

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' WRITING ABILITY THROUGH
AUTHOR'S CHAIR STRATEGY AT SMA N 1 TERUSAN NUNYAI IN
THE ACADEMIC YEAR 2019/2020**

BY:

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STUDENT NUMBER 1501070258



Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2019 M

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THE ACADEMIC YEAR 2019/2020**

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

BY:

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Tarbiyah and Teachers Training Faculty
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ABSTRACT

**BY
INGGIT PASDIQOMAH**

The purposes of this research are to show that using Author's Chair strategy can improve the students' writing ability and students' learning activities at the tenth graders of SMA N 1 Terusan Nunyai in academic year 2019/2020. The writer had outlined the problem in this research that focused on writing ability. It is related on the problem identification that the students have low motivation to learn English especially in writing, they get the difficulties to generating the idea and hard to applying the concept of punctuation on their writing, and they are also not interested about the learning method in the class. They always feel bored in English subject.

In this research, the researcher classroom action research (CAR) that was done in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subject of this research were 10 students of the tenth graders of SMA N 1 Terusan Nunyai. In collecting data, the researcher used test including of pre-test, post test I and post test II, observation and documentation. The research was conducted collaboratively with the English teacher of SMA N 1 Terusan Nunyai.

The results of this research prove that Author's Chair strategy can improve writing ability and learning activity at the tenth graders of SMAN 1 Terusan Nunyai in the academic year 2019/2020. 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).

Keywords: *Writing Ability, Author's Chair Strategy.*

**MENINGKATKAN KEMAMPUAN MENULIS SISWA MELALUI
AUTHOR'S CHAIR STRATEGI DI SMA N 1 TERUSAN NUNYAI TAHUN
PELAJARAN 2019/2020**

ABSTRAK

**OLEH
INGGIT PASDIQOMAH**

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan strategi Author's Chair dapat meningkatkan kemampuan menulis dan aktifitas pembelajaran pada siswa kelas sepuluh SMAN 1 Terusan Nunyai pada tahun pelajaran 2019/2020. Permasalahan yang diangkat oleh penulis dalam penelitian ini berkaitan dengan kemampuan menulis. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi rendah untuk belajar bahasa Inggris khususnya materi menulis, mereka mengalami kesulitan dalam menciptakan suatu ide sulit untuk menerapkan konsep tanda baca pada tulisan mereka, dan mereka pula tidak tertarik terhadap metode yang digunakan di kelas. Mereka selalu bosan pada saat materi bahasa Inggris.

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 10 siswa kelas X SMAN 1 Terusan Nunyai. Dalam mengumpulkan data, peneliti menggunakan tes pre-test, post test I dan post test II, observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru Bahasa Inggris SMA N 1 Terusan Nunyai.

Hasil penelitian ini membuktikan bahwa strategi Author's Chair dapat meningkatkan kemampuan menulis dan aktivitas belajar pada siswa kelas X SMAN 1 Terusan Nunyai tahun akademik 2019/2020. 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 Penguasaan Minimum (MMC).

Kata kunci: *Kemampuan Menulis, strategi Author's Chair.*



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APPROVAL PAGE

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AUTHOR'S CHAIR STRATEGY AT SMA N 1 TERUSAN
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NOTIFICATION LETTER

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

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

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THROUGH AUTHOR'S CHAIR STRATEGY AT SMA N 1
TERUSAN NUNYAI IN THE ACADEMIC YEAR 2019/2020**

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

Wassalamu'alaikum Wr.Wb.

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di-
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Assalamu'alaikum Wr.Wb.

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

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NUNYAI IN THE ACADEMIC YEAR 2019/2020**

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

Wassalamu'alaikum Wr.Wb.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPROVING THE STUDENTS' WRITING ABILITY THROUGH AUTHOR'S CHAIR STRATEGY AT SMA N 1 TERUSAN NUNYAI IN THE ACADEMIC YEAR 2019/2020, written by Inggit Pasdiqomah, student number 1501070258, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 16th December 2019 at 08.00 – 10.00 am.

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Metro, December 2019

The Writer



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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, Desember 2019
Yang Menyatakan



Inggit Pasdiqomah
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MOTTO

The limits of my language means the limits of my world

(Ludwig Wittgenstein)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

*My beloved parents, Mr. Sapto Harjono and Mrs. Erlina Yuli Astuti
who always support me by their endless love*

*My lovely brother,
Arjalu Aji Wiguna who always support, protect and advice my life and my study,
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*My beloved friends,
My beloved lectures of English Departement of State Institute for Islamic of
Metro, Lampung*

My beloved almamater

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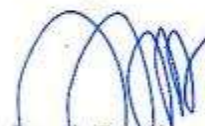
Praise thanks to Allah who has been giving His blessing and mercy to the writer to complete a research entitled "Improving the Students' Writing Ability Through Auhor's Chair Strategy at SMA N 1 Terusan Nunyai in the Academic Year of 2019/2020". Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world. In this opportunities, the researcher would like to express her deepest gratitude especially to:

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

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

Metro, Desember 2019



Inggit Pasciqomah

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CHAPTER I

INTRODUCION

A. Background of study

English Language Teaching has significant role in Indonesia from elementary school until university. English is very important in Indonesia because English is foreign language for Indonesian people. English helps Indonesian people to communicate with other people and helps to looking for the job. There are four language skills such as speaking, reading, listening and writing.

Actually, writing is one of the most important language skills because writing is one of productive skills besides speaking that enables the students to communicate their ideas and feelings in written form. Writing can be beneficial process to guide the students to be able to think critically related on the topic. Through writing, the writers can transfer the whole ideas to readers without any reduced content of message. There are many aspects required to have good writing ability which included of external and internal aspect. External aspects included of the motivation from their parents, environment, friends and learning media and strategy. While, internal aspects included interest, motivation and learning habit.

However, being able to write in English is not easy. Writing is one of language skills that is difficult to do especially for students who learn English as a foreign language. This case can be seen from most of the students in high school who get difficulty in completing their English

writing task. It is hard for the students to write well because of the lack of vocabularies and low grammar mastery. It is difficult for them to generate the ideas or lost ideas. They are also hard in applying the concept of punctuation in writing.

In line with the writing problems above, the researcher had investigated the writing problems at the tenth graders of SMA N 1 TERUSAN NUNYAI in the academic year 2019/2020. Based on the result of pre-survey conducted at SMA N 1 TERUSAN NUNYAI on Tuesday 14th 2019, writing ability of the tenth graders is incomplete. The following table illustrates their writing ability based on Minimum Mastery Criteria (MMC).

Table 1. Pre-survey data

No.	Name	Grade	Criteria
1.	AAH	50	Incomplete
2.	CRW	60	Incomplete
3.	IZ	60	Incomplete
4.	JA	65	Incomplete
5.	KD	65	Incomplete
6.	MIHAT	85	Complete
7.	NLA	75	Complete
8.	SR	55	Incomplete

9.	SM	50	Incomplete
10.	WAH	60	Incomplete

The table 1. above indicates the students' problems in writing from categorized based on MMC (Minimum Mastery Criteria) into a complete and incomplete category. The following are the results of the categorization of writing ability at the tenth graders of SMA N 1 Terusan Nunyai.

Table 2. Pre-Survey Result

No.	Minimum Mastery Criteria(MMC)	Number Of Student	Percentage	Criteria
1	< 70	8	80 %	Incomplete
2	≥ 70	2	20 %	Complete

Based on the result of Pre-Survey, there are eight students who are not able to complete the Minimum Mastery Criteria (MMC). The percentage of students who are not able to complete the Minimum Mastery Criteria (MMC) is 80 %. It means that it is very difficult for the students to write the text in english. Meanwhile, there are just two students who are able to complete the Minimum Mastery Criteria (MMC). The percentage of the students who are able to complete the Minimum Mastery Criteria (MMC) is 20 %. The data prove that the percentage of the students who are able to complete the Minimum Mastery Criteria (MMC) is less than

who are able not to complete MMC. It is clear that most of the students have problems in their writing ability.

In addition, it is investigated by the researcher that the tenth graders of SMA N 1 TERUSAN NUNYAI get difficulty in writing because they have limited grammar mastery and vocabulary, they have low motivation in writing so they tend lazy to write some sentences, they are hard to generated the idea that waswritten by them. Moreover, the improvement of students' writing skill can be done by application one of the appropriate teaching strategies. Graves in Judy states that the purpose of the Author's Chair strategy is to provided an opportunities for students to present their writings with classmates through feedback.¹ Therefore, the writer conducted a classroom action research entitled "Improving The Students' Writing Ability Through Author's Chair Strategy at SMA N 1 Terusan Nunyai."

B. Problem Identification

Based on background of problem above, the researcher identifies some problems, as follow:

1. The students' vocabulary mastery should be increased;
2. The students' grammar mastery needs to be improved;
3. The students' motivation in writing should be increased;

¹ Judi Tilton Brunner. Helping Students Understand What They Read. USA. ROWMAN & Littlefield Publishers:2011

4. The students find difficulties in generating the ideas;
5. The students have lost ideas in the writing process;
6. The students are hard in applying the concept of punctuation in writing;
7. The students' writing ability should be improved.

C. Problem Limitation

Based on problem identification above, the researcher limits the problems on the problem of students in having low writing ability. The improvement of students writing ability was done by using Author's Chair Strategy.

D. Problem Formulation

In relation with the problem limitation above, the researcher tries to formulate the problem of this research as follow:

“How does Author's Chair strategy improve the students' writing ability and learning activity at SMA NEGERI 1 Terusan Nunyai in the academic year 2019/2020?”

E. Objective and Benefit of the Study

1. Objective of the Study

Objective of this research is in order to investigate how writing ability and learning activity of the tenth graders at SMA NEGERI 1 TERUSAN NUNYAI in the academic year of 2019/2020 can be improved by using Author's Chair Strategy.

2. Benefit of the Study

a. For the students

This research is very useful for the students to help them writing english texts, so that their abilities can be increased by using the author's chair strategy.

b. For Teacher of English

It is hoped that this research is one sources of inspiration for English teachers to chose the right learning strategies to improve students' writing ability. It is because Author's Chair helps students to gather information from existing stories or facts such as people's ideas, and events.

c. For the Other Researchers

When writing must be improved by various research efforts, this research can be one of the real examples of one of the efforts to improve writing by using this strategy. Hopefully, this research is useful for further research to be developed into the next research.

F. Prior Researches

This research was conducted by considering several previous studies so that researchers get a strong view and foundation. The first previous research was carried out by Nozalia². The results of previous studies that first proved that teaching writing by combining Author's Chair with Flower writing strategy help the students to remind some important

² Siska Nozalia. "Teaching Writing Descriptive Text By Combining Author's Chair With Flower Writing Strategy At Junior High School".Pendidikan Bahasa Inggris 40. 2(2014)

things that should be involved in writing descriptive text such as identification and description about something, place and someone. It makes easy to students to develop their idea in writing ability. These strategy would be helpful as the teacher teach in writing.

This research has similarities with the first previous research. The similarity is in the strategy used Author's Chair in teaching writing. The next similarity is the research method used, this research and previous research first used Classroom Action Research to improve writing ability. The first previous research also had differences with this research, the first difference lies in the difference in the research sample. This research involved the tenth graders at SMA N 1 Terusan Nunyai as a research sample. While, the first previous research involved the ninth grade in SMPN2 Kinali Pasaman Barat. The following differences exist in the number of learning strategies used. This study used a teaching strategy namely Author's Chair. While, the first previous research collaborated 2 teaching techniques to improve writing, among others Author's Chair and Flower writing strategy.

The second previous research was carried out by Roza³. The result of this previous research that teaching writing by combining Author's Chairs with Point, Illustration, and Explanation (PIE) by using this strategy, students can improve their understanding in writing and students

³ Risa Elfa Roza. "Teaching Writing Report Text By Combining Point, Illustration, Explanation (PIE) And Author's Chair Strategies For Senior High School Students". Pendidikan Bahasa Inggris 40. 2(2014)

are easy to express their ideas in written form. This is also expected to achieve learning objectives for high school students.

The similarity from this study and the second previous research is the used Author's Chairs Strategy and to improve the students' writing skill in Senior High School, the second previous research and this study used Classroom Action Research. This previous research also had differences with this research. The difference lies in the number of learning strategies used. The second previous research collaborated two strategies, among others Author's Chairs and Point, Illustrations, Explanation (PIE). While, this research use Author's Chairs to improve the students' writing ability.

The third previous research was carried out by Prima.⁴ The result of this previous research that teaching writing by combining Quick Write with Author's Chair Strategies can help the students in producing a good writing, the teacher has to use a suitable and good strategy in teaching and learning process and students will have the ability to write short or long sentences individually based on clear steps and assisted with interesting diagrams in writing a correct text.

The similarity from this research and the third previous research is used Author's Chair Strategy and to improve students writing ability in Senior High School. This previous research also had differences with this research, the difference lies first in the number of learning strategies used.

⁴Vino Hendra Prima. "Teaching Writing Descriptive Text By Combining Quick Write With Author's Chair Strategies For Senior High School Students".

This previous research combine two strategies, among others Quick Write and Author's Chair Strategies. While, this research just use Author's Chair to improve the student writing skill.

The fourth previous research was carried out by Mirandha.⁵ The result of this previous research that teaching writing by combining Four Square with Author's Chair Strategies is very appropriate and helpful to help the students improve their ability in writing.

The similarity from this research and the fourth previous research is used Author's Chair to improve the students writing ability and the same sample is in Senior High School. The previous research also had differences with this research, the first difference lies in the number of learning strategies used. This previous research combine two strategies, among others Four Square with Author's Chair. While, this research is used Author's Chair to improve the students writing ability.

The fifth previous research was carried out by Mayasari.⁶ The result of this previous research that teaching writing by combining Y Chart with Author's Chair Strategies that strategies are able to make the learning and teaching process more effective because these two strategies produce learning models that are very useful, interesting and useful for teachers and for students.

