

**AN UNDERGRADUATE THESIS**

**USING PREDICT-O-GRAM STRATEGY TO INCREASE  
DESCRIPTIVE WRITING SKILL OF THE SEVENTH GRADE  
OF JUNIOR HIGH SCHOOL MUHAMMADIYAH 4 METRO  
IN ACADEMIC YEAR 2019**



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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1441 H/2019 M**

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SCHOOL MUHAMMADIYAH 4 METRO IN ACADEMIC YEAR 2019**

Presented as A Partial Fulfilment of The Requirements

For the degree of Sarjana Pendidikan (S. Pd)

In English Education Study Program

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**INSTITUTE FOR ISLAMIC STUDIES (IAIN) OF METRO**

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SCHOOL MUHAMMADIYAH 4 METRO IN ACADEMIC YEAR 2019**

**ABSTRACT**

**By:**

**ROSY KARTIKA PUTRI**

This research is about predict-o-gram strategy able to improve the students' descriptive writing skill and their learning activities at the seventh graders of Junior High School Muhammadiyah 4 Metro in academic year 2019. The researcher had limited the problems in this research that focused on descriptive writing skill. To improve the descriptive writing skill, the researcher used predict-o-gram strategy.

Furthermore, the research method of this research is classroom action research (CAR) which was conducted in two cycles. The population of this research was 20 students. Object of this research is the students' writing skill. In collecting the data, the researcher used test, observation and documentation. This research was conducted in a collaborative study with an English teacher of the seventh grade students at Junior High School Muhammadiyah 4 Metro.

The results of this research show that the use of predict-o-gram strategy can improve the student descriptive writing skill. It is because based on the result of post-test II, 85% of the students can achieve the minimum mastery criteria (MMC). In addition, the result of post-test II proves that the percentage of students learning activity is 85%. It means, predict-o-gram strategy can improve the students learning activity. The concluded that the use of predict-o-gram strategy can improve the students descriptive writing skill and students learning activity at the seventh grade students at Junior High School Muhammadiyah 4 Metro.

**Keywords:** *Applying, Writing Skill, Predict-O-Gram Strategy, Increasing, Descriptive.*

**PENGGUNAAN STRATEGI PREDICT-O-GRAM UNTUK  
MENINGKATKAN KEMAMPUAN MENULIS TEKS DESKRIPTIF  
KELAS TUJUH DI SMP MUHAMMADIYAH 4 METRO TAHUN  
PELAJARAN 2019**

**ABSTRAK**

**Oleh:**

**ROSY KARTIKA PUTRI**

Penelitian ini untuk menunjukkan bahwa penggunaan predict-o-gram strategi dapat meningkatkan kemampuan menulis teks deskriptif siswa dan aktifitas pembelajaran mereka kelas tujuh SMP Muhammadiyah 4 Metro pada tahun pelajaran 2019. Peneliti telah membatasi masalah dalam penelitian ini yang berfokus pada kemampuan menulis teks deskriptif. Untuk meningkatkan kemampuan menulis teks deskriptif peneliti menggunakan strategi predict-o-gram.

Selanjutnya, metode penelitian dalam penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Populasi dari penelitian ini adalah 20 siswa. Objek dari penelitian ini adalah kemampuan menulis teks deskriptif siswa. Dalam mengumpulkan data, peneliti menggunakan test, observasi, dokumentasi Penelitian ini dilakukan dalam studi kolaboratif dengan guru bahasa Inggris siswa kelas tujuh di SMP Muhammadiyah 4 Metro.

Hasil penelitian ini membuktikan bahwa penggunaan strategi predict-o-gram dapat meningkatkan kemampuan menulis teks deskriptif siswa. Karena berdasarkan hasil post-test II, 85% siswa dapat mencapai kriteria ketuntasan minimum (KKM). Selain itu, hasil post-test II membuktikan bahwa persentase aktifitas belajar siswa adalah 85%. Ini berarti bahwa strategi predict-o-gram dapat meningkatkan aktivitas belajar siswa. Oleh karena itu, disimpulkan bahwa penggunaan strategi predict-o-gram dapat meningkatkan kemampuan menulis teks deskriptif dan aktifitas belajar siswa di SMP Muhammadiyah 4 Metro.

**Kata Kunci :** *Penerapan, Kemampuan menulis, Strategi Predict-O-Gram, Meningkatkan, Teks Deskriptif.*



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**APPROVAL PAGE**

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Writing Skill of the Seventh Grade of Junior High  
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To The Honorable,  
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*Assalamua'alaikumWarahmatullahiWabarakatuh*

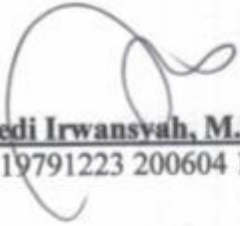
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Muhammadiyah 4 Metro in Academic Year 2019

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

*Wassalamu'alaikumWarahmatullahiWabarakatuh*

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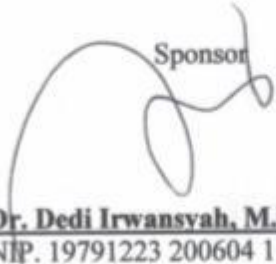
*Assalamu'alaikum, Wr. Wb*

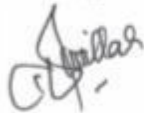
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No. B-4624/11-23-1/O/PP-00-9/12/2019

An Undergraduate thesis entitled: USING PREDICT-O-GRAM STRATEGY TO INCREASE DESCRIPTIVE WRITING SKILL OF THE SEVENTH GRADE OF JUNIOR HIGH SCHOOL MUHAMMADIYAH 4 METRO IN ACADEMIC YEAR 2019, written by Rosy Kartika Putri, student number 1501070204, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, 18<sup>th</sup> December 2019 at 10.00 – 12.00 am.

