kuau Raja, Pependang Timur, and some other bird.

B. Describe the mismatch between two kinds of text above in form of eleven facts!

1. Text A: Way kambas National Park

Text B: Way kambas National Park

2. Text A: Dabuan Ratu

Text B: Dabuan Ratu

3. Text A: Way kambas

Text B: WAY KAMBAS

4. Text A: Sumatran Rhinos, Sumatran Elephant, Sumatran Tiger, Mentok Rimba, and Buo

Text B: Sumatran Rhinos, Sumatran Elephant, Sumatran Tiger, Mentok Rimba, and Buo

5. Text A: Until now, This PKG has training

Text B: Until now (koma) this PKG has trained

6. Text A: have

Text B: There Are

7. Text A: establishment

Text B: established

8. Text A: On the marshy coasts of Way kambas National Park

Text B: "On the marshy coasts of Way kambas National Park

9. Text A: Conserving

Text B: Conserve

10. Text A: Were

Text B: Was

11. Text A: There are also so some

Text B: There is also some

9

c. Provide the correct sentences of each result diagnosis above!

Way Kambas National Park for elephant sanctuary. The located is in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. Way Kambas National Park, established in 1985. Way Kambas are the first school for elephant in Indonesia. In the beginning of its establishment, Way Kambas National Park is named the Elephant Training Center / Pusat Latihan Gajah (PLG). The last few years this name was changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG), which are expected to become a center for elephant conservation in taming, training, breeding and conservation elephants. Until now, this PKG has training for about 300 elephants which have been deployed to all over the country.

"Way Kambas National Park" have some endangered animals such as Sumatran Rhinos, Sumatran Elephants, Sumatran Tiger, Mentok Rimba, and Buaya sept. There are also some plants

23

$$134845 \div 512 = 2649 = 22.5$$

Name: IMELDA PUSPITA
Number: _____

A. Please read both of the text below carefully!

Text A:

The Borobudur Temple

Borobudur is a buddhist temple built by the Syailendra Dynasty in the 9nd century. It is located at Magelang, central java. The temple were famous all around the world. For hundreds of years, it had been buried under volcanic ash and vegetation, until it is discovery in the 1800s.

Influenced by Indian Gupta architecture, Borobudur Temple stand on a hill-like construction with eight stone terraces. The first five were squares, surrounded by walls with Buddhist reliefs. The upper three is round. Each of these terraces has bell-shaped stupas.

A large stupa crowns the entire edifice at the centre of the top circle. Passages and stairways stretch out 4.8 km to the peak. borobudur temple's architecture is similar to that of the temples at Angkor, CAMBODIA. They form mountain-like structures that symbolize the structure of the universe.

Borobudur temple, rededicating as a national monument in 1983, is a treasure for the nation.

Text B:

The Borobudur Temple

Borobudur is a Buddhist temple building by the syailendra dynasty in the 9th century. It is located of Magelang, Central Java. The temple is famous all around the world. For hundreds of years, it has been buried under volcanic ash and vegetation, until it was discovery in the 1800s

Influenced by Indian Gupta architecture, Borobudur Temple stands on a hill-like construction with eight stone terrace. The first five is square, surrounded by walls with Buddhist reliefs. The upper three are round. Each of these terraces have bell-shaped stupas.

A large stupas crowns the entire edifice on the centre of the top circle. Passages and stairways stretch out 4.8 km to the peak. Borobudur Temples architecture is similar to that of the temples at angkor, Cambodia. They form mountain-like structures that symbolize the structure of the universe.

Borobudur Temple, rededicated as a national monument in 1983, are a treasure for the nation

B. Describe the mismatch between two kinds of text above in form of eleven facts!

1. Text A: Buddhist
Text B: Buddhist
2. Text A: Syalendra
Text B: Syalendra
3. Text A: Dynasty
Text B: Dynasty
4. Text A: Were
Text B: is
5. Text A: Famouing
Text B: Famous
6. Text A: burienng
Text B: buried
7. Text A: Squards
Text B: square
8. Text A: Borobudur Temple's
Text B: Borobudur Temples
9. Text A: Angkor. CAMBODIA
Text B: angkor. Cambodia
10. Text A: Borobudur Temple rededicating
Text B: Borobudur Temple rededicated
11. Text A: has bell-shaped
Text B: have bell-shaped

C. Provide the correct sentences of each result diagnosis above!

The Borobudur Temple

Borobudur is a Buddhist temple built by the Syailendra Dynasty in the 9th Century. It is located in Magelang, Central Java.

The temple is famous all around the world. For hundreds of years, it has been buried under volcanic ash and vegetation, until its discovery in the 1800s.