⁵Nia Putri Mirandha. "Teaching Writing Descriptive Text By Combining Four Square With Author's Chair Strategies For Senior High School Students"

⁶Lusi Mayasari. "Teaching Writing Descriptive Text By Combining Y Chart And Author's Chair Strategies For Junior High School Students"

This research has similarities with the fifth previous research . The similarity from this research and the fifth previous research is used Author's Chair to improve the students writing ability. This previous research also had differences with this research, the first difference lies in the difference in the research sample. This research involved in Senior High School as a research sample. While, the fifth previous research involved in Junior High School. The following differences exist in the number of learning strategies used. This study used a teaching strategy namely Author's Chair. While, the first previous research collaborated 2 teaching techniques to improve writing, among others Y Chart with Author's Chair Strategies.

All of the prior research use Classroom Action Research (CAR), and this research also used Classroom Action Research to improve the students writing sbility.

Referring to the prior research, the differences are about different, research sample and research finding. Therefore, by considering some prior researches above, it is proper to implement Author's Chair strategy in teaching writing. The researcher want to know the students' writing ability and language activity in English at SMA N 1 Terusan Nunyai. 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.

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Writing Ability

1. The Definition of Writing Ability

According to Brown, writing is a way for someone to express thoughts, feelings and ideas into a writing.⁷ Writing is expressing what is in the mind and showing what is being felt.

Weigle explains that writing is the most important standardization in education compared to standardization of speaking.⁸ Writing is considered more important in the world of education, especially in the accuracy of writing.

Javed holds that writing is one of four basic skills, students begin to learn communicate and interact through writing at the school level.⁹ Writing is a means by which someone can communicate or express feelings, thoughts.

⁷H. Douglas Brown, *Teaching by Principle : An Interactive Approach to Language Pedagog*, second edition. (California:Longman, 2002),p. 337

⁸Sara Cushing Weigle, *Assesing Writing*. (United Kingdom : Cambridge University, 2002),p. 17

⁹ Muhammad Javed, "A Study of Students' Assessment in Writing Skills of the English Language". *International Journal of Instruction* 6. 2(2013),p. 130

Meanwhile, Harmer states that writing is useful for various activities in discussion forums that require reporters.¹⁰ Writing is a meaningful way to note something related to the discussion topic.

The notion that writing ability is the skills needed to develop an idea.¹¹ Therefore, writing ability is a skill to express ideas, thought, and feeling to other people in written symbols to make other people or readers understand the ideas conveyed.

Based on the statements above, writing ability is also required when discussing, writing also can help students to get the opinion that there are thoughts and feelings through writing other than speaking

2. Definition of Descriptive Text

Zemach maintains descriptive define how someone or something looks and feels.¹² It is a way to enrich other forms of writing or as a dominant strategy for developing a picture of what something looks like.

Based on the explanation above, the researcher assumed that descriptive text is the text that used to describe something or someone.

¹⁰Jeremy Harmer, *How to Teach Writing*. (England : Pearson Education, 2004),p. 40

¹¹Elke Van Streendam, *Measuring Writing : Recent Insights into Theory, Methodology and Practices*. (Boston : Brill, 2012),p. 169

¹² Zemach. Dorothy E, And Charlos Islam, *Paragraph Writing From Sentence To Paragraph*, (Macmilan, 2002), P. 25

3. Writing Process

The process of writing has four steps as follows.¹³

a. Prewriting

The first step is called prewriting, prewriting is a way to get ideas. In prewriting students choose a topic and collect ideas to explain the topic.

b. Organizing

The next step is organize the ideas into a simple outline. Below the first sentence contains the main ideas and sentences that provide more information about the topic discussed

c. Writing

The next step is to write a basic concept, using the outline as a guide. Write concepts without stopping thinking about spelling, grammar, or punctuation.

d. Revising and Editing

The last step is revise and edit, revise the concepts that have been written and edited grammar, spelling and punctuation.

4. Writing Assessment

The assessment of writing ability is guided by the use of an appropriate writing rubric. In an writing assessment in general is assessed from the content created, the organization, vocabulary, and

¹³ Alice Oshima, Introduction to Academic Writing. (USA : Pearson Education, 2007),p. 16

mechanics. Whether, the four components are in accordance with what is expected for a good writing. One of the suitable writing rubric is as follows.¹⁴

Table 3. Writing Assessment

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	Ideas clearly stated-etc.
17-14	Good to average	loosely organized but main ideas stand out.
13-10	Fair to poor	an idea confused
9-7	Very poor	Does not communicate, no organization,
Vocabulary		
20-18	Excellent to very good	effective word/idiom choice and usage
17-14	Good to average	Adequate range, occasional errors of word/idiom from, choice, usage but meaning not obscured.
13-10	Fair to poor	frequent errors pf word/idiom from, choice, usage
9-7	Very poor	Essentially translation, little knowlege of English vocabulary.
Language use		
25-22	Excellent to very good	Effective complex constructions
21-19	Good to average	Effective but simple constructions
17-11	Fair to poor	Major problems in simple/complex constructions-etc
10-5	Very poor	Virtually no mastery of sentence construction rules
Mechanics		
5	Excellent to very good	Demonstrates mastery of conventions
4	Good to average	frequent errors of spelling, punctuation
3	Fair to poor	Frequent errors of spelling punctuation, capitalization
2	Very poor	No mstery of conventions

¹⁴J.B. Heaton, Writing English Language Tests. (USA:Longman Group, 1988), p. 146

B. Author's Chair Strategy

1. The Definition of Author's Chair Strategy

Burmer maintains that author's strategy is a teaching strategy that provides feedback to students on the writing made by making specific suggestions to improve writing, and asking questions that motivated students to write.¹⁵ Author's chair can improve students' writing ability by making feedback about the topic of discussion.

According to Freeman, the author's chair is the main writing mechanism that gives students the opportunity to know the results of their writing through the feedback provided that is useful for strengthening their writing skills.¹⁶ This strategy can make students more active in responding to their classmates' writing.

Furthermore, Champman argues that author's chair is teaching strategy that is done with media chairs as a tool used to argue in assessing a writing.¹⁷ Author's chair is used to train students in writing and in arguing about topics that are being discussed through the chairs provided in front of the class.

Based on statements above, author's chair is strategy to reinforce the students' writing ability by making feedback on the topic. This strategy

¹⁵ Trisha burmer, *Writing Strategies for Mathematics*. (Huntington Beach:Shell Education, 2014), p. 182.

¹⁶ Marcia S. Freeman, *Teaching the Youngest Writers : A practical guige*. (USA : Maupin House,2003), p. 42

¹⁷ Carolyn Chapman. *Differentiated Instructional Strategies For Writing in the Cpment Areas*. (USA : Corwin, 2009), p. 71

can also improve students' writing skills and can make students more active in responding to their classmates' writing according to the topic of discussion.

2. The Benefits of Author's Chair Strategy

The benefits of author's chair strategy are illustrated, as follows: ¹⁸

- a. Providing opportunity for individual work or a collaborative effort;
- b. Encouraging attention to detail and student engagement;
- c. Taking little teacher preparation;
- d. Being easy to explain and to understand
- e. Helping students understand how an author develops a storyline through characterization;
- f. Providing a purpose for reading;
- g. Being a good activity for a substitute teacher.

3. The Implementation of Author's Chair Strategy in Teaching Writing Ability

The implementation of author's chair strategy in teaching writing ability is explained, as follows:¹⁹

- a. The researcher provides students with reading material and questions related to the topic;

¹⁸ Judy Tilton Brunner, *Helping Students Understand What They Read*. (USA : ROWMAN & Littlefield, 2011), p. 48

¹⁹ *Ibid*, p. 49

- b. The researcher tells students to use the questions as a guide for a written response to the reading;
- c. The researcher explains that each student will share his writing with the class while sitting in the Author's Chair. This can be a specific chair in the front of the room, or each student's individual chair can become the Author's Chair;
- d. After completion of the writing project, each student presents their writing to the class;
- e. The researcher instructs the students' to make notes and share comments about the writing with the author. Comments may be related to accuracy of content, writing style, interpretation of content, suggestions for improvement, and so forth.

C. Action Hypothesis

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

“The Implementation of Author's Chair Strategy can improve the students' writing ability and learning activity at SMA N 1 Terusan Nunyai in the academic year 2019/2020”.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Definition of Operational Variable

1. Variable of the Research

This research consisted of two variables, dependent variable of the research is writing ability. Meanwhile, the independent variable of this research is Author's Chair Strategy.

2. The Definition of Operational Variable

The definition of operational variable is explained, as follows :

a. Dependent Variable

The dependent variable of this research is students' writing ability that focuses on the students' ability. The indicators of a written test in this variable are:

- 1) The students are good in content of writing. The content should be relevant to the topic.
- 2) The students are good in organization of writing.
- 3) The students are able to write descriptive text by using good mechanics writing.

b. Independent Variable

This variable was measured by observation. To observe this variable the researcher used observation sheet. The indicators of this variable are:

- 1) The students paid attention to teacher explanation.

- 2) The students asked/answered the question.
- 3) The students were active in the teaching learning process.
- 4) The students were able able to do the task.

B. Setting of The Research

This research was conducted at SMA N 1 Terusan Nunyai in class X located in Lampung Tengah. Total of the students from the tenth up to twelfth graders are 1.175 students and total of the class are 35.

C. Subject of the Research

The researcher chose the tenth graders of social class with the total students were 10 students because their writing ability have low and the researcher would improve their writing ability. This is based on the result of pre-survey at the tenth graders of SMA N 1 Terusan Nunyai in the academic year 2019/2020.

Table. 4 The Number of Students

No	Grade	Sex		Total
		Male	Female	
1	X IPS 1	3	7	10

D. Action Plan

This research used Classroom Action Research (CAR) to improve the students' writing ability. According to Burn, Classroom Action Research

(CAR) is a research process that can respond quickly to political, social and educational questions with various practices.²⁰

McNiff states that Classroom Action Research (CAR) is the research process used to research your problem.²¹

Based on the statements above, Classroom Action Research (CAR) could be applied to achieve educational goals. In other words, action research is appropriate to help educators improve their abilities during the learning process.

Classroom action research (CAR) has various models. According to O’Leary, action research consists of some phases, as follows.²²

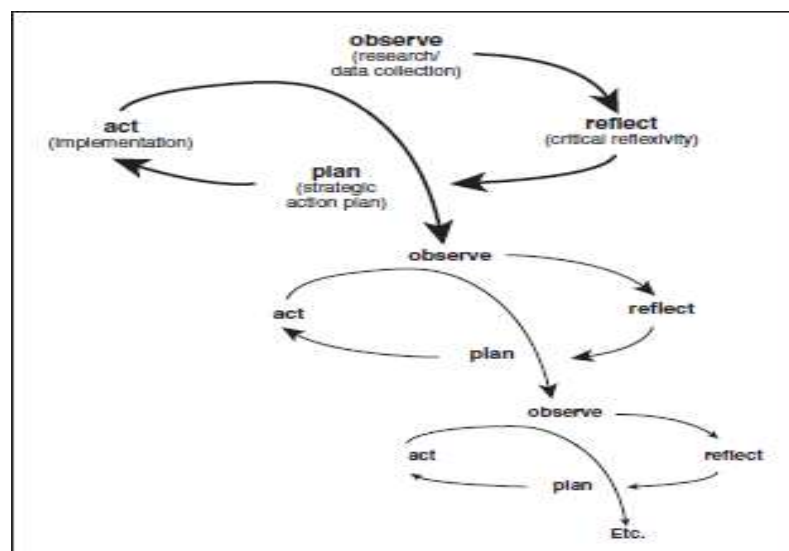


Figure 1. Action Research

²⁰ Anne Burn, *Collaborative Action Research for English Language Teachers*, (Cambridge University : Press 1999) P.25

²¹ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002) Second Edition, p.15

²²Zina O’Leary, *The Essential Guide To Doing Research*, (London : Sage Pubication, 2004),p. 141

This figure describes the order of the research which is planning, action, observation, and reflection that implement in each cycle. This picture describes if the first cycle can not be achieve, so it is probably continued in the next cycle that have same phase on the first cycle.

The research procedures are namely cycle 1 and cycle 2. This procedures are as follows.

1. Procedure of cycle 1

a. Planning

In this research, the researcher conducts some plans, namely:

- 1) The reseacher prepares the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The reseacher prepares the observation note and guidelines
- 3) The reseacher prepares the instrument of written tests before and after CAR.

b. Acting

This activities are implemented on the following step:

a) Pre teaching avtivity

- 1) The reseacher greets the students and checks the attendance list.
- 2) The reseacher gives warm up activities.
- 3) The reseacher explains general overview related to the topics of descriptive text.

- 4) The researcher confirms the students their comprehension about the descriptive text.
- b) While teaching activity
- 1) The reseacher implements Author's Chair strategy.
 - 2) The researcher explains how to write descriptive paragraphs well;
 - 3) The researcher would apply the author's chair strategy in learning by giving questions related to the topic and students write descriptive text about their favorite things.
 - 4) After completion, the researcher asks the students' to share their writing with the class while sitting in the Author's Chair;
- c) Post teaching activity
- 1) The researcher and the students concluded the learning topic that have been discussed;
 - 2) The researcher greets the students in end of the meeting;
- c. Observing

From the observation sheet, the researcher should know the result of the student's learning activities by writing down the learning process happened.

d. Reflecting

In the last phase, by reflecting the researcher can get information from the action that the researcher has been done whether any influence to students' learning process. Because the

researcher still found the problems, the researcher conducted the next cycle and used the collected data in cycle one as the reference by repairing all the problems in previous cycle.

2. Procedure of cycle 2

a. Planning

The cycle 2 have some plans, as follows.

- 1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The researcher prepares the observation note and guidelines
- 3) The researcher prepares the instrument of written tests before and after CAR.

b. Action

The researcher applies the cycle 2 to doing the exercise.

c. Observing

The researcher observes whether there had been an improvement of the students' learning process in this cycle 2

d. Reflecting

The observation results in the learning process are compared with the results of the scores in the pre-test and post-test, if there is a good improvement in accordance with the MMC, the researcher continues the action to the next cycle.

E. Data Collection Technique

In this research, the researcher collected the data by using test, observation and documentation.