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Metro, December 2019

The Researcher



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Mengumumkan 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



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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ

Indeed, with hardship there will be ease.

(Al-Insyirah, 6)

## **DEDICATION PAGE**

This undergraduate thesis was dedicated for:

Allah SWT. Who always give me a chance in every step I take and makes me stand up again after fail and fall many times. My beloved Prophet Muhammad SAW, the wonderful inspirator in the patience and in the struggle. My beloved parents; Mrs Sukarsi and Mr Suroso who always support me with prayer, love and patience.

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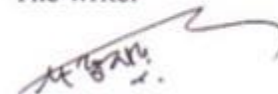
Glory be to Allah SWT, the most gracious merciful, who always gives all what we need. Allah has given His gift to the writer that she could finish her undergraduate thesis. Sholawat is also sent to our Prophet Muhammad SAW, who has let from the darkness to the lightness.

The researcher would like to thank her parents for financial and spiritual support. Her deepest thanks to Dr. Dedi Irwansyah, M. Hum and Trisna Dinillah Harya, M.Pd for their spending time to support and guide the researcher to finish this undergraduate thesis. The researcher also would like to express her thanks to the honorable lecturers of English Education Study Program who help her, the students of English Education Study Program who become a good partner in studying English and also all her friends whenever they are who support and pray for her.

The researcher do apologizes for all mistakes writing this undergraduate thesis. Hopefully, this writing can be a meaningful benefit for the writers especially and for all readers generally.

Metro, November 2019

The writer



**Rosy Kartika Putri**  
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## CHAPTER I

### INTRODUCTION

#### **A. Background of Study**

English Language Teaching (ELT) is very important not only as a way to transfer English knowledge but also as a means to accustom language learners to use English in daily life. English language teaching must be in a enjoyable way. In addition, ELT covers the language skills including of listening, speaking, reading and writing.

Moreover, as one of the important language skills, writing is a language skill used to give information through the written media by using script. Writing is a way to communicate the writer's idea to the reader through text or the way of people in expressing the thought and ideas through written form. In addition, writing skill is influenced by linguistics and non-linguistics aspects.

Furthermore, linguistics aspects are vocabulary, grammar mastery, and writing mechanism. By insufficient vocabulary mastery, the writers can make the readers understand about content literature in easy way. Moreover, sufficient grammar mastery contributes significantly to the process of writing so that the reader can understand structure of the written text without the problem. The other aspects are punctuation and mechanism mastery that influence a good result of writing.

Meanwhile, the aspects of non-linguistics that influence writing are the use of media in writing, the influence of environment and society and the influence of strategy in teaching. The use of media in writing that has the good quality can increase students' motivation in improving writing. The influence of environment is very significant in building up student motivation in writing.

Furthermore, the problems of writing can be influenced by non-linguistics factors such as psychological aspects, motivation, interest, environment and teaching strategy. Because of the weaknesses of psychological aspects, someone is difficult to start writing so that it would decrease writing process. Moreover, low motivation would make the writers would be unconfident and difficult to express the ideas. The low support of environment from family, parents, friends, and others can induce so hard to expressing something.

In line with a set of problems by writing above, the researcher had investigated problems in writing skill that concerned with students at class VII Junior High School Muhammadiyah 4 Metro. The problems in writing were got from pre-survey that was conducted on May 13<sup>rd</sup> 2019 in Junior High School Muhammadiyah 4 Metro. The classification of the student's writing skill at Junior High School Muhammadiyah 4 Metro:

Table 1. The Data of Pre-Survey Students' Writing Skill at the Seventh graders of Junior High School Muhammadiyah 4 Metro

No	Grade	Frequency	Percentage %	Criteria
1	$\geq 80$	9 Students	45%	Complete
2	$< 80$	11 Students	55%	Incomplete

*(Source:Archieved from the students assignment of writing skill given by the English teacher on May 13, 2019)*

Based on the pre-survey above, it was found that a part of students did not achieve Minimum Mastery Criteria (MMC). In this case, there are as much as 11 students (55%) did not achieve MMC in English Subject. Meanwhile, the total of students that can achieve MMC in English Subject is 9 students (45%). Therefore,

the researcher can conclude that the students in class VII of Junior High School Muhammadiyah 4 Metro have a writing skill very limited.

Furthermore, the effort to increase the students' writing skill at class VII Junior High School Muhammadiyah 4 Metro can be done by applying the teaching strategy that is appropriate to teach writing. One of the effective teaching strategies to increase writing skill is predict-o-gram strategy.

Predict-o-gram is pre-reading strategy for descriptive text that emphasizes story structure, vocabulary, and the power of prediction.<sup>1</sup> Predict-o-gram is a teaching strategy that helps the students to predict the paragraphs on the text in order to get many important vocabularies that would be rewritten in the predict column. It means that Predict-o-gram is an effective way to encourage students in making prediction for the students to improve their prior knowledge about the story.