Influenced by Indian Gupta architecture, Borobudur Temple stands on a hill-like construction with eight stone terraces.

The first were squares surrounded by walls with Buddhist reliefs. The upper three are round. Each of these terraces have bell-shaped stupas.

A large stupa crowns the entire edifice at the center of the top circle. Passages and stairways stretch out 4.8 km to the peak. Borobudur Temple's architecture is similar to that of the temples at Angkor, Cambodia. They form mountain-like structures that symbolize the structure of the universe.

Borobudur Temple, rededicated as a national monument in 1983, is a treasure for the nation.

$$26 + 18 + 18 + 21 + 5 = \frac{88 + 81}{2} = 85$$

Name: MAULANI NUR AZIZAH
Number: 17

A. Please read both of the text below carefully!

Text A:

The Borobudur Temple

Borobudur is a buddhist temple built by the Syailendra Dynasty in the 9th century. It is located at Magelang, central java. The temple were famousing all around the world. For hundreds of years, it had been buried under volcanic ash and vegetation, until it is discovery in the 1800s.

Influenced by Indian Gupta architecture, Borobudur Temple stand on a hill-like construction with eight stone terraces. The first five were squares, surrounded by walls with Buddhist reliefs. The upper three is round. Each of these terraces has bell-shaped stupas.

A large stupa crowns the entire edifice at the centre of the top circle. Passages and stairways stretch out 4.8 km to the peak. borobudur temple's architecture is similar to that of the temples at Angkor, CAMBODIA. They form mountain-like structures that symbolize the structure of the universe.

Borobudur temple, rededicating as a national monument in 1983, is a treasure for the nation.

Text B:

The Borobudur Temple

Borobudur is a Buddhist temple building by the syailendra dynasty in the 9th century. It is located of Magelang, Central Java. The temple is famous all around the world. For hundreds of years, it has been buried under volcanic ash and vegetation, until it was discovery in the 1800s

Influenced by Indian Gupta architecture, Borobudur Temple stands on a hill-like construction with eight stone terrace. The first five is square, surrounded by walls with Buddhist reliefs. The upper three are round. Each of these terraces have bell-shaped stupas.

A large stupas crowns the entire edifice on the centre of the top circle. Passages and stairways stretch out 4.8 km to the peak. Borobudur Temples architecture is similar to that of the temples at angkor, Cambodia. They form mountain-like structures that symbolize the structure of the universe.

Borobudur Temple, rededicating as a national monument in 1983, are a treasure for the nation

B. Describe the mismatch between two kinds of text above in form of eleven facts!

1. Text A: Borobudur is a Buddhist }
Text B: Borobudur is a Buddhist }
2. Text A: temple built }
Text B: temple (building) }
3. Text A: Syailendra Dynasty }
Text B: syailendra dynasty }
4. Text A: central java }
Text B: Centrai Java- }
5. Text A: were famous }
Text B: is famous }
6. Text A: is discovery }
Text B: was discovery X
7. Text A: were squares }
Text B: is square X
8. Text A: is round }
Text B: are round. X
9. Text A: has bell-shaped }
Text B: have bell-shaped }
10. Text A: at the centre }
Text B: on the centre X
11. Text A: borobudur temple's }
Text B: Borobudur temples }

C. Provide the correct sentences of each result diagnosis above!

The Borobudur Temple.

Borobudur is a Buddhist built Syailendra Dynasty in the 9th century. It is located at Magelang, Central Java. The temple is famous all around the world. For hundreds of years, it had been buried under volcanic ash and vegetation, until its discovery in the 1800s.

Influenced by Indian Gupta architecture, Borobudur Temple stands on a hill-like construction with eight stone terraces. The first five is square, surrounded by walls with Buddhist reliefs. The upper three are round. Each of these terraces has bell-shaped stupas.

A large stupa crowns the entire edifice on the centre of the top circle. Passages and stairways stretch out 4.8 km to the peak. Borobudur Temple's architecture is similar to that of the temples at Angkor, Cambodia. They form mountain-like structures that symbolize the structure of the universe.

Borobudur Temple, rededicated as a national monument in 1985, is a treasure for the nation.

$$22 + 13 + 13 + 17 + 4 = 69 + 63 = 132$$

(66)

Name: IMELDA PUSPITA
Number: _____

A. Please read both of the text below carefully!

Text A:

My Lovely House

My family lives at 3904 Canal Street in new orleans. We lives in a small house. The house was not elegant, but it is comfortable and cleaning. It have two bedrooms, a living room and a kitchen. All of the rooms are smaller.