1. Test

The tests included of pre-test and post-test. Both of the tests are in form of asking the students to write descriptive text about place and related on the topic.

a. Pre Test

The pre-test was conducted before implementation Author's Chair in preparations study. Pre-test of this research is in the form of essay test that ask the students' to write descriptive text in English about place and related on the topic.

b. Post Test

Post-test was applied after doing the treatment. The test asks the students to write descriptive text about place and ralated on the topic.

2. Observation

In this research, the researcher observed the students' behaviors and the students' activities in the learning process to know how the process of learning was held.

3. Documentation

The researcher used documents which are taken from the data of the school such as total of the students and teachers, the history of

SMAN 1 Terusan Nunyai, the condition teachers and officials employes in SMAN 1 Terusan Nunyai, organization stucture of SMAN 1 Terusan Nunyai, and writing worksheet and classrooms materials of students at SMAN 1 Terusan Nunyai.

4. Field Note

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

F. Data Collection Instrument

1. Writing Test Question

To assess students' descriptive writing ability of the tenth graders of SMA N 1 Terusan Nunyai in the academic year 2019/2020, the researcher applied some writing tests that consisted of pre-test and post-test. There are two choices of descriptive text topics such as "Please explains about Market or School".

Table. 5 The table of specification of essay writing test

Outcomes to Assess		Item Types (with Item numbers)	
Content Standard	Objectives	Essay Test	Total Points
4.10 Arrange the simple oral and written descriptive texts about people, tourist attractions,	3. The students are able to arrange simple oral and written descriptive texts about people, tourist attractions, and famous historical	<i>Compose a new descriptive text about a. Market</i>	0-100

and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.	buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.	b. <i>School</i>	
Total Point			100

G. Data Analysis Technique

In this research, the researcher used the data analysis by taking the average from pre-test and post-test to know the improvement, the researcher compared between pre-test and post-test score. Then, the results are matched with the minimum mastery criteria (MMC) in the school at the tenth graders of SMA N 1 Terusan Nunyai, the minimum mastery criteria (MMC) for English subject is 70.

Because there are some students were not successful in cycle 1, the researcher conducted the cycle 2. In cycle 2 the students were successful, so the cycle is stopped because the students have to achieve the minimum mastery criteria (MMC).

The researcher used statistical technique to analyze the data by a formula for counting the average score is as follow:

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

Notes: \bar{X} =Mean

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

N = Number of students²³

Moreover, the formula to figure out the percentage of the students who pass the minimum mastery criteria in each cycle as follows:²⁴

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

P = Class percentage

F = Frequency

N = Number of student

H. Indicator of Success

The indicator of success is taken from the process and the result of the action research. This research is called successful if 70% of students got score 70 as minimum score in writing ability. In addition, 70% of the students are active in learning activity.

²³ Donald Ary at all, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010) Eighth edition, p.110

²⁴ *Ibid*

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Reseach Result

1. Description of Research Location

a. The History of SMA N 1 Terusan Nunyai

SMAN 1 Terusan Nunyai was established in 1991 and got a DIP number in 1992. The high school is located in Terusan Nunyai District, Central Lampung, which is a fraction of Terbanggi Besar District. SMAN 1 Terusan Nunyai was once called SMAN 2 Teranggi Besar, since 1999 it changed to SMAN 1 Terusan Nunyai.

Terusan Nunyai District is located in the north of the Terbanggi Besar District and is crossed by the central Sumatra crossroad to Menggala (Tulang Bawang Regency). The geographical location is around 115° east longitude and 4.75° south latitude . The headmaster of SMA N 1 Terusan Nunyai in the academic year 2019/2020 is Drs. Andreas Sinaga, MM.

b. The Condition of Teacher and Official Employers at SMA N 1 Terusan Nunyai.

The data of teachers in academic year of 2019/2020 based on the employment of the status, it can be identified as follow;

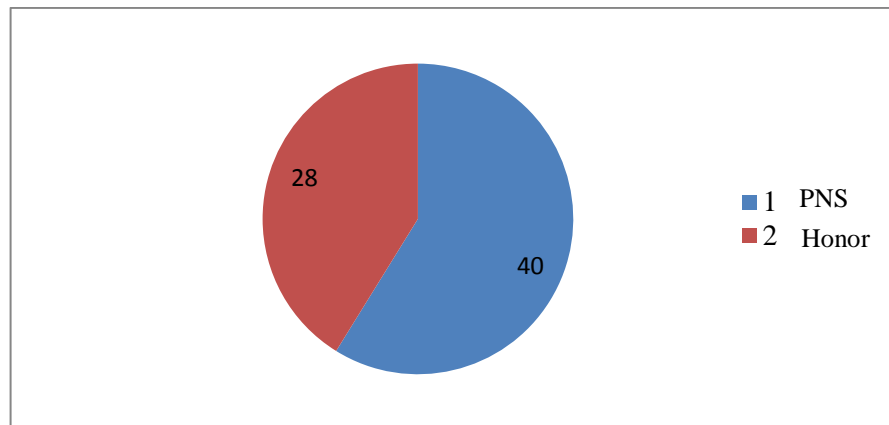


Figure 2. The Condition of Teachers at SMA N 1 Terusan Nunyai

c. The Quantity of the Students at SMA N 1 Terusan Nunyai

There are 1188 students of SMA N 1 Terusan Nunyai. Each grade consists of 36 classes. The tenth grades consisted of twelve classes with 374 students, the eleventh grades consisted of twelve classes with 411 students, and the twelfth grades consisted of twelve classes 403 students. The Quantities of the students at SMA N 1 Terusan Nunyai that could be identified as follows:

Table 6. The Students' Quantity of SMA N 1 Terusan Nunyai

Penjurusan	Siswa						Jumlah
	Tingkat X		Tingkat XI		Tingkat XII		
	P	L	P	L	P	L	
MIA	144	81	141	71	143	59	639
IIS	83	66	127	72	116	85	549
TOTAL							1188

2. Description of Research Data

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consisted of two meetings and

each meeting takes 2x35 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher is as an English teacher and Mrs. Sumarni, S.Pd as the collaborator.

a. Pre-test activity

The researcher conducted the pre-test on Friday September, 13th 2019, this meeting used as the pre-test for 2x35 minutes before the students were given the action. This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. In this chance, the Pre-test became the opening of the meeting. The Pre-test was about descriptive text and some students very enjoyed to do their test and others looked very annoying. The table belows shows the data of the students Pre-test score:

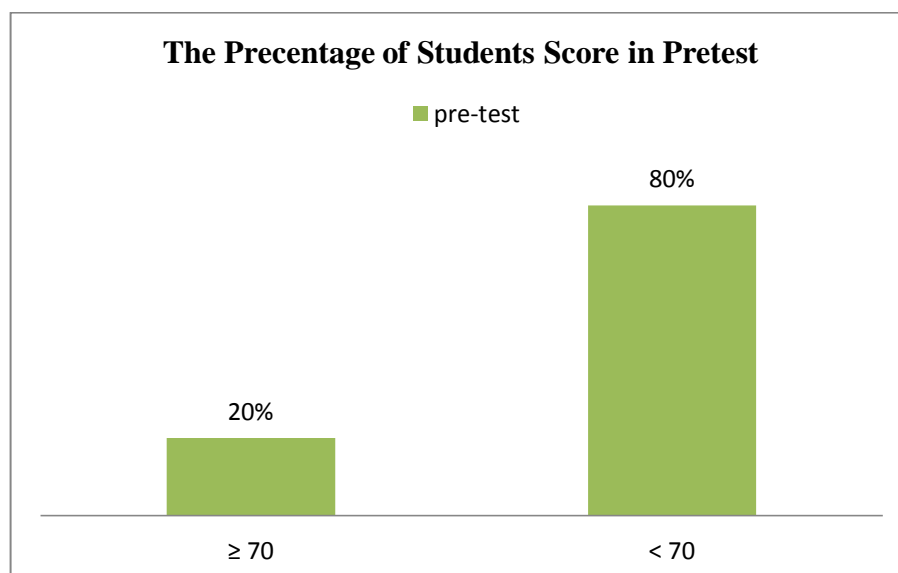
Table 7. The Result of the Students' Score in Pre-test

No.	Name	Grade	Criteria
1.	AAH	75	Complete
2.	CRW	63	Incomplete
3.	IZ	63	Incomplete
4.	JA	61	Incomplete
5.	KD	79	Complete
6.	MIHAT	43	Incomplete
7.	NLA	41	Incomplete
8.	SR	53	Incomplete
9.	SM	54	Incomplete
10.	WAH	55	Incomplete
Total Score		587	
Average		58.7	
Highest Score		79	
Lowest Score		41	

Table 8. The Frequency of the Students' Score in Pretest

No	Students' Score	Frequency	Percentage	Explanation
1	≥ 70	2	20%	Complete
2	< 70	8	80%	Incomplete
Total		10	100%	

The result of Pre-test showed that the percentage of students who did not achieve the minimum mastery criteria (MMC) is higher than the percentage of those who achieve the minimum mastery criteria (MMC). In addition, the result of Pre-test did not achieve the indicator of success.

**Figure 3. The Percentage of the Students' Score on Pretest**

Based on the result of the pretest above, it can be inferred that the students still have low in writing ability. While, this condition was

appropriate with the background of problem in the chapter I that they need new media to improve their writing ability in descriptive text.

b. Cycle 1

1) Planning

In this research, the researcher is as an English teacher with Mrs. Sumarni, S.Pd as collaborator. Before the learning process began, the researcher and the collaborator would like to discuss about, as follow:

- (1) Preparing the material of descriptive text and preparing the lesson plan.
- (2) Making the items of the Pre-test and the Post-test I in the cycle I.
- (3) Preparing the media needed in the implementation of Author's Chair strategy.
- (4) Making the observation sheet of the students activity 1.

The Minimum Mastery Criteria (MMC) at SMA N 1 Terusan Nunyai for English was 70, the lesson is writing descriptive text. In this meeting, the students were expected by the researcher got specific information of the descriptive text. In the first and second meeting, the researcher explained about descriptive text using Author's Chair strategy. Therefore, in the last meeting the researcher evaluated essay writing about descriptive text for the 10 students of X IPS¹ class.

2) Acting

The action in cycle 1 consisted of three meetings; one meeting for the Pre-test, one meeting for the action, and one meeting for the post test, there are:

a) The first Meeting

The first meeting was conducted on Tuesday, September 17th 2019 for 2x35 minutes. In this meeting, the researcher acted as a teacher and the collaborator acted as the observer, the action as follow:

- 1) The researcher greeted the students and checks the attendance list.
- 2) The researcher gave the information about the material.
- 3) The researcher gave the material about the descriptive text and the researcher gave the example.
- 4) The researcher asked the student about the material that was related and the students answered.
- 5) The researcher and the students made conclusion together before closed the meeting.

b) The Second Meeting

The second meeting was conducted on Friday, September 20th 2019 for 2x35 minutes. In this meeting, the researcher acted as a teacher and the collaborator acted as the observer, the action as follow:

- 1) The researcher greeted the students and checks the attendance list.
- 2) The researcher gave the information about the material.
- 3) The researcher gave the material about the descriptive text and the researcher gave the example.
- 4) The researcher asked the student about the material that was related and the students answered.
- 5) The researcher and the students made conclusion together before closed the meeting.

c) Post-test I

This meeting was conducted on Tuesday, September 24th 2019, this meeting used as the posttest 1 for 2x35 minutes after the students were given the action. The result of the students' score in post-test I is showed in the following table:

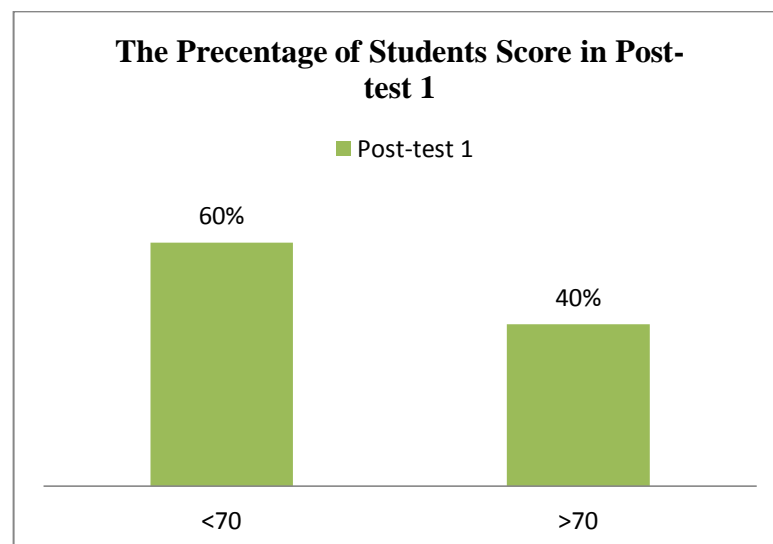
Table 9. The Result of the Students' Score in Post-Test 1

No.	Name	Grade	Criteria
1.	AAH	79	Complete
2.	CRW	67	Incomplete
3.	IZ	78	Complete
4.	JA	63	Incomplete
5.	KD	80	Complete
6.	MIHAT	47	Incomplete
7.	NLA	43	Incomplete
8.	SR	54	Incomplete
9.	SM	70	Complete
10.	WAH	60	Incomplete
Total Score		641	
Average		64.1	
Highest Score		80	
Lowest Score		43	

Table 10. The Frequency of the Students' Score in Post-Test I

No	Students' Score	Frequency	Percentage	Explanation
1	≥ 70	4	40%	Complete
2	< 70	6	60%	Incomplete
Total		10	100%	

The result of Post-test I showed that the percentage of students who did not achieve the minimum mastery criteria (MMC) is higher than the percentage of those who achieve the minimum mastery criteria (MMC). In addition, the result of the students' test was better than the students' test before giving treatment.

**Figure 4. The Percentage of the Students' Completeness Score on Postest 1**

3) Observing

In observation of teacher's action the researcher presented three meeting in cycle 1 of learning to find the information of the text in reading lesson. This observation was conducted by the collaborator, Mrs. Sumarni, S.Pd. She is an English teacher for the tenth grade students' of SMA N 1 Terusan Nunyai. In the first meeting, the researcher only gave the Pre-test for the students. The students who got the score more than 70 in pretest cycle 1 are 2 students of 10 students.