Based on description above, the researcher conducted a classroom action research to improve writing skill of students at class VII of Junior High School Muhammadiyah 4 Metro. The strategy that would be used to improve students' writing skill is Predict-o-gram strategy. Therefore, the researcher conducted a research in the title of "Improving the Students Descriptive Writing Skill by Using Predict-O-Gram Strategy in Junior High School Muhammadiyah 4 Metro".

---

<sup>1</sup>Shari frost et al., "*Effective Literacy Coaching*" (Alexandria: ASCD, 2009), 155

## **B. Problem Identification**

Based on background of study, the researcher had identified the students' problem of class VII at Junior High School Muhammadiyah 4 Metro in learning English, namely:

1. Students have lack of vocabulary in English.
2. Students do not have good grammar mastery in English.
3. Students have inadequate writing skill.
4. Students do not have high motivation in writing.

## **C. Problem Limitation**

Based on the problem that had been identified, the researcher had limited the problem by focusing on the students' inadequate writing skill of class VII at Junior High School Muhammadiyah 4 Metro by applying Predict-O-Gram strategy in classroom action research. Therefore, the researcher applied predict-o-gram strategy in increasing student's descriptive writing skill.

## **D. Problem Formulation**

Problem formulation of this research is:

How does predict-o-gram strategy improve the students' descriptive writing skill and their learning activity at Junior High School Muhammadiyah 4 Metro in the academic year of 2019/2020?

## **E. Objective and Benefit of the Study**

### **1. Objective of the study**

Based on the problem formulation above, the purpose of research to increase students' descriptive writing skill and their learning activity by using predict o gram strategy among the seventh graders of Junior High School Muhammadiyah 4 Metro in the academic year of 2019/2020.

### **2. Benefit of the Study**

It is expected that this research useful for students, teachers, and researchers. The use of research namely:

#### **a. For the Students**

By means of this research the students of writing skill can be better. Even though, students can dominate of vocabulary to make paragraph descriptive text.

#### **b. For the Teachers**

The research can inspire the teachers in increasing the students' writing skill. By Using of Predict-O-Gram strategy, the teacher would be easy to guide the students in order to focus in writing study process. Using predict-o-gram strategy can support the teacher to relieve saturation of students.

#### **c. For the Other Researchers**

The research can be one of the references for the next researcher it is used to increase students' writing skill. This research becomes orientation for the next researcher especially in process of implementation predict-o-gram strategy in writing research. Hopefully,



the result can be able to one of the forceful evidence that predict-o-gram strategy can improve the students writing skill.

## **F. Prior Researchers**

The research was done by considering some prior researchers. The first prior research was done by Arizona. The purpose is to give information about technique in teaching writing by using predict-o-gram and describe strategy to write descriptive text for the students. Sample of this research is the student at junior high school by the method qualitative method. Result of research is to produce vocabulary and would be re write in column prediction.

The first prior research had a similarity and contradiction with this research. Similarity between the first prior research and this research are language skill, sample and learning strategy. The language skill is writing skill meanwhile, the learning strategy is predict-o-gram strategy. Sample is students in junior high school. The differentiation between the first prior research and this research is research method. Research method used the first prior research is qualitative method. Whereas research this method is classroom action research.<sup>2</sup>

The second prior research was done by Walters, et.,al. The purpose is find themselves less than comfortable with that vocabulary. Sample the student university by the method qualitative method. The prior research had a similarity and contradiction with this research.

Similarity between the second prior research and this research is learning strategy. The learning strategy is predict-o-gram strategy. The differentiation

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<sup>2</sup> Rizka Silvia Arizona, ''Teaching Writing Descriptive Text By Using Combining Predict O Gram And Describe Strategies For Ix Grade At Junior High School''no. 2 (West Sumatera: STKIP PGRI, 2013), p. 1

between the second prior research and this research are sample and research method. Sample in the second prior research is university and this research to be use junior high school. Research method used the second prior research is qualitative method. Whereas research this method is classroom action research.<sup>3</sup>

The next prior research was done by Oktavia with the tittle of research. The purpose to know whether the students add knowledge, vocabulary, and can get many information. Sample of the students' senior high school by used the method qualitative method. Result of research is that the students can be more active to gave opinion to discuss of them.

The prior research had a similarity and contradiction with this research. Similarity between the third prior research and this research are language skill, and learning strategy. The language skill is writing skill; meanwhile, the learning strategy is predict-o-gram strategy. The differentiation between the third prior research and this research is research method. Research method used the third prior research is qualitative method. Whereas research this method is classroom action research.<sup>4</sup>

The fourth prior research was done by Reza with the tittle of research. Sample the student junior high school by the method qualitative method. Result of research is to increase vocabulary of students in reading.