In front of the house, there is a yard. The yard is not larging. There are beautiful flowers around the yard. A small garages is on the left side of the house. On the right side were a narrow alley that leads to the back of the house. At the back of the house there is a small garden. A mangoes tree grows at the corner garden.

My House is located on quite a large road. My house is near a bank. The bank is across from my house. Two hundred meter from my house is a small McDonald's restaurant. There is quite a big supermarket at the end of the road. My mother often does her shopping there.

Text B:

My Lovely House

My family living at 3904 canal street in New Orleans. We live in a smaller house. The House is not elegant, but it is comfortable and clean. It have two bedrooms, a living room and a kitchen. All of the room are small.

In front of the house, there are a yard. The yard is not large. There are beautiful flowers around the yard. A small garage is at the left side of the house. On the right side is an narrow alley that leads to the back of the house. At the back of the house there is a small gardening. A mango tree growed at the corner garden.

My house is located on quite a large road. My houses is near a bank. The bank is across from my house. Two hundred meters from my house is a small McDonald's restaurant. There is quite a big supermarket at the end of the road. My mother often doing her shopping there.

B. Describe the mismatch between two kinds of text above in form of eleven facts!

1. Text A: My Family^s
Text B: My Family *f*
2. Text A: Lives
Text B: Living^g *f*
3. Text A: Canal
Text B: canal *f*
4. Text A: Street
Text B: street *f*
5. Text A: New Orleans
Text B: New Orleans *f*
6. Text A: Live^d
Text B: live *f*
7. Text A: Small house
Text B: smaller^r house *f*
8. Text A: house was
Text B: House is *X*
9. Text A: Clean
Text B: Cleaning^g *f*
10. Text A: Large^g
Text B: Large *f*
11. Text A: grows
Text B: grow^d *f*

C. Provide the correct sentences of each result diagnosis above!

My Lovely House

My Family lives at 3904 Canal Street in New Orleans. We live in a small house. The house is not elegant, but it is comfortable and clean. It has two bedrooms, a living room and a kitchen. All of the rooms are small.

In front of the house, there is a yard. The yard is not large. There are beautiful flowers around the yard. A small garage is on the left side of the house. On the right side is a narrow alley that leads to the back of the house. At the back of the house there is a small garden. A mango tree grows at the corner garden.

My house is located on quite a large road. My house is near a bank. The bank is across from my house. Two hundred meters from my house is a small McDonald's restaurant. There is quite a big supermarket at the end of the road. My mother often does her shopping there.

$$120 + 21 + 5 = 93 + 90 = 183$$

93

Student's Name: MAULANA NUR ALICHAH
Student Number: 17

A. Please read both of the text below carefully!

Text A:

My Lovely House

My family lives at 3904 Canal Street in New Orleans. We live in a small house. The house was not elegant, but it is comfortable and clean. It has two bedrooms, a living room and a kitchen. All of the rooms are smaller.

In front of the house, there is a yard. The yard is not large. There are beautiful flowers around the yard. A small garage is on the left side of the house. On the right side is a narrow alley that leads to the back of the house. At the back of the house there is a small garden. A mango tree grows at the corner garden.

My house is located on quite a large road. My house is near a bank. The bank is across from my house. Two hundred meters from my house is a small McDonald's restaurant. There is quite a big supermarket at the end of the road. My mother often does her shopping there.

Text B:

My Lovely House

My family living at 3904 canal street in New Orleans. We live in a smaller house. The House is not elegant, but it is comfortable and clean. It has two bedrooms, a living room and a kitchen. All of the rooms are small.

In front of the house, there are a yard. The yard is not large. There are beautiful flowers around the yard. A small garage is at the left side of the house. On the right side is a narrow alley that leads to the back of the house. At the back of the house there is a small garden. A mango tree grew at the corner garden.

My house is located on quite a large road. My houses is near a bank. The bank is across from my house. Two hundred meters from my house is a small McDonald's restaurant. There is quite a big supermarket at the end of the road. My mother often does her shopping there.

B. Describe the mismatch between two kinds of text above in form of eleven facts!

1. Text A: My family's
Text B: My family
2. Text A: Canal Street in New Orleans.
Text B: Canal Street in New Orleans
3. Text A: small house
Text B: smaller house
4. Text A: The house was not
Text B: The House is not
5. Text A: and clearing
Text B: and clean.
6. Text A: rooms are smaller
Text B: room are small
7. Text A: not larging
Text B: not large
8. Text A: garages is on the left
Text B: garages is at the left
9. Text A: side were a narrow
Text B: side is an narrow
10. Text A: small garden
Text B: small gardening
11. Text A: My house
Text B: My houses

C. Provide the correct sentences of each result diagnosis above!

My Lovely House

My family living at 3904 Canal Street in New Orleans. We live in a small house. The house is not elegant, but it is comfortable and clean. It has two bedrooms, a living room and a kitchen. All of the rooms are small.