In the second meeting, the researcher explained the materials about descriptive text and using Author's Chair strategy in teaching learning. A highly appreciation came to their interest in doing the task and example from the researcher because they found the media was very interesting.

In the third meeting, the researcher gave the Post-test I for the students. The students began be active and interested in teaching learning process. In Post-test II of cycle I there were 4 students of 10 students who got 70 or more but this result be better than before giving treatment. The data of the students' activity can be seen in the table 12 bellows:

Table 11. The Result of the Students' Activity in the Learning Process of Cycle 1

No	Students Activities	Frequency	Percentage
1	Students paid attention to teacher explanation	6	60 %
2	Students asked/answered the questions	7	70 %
3	Students were active in the class	5	50 %
4	Students were able to do the task	5	50 %
Total Students			10
The average percentage of students' learning activity			57.5%

The data above explained that the total of students who paid attention to the teacher explanation were 6 (60%), 7 students (70%) responded to the researcher explanation. Students were very active in asked or answered the question, they were only 5 students (50%). 5 students (50%) were to make the note based on the material.

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. The end of this cycle, the researcher analyzed and calculated all the processes like students' pretest score and the result of students' post-test I score.

The comparison between pretest score and post-test I score was as follow:

Table 12. The Comparison Between Pretest and Postest I Score in Cycle I

NO	Name Initial	Pre Test	Post Test I	Improving	Explanation
1.	AAH	75	79	4	Improved
2.	CRW	63	67	4	Improved
3.	IZ	63	78	15	Improved
4.	JA	61	63	3	Improved
5.	KD	79	80	1	Improved
6.	MIHAT	43	47	4	Improved
7.	NLA	41	43	2	Improved
8.	SR	53	54	1	Improved
9.	SM	54	70	16	Improved
10.	WAH	55	60	5	Improved
Total		587	641		
Average		58.7	64.1		
High Score		79	80		
Low Score		41	43		

Table 13. The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥ 70	2	4	Complete
< 70	8	6	Incomplete
Total	10	10	

Then, the graph of comparison students writing ability pretest and posttest I score in cycle I could be seen as follows:

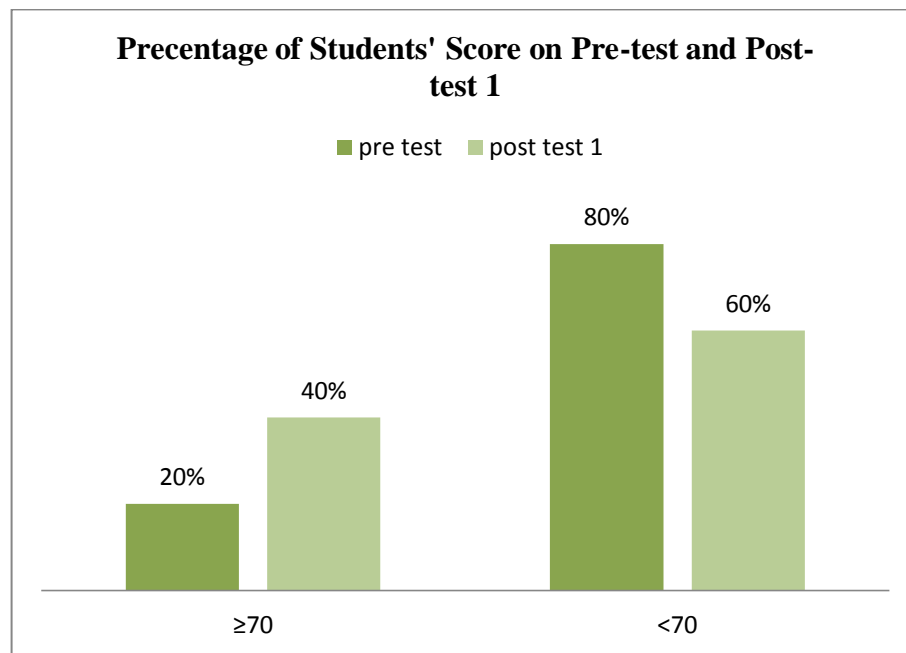


Figure 5. The Comparison of Percentage of the Students' Completeness Score on Pretest and Posttest I

The table and the graphic above, in pre-test it could be seen that total from 10 students, it could be concluded that 2 (20%). The students who got score ≥ 70 , was complete the minimum mastery criteria(MMC). Then the students who were incomplete the minimum mastery criteria (MMC) were 8 (80%) students who got score < 70 . In post-test I, it could be concluded that 4 (40%) students who got score ≥ 70 students, was complete the minimum mastery criteria (MMC). Then who incomplete the minimum mastery criteria were 6 (60%) students who got score < 70 . Average score of pretest was 58.7 and average score of Post-test I was 64.1. There was improvement between pretest and posttest I, but did not fulfill the indicator of success. It could be concluded that the result was

unsuccessful, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria.

c. Cycle II

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

1) Planning

Based on the reflection that had been conducted in the cycle 1, the researcher and the collaborator made the planning of the action, as follow:

- (1) Preparing the materials of descriptive text and preparing the lesson plan.
- (2) Preparing the items that will be examined as the post-test in the end cycle.
- (3) Preparing Author's chair strategy that used in the action learning.
- (4) Preparing the observation sheet of the students' activity 2.
- (5) Planning the scenario of the implementation of action and the implementation of Author's Chair will be used in the class.

2) Acting

The action in the cycle II, consisted of three meetings, two meetings for the action, and one meeting for the Post-test in the end of cycle. They are:

a) The First and the Second Meeting

Based on the learning implementation plan II, the allocation of the time for two meetings is 4x35 minutes. Therefore, the first and the second meeting were used as the implementation of the action in cycle II.

The first meeting was conducted on Friday, September 27th, 2019. The action that was conducted as follow:

- (1) The researcher greeted the students and checked the attendace list.
- (2) The researcher gave the information about the subject that would study.
- (3) The researcher reviewed the materials that had studied in the cycle I that was descriptive text.
- (4) The researcher gave the example of the descriptive text by using Author's Chair strategy.
- (5) The students followed the teaching learning carefully, they were enjoy and anthusiasm to study.
- (6) The students were asked to review again about the descriptive text on their writing respons.
- (7) Finally, the researcher and students made a conclusion and closed the class.

The second meeting was conducted on Tuesday, October 01st, 2019. The action that was conducted as follow:

- (1) The researcher greeted the students and checked the attendance list.
- (2) The researcher gave the information about the subject materials would studied.
- (3) The researcher reviewed the material that had studied in the cycle I.
- (4) The researcher gave the example and task about descriptive text for the students.
- (5) After the task was collected, the researcher and students discussed about the writing respons from the task it. To study the Post-test I item that has been done in the end cycle I.
- (6) The researcher and the students made the conclusion about the subject material that was studied.
- (7) The researcher closed the learning process.

b) Post-test II

The third meeting was conducted on Friday, October 04th 2019. This meeting used as the Post-test II in the end of cycle II, for 2 x 35 minutes the students was given the action. It has been finished well by the students where they had to make good

descriptive text on their writing respons. The result of the students' score in posttest II can be seen in the following table 15:

Table 14. The Result of the Students' Score in Posttest II

No.	Name	Grade	Criteria
1.	AAH	84	Complete
2.	CRW	74	Complete
3.	IZ	78	Complete
4.	JA	80	Complete
5.	KD	90	Complete
6.	MIHAT	69	Incomplete
7.	NLA	48	Incomplete
8.	SR	77	Complete
9.	SM	74	Complete
10.	WAH	71	Complete
Total Score		745	
Average		74.5	
Highest Score		90	
Lowest Score		48	

Table 15. The Frequency of the Students' Score in Posttest II

No	Students' Score	Frequency	Precentage	Explanation
1	≥ 70	8	80%	Complete
2	< 70	2	20%	Incomplete
Total		10	100%	

The result of Post-test II showed that the percentage of students' writing ability achieved the indicator of success. It is because the percentage is more than 70%.

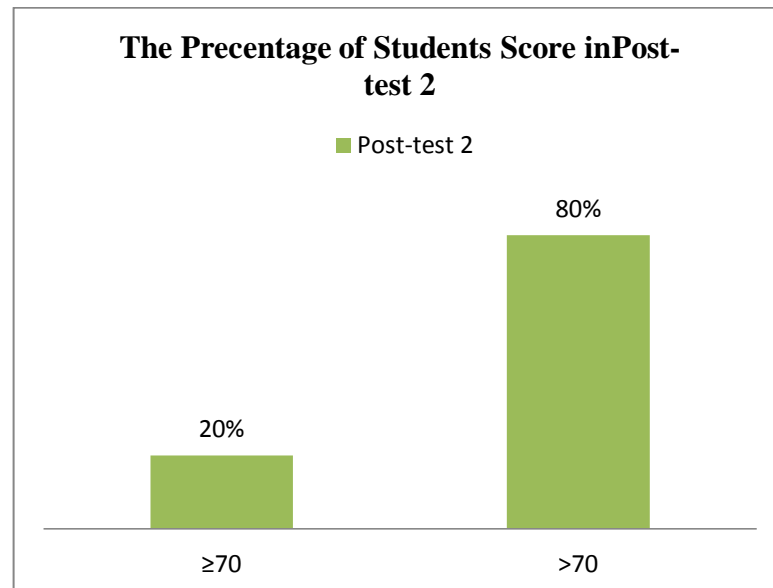


Figure 6. The Percentage of the Students' Completeness Score on Postest II

3) Observing

In this step, the researcher presented the materials by using Author's Chair strategy in learning process, there were also five 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 score of students' learning activities observation, as follows:

Table 16. The Result of the Students' Activity in the Learning Process of Cycle II

No	Students Activities	Frequency	Percentage
1	Students paid attention to teacher explanation	8	80 %
2	Students asked/answered the questions	7	70 %
3	Students were active in the class	7	70 %
4	Students were able to do the task	8	80 %
Total Students			10
The average percentage of students' learning activity			75%

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were $\geq 70\%$ of students passed the examination. It means the students' writing ability had improved. From the result above, the researcher concluded that this research was successful and would not be continued in the next cycle.

4) Reflecting

Based on the result of the observation above, it can be inferred that the result of using Author's Chair strategy was good. The researcher checked the students' score before and after using Author's Chair strategy. The researcher found the significant

improvement in students' score in descriptive text. The comparison between the students' score at Pret-test, Post-test I, and Post-test II has taken. The students score on writing ability from Post-test I to post-test II could be seen in table 18:

Table 17. The Comparison Between Post-test I and Post-test II Score

NO	Name Initial	Post Test I	Post Test II	Improving	Explanation
1.	AAH	79	84	5	Improved
2.	CRW	67	74	7	Improved
3.	IZ	78	78	0	Constant
4.	JA	63	80	17	Improved
5.	KD	80	90	10	Improved
6.	MIHAT	47	69	22	Improved
7.	NLA	43	48	5	Improved
8.	SR	54	77	23	Improved
9.	SM	70	74	14	Improved
10.	WAH	60	71	11	Improved
Total		587	745		
Average		58.7	74.5		
High Score		79	90		
Low Score		41	48		

Table 18. The Comparison of Students' Post-Test I and Post-Test II

Interval	Post-Test I	Post-Test II	Explanation
≥ 70	4	8	Complete
< 70	6	2	Incomplete
Total	10	10	

Then, the graph of comparison students writing descriptive text posttest I and posttest II score in cycle II could be seen as follow:

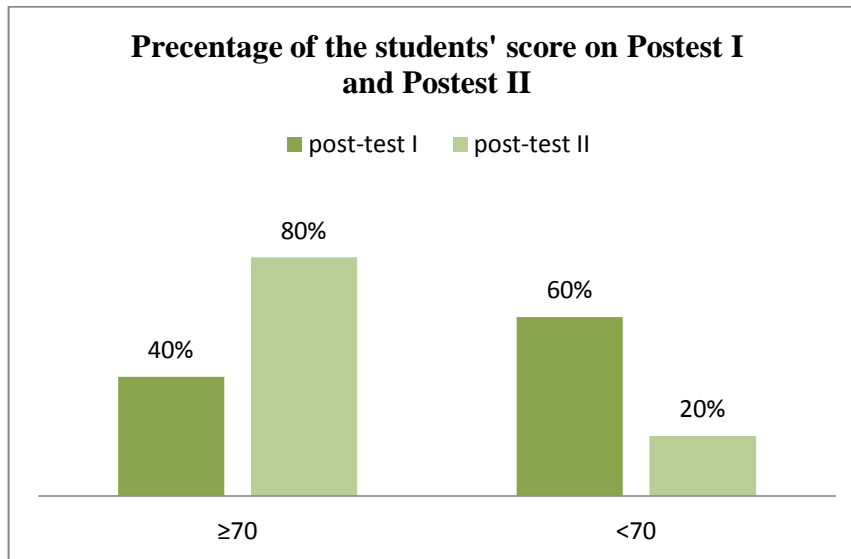


Figure 7. The Percentage of Comparison of Students' score on Postest I and Postest II

Based on the result above, it could be inferred that using Author's Chair strategy to teach descriptive text could improve the students' writing ability because there was improved from average in post-test I 64.1 became 74.5 in post-test II. In the cycle II, most of the students could develop their writing ability. It means that cycle II was successful.

d. Interpretation

Writing would be easier when it was supported by the appropriate strategy. During the research, the researcher observed that the students were enthusiastic to attention from researcher explanation in learning process. The researcher assumes that teaching writing ability through Author's Chair strategy can improve the student' writing ability.