The prior research had a similarity and contradiction with this research. Similarity between the fourth prior research and this research are sample and learning strategy. The learning strategy is predict-o-gram strategy and the sample

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<sup>3</sup> Cindi Smith-Walters, "Science and Language Special Issue: Challenges in Preparing Preservice Teachers for Teaching Science as a Second Language" no. 3(2016), p. 1

<sup>4</sup> Lily Oktavia, "Teaching Reading Comprehension by Combining Partner Prediction With Predict -O- Gram Strategy At Senior High School"no. 2 (West Sumatera: STKIP PGRI, 2013), p.1

is junior high school. The differentiation between the fourth prior research and this research is research method are language skill and method. The language skill is reading skill. Research method used the fourth prior research is qualitative method. Whereas research this method is classroom action research.<sup>5</sup>

Based on the four prior researcher above, in this research the researcher want to continue the research and focuses to apply predict-o-gram strategy to increase the students descriptive writing skill. This research would do in Junior High School Muhammadiyah 4 Metro. The researcher would use the classroom action research. In this research the researcher use some instrument of research such as observation and documentation. Therefore, the researcher purposes a research entitled “Applying Predict-O-Gram Strategy in Increasing the Students’ Descriptive Writing Skill in Junior High School Muhammadiyah 4 Metro”.

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<sup>5</sup>Nosa Reza, “*Teaching Reading In Narrative Text by Using Predict-O-Gram Strategy Combined With Jigsaw Strategy At The Eighth Grade Of Junior High School*”no. 2 (West Sumatera: STKIP PGRI, 2013), p. 1

## CHAPTER II

### THEORITICAL REVIEW

#### A. Concept of Dependent Variable

##### 1. The Definition of Descriptive Writing Skill

According to Oxford Advanced Learner's Dictionary, skill is "the skill to do something well."<sup>6</sup> In other words, skill is intended for an act that is useful and good. It means that skill is a competence of person which acquire in complex process for an act that is useful and good.

Several sources, mention the definition of skill such as, skill is one of those social science words in common parlance with many meanings, numerous synonym such as skill, competence, knack, aptitude, and talent, and varied imprecise translation in other language.<sup>7</sup> It means that skill is one word that have some similarity words but not change the meaning like competence, knack, aptitude, and talent.

Patel and Jain state that writing is the most efficiently acquired when practice in writing parallels practice in the other skills.<sup>8</sup> It means that writing is activity for practice all right homework although activity in the class. Nazario, Borchers, and Lewis hold that writing is a social, communal activity, involving writers and readers joining together to exchange information, support each

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<sup>6</sup>A S Hornby, *Oxford Advanced Learner's Dictionary 8<sup>th</sup> Ed* (Oxford: Oxford University Press, 2010), p. 1255

<sup>7</sup>Francis Green, *What is Skill? An Inter-Disciplinary Synthesis*, (Institute of Education University of London), p. 4

<sup>8</sup>M.F Patel and Praveen M. Jain, *English Language Teaching Methods, Tools and Techniques* (Jaipur: Sunrise, 2008), p. 125

other, and work toward a transfer of ideas, experiences, and opinions.<sup>9</sup> It means that writing is activity carried out between writers and readers to get information.

Moreover, Nation defines writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading.<sup>10</sup> It means that writing is rushing to perform in the other skills like listening, speaking, and reading. Cornbleet and Carter argue that writing something of such skill, for essentially anyone to be able to write, gives it a problem importance which might influence the language used.<sup>11</sup> It means that writing is one of the skill in English basically is very important used and influential of the language used.

Birch state writing is a tool which increases human control of communication and get knowledge.<sup>12</sup> It means that writing is a instrument in increasing skill to used communication and obtain skill. Based on definition above, it's concluded that writing is something that is done on the text to produce a writing that is used communication with other people in order to get information. From the explanation above, it can be concluded that writing skill is activity that can be useful to do something for an act and in order to get information knowledge.

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<sup>9</sup> Luis A. Nazario, Deborah D. Borchers, William F. Lewis. *Bridges to Better Writing* (Mason: Wadsworth, 2010), p. 7

<sup>10</sup> I. S. P. Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009), p. 113

<sup>11</sup> Sandra Cornbleet and Ronald Carter, *The Language of Speech and Writing* (New York: Routledge, 2001), p. 5

<sup>12</sup> Barbara. M. Birch, *English L2 Reading*, (Mahwah: Lawrence Erlbaum Associates, Inc, 2002), p. 13

## 2. The Component of Writing

Writing involves the mastery of all elements in target language such as grammar, conventions, content, writing fluency, and handwriting.<sup>13</sup> It involves complex process. The component of writing such as

Table 2. Component of Writing

No	Component	Skills assessed	Sample assessment task
1	Grammar/ linguistics	Linguistics Skill to use vocabulary, and sentence structure.	Combining two sentences to form one correct sentence.
2	Conventions	Skill to apply the rules of punctuation, capitalization, and spelling.	Detecting spelling errors in sentences.
3	Content	Skill to communicate meaningfully.	Writing a sentence using a set of target words.
4	Writing fluency	Automatically of writing.	Writing as many words as possible in 3 minutes, provided with a sentence starter.
5	Handwriting/ copying	Skill to form legible letters, words, numbers, and sentences.	Evaluating handwriting legibility based on the of specific letters and sentence.