In front of the house there is a yard. The yard is not large. There are beautiful flowers around the yard. A small garage is at the left side of the house. On the right side there is a narrow alley that leads to the back of the house. At the back of the house is a small garden. A mangoes tree grows at the corner garden.

My house is located on quite a large road. My house is near a bank. The bank is across from my house. Two hundred meter from my house is a small McDonald's restaurant. There is quite a big supermarket at the end of the road. My mother often doing her shopping there.

$$\begin{array}{r} 21195 \\ 2 \\ \hline 42390 \end{array} = 845$$

Worksheet of Cycle 1

Treatment 1

A. Please read both of the text below carefully!

Text A:

Taj Mahal

Taj Mahal is one icon from India which is very famous for its beautiful architecture and history. It is specifically located in Agra. This building was established during the reign of Mughal Emperor Shah Jahan. It took around 22 years to build Taj Mahal. It was dedicated as a mausoleum (grave) to his wife, the Empress Arjumand Banu Begum known as Mumtaz Mahal. Although the Emperor had two other wives, but the Empress Mumtaz Mahal was the one he loved very much. After the birth of their daughter, the Empress passed away.

Then Mughal Emperor ordered his ministers to design the Taj Mahal as a symbol of his love to the Empress. The building looks so majestic with white marble from the front. Taj Mahal consists of the main gate, the garden, a mosque, a living room, and some white and beautiful buildings. Especially at sunrise and sunset, this building looks so wonderful.

Text B:

Taj Mahal

Taj Mahal are one icons from India which is very famous for it is beautiful architecture and history. It is spesifically located in Agra. This building was establish during the reign of mughal emperor shah jahan. It took around 22 year to build Taj Mahal. It was dedicated as a mausoleum (grave) to his wife, the Empress Arjumand Banu Begum known as mumtaz mahal. Although the Emperor had had two other wives, but the Empress Mumtaz Mahal was the one he loved very much. After the birth of their daughter, the “Empress passed away”.

Then Mughal Emperor ordered his ministers to design the Taj Mahal as a symbol of his love to the Empress. The building looked so majestic with white marble from the front. taj mahal consists of the main gate, the garden, a mosque, a living room, and some white and beautiful buildings. especially at sunrise and sunset, this building looks so wonderful.

Worksheet of Cycle 1

Treatment 2

A. Please read both of the text below carefully!

Text A:

Eiffel Tower

Eiffel tower was built to celebrate the 100th year anniversary of the French Revolution. The construction process took 2 years to finish, started from 1887 until 1889. The building is located in Paris, France.

Eiffel Tower is the highest building in Paris. It is 324 meters tall and its square base size is 125 meters. Almost all parts of the construction are made of iron with a weight of approximately 7,300 tons. There are three levels of the tower that can be accessed by tourists. On the first and second levels, visitors will find restaurants; on the first level is *Le 58 Tour Eiffel* restaurant, and on the second level is *Le Jules Verne* restaurant. The top level is where we can find the observation deck. There are 8 elevators that we can use in the tower. Eiffel Tower is also used as an aerial to transmit radio and digital television signals, therefore we will find additional parts on the top of the tower in the form of transmitters.

Text B:

Eiffel Tower

Eiffel Tower was built to celebrate the 100th year anniversary of the French Revolution. The construction process took 2 years to finish, started from 1887 until 1889. The building is located in Paris, France.

Eiffel Tower is the highest building in Paris. It is 324 meters tall and its square base size is 125 meters. Almost all parts of the construction are made of iron with a weight of approximately 7,300 tons. There are three levels of the tower that can be accessed by tourists. On the first and second levels, visitors will find restaurants; on the first level is *Le 58 Tour Eiffel* restaurant, and on the second level is *Le Jules Verne* restaurant. The top level is where we can find the observation deck. There are 8 elevators that we can use in the tower. Eiffel Tower is also used as an aerial to transmit radio and digital television signals, therefore we will find additional parts on the top of the tower in the form of transmitters.

(Source: Pathway To English for SMA/MA Grade X)

Worksheet of Cycle 2

Treatment 1

A. Please read both of the text below carefully!

Text A:

Kuta Beach

Kuta is a very beautiful beach. Kuta beach located in Badung regency. It's close to the Ngurah Rai airport and is about 9 km from Denpasar. Kuta is a beach that is very popular both in Indonesia and international. In Kuta beach, there are a variety of facilities including accommodation, restaurant, bar, as well as a very famous surfing spots in the world.