1. Result of Students Learning

a. Result of students Pretest Score

From the result of pretest showed that most of the students got difficult for doing the writing test. Based on the table, students average were 58.7, it showed that most of the students have not passed yet in achieved the Minimum Mastery Criteria (MMC) at least 70. There are 2 students of 8 students passed of the MMC.

b. Result of Students Postest 1 Score

Based on the table, the students average was 64.1 it shown that most of the students have not passed yet in achieved the minimum mastery criteria (MMC) at least 70. In this postest I, there are 4 students of 10 students passed of the minimum mastery criteria (MMC). It could be concluded that most of the students failed in achieving the materials.

c. Result of Students Postest II Score

This researcher continued to cycle II because the score of postest I in cycle I did not fulfilled the minimum mastery criteria (MMC) yet there are 8 students passed the minimum mastery criteria (MMC). Based on the table, students average were 74.5 it showed that most of the students have achieving the minimum mastery criteria (MMC) at least 70. In post test II there are 8 students of 10 students passed of the MMC and the research was successful.

2. The Comparison of Score in Pretest, Posttest I in cycle I, and Posttest II in Cycle II.

English learning process was successful in cycle I but the students' average score was low. While, the score of the students in posttest I was higher than pretest. Moreover, in cycle II the students' average score was higher than cycle I. The following was table 19 of illustration score in cycle I and cycle II:

Table 19. The Comparison of Writing Ability of Pre-Test, Posttest I in Cycle I and Posttest II in Cycle II

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1.	75	79	84
2.	63	67	74
3.	63	78	78
4.	61	63	80
5.	79	80	90
6.	43	47	69
7.	41	43	48
8.	53	54	77
9.	54	70	74
10.	55	60	71
Total	587	587	745
Average	58.7	58.7	74.5
Complete	2	4	8

Table 20. The Comparison of Students' Pre-Test, Post-Test I Score in Cycle I and Post-Test II Score in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
>70	2	4	8	Complete
< 70	8	6	2	Incomplete
Total	10	10	10	

Based on the result of the Pre-test, Post-test I and Post-test II, it was known that there was a significant increasing of the students' score. It could be seen from the students got score 70 from 2, 4 became 8. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved. The researcher shown the graph of the result of Pre-test, Post-test I and Post-test II, as follow:

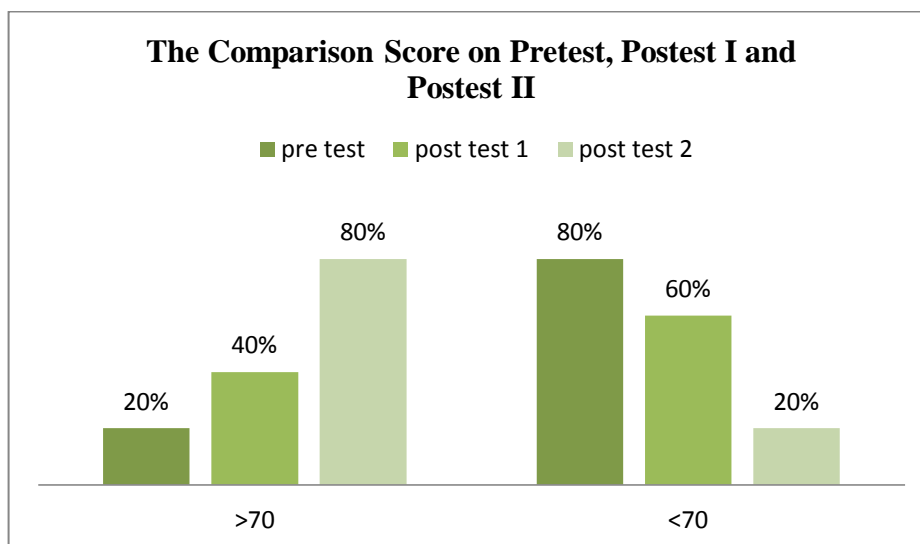


Figure 8. The Comparison Score of Students Writing Ability in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle I

Based on the graph above, it could be inferred that Author's Chair strategy was able to improve the students' writing ability. It is supported by improvement of the students' score from pretest to posttest I and from posttest I to posttest II.

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

The students' learning activities data were gotten from the whole students' learning activities on observation sheet. Table 21 shows the improvement of writing ability, as follow:

Table 21. The Percentage of Students Learning Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Students paid attention to teacher explanation	6	60 %	8	80 %	Improved
2	Students asked/answered the questions	7	70 %	7	70 %	Improved
3	Students were active in the class	5	50 %	7	70 %	Improved
4	Students were able to do the task	5	50 %	8	80 %	Improved

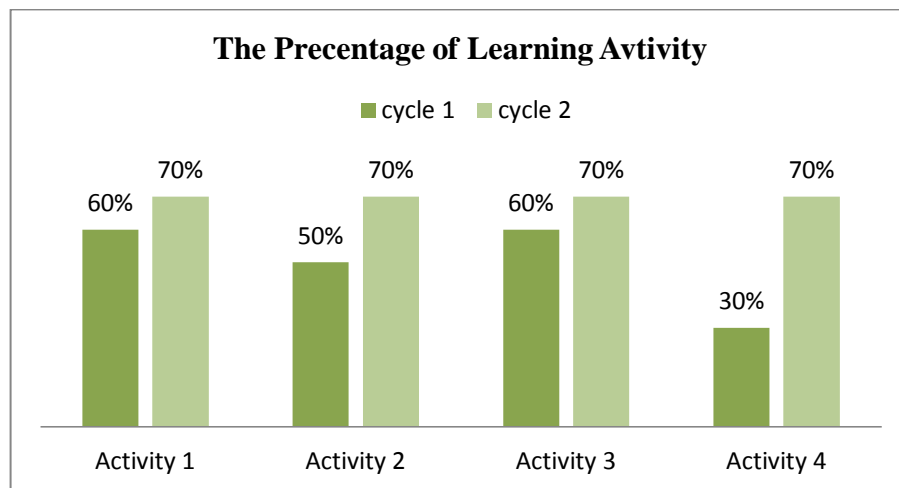


Figure 9. Learning Activity in Cycle I and Cycle II

Based on the data had gotten, it could be inferred that the total of students in cycle I who paid attention to the teacher explanation were 6 (60%), 5 students (50%) responded to the teacher explanation. Students were very active in asked or answered the question, they were only 6 students (60%). 3 students (30%) were to make the note based on the material. Meanwhile, in cycle II it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were $\geq 70\%$ of students passed the examination. It means the students' writing ability had improved. From the result above, the researcher concluded that this research was successful and would not be continued to the next cycle.

B. Discussion

In teaching writing at SMA N 1 Terusan Nunyai especially in students of the tenth graders based on the pre survey there are some problems like some students find difficulties in generating the ideas and the students are hard in applying the concept of punctuation in writing.

The researcher chose Author's Chair strategy to improve the students' writing ability.

The researcher used this strategy to generating the students' ideas and made students more active on their writing ability in learning English. There was apposite improving about students learning activities using Author's Chair strategy. Therefore, Author's Chair strategy hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II it could be shown that the use of Author's Chair strategy could improve the students' writing ability. There is progress from the students got score ≥ 70 from Pre-test 20% or 2 students, Post-test I 40% or 4 students and Post-test II 80% or 8. It could be seen that is an improving on the students complete score and total of the students who passed from pretest, Post-test I to Post-test II.

Moreover, the passing grade was 70 in this research, in Pre-test there is 2 students or 20% passed the test with the average 58.7, in Post-test I there is 4 students or 40% who passed with the average 64.1 and the Post-test II there is 8 students or 80% who passed the test with average 74.5. From the explanation, the researcher concludes that this research is successful and it could be stopped in the cycle II because the indicator of success 70% of students got score ≥ 70 are achieved.

The result of the student's activities in cycle I and cycle II improved. Pay' attention of the teacher' explanation from 60% in cycle I

become 80% in cycle II, the students' ask/answer question from 70% in cycle I become 70% in cycle II, the students' activeness in the class from 50% in cycle I become 70% in cycle II and the students' were able do the task from 50% in cycle I become 80% in cycle II. The result of students' activities in cycle I and cycle II there are improving about students' learning activities.

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 improved through Author's Chair strategy at the tenth graders of SMAN 1 Terusan Nunyai, Author's Chair strategy can improve writing ability at the tenth graders of SMAN 1 Terusan Nunyai. It can be seen on the progress from pretest to cycle I and cycle II. The percentage of students' writing ability got from Post-test II of cycle II is 80%. It means that result of cycle II had already achieved the indicator of succes that is 75 % of the students achieve the Minimum Mastery Criteria (MMC).

In addition, the implemenation of Author's Chair strategy can improve the students' learning activity at the tenth graders of SMAN 1 Terusan Nunyai. It was investigated that the percentage of learning activity of cycle 2 is 75%. It means that Author's Chair strategy can improve the student's learning activity.

B. Suggestion

Based on the conclusion above, it could be delivered some suggetions to be shared more attention in teaching and learning process go to:

1. For English Teacher

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

2. For the Students

It suggested to the students to be more active in learning process in the class and improve their ability in writing so they can be success in English learning.

3. For Headmaster

It is suggested for headmaster to support the English teacher to use Author's Chair strategy in learning process, because this strategy is so helpfull.

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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 ingih 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
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat 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,</p>	<p>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri</p> <p>Fungsi sosial</p> <p>Menjalin hubungan dengan guru, teman dan orang lain</p> <p>Ungkapan</p> <p><i>My name is... /I'm ... / I live in ... / I have ... / I like ...</i> dan semacamnya</p> <p>Unsur kebahasaan:</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 yang digunakan. <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. 	<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, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog yang 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglishbritishcouncil.org/eg/on

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</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> dalam simple present tense</p> <p>(3) Kata tanya <i>What? Who? Which?</i></p> <p>(4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi</p> <p>(5) Rujukan kata</p> <p>Topik Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.</p>	<p>• Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri</p> <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 mengelompokkannya berdasarkan penggunaan. • 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 	<p>menyebutkan jati diri di depan kelas</p> <ul style="list-style-type: none"> • Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi • 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 lainnya. <p>Penilaian Diri dan Penilaian</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran.	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dengan konteks</p> <ul style="list-style-type: none"> Siswa menujikan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>). 	<p>Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Menyukuni kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Teks lisan dan tulis untuk memuji bersayap (<i>extended</i>) serta responnya</p> <p>Fungsi sosial</p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p>Ungkapan</p> <p>"Excellent! You really did it well, Tina." "That's nice, Anisa. I really like it." "It was great. I like it, thank you."</p> <p>Unsur kebahasaan:</p> <p>Ucapan, tekanan kata, intonasi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi memuji bersayap. Siswa mengikuti interaksi memuji bersayap. Siswa menirukan model interaksi memuji bersayap Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa memuji bersayap dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p>	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memuji bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya. Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi</p>	<p>1 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ SUARA GURU Koran/ majalah ber www.dailyenglish.co m http://americanengli sh.state.gov/files/ae /resource files http://learnenglish.b ritishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Menyukun kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukkan perhatian (care), serta</p>	<p>Teks lisan dan tulis untuk menunjukkan perhatian (care)</p> <p>Fungsi sosial</p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p>Ungkapan</p> <p>Ungkapan untuk memberi perhatian dan cara meresponnya: <i>You look pale . Are you OK? Not really. I've got a headache.</i></p>	<p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (<i>learning journal</i>). 	<p>balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan Komunikasi 	1 x 2 JP	<ul style="list-style-type: none"> Audio CD/ SUARA GURU Koran/ majalah ber www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglishbritishcouncil.org/en/
<p>1.1. Menyukun kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukkan perhatian (care), serta</p>	<p>Teks lisan dan tulis untuk menunjukkan perhatian (care)</p> <p>Fungsi sosial</p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p>Ungkapan</p> <p>Ungkapan untuk memberi perhatian dan cara meresponnya: <i>You look pale . Are you OK? Not really. I've got a headache.</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi menunjukkan perhatian. Siswa mengikuti interaksi menunjukkan perhatian. Siswa menirukan model interaksi menunjukkan perhatian. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks menunjukkan perhatian Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang 	1 x 2 JP	<ul style="list-style-type: none"> Audio CD/ SUARA GURU Koran/ majalah ber www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglishbritishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>responsnya, sesuai dengan konteks penggunaannya.</p> <p>4.3. Menyusun teks lisan dan tulis untuk mengucapakan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>Unsur kebahasaan: Ucapan, tekanan kata, intonasi</p>	<p>perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menunjukkan perhatian dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menunjukkan perhatian dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukkan perhatian dalam jurnal belajar (<i>learning journal</i>). 	<p>berisi pernyataan dan pertanyaan untuk menunjukkan perhatian</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan Komunikasi 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU
1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar	Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks pernyataan dan 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menyampaikan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p>Fungsi Sosial Menyatakan rencana</p> <p>Struktur Teks "I'd like to tell my name, I will tell him about my job, I'm going to introduce my friend"</p> <p>Unsur Kebahasaan Kata kerja I'd like to ..., I will ..., I'm going to ...; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p>	<p>• Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan tentang niat melakukan sesuatu dengan bimbingan guru</p> <p>• Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu</p> <p>• Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu</p> <p>Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur • Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan antara ungkapan 	<p>pertanyaan tentang niat melakukan sesuatu</p> <ul style="list-style-type: none"> • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian: Pengamatan (observasi) Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> • Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi 		<ul style="list-style-type: none"> • Koran/ majalah berbahasa Inggris • www.dailymail.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<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>3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan</p>	<p>Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended)</p> <p>Fungsi/ Sosial</p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p>Struktur text</p> <p>Ungkapan baku dari sumber-sumber otentik.</p> <p>Unsur kebahasaan</p> <p>(1) Kata dan tata bahasa baku</p>	<p>niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain.</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar kelas Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning journal</i>) 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan role-play (bermain peran) menggunakan 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americaneologi.sh.state.gov/files/ae/resource_files http://learnenglish.britishecouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>konteks penggunaannya.</p> <p>4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>Topik</p> <p>Keteladanan tentang perilaku peduli dan cinta damai.</p>	<p>perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat 	<p>ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi nyata</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya <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 berisi ucapan selamat Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. Kumpulan karya siswa yang mendukung proses penulisan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu lampau yang merujuk dengan kesudahannya, sesuai</p>	<p>Tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)</p> <p><i>Fungsi sosial</i> Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</p> <p><i>Struktur teks</i> <i>I had plowed into a big green Buick. I hollered</i></p>	<p>feedback.</p> <ul style="list-style-type: none"> Siswa membuat kartu ucapan selamat Siswa memperoleh feedback dari guru dan teman sejawat 	<p>teks ucapan selamat 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>2 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/
<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat <i>Past Simple</i> dan <i>Present perfect tense</i>, dalam berbagai konteks. Siswa berinteraksi menggunakan kalimat <i>Past Simple</i> dan <i>Present perfect tense</i> selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian: Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Ketepatan dan kesesuaian 	<p>teks ucapan selamat 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>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian: Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Ketepatan dan kesesuaian 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dengan konteks penggunaannya.</p> <p>4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p><i>farewells to my friends and poured myself into the car</i></p> <p><i>My friend has prepared everything before we left</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Past Simple, Present Perfect</p> <p>(2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>dengan yang ada dalam bahasa Indonesia.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur. Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> yang telah dipelajari dengan ungkapan-ungkapan lainnya. Siswa membandingkan antara kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang 	<p>dalam menyampaikan dan menulis teks</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		65