## 3. The Writing Process

There are several process to make a writing well. According to Jeremy Harmer, the writing process are as follows:<sup>14</sup>

### a. Planning

The first stage in the writing process is planning. Firstly, the writers have to consider the purpose of their writing because, it will affect what kind of the text will be produce the language that will be used and information that will be included. Secondly, the writer has to think of the students who read

<sup>13</sup> Natalie Rathvon, *Early Reading Assessment* (New York: The Guilford Press, 2002), p. 169

<sup>14</sup> Jeremy Harmer, *How to Teach Writing* (Harlow: Longman Pearson Education Limited, 2004), p. 5

their writing. For example it is formal and informal. Thirdly, writer has to consider the content structure of their writing. What the best way is to arrange the fact, idea or argument which has been decided to include.

**b. Drafting**

Drafting is a row of strategies designed to compose and to develop a sustained piece of writing procedure to conclude whether the information discovered while planning can be established into a successful piece or not.

**c. Editing (Reflecting or Revising)**

The writer needs to read the draft which they produced. Perhaps the order of the information is not clear probably the ambiguous and confused text has been written. Finally, the writers have asked the reader to comment, suggest, reflecting and revising. Therefore, the writer revises his writing to make appropriate revisions.

**d. Final Version**

The writer produced the final version when he has edited his draft making the changes they think to be necessary. It is considerably different from both the original plan and the first draft because it has been changed in the editing process. It becomes the final version that will be read by the students.

#### 4. Writing Skill Assessment

Writing is fundamentally a way of learning as well as a way of producing an assignment for assessment.<sup>15</sup>

##### a. Test of Written Expression

The test of written expression is used to identify students with writing difficulties, to reveal writing strengthness and weaknesses, to document student writing process, and to help in writing research. It has basic and high levels, and the scores are interpreted based on the age of students.

##### b. Integrated Writing Test

The integrated writing test is designed to evaluate “good writing.” An examiner is allowed to score the entire writing sample or to score only five lines of the sample for all subtests except the clarity of subtest.

According to Heaton the criteria of each writing score are: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25) and mechanism (2-5). So the total of the score of writing skill is 100. There are five measure of writing skill as follow<sup>16</sup>:

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<sup>15</sup>Phyllis Creme and Mary R. Lea, *Writing at University A guide for students Third Edition*(New York: Open University Press, 2008), p. 8

<sup>16</sup>J.B Heaton, *Language English Language Test* (New York: Longman, 1990), p. 146



Table 3. Assessment of writing

<b>Content</b>		
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.
<b>Organization</b>		
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,
<b>Vocabulary</b>		
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 for word/idiom from, choice, usage
9-7	Very poor	Essentially translation, little knowledge of English vocabulary.
<b>Language use</b>		
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
<b>Mechanics</b>		
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

Table 4. The Classification of Writing Grade Category

No	Category	Grade
1	Excellent	86-100
2	Good	68-85
3	Fair	47-67
4	Very Poor	0-46

Sources: J.B Heaton *Writing Rubris*

## B. Concept of Descriptive Text

### 1. The Definition of Descriptive Text

According to Sipayung Descriptive is a type of text that portray an object, place or thing.<sup>17</sup> It means that descriptive is that describe something like target, spot and others. Potradinata says descriptive is a written English text in which the writer describes an object.<sup>18</sup> It means that the process in writing to write original text or portray the spot.

Knapp and Watkins says about describing is also used extensively in many text types, such as information reports, literary descriptions and descriptive recounts.<sup>19</sup> It means that decriptive is kind of the text in writing that have many types, as follows information reports, literary descriptions and descriptive recounts.

Text is a language used to make something.<sup>20</sup> It means that descriptive text has function to describe concrete object. Descriptive text writing is the language that used to write or describe something on the paper. The topic descriptive text thought in the seventh graders at junior high school: House, the best friend, my

<sup>17</sup>Kammer Tuahman Sipayung, "Metafunction Realization on Students' Descriptive Paragraphs" no. 6 (2016), p. 23

<sup>18</sup>SihabLapoto Ade Potradinata, "An Analysis of Student's Descriptive Text Writing in Systemic Functional Linguistic (SFL) Perspectives" Vol. 4 (2018), p. 125

<sup>19</sup>Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: University of New Wales Press Ltd, 2005), p. 97

<sup>20</sup>Sanna-Kaisa Tanskanen, *Collaborating Towards Coherence Lexical cohesion in English Discourse*(Amsterdam: John Benjamins, 2006), p. 3

father, my english teacher, my cat, my classmate, my school, my brother, Indonesia.<sup>21</sup>

## 2. Types of Descriptive Writing Paragraph

There are five types of descriptive writing paragraph<sup>22</sup>. They are:

### a. Describing Process

Describing a process not only explains how something was done, but also explains why it was done and what was needed to complete the process.

### b. Describing and event

To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that was happened in Japan. In this case, he / she has to explain all details related to the event, so that the readers can imagine the real situation and condition.

### c. Describing a personality

In describing a person, the first thing that we do was recognizing his/her individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception) .

### d. Describing a place

Presenting something concrete was the way to describe place, for example: a home, a hospital, and school.

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<sup>21</sup> Siti Wachidah, Asep Gunawan, Diyantari, *Bahasa Inggris When English Rings a Bell*, (Jakarta), p. 149

<sup>22</sup> Tiur Asih Siburian, "Improving Students' Achievement On Writing Descriptive Text Through Think Pair Share" Vol. 3 (2013), p. 34

e. Describing an object

To describe an object accurately was done by providing the physical characteristics of the object such as the color, form, shape, and so on.