In Kuta beach, you will see a lot of tourists with a variety of activities in which they live. The usual tourist will take the time for sunbathing, kite flying, playing volleyball, walking around, and playing beach soccer. This is a beach that is very crowded every day.

The activity in Kuta beach is not only takes place during the day, but also in the night. Various types of pubs and restaurants provide night hours for visitors so they can enjoy a meal and entertainment throughout the night. The night life at Kuta beach starts at 23:00.

When you visit Kuta beach, then you do not have to worry with the existing system of accommodation. In the vicinity of Kuta beach, there are many types of hotels and resorts that provide you with an accommodation budget ranging from the lowest to the highest. Kuta Beach is a beach that is highly recommended for you. In addition to offering the natural beauty, the environment around it also gives a classy facility.

Text B:

Kuta Beach

Kuta is a very beautiful beach. Kuta beach located in Badung regency. It's close to the Ngurah Rai airport and is about 9 km from Denpasar. Kuta is a beach that is very popular both in Indonesia and international. In Kuta beach, there are a variety of facilities including accommodation, restaurant, bar, as well as a very famous surfing spots in the world.

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When you visit Kuta beach, then you do not have to worry with the existing system of accommodation. In the vicinity of Kuta beach, there is many types of hotels and resorts that provide you with a accommodation budget ranging from the lowest to the highest. Kuta Beach were a beach that is highly recommended for you. In addition to offering the natural beauty, the environment around it also gives a classy facility.

Worksheet of Cycle 2
Treatment 2

A. Please read both of the text below carefully!

Text A:

Semarang City

Semarang is one of a metropolitan city in Indonesia. It is the capital city of Central Java. Semarang has a big population around 2 million people. It is very beautiful city and I loved to live and grow up in this city. I believe that people around Indonesia will know where Semarang is.

Semarang is well-known as Lumpia city. The reason for that name is because people especially tourist always buy Lumpia as a present. Besides Lumpia, Semarang also has a various kind of Traditional Food like Wingko Babat, ganjel rel, wedang tahu. Etc.

Semarang is one of the most interesting city in Indonesia. There are some places that very recommended to visit, like Marina beach, Lawang Sewu, Tugu Muda, Old city, Masjid Agung Semarang, etc. If you want to enjoy beautiful sunset in Semarang you should visit Marina Beach. And if you want to enjoy historical place, you can visit Old city, lawang sewu, and many more.

In Semarang also a lot of Celebration. One of them called Dugderan. Dugderan is held before Ramadhan. And every may, Semarang held a street carnival to show many cultural in Semarang. Semarang is the best city to live.

Text B:

Semarang City

Semarang are one of a metropolitan city in Indonesia. It is the capital city of Central Java. Semarang have a big population around 2 million people. It is very beautiful city and I loved to living and grow up in this city. I believed that people around Indonesia will know where Semarang is.

Semarang is well-known as Lumpia city. The reasons for that name is because people especially tourist always buy Lumpia as a present. Besides Lumpia, semarang also has a various kind of Traditional Food like wingko babat, ganjel rel, wedang tahu. Etc.

Semarang is one of the most interesting city in Indonesia. There is some places that very recommended to visit, like Marina beach, Lawang Sewu, Tugu Muda, Old city, Masjid Agung Semarang, etc. If you are want to enjoy beautiful sunset in Semarang you should visiting Marina Beach. And if you want to enjoy historical place, you can visited Old city, lawang sewu, and etc.

In Semarang also a lot of Celebration. One of them calls Dugderan. Dugderan is held before Ramadhan. Semarang held a street carnival to show many cultural in Semarang. Semarang is the best city to live.

DOCUMENTATION



Pre test



Post test 1



Post test 2

CURRICULUM VITAE



MAR'ATUZ ZAHRANI was born in Bumi Dipasena Abadi, Tulang Bawang on February, 4th 1998. She is first daughter from happy couple namely Mr. Nuh Hudawi and Mrs. Lilik Karyawati.

She took her elementary school at Elementary School for 6 years at SDN 01 Bumi Dipasena Abadi, from 2003-2009. She continued her study in SMPN 1 Punggur, for 3 years from 2009-2012. In line with her focus on the study, she decided to continue her study in SMAN 1 Kotagajah from 2012-2015. Then, she was registered as a S1 student of English Education Department of The State Institute for Islamic Studies (IAIN) of Metro on 2015-2019. Many things she has gotten in the classroom and she hoped get job soon after graduate.