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<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, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p>	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>Fungsi sosial</p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.</p> <p>Struktur text</p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata,</p>	<p>dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang bahasa Inggris, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya. <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>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 kebahasaan 	<p>9 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<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>dan bangunan bersejarah terkenal dan bagiannya, dan (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>Unsur kebahasaan</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 tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujukan kata</p> <p>Topik Kelelindaan tentang</p>	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat 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 fungsi sosialnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. 	<p>dalam membuat teks deskriptif</p> <p>Pengamatan (observations): 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>Portfolio</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 berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan 		67

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama satuan pendidikan : SMA Negeri 1 Terusan Nunyai
Mata Pelajaran : Bahasa Inggris
Kelas/semester : X
Materi pokok : Teks deskriptif
Alokasi waktu : 2 x 45 menit

A. Kompetensi Inti (KI)

KI. 1 Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI. 2 Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

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

B. Kompetensi dasar dan indicator pencapaian kompetensi:

Kompetensi Dasar (KD):

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian tema yang ditanyakan • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif • Memahami struktur teks deskriptif dalam memberi dan meminta informasi terkait tema yang diberikan
4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis,	<ul style="list-style-type: none"> • Membacakan teks deskripsi dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi melalui gaya tulisan, susunan bahasa dan kapitalisasi didalam sebuah tulisan

<p>pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	
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C. Tujuan pembelajaran :

Menunjukkan kesungguhan belajar bahasa inggris terkait teks descriptive sederhana tentang tempat wisata dunia atau bangunan terkenal Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks descriptive tentang tempat wisata terkenal.

1. Mengidentifikasi fungsi sosial, structure tesk dan unsur kebahasaan pada teks descriptive sederhana tentang tempat wisata atau bangunan terkenal
2. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang orang
3. Menyusun teks descriptive lisan dan tulis sederhana tentang tempat wisata dunia atau bangunan terkenal.

D. Materi pembelajaran

Struktur Descriptive Text (*generic structure*) adalah :

1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text :

- a. Menggunakan simple present tense
- b. Menggunakan attribute verb, seperti be (am, is, are)
- c. Hanya fokus pada satu objek tersebut.

Unsur kebahasaan :

- a. Kata benda yang terkait dengan orang/benda/tempat/binatang
- b. Kata sifat yang terkait dengan sifat orang/binatang/benda
- c. Kata kerja bentuk pertama (present tense)
- d. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- e. Ucapan, tekanan kata, intonasi, cara penulisan.
- f. Rujukan kata.

E. Metode Pembelajaran:

Colaborative learning dengan pendekatan scientific Approach.

F. Media, Alat, dan Sumber Pembelajaran:

- ✓ Media : Buku, alat tulis
- ✓ Sumber belajar : Buku pembelajaran : kementerian, Pendidikan dan Kebudayaan, Bahasa Inggris edisi 2017. Jakarta: Pusat Kurikulum dan Pembukuan, Balitbang. Kemdikbud
- Internet
- Kamus Bahasa Inggris

G. Langkah-langkah

pembelajaran Pertemuan 1

a. 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.
- Menanya (Questioning) :
 - Siswa mempertanyaan tentang fungsi sosial, struktur bahasa dan unsur kebahasaan yang menyatakan pendapat;
 - Siswa memperoleh pengetahuan tambahan tentang ungkapan dalam memberikan sebuah pendapat.
- 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 membedakan antara kalimat menerima dan menolak sebuah pendapat.
- 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.
- 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 *ungkapan-ungkapan informasi terkait memberi dan meminta pendapat dan pikiran.*

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.

H. Penilaian

✓ Teknik :

Jenis teknik penilaian : Tes tulis

✓ Instrument :

1) Bentuk : Tes tulis

Please write a descriptive text that consists of 2 paragraphs based on one of the following topics:

- a. Market
- b. School

Contoh descriptive text:

Eiffel Tower

The Eiffel Tower is an iron tower built since 1889 and is located on the Champ de Mars, Paris. This monument is one of the wonders of the world which is quite famous in the world and has become a global icon of France. This tower is visited by millions of people around the world so it is listed as the most popular paid monument. The tower is also the tallest building located in Paris. In 1889, Ir. Gustave Eiffel has designed and built the Eiffel tower as the entrance to the exhibition held for the world.

The Eiffel Tower has 81 floors with an altitude of 1,063 feet or 324 meters. Previously the highest tower was held by the Chrysler Building, New York City for 41 years since 1930. But in 1957, the top of the Eiffel tower was added with an antenna and became the tallest man-

made tower in lieu of the Chrysler Building. In France, this tower became the second highest structure after the 2004 Millau Bridge.

The Eiffel Tower provides three levels for visitors. To climb into it, you must buy a ticket first. To get to the first and second levels, you can use lifts or stairs. Whereas to get to the third level or the highest level, you can use the elevator. The first and second levels of the tower are restaurants for resting or eating. The Eiffel Tower is often used as a place to film because it is the most prominent symbol in Paris and France.

✓ Rubrik penilaian

Writing Assesment

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	Ideas clearly stated-etc.
17-14	Good to average	loosely organized but main ideas stand out.
13-10	Fair to poor	an idea confused
9-7	Very poor	Does not communicate, no organization,
Vocabulary		
20-18	Excellent to very good	effective word/idiom choice and usage
17-14	Good to average	Adequate range, occasional errors of word/idiom from, choice, usage but meaning not obscured.
13-10	Fair to poor	frequent errors pf word/idiom from, choice, usage
9-7	Very poor	Essentially translation, little knowlege of English vocabulary.
Language use		

25-22	Excellent to very good	Effective complex constructions
21-19	Good to average	Effective but simple constructions
17-11	Fair to poor	Major problems in simple/complex constructions-etc
10-5	Very poor	Virtually no mastery of sentence construction rules
Mechanics		
5	Excellent to very good	Demonstrates mastery of conventions
4	Good to average	frequent errors of spelling, punctuation
3	Fair to poor	Frequent errors of spelling punctuation, capitalization
2	Very poor	No mastery of conventions

The Criteria Students Writing Grade

No	Criteria	Grade
1	Excellent	86-100
2	Good	68-85
3	Fair	47-67
4	Very Poor	>46

✓ Aspek Penilaian Sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1								
2		

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggung Jawab
- DS : Disiplin

Catatan :**1. Aspek perilaku dinilai dengan kriteria :**

100 = Sangat baik (SB)

75 = Baik (B)

50 = Cukup (C)

25 = Kurang (K)

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$

3. Skor Sikap = jumlah skor dibagi jumlah sikap yang di nilai = $275 : 4 = 68,75$

4. Kode nilai / predikat :

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup (C)

00,00 – 25,00 = Kurang (K)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama satuan pendidikan : SMA Negeri 1 Terusan Nunyai
 Mata Pelajaran : Bahasa Inggris
 Kelas/semester : X
 Materi pokok : Teks deskriptif
 Alokasi waktu : 2 x 45 menit

A. Kompetensi Inti (KI)

KI. 1 Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI. 2 Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

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

B. Kompetensi dasar dan indicator pencapaian kompetensi:

Kompetensi Dasar (KD):

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian tema yang ditanyakan • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif • Memahami struktur teks deskriptif dalam memberi dan meminta informasi terkait tema yang diberikan
4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis,	<ul style="list-style-type: none"> • Membacakan teks deskripsi dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi melalui gaya tulisan, susunan bahasa dan kapitalisasi didalam sebuah tulisan

pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal

4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Tujuan pembelajaran :

Menunjukkan kesungguhan belajar bahasa Inggris terkait teks descriptive sederhana tentang tempat wisata dunia atau bangunan terkenal. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks descriptive tentang tempat wisata terkenal.

1. Mengidentifikasi fungsi sosial, structure tesk dan unsur kebahasaan pada teks descriptive sederhana tentang tempat wisata atau bangunan terkenal
2. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang orang
3. Menyusun teks descriptive lisan dan tulis sederhana tentang tempat wisata dunia atau bangunan terkenal.

D. Materi pembelajaran

Struktur Descriptive Text (*generic structure*) adalah :

1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text :

- a. Menggunakan simple present tense
- b. Menggunakan attribute verb, seperti be (am, is, are)
- c. Hanya fokus pada satu objek tersebut.

Unsur kebahasaan :

- a. Kata benda yang terkait dengan orang/benda/tempat/binatang
- b. Kata sifat yang terkait dengan sifat orang/binatang/benda
- c. Kata kerja bentuk pertama (present tense)
- d. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- e. Ucapan, tekanan kata, intonasi, cara penulisan.
- f. Rujukan kata.

E. Metode Pembelajaran:

Colaborative learning dengan pendekatan scientific Approach.

F. Media, Alat, dan Sumber Pembelajaran:

- ✓ Media : Buku, alat tulis
- ✓ Sumber belajar : Buku pembelajaran : kementerian, Pendidikan dan Kebudayaan, Bahasa Inggris edisi 2017. Jakarta: Pusat Kurikulum dan Pembukuan, Balitbang. Kemdikbud
- Internet
- Kamus Bahasa Inggris

G. Langkah-langkah**pembelajaran Pertemuan 1****a. 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.
 - Menanya (Questioning) :
 - Siswa mempertanyaan tentang fungsi sosial, struktur bahasa dan unsur kebahasaan yang menyatakan pendapat;
 - Siswa memperoleh pengetahuan tambahan tentang ungkapan dalam memberikan sebuah pendapat.
 - 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 membedakan antara kalimat menerima dan menolak sebuah pendapat.
 - 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.
 - 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 *ungkapan-ungkapan informasi terkait memberi dan meminta pendapat dan pikiran.*

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.

H. Penilaian

✓ Teknik :

Jenis teknik penilaian : Tes tulis

✓ Instrument :

1) Bentuk : Tes tulis

Please write a descriptive text that consists of 2 paragraphs based on one of the following topics:

- a. Market
- b. School

Contoh descriptive text:

National Monument or popularly called as Monas or obelisk monument is memorial tower which is shaped as torch flame towering to the sky. The height is about 132 meters. While its crock is 17 meters from the ground and the width of its yard is 45 x 45 meters square. Monas stands very solid covered with white paint on its body and gold colors that light up on its top.

It was built to commemorate the resistance and struggle of the people of Indonesia to gain independence from Dutch colonialism. National monument construction was began on 17th August, 1961 in the reign of the first Indonesian president, Sukarno. It was Completed and opened to the public on 12th July, 1975. This monument is crowned by flame which is covered by 35 kilogram of pure gold. The flames are placed on the top of the monument symbolized as

the spirit of the fiery Indonesian struggle. We can see the beauty of the Monument national in the middle of Merdeka court, Central Jakarta.

✓ Rubrik penilaian

Writing Assesment

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	Ideas clearly stated-etc.
17-14	Good to average	loosely organized but main ideas stand out.
13-10	Fair to poor	an idea confused
9-7	Very poor	Does not communicate, no organization,
Vocabulary		
20-18	Excellent to very good	effective word/idiom choice and usage
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10-5	Very poor	Virtually no mastery of sentence construction rules
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5	Excellent to very good	Demonstrates mastery of conventions
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3	Fair to poor	Frequent errors of spelling punctuation, capitalization
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The Criteria Students Writing Grade

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1	Excellent	86-100
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4	Very Poor	>46

✓ Aspek Penilaian Sikap

No	Nama Siswa	Aspek Perilaku yang				Jumlah Skor	Skor Sikap	Kode Nilai
		Dinilai						
		BS	JJ	TJ	DS			
1								
2		

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggung Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria :
100 = Sangat baik (SB)

- 75 = Baik (B)
- 50 = Cukup (C)
- 25 = Kurang (K)