### **3. The Example of Descriptive Writing Skill:**

#### **The Wolf**

Wolves are very intelligent creatures whose upright ears, sharp teeth, pointed muzzles, inquiring eyes and other facial features instantly convey this quality. The weight and size of a wolf can vary greatly worldwide. In general, height varies from 0.6 to .95 metres at the shoulder and weight ranges from 20 to 62 kilograms. The Grey Wolf is the largest of all wild canids. Extreme specimens of wolf weighing more than 77 kilograms have been recorded in Alaska and Canada, although they are rarely encountered. The heaviest wild wolf on record, killed in Alaska in 1939, was 80 kilograms. The smallest wolves come from the Arabian Wolf subspecies, the females of which may weigh as little as 10 kilograms at maturity.

Females in any given wolf population typically weigh about 20% less than their male counterparts. Wolves can measure anywhere from 1.3 to 2 metres from nose to the tip of the tail, which itself accounts for approximately one quarter of overall body length. Wolves bodies are built for stamina, possessing features ideal for long distance travel. Their narrow chests and powerful backs and legs assist their efficient locomotion. Wolves are capable of covering several miles trotting at about a pace of 10 kilometres per hour and have been known to reach speeds approaching 65 kilometres per hour during a chase. While sprinting, wolves can cover up to 5 metres per run.

### **4. The Generic Structure of Descriptive Text**

The generic structure of the descriptive text is different from other texts. There are two main components in the generic structure of descriptive text. They are identification and description. components in the descriptive text: first, identification: identifies phenomenon to be described, and description: describes parts, qualities, and characteristics.

The identification usually occurs in the first paragraph and the description stated in the continuing paragraph. The description consists of three parts: the parts of the place, the quality of the place and the characteristic of the place.

## 5. The Language Feature of Descriptive Text

The language features for descriptive text are focus on specific participants has a certain object, is not common and unique (only one). use of attributive and identifying process, frequently use classifiers in nominal groups, and use of Simple present tense, the sentence pattern used is simple present because it tells the fact of the object describe and use of adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in Jepara, etc.<sup>23</sup>

### C. Concept of Independent Variable

#### 1. The Definition of Predict-O-Gram Strategy

Allen defines predict-o-gram is the strategy that principle as expending brainstorming and used to predict story plots and character relationships.<sup>24</sup> It means that predict-o-gram strategy is theory as the release to express opinions at once can used to portend the content of the story.

Wiesendanger states that predict-o-gram is pre-reading activity which helps increase student's understanding of writing.<sup>25</sup> It means that predict-o-gram strategy is the strategy that can help students in increasing writing skill.

Schumm explains predict-o-gram is strategy that will be used the words to describe the elements of a story.<sup>26</sup> It means that predict-o-gram strategy is words will be used to make parts of the story.

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<sup>23</sup> Lailatul Husna, Zainil and Yenni Rozimela, "Analysis Of Students' Writing Skill In Descriptive Text At Grade XI Ipa 1 of Man 2 Padang" Vol. 1 (2013), p. 4-5

<sup>24</sup> Janet Allen, *Words, Words, Words: Teaching Vocabulary in Grades* (Portland: Stenhouse, 1999), p. 47

<sup>25</sup> Katherine D Wiesendanger, *Strategies for Literacy Education* (Upper Saddle: Colombus), p. 47

Based on the statement above, it is concluded that predict-o-gram is the strategy that can make to decide prediction a story in writing.

## 2. Example of predict-o-gram column

Table 5. Column Prediction Word

No	Prediction words	The Meaning
1	Herbivora	Pemakan tumbuhan
2	Large head	Kepalanya besar
3	Large nose	Hidungnya besar
4	Big eyes	Matanya besar
5	Very strong teeth	Giginya sangat kuat
7	Sharp eyesight	Penglihatan sangat tajam
8	Forest in china	Hutan di asia
9	Big hand	Tangannya besar
10	Very heavy	Sangat berbahaya
11	Big feet	Kakinya besar
12	To walk	Untuk berjalan
13	To eat	Untuk makan
15	To scratch	Untuk mencakar
16	To smell food	Untuk mencium makanan
17	To run	Untuk berlari
18	To hear	Untuk mendengar

Table 6. Predict-o-gram Column

The Concrete Elements	Concrete Characteristics	Function Of Each Concrete Element
herbivora, so scary, white fur	fingernail, strong jaw muscles, very strong teeth, big eyes, large nose, sharp eye sight.	to, scratch, to eat, to see their prey, to smell food, to run.
<b>setting</b>	<b>other</b>	
Forest		

<sup>26</sup>Jeanne Shay Schumm, *Reading Assessment And Instruction For All Learners*(New York: Guilford Press, 2006), p. 323

### 3. The Benefit of Predict-O-Gram

Predict-O-Gram has many meaningful benefits, as follows:

- a. Helping the students' curiosity about a topic of study.
- b. Helping students acquire new vocabulary and find relationships among words by organize them into meaningful categories.
- c. Helping students increase word identification and there by comprehension by using word analysis.
- d. Helping students feel confident about writing the text because the already recognize the words.<sup>27</sup>

### 4. The Implementation of Predict-O-Gram

The implementation of predict-o-gram in teaching writing is as follows:

- a. The teacher instructs the students to write the words on the paper.
- b. The teacher distributes copies of the predict-o-gram to the students.
- c. The teacher asks the students to discuss the meanings of the words.
- d. The teacher asks the students to select word to included in the setting, characters, problem, action and resolution to predict each word's use in the paragraph.
- e. If the students finish to writes the paragraph, the teacher asks the students to read it.
- f. The teacher ask the other students to listen and guess who or what is that describe in paragraph.<sup>28</sup>

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<sup>27</sup> Deanne Camp, *Pairing Fiction Nonfiction*(New York: Scholastic Inc, 2006), p. 19-27

<sup>28</sup> Rizka Silvia Arizona, "Teaching Writing Descriptive Text By Using Combining Predict O Gram And Describe Strategies For Ix Grade At Junior High School" no. 2 (West Sumatera: STKIP PGRI, 2013), p. 4

**D. Action Hypothesis**

Based on the theoretical review above, the reseacher formulated the action hypothesis as follows:

“Using Predict-O-Gram Strategy can improve students’ descriptive writing skill and learning activity of the seventh Grade students of Junior High School Muhammadiyah 4 Metro”



## CHAPTER III

### RESEARCH METHOD

#### A. Variable and Operational Definition of Variable

##### 1. Variable of the Research

The research variables consist of dependent variable and independent variable. The independent variable of this research is Predict-O-Gram strategy that was implemented to increase the students' writing skill in easy way. This strategy is useful to make their writing is excellent.

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

##### 2. The Definition of Operational Variable

Operational definition was the definition that based on characteristic of the things that would be defined, and it can be observed or measured. Meanwhile, variable can be defined as an attribute of a person or a subject which varies from object to object.<sup>29</sup> According to Raymond Mark, the definition an operational tells us what activities or operation we need to perform to measure a concept or variable.<sup>30</sup>

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

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<sup>29</sup>John creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Lincoln: SAGE Publications,2002), p.24.

<sup>30</sup> Allen Rubin & Earl R Babie,*Essential research Method for Social Work*, (Engaged Learning: Mason,2010), p.70.

a. Dependent Variable

Dependent variable of this research is writing. Writing skills of this research of attention in productive skill to arrange words becomes descriptive text in form short composition that would be evaluation by using writing rubrics to measure component such as content, organization, vocabulary, language use and mechanism. The indicators of a written test in this variable are:

3. The students are good in content of writing. The content should be relevant to the topic.
4. The students are good in organization of writing. The students were able to compose descriptive text based on the appropriate generic structure of descriptive text.
5. The students are able to write descriptive text by using good mechanics writing.

b. Independent Variable

Independent variable of this research is predict-o-gram strategy. Predict-o-gram strategy is a teaching strategy that is very effective to use in increasing writing skills by implementing steps, as follows:

- 1) The students are able to select the words from the story to stimulate prediction.
- 2) The students are able to decide the story element that the word tell about the story and write each word on Predict-O-Gram in the appropriate place.

3) The students are able to read the story.<sup>31</sup>

## B. Research Location

The researcher conducted Classroom Action research (CAR) at Junior High School Muhammadiyah 4 Metro. The object of this research is the students' writing skill at VII of Junior High School Muhammadiyah 4 Metro, consists of 20 students.

## C. Subject and Object of Study

Subject of this research is students class VII Junior High School Muhammadiyah 4 Metro. The researcher chooses them as a sample because most of the students class VII have problems in writing.

The subjects of this research are the students of the seventh graders of Junior High School Muhammadiyah 4 Metro. The total of the students are 20 students. Meanwhile, the object of this research is the students' descriptive text writing skill at class VII of Junior High School Muhammadiyah 4 Metro.

Table 7. The Number of Students

No	Grade	Sex		Total
		Male	Female	
1	VII	12	8	20

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<sup>31</sup>Nosa Reza, "Teaching Reading In Narrative Text by Using Predict-O-Gram Strategy Combined With Jigsaw Strategy At The Eighth Grade Of Junior High School" no. 2 (West Sumatera: STKIP PGRI, 2013), p. 4

#### **D. Action Plan**

This research is classroom action research. According to McNiff and Whitehead, classroom action research is about practitioners creating new ideas about how to improve, practice, and putting those ideas forward as their personal theories of practice.<sup>32</sup> It means that CAR creates new ideas in improving certain achievement.

In addition, Creswell asserts that action research is the most applied, practical design.<sup>33</sup> It means that action research has a practical design. Meanwhile, Nunan says that action research that those affected by planned changes have the primary responsibility for deciding on courses critically informed action which seems likely to lead to improvement, and for evaluating the results of strategies tried out in practice.<sup>34</sup> It means that action research has aim to improve certain achievement by using strategies and evaluating of the result need practice.

From several theories or explanation above, it can be inferred that the classroom action research is dynamic process that has our aspects, action, observing, and reflecting in every cycles. It is done in the class to improve the quality of learning practice.