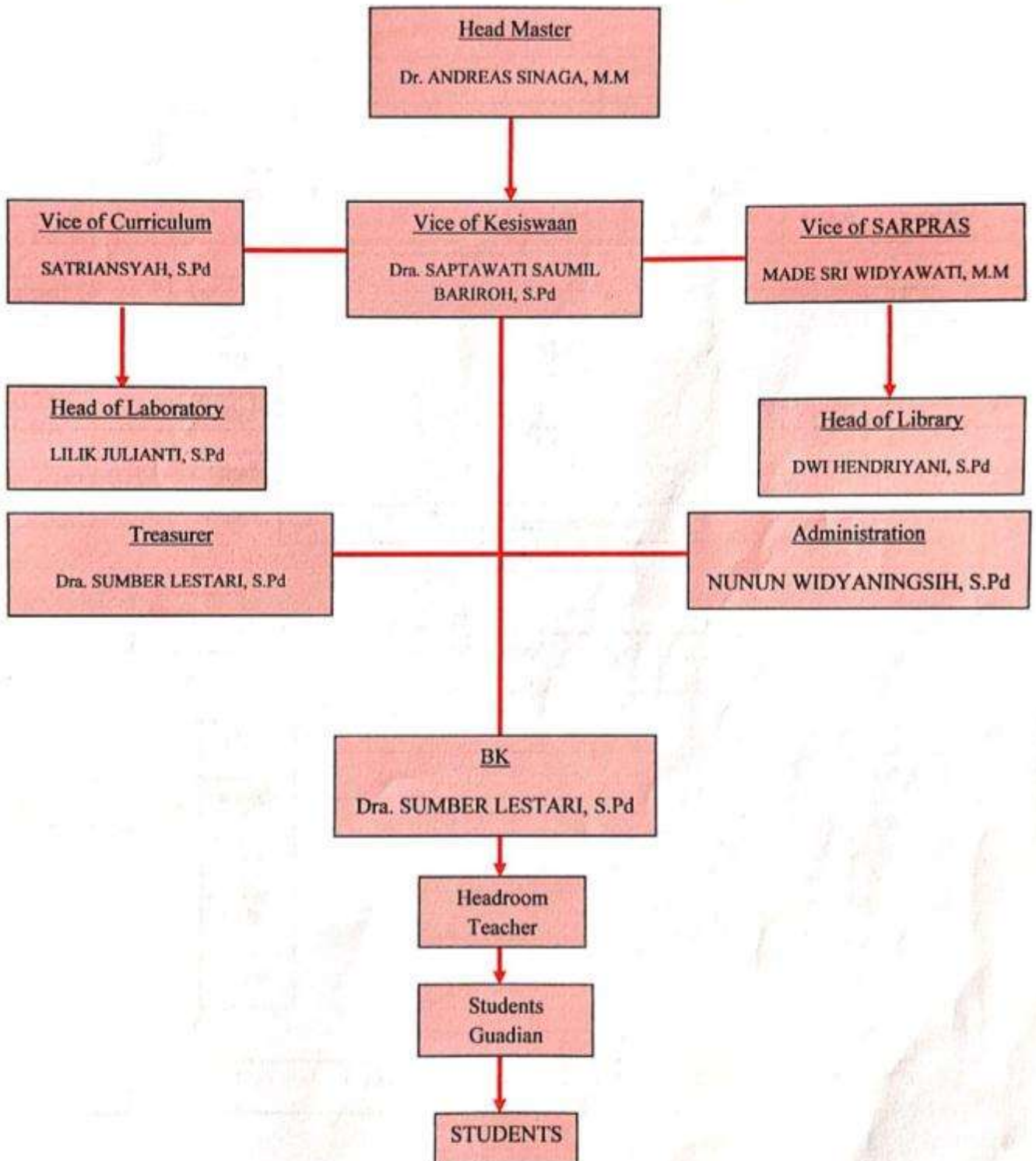
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$

3. Skor Sikap = jumlah skor dibagi jumlah sikap yang di nilai = $275 : 4 = 68,75$

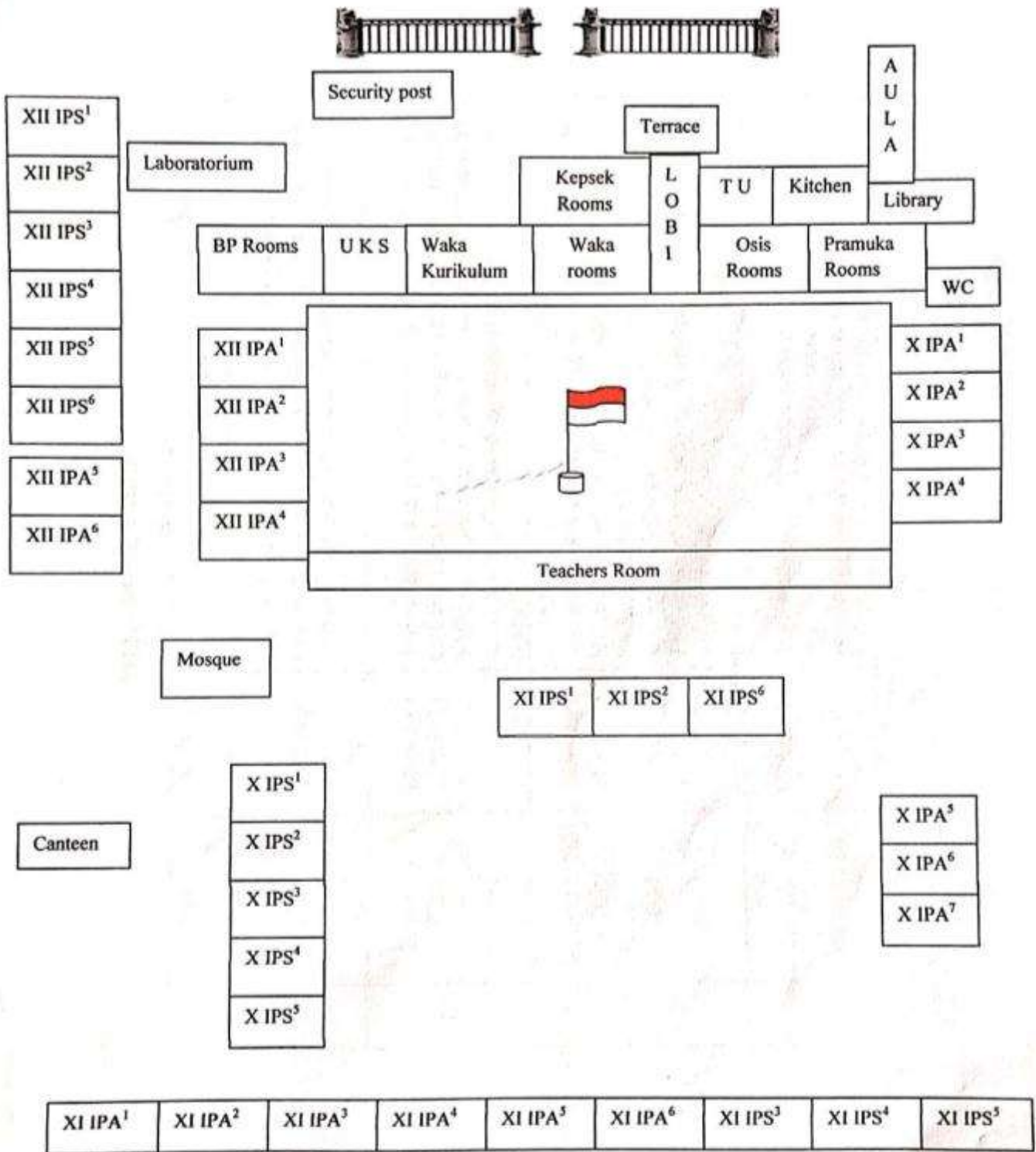
4. Kode nilai / predikat :

- 75,01 – 100,00 = Sangat Baik (SB)
- 50,01 – 75,00 = Baik (B)
- 25,01 – 50,00 = Cukup (C)
- 00,00 – 25,00 = Kurang (K)

Structure Organization of SMA N 1 Terusan Nunyai



Sketch Location of SMA N 1 Terusan Nunyai



FIELD NOTE TABLE

No.	Date	Activity	Description
1.	September, 13 th 2019 09.00-10.00 A.M	Pre-Test	The students do the task of essay writing about descriptive text that given by the researcher because the pre-test activity is the way to know the students' of writing ability.
2.	September, 17 th 2019 12.20-13.40 P.M	Meeting 1 (Cycle 1)	The students accept the writing material about descriptive text from researcher by using Author's Chair strategy. In addition, in meeting 1 (cycle 1) the researcher observed about the learning activity of students SMA N 1 Terusan Nunyai.
3.	September, 20 th 2019 12.20-13.40 P.M	Meeting 2 (Cycle 1)	The students accept the writing material about descriptive text from researcher by using Author's Chair strategy. In addition, in meeting 2 (cycle 1) the researcher observed the learning activity of students SMA N 1 Terusan Nunyai. The result of this activity is students have a progress to writing ability.
4.	September, 24 th 2019 09.00-10.00 A.M	Post-Test 1	The students were unsuccessful to got passing grade because 70% of students score in post-test does not achieved 70 as the minimal score. In addition, the pre-test 1 results only 4 or 40% students were got 70 as minimal

			score.
5.	September, 27 th 2019 12.20-1340 A.M	Meeting 1 (Cycle 2)	The students accept the writing material about descriptive text from researcher by using Author's Chair strategy. In addition, in meeting 1 (cycle 2) the researcher observed about the learning activity of students SMA N 1 Terusan Nunyai. The result of this activity is students have a progress to writing ability.
6.	October, 01 st 2019 12.20-13.40 A.M	Meeting 2 (Cycle 2)	The students accept the writing material about descriptive text from researcher by using Author's Chair strategy. In addition, in meeting 2 (cycle 2) the researcher observed about the learning activity of students SMA N 1 Terusan Nunyai. The result of this activity is students have a progress to writing ability.
7.	October, 04 th 2019 09.00-10.00 A.M	Post-Test 2	The students were successful to got passing grade, because 70% of students score in post-test 2 is achieved 70 as the minimal score. In addition, the post-test 2 results 8 or 80% students were got 70 as minimal score.

X IPS

ABSENSI
Pre-test

No.	Nama	Paraf
1.	Aisha Aurora H	<i>Shalainy</i>
2.	Chandra Rama W	<i>Cef</i>
3.	Ilzamuddin	<i>Ilzam</i>
4.	Jhenica Aulia	<i>Jhenica</i>
5.	Karen Danuarta	<i>Karen</i>
6.	M. Izzatul Haq A.T	<i>M. Izzatul Haq</i>
7.	Nishrina Lutfi A	<i>Nishrina</i>
8.	Samaria	<i>Samaria</i>
9.	Sekar Mailani	<i>Sekar</i>
10.	Wijdan Afifah H	<i>Wijdan</i>

X IPS**ABSENSI
Post-test I**

No.	Nama	Paraf
1.	Aisha Aurora H	<i>shahaf</i>
2.	Chandra Rama W	<i>Cef</i>
3.	Ilzamuddin	<i>Ilzam</i>
4.	Jhenica Aulia	<i>Jhenica</i>
5.	Karen Danuarta	<i>Karen</i>
6.	M. Izzatul Haq A.T	<i>M. Izzatul Haq</i>
7.	Nishrina Lutfi A	<i>Nishrina</i>
8.	Samaria	<i>Samaria</i>
9.	Sekar Mailani	<i>Sekar</i>
10.	Wijdan Afifah H	<i>Wijdan</i>

X IPS

ABSENSI
Post-test II

No.	Nama	Paraf
1.	Aisha Aurora H	<i>Shaherij</i>
2.	Chandra Rama W	<i>Cyf</i>
3.	Ilzamuddin	<i>Ilzam</i>
4.	Jhenica Aulia	<i>Jhenica</i>
5.	Karen Danuarta	<i>Karen</i>
6.	M. Izzatul Haq A.T	<i>Ilke</i>
7.	Nishrina Lutfi A	<i>Nishrina</i>
8.	Samaria	<i>Samaria</i>
9.	Sekar Mailani	<i>Sekar</i>
10.	Wijdan Afifah H	<i>Wijdan</i>

PRE-TEST
WRITING TEST

Name : M.IZZATUL HAQ A.T.
Class : X IPS
Student's Number : 6

Please write a descriptive text that consists of 2 paragraphs based on one of the following topics:

- a. Market
- b. School

School

School, School is a place to study and also a place of learning. At school we can meet with friends and can play together joking.

C = 13

O = 9

V = 9

WF = 10

M = 2

43

low Vocabulary

"Good Luck"

POST-TEST 1
WRITING TEST

Name : Shenica Aulia.
Class : X 155
Student's Number : 4

Please write a descriptive text that consists of 2 paragraphs based on one of the following topics:

- Hospital
- House

House

House is place interval and also place leave my family
house too leave sleeping and in the house also the is
bed room, living room, kitchen, bath room, ~~door~~ door,
leamp, floor, house be household. house also make people
happy and house too the is swimming pool and also
garden he beautiful house the is place for ~~Sans~~ Sans. Pilex

C = 18

D = 17

V = 14

W = 11

M = 9



"Good Luck"

POST-TEST 2
WRITING TEST

Name : Aisha Aurora H.
 Class : X 115
 Student's Number : 001

Please write a descriptive text that consists of 1 paragraph based on one of the following topics:

- a. Zoo
- b. Beach

ZOO

In the zoo many animals. Example : kangaroo, giraffe, elephant, Bird, monkey, dll. kangaroo is an animal found only in Australia. kangaroo eat grass and plant. they have short front legs, but very long and strong back legs and a tail. kangaroo have been known to make jumping. Zoo is a beautiful and very happy. crowded and full animals and people

C = 20

O = 17

V = 17

U = 20

M = 4

8/11

"Good Luck"

WRITING ASSESMENT

Pre-test

No.	Students' Name	Content 13-30	Organization 7-20	Vocablary 7-20	Language Use 5-25	Mechanics 2-5	Total
1	AAH	22	16	15	19	3	75
2	CRW	17	15	14	15	2	63
3	IZ	22	17	10	11	3	63
4	JA	17	14	14	13	3	61
5	KD	24	17	15	19	4	79
6	MIHAT	13	9	9	10	2	43
7	NLA	14	8	9	8	2	41
8	SR	15	15	12	9	2	53
9	SM	18	12	10	11	3	54
10	WAH	18	13	10	11	3	55
TOTAL							587
HIGHEST							79
LOWEST							41
AVERAGE							58.7%

WRITING ASSESMENT

Post-test I

No.	Students' Name	Content 13-30	Organization 7-20	Vocablary 7-20	Language Use 5-25	Mechanics 2-5	Total
1	AAH	24	16	16	19	4	79
2	CRW	19	14	15	17	2	67
3	IZ	22	17	16	19	4	78
4	JA	18	17	14	11	3	63
5	KD	24	16	17	19	4	80
6	MIHAT	15	10	10	9	3	47
7	NLA	14	8	9	9	3	43
8	SR	15	15	11	10	3	54
9	SM	18	16	15	17	4	70
10	WAH	18	15	13	11	3	60
TOTAL							641
HIGHEST							80
LOWEST							43
AVERAGE							64.1%

WRITING ASSESMENT

Post-test II

No.	Students' Name	Content 13-30	Organization 7-20	Vocablary 7-20	Language Use 5-25	Mechanics 2-5	Total
1	AAH	26	17	17	20	4	84
2	CRW	21	15	16	19	3	74
3	IZ	22	18	16	19	3	78
4	JA	24	18	20	15	3	80
5	KD	26	19	20	21	4	90
6	MIHAT	21	15	14	15	4	69
7	NLA	16	10	9	10	3	48
8	SR	20	16	17	20	4	77
9	SM	20	15	15	20	4	74
10	WAH	20	17	15	15	4	71
TOTAL							745
HIGHEST							90
LOWEST							48
AVERAGE							74.5%

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 1

Subject : English

Class/semester: X/Ganjil

School : SMAN 1 Terusan Nunyai

No.	Students' name	The aspects that are observed			
		1	2	3	4
1.	AAH	√	√	√	√
2.	CRW	√	√		
3.	IZ				
4.	JA	√	√	√	√
5.	KD	√	√	√	√
6.	MIHAT	√			
7.	NLA				
8.	SR			√	
9.	SM	√	√	√	
10.	WAH			√	

Note:

- Tick (√) for activity students.
- The indicators of students activities that observed are:
 1. The students pay attention the teacher's explanation.
 2. The students ask and answer question.
 3. The students are active in class and giving and idea or suggest.
 4. The students are able to do the task and present on their chair.

Metro, 2019

Collaborator



Sumarni, S.Pd

NIP. 197111102003122004

The writer



Inggit Pasdiqomah

NPM: 1501070258

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 2

Subject : English

Class/semester: X/Ganjil

School : SMAN 1 Terusan Nunyai

No.	Students' name	The aspects that are observed			
		1	2	3	4
1.	AAH	√	√	√	
2.	CRW	√	√		√
3.	IZ	√	√		√
4.	JA	√	√	√	
5.	KD	√		√	√
6.	MIHAT		√	√	√
7.	NLA			√	
8.	SR	√	√	√	√
9.	SM			√	√
10.	WAH	√			√

Note:

- Tick (√) for activity students.
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Collaborator


Sumarni, S.Pd

NIP. 197111102003122004

The writer


Inggit Pasdiqomah

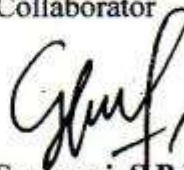
NPM: 1501070258

OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES
CYCLE 1

Researcher Activities	Good	Enough	Low
1. Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability	√		
2. While-teaching a. Informing the objective of learning b. Explaining the material used Author's Chair strategy: 1) The teacher introduces to the Author' Chair. 2) The teacher tells students to use the questions as a guide for a written response to the reading. 3) The teacher explains that each student will share his writing with the class while sitting in the Author's Chair. 4) After completion of the writing project, each student presents their writing to the class. 5) The teacher instructs the students' to make notes and share comments about the writing with the author. c. Guiding the students to follow the lesson	√ √ √ √ √ √	√ √	
3. Post-teaching a. Concluding the result of learning b. Class closing ability	√ √		
Tick (√) for each positive effect			

Metro, 2019

Collaborator



Sumarni, S.Pd

NIP.197111102003122004

**OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES
CYCLE 2**

Researcher Activities	Good	Enough	Low
1. Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability	√		
2. While-teaching a. Informing the objective of learning b. Explaining the material used Author's Chair strategy: 1) The teacher introduces to the Author' Chair. 2) The teacher tells students to use the questions as a guide for a written response to the reading. 3) The teacher explains that each student will share his writing with the class while sitting in the Author's Chair. 4) After completion of the writing project, each student presents their writing to the class. 5) The teacher instructs the students' to make notes and share comments about the writing with the author. c. Guiding the students to follow the lesson	√ √ √ √ √ √	√ √	
3. Post-teaching a. Concluding the result of learning b. Class closing ability	√ √		
Tick (√) for each positive effect			

Metro, 2019

Collaborator



Sumarni, S.Pd

NIP. 197111102003122004

DOCUMENTATION SHEET

No.	Documented Points	Availability
1.	Sylabus of English Subject	√
2.	Lesson Plan and Learning Material	√
3.	History of the school	√
4.	Condition of Teachers and official employers in SMA N 1 Terusan Nunyai	√
5.	Quantity of the students	√
6.	Organization Structure of SMA N 1 Terusan Nunyai	√

Note:

- Tick (√) for each positive availability

Collaborator



Sumarni, M. Pd

NIP.197111102003122004

Metro, 2019

The researcher



Inggit Pasdiqomah

NPM.1501070258

DOCUMENTATION

The students' do the Pre-test



The students' do the Post-test I



The students' do the Post-test II



The reseacher explain about the rules of test





KEMENTERIAN AGAMA REPUBLIK INDONESIA₁₀₄
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-872/In.28/S/OT.01/10/2019

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

Nama : INGGIT PASDIQOMAH

NPM : 1501070258

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 1501070258.

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, 23 Oktober 2019
Kepala Perpustakaan



Drs. Mokhtarid Sudin, M.Pd.
NIP. 195808211981031001 ↗

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : INGGIT PASDIQOMAH

NPM : 1501070258

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : INTRODUCING MORPHOLOGY

Metro,

Ketua Jurusan TBI



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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : INGGIT PASDIQOMAH

NPM : 1501070258

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : INTRODUCING MORPHOLOGY

Metro,

Ketua Jurusan TBI



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



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

106

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

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

Nomor : B-0963/In.28. 1/ J/ TL.00/04/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMAN 01 TERUSAN NUNYAI
di-
Tempat

Asslamu'alaikum Wr. Wb.


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

Nama : **INGGIT PASDIQOMAH**
NPM : 1501070258
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **IMPROVING THE STUDENTS WRITING ABILITY THROUGH AUTHORS
CHAIR STRATEGY AT SMAN 01 TERUSAN NUNYAI**

untuk melakukan *pra-survey* di SMAN 01 TERUSAN NUNYAI.

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

Wassalamu'alaikum Wr. Wb.

Metro, 12 April 2019
Kepala Jurusan
Tarbiyah dan Ilmu Keguruan
Pendidikan Bahasa Inggris

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



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 TERUSAN NUNYAI
LAMPUNG TENGAH

107



NSS : 301120213039 NPSN : 10802065
Jl. Negara Km. 84 Bandar Agung Kec. Terusan Nunyai. Tlp. (0725) 7572326, Lampung Tengah 34163

Nomor : 421.3 / 201 / V.01 / SMA.1 / 2019
Lampiran : -
Perihal : Izin Melaksanakan Penelitian

Kepada
Yth : Kepala Institut Agama Islam Negeri Metro
di
Metro

Dengan hormat,

Sehubungan dengan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-0963/In.28.1/J/TL.00/04/2019 perihal : Izin Pra-Survey.

Maka dengan ini kami memberikan izin penelitian kepada :


Nama : INGGIT PASDIQOMAH
NPM : 1501070258
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Untuk mengadakan penelitian dan pengumpulan data di SMA Negeri 1 Terusan Nunyai.

Demikian Surat izin ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Terusan Nunyai, 14 Mei 2018
Kepala Sekolah,




Drs. ANDREAS SINAGA, MM.
NIP 19601029 198603 1 005

Tembusan :
1. Mahasiswa Ybs
2. Arsip.



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

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

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Inggit Pasdiqomah
 NPM : 1501070258

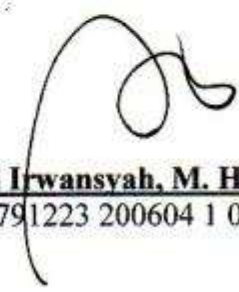
Fakultas/Jurusan : FTIK /TBI
 Semester/TA : VIII/ 2019

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	28/5/19	✓	Understand every single word	
	26/06/19	✓	Mechanical aspect meaning A&P chapter I	
	1/07/19	✓	Chapter II Understand the concepts A&P Chapter II	
	4/07/19		Chapter II has been enriched according to the suggestion.	

Diketahui :
 Kepala Jurusan TBI


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

Dosen Pembimbing I


Dr. Dedi Irwansyah, M. Hum
 NIP. 19791223 200604 1 001



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

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

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Inggit Pasdiqomah
NPM : 1501070258

Fakultas/Jurusan : FTIK /TBI
Semester/TA : VIII/ 2019

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	5/07/19		Chapter III has been revised a Chapter.	
	8/7/19		Chapter III okay. Revise your References Ape for proposal Seminar	

Diketahui :
Kepala Jurusan TBI

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

Dosen Pembimbing I

Dr. Dedi Irwansyah, M. Hum
NIP. 19791223 200604 1 001



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

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

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Inggit Pasdiqomah Fakultas/Jurusan : FTIK /TBI
 NPM : 1501070258 Semester/TA : VIII/ 2019

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1.	Thursday 09/05/2019	✓	- Revise your cover - Show pre-survey data - Add theory. - Reference?	
2	Thursday 23/05/2019	✓	Show Reference	
3	Thursday 20/06/2019	✓	Acc and continue to the first sponsor.	

Diketahui :
Kepala Jurusan TBI

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

Dosen Pembimbing II

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



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

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

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Inggit Pasdiqomah
 NPM : 1501070258

Fakultas/Jurusan : FTIK /TBI
 Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	22/08/19		Rewrite accordig (1) to the rubric 08. @m. (2) has been revited accordingly 13.30 a.m App for Instrument	

Diketahui :
 Kepala Jurusan TBI

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

Dosen Pembimbing I

Dr. Dedi Irwansyah, M. Hum
 NIP. 19791223 200604 1 001



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

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

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Inggit Pasdiqomah Fakultas/Jurusan : FTIK /TBI
NPM : 1501070258 Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	Thursday 22/03/2019	✓	Acc Research instrument	

Diketahui :
Kepala Jurusan TBI

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

Dosen Pembimbing II

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

Nomor : B-2727/In.28/D.1/TL.00/08/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 1 TERUSAN
NUNYAI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2726/In.28/D.1/TL.01/08/2019, tanggal 26 Agustus 2019 atas nama saudara:

Nama : **INGGIT PASDIQOMAH**
NPM : 1501070258
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 TERUSAN NUNYAI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS WRITING ABILITY THROUGH AUTHORS CHAIR STRATEGY AT SMA N 1 TERUSAN NUNYAI IN THE ACADEMIC YEAR 2019/2020".

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

Wassalamu'alaikum Wr. Wb.

Metro, 26 Agustus 2019

Dekan I,



Ist. Fatonah MA
NIP. 195311993032003



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 TERUSAN NUNYAI
LAMPUNG TENGAH

NSS : 301120213039 NPSN : 10802065
Jl. Negara Km. 84 Bandar Agung Kec. Terusan Nunyai. Tlp. (0725) 7572326, Lampung Tengah 34163

114



Nomor : 421.3 / 096 / V.01 / SMA.1 / 2019
Lampiran : -
Perihal : Izin Melaksanakan Penelitian

Kepada
Yth : Institut Agama Islam Negeri Metro
di
Metro

Dengan hormat,

Sehubungan dengan surat dari IAIN Metro Nomor : B-2726/In.28/D.1/TL.01/08/2019 perihal : Izin Pelaksanaan Penelitian. Maka dengan ini kami memberikan izin penelitian kepada :

Nama : **INGGIT PASDIQOMAH**
NPM : 1501070258
Jurusan : Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Untuk mengadakan penelitian dan pengumpulan data di SMA Negeri 1 Terusan Nunyai terhitung sejak Agustus s/d selesai

Demikian Surat izin ini kami buat untuk dapat dipergunakan sebagaimana mestinya.



Terusan Nunyai, 11 September 2019
Kepala Sekolah,

Drs. ANDREAS SINAGA, MM.
NIP 19601029 198603 1 005

Tembusan :
1. Mahasiswa Ybs
2. Arsip.



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

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

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Inggit Pasdiqomah
NPM : 1501070258

Fakultas/Jurusan : FTIK /TBI
Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	13/11/2019	✓	Chapter IV please revise accordingly	
	14/11/2019		Chapter IV & V revise accordingly Please bring the whole parts Chapter I - bibliogra- phies	

Diketahui :
Kepala Jurusan TBI

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

Dosen Pembimbing I

Dr. Dedi Irwansyah, M. Hum
NIP. 19791223 200604 1 001

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Inggit Pasdiqomah

Fakultas/Jurusan : FTIK/TBI

NPM : 1501070258

Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	18/11/19	✓	→ List of figure - CV → please see me tomorrow	
	19/11/19	✓	A@e for Muningsyah	

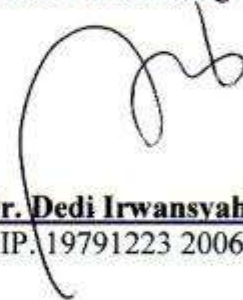
Mengetahui :

Ketua Jurusan TBI



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

Dosen Pembimbing I



Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



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

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

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Inggit Pasdiqomah Fakultas/Jurusan : FTIK /TBI
NPM : 1501070258 Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	Thursday 17/10/2019	✓	Revise chapter IV - ✓	
2	Thursday 31/10/2019	✓	Revise again (abstract and complete your Appendix)	
3	Thursday 07/11/2019	✓	Acc and continue to the first sponsor	

Diketahui :
Kepala Jurusan TBI

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

Dosen Pembimbing II

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

CURICULUM VITAE

The name of writer is Inggit Pasdiqomah. She was born in Adi Jaya, May 11, 1998. She is the first child of married couple Mr. Sapto Harjono and Mrs. Erlina Yuli Astuti.



She was enrolled her study at TK Darma Wanita Tanjung Anom on 2002-2003. She continued her study at SD N 1 Tanjung Anom on 2003-2009. She continued her study at SMP N 1 Terusan Nunyai on 2009-2012. She continued her study at SMA N 1 Terusan Nunyai on 2012 and completed in 2015.

After graduating of SMA N 1 Terusan Nunyai, the writer continued her study at Kota Metro. In 2015, she was registered as a student of S1 English Education Department State Institute for Islamic (IAIN) Metro. Then, the writer takes study as an S1 Students of English Education Department State Institute for Islamic (IAIN) Metro.