According to Kemmis and Taggart as cited by Burns action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system. This phase can be seen by following figured:

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<sup>32</sup> Jean McNiff and Jack Whitehead, *All You Need to Know About Action Research* (London: SAGE Publication, 2006), p. 7

<sup>33</sup> John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (New York: Pearson, 20120), p. 2576

<sup>34</sup> David Nunan, *Research Method in Language* (Cambridge University Press, 1999), p. 17

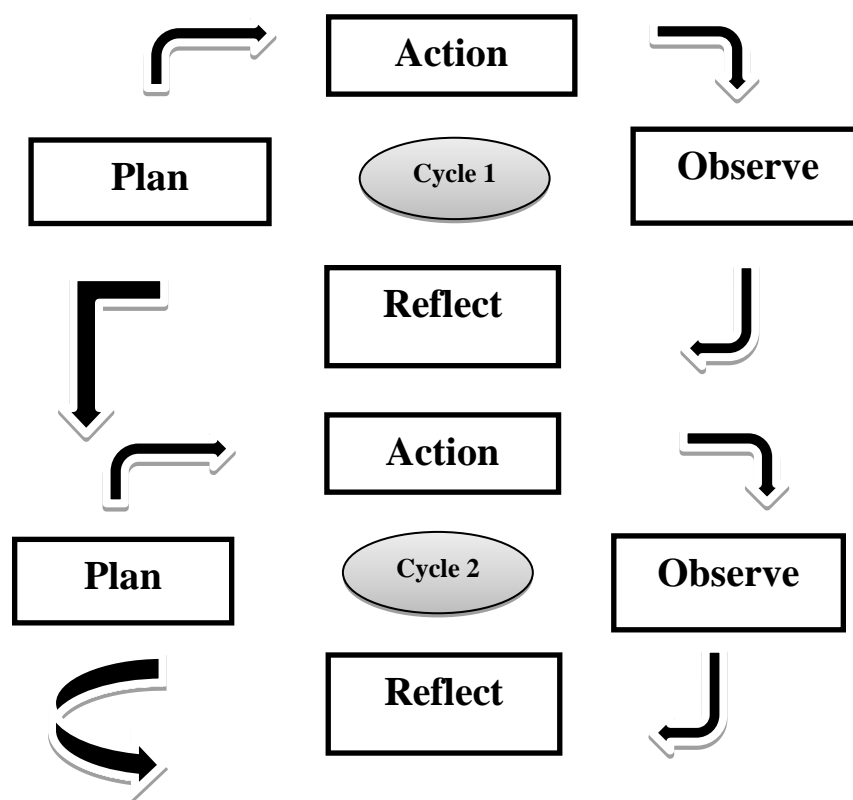


Figure 1. Kemmis and Mac Taggart Model<sup>35</sup>

This figure describes the sequence of the research which is preceded by planning, followed by action, observation, and reflection implemented in each cycle in a spiral system. The accumulation is that if the determined outcome in the first cycle cannot be achieved or there may be a new problem found, so it would continue in the next cycle that has the same phase as the first cycle.

In this case, the researcher conducted classroom action research in a class of seventh graders of Junior High School Muhammadiyah 4 Metro. The reason why the researcher conducted classroom action research is because the researcher

<sup>35</sup>Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010), p.9

had aim to improve the writing skill of the seventh graders of Junior High School Muhammadiyah 4 Metro by using predict-o-gram strategy.

This research estimates to be carried out in two cycles. Each cycles consist of planning, acting, observing and reflecting.

## **1. The Procedure of Cycle 1**

### **a. Planning**

In cycle 1 the researcher carried out the planning stages by doing the following things:

1. The teacher prepared lesson plan with consider curriculum and syllabus that prevail in class VII.
2. The teacher prepared the material related to process of writing descriptive text.
3. The teacher prepared learning media related to teaching writing by using predict-o-gram strategy.

### **b. Acting**

The second step in the action research is acting. The researcher did learning activity as follows:

#### **a. Pre Activity**

- a) The teacher greeted the students and asked them to pray.
- b) The teacher gave motivation for the students to write English text.

#### **b. While Activity**

- G. The teacher instructed the students to write the words on the blackboard.

H. The teacher distributed copies of the predict-o-gram to the students.

I. The teacher asked the students to discuss the meanings of the words.

J. The teacher asked the students to select word to included in the setting, characters, problem, action and resolution to predict each word's use in the paragraph.

K. If the students finished to writen the paragraph, the teacher asks the students to read it.

L. The teacher asked the other students to listen and to guess who or what is that describe in paragraph.

**c. Post Activity**

a) The teacher asked the students related to the material.

b) The teacher answered question of the students.

c) The teacher gave feedback to the students.

**c. Observing**

In this step the researcher observed the process of teaching learning by using format observation and the outlines of observation in this step such as, students skill in question answer, the students answer question. The students are able to do the task and the students understood the material. The important things in teaching learning process noted by observed.

**d. Reflecting**

The last steps is reflecting. The researcher analysed and discussed the observation result during teaching process, as the weakness and strengtness

from the action. The researcher used data from evaluation to make improvement. The researcher decided that the next cycle focused on the weakness in preview cycle.

## **2. The Procedure of Cycle 2**

### **a. Re-Planning**

In the first step, before conducting the action in the next step, the researcher repaired the problems that were found in cycle one. It is explained as follow:

1. The teacher prepared lesson plan with consider curriculum and syllabus that prevail in class VII.
2. The teacher prepared the material related to process of writing descriptive text.
3. The teacher prepared learning media related to teaching writing by using predict-o-gram strategy.

### **b. Acting**

The second step of the action research was done by the researcher to apply the revise such as lesson plan, material, and instrument for evaluation.

The activities they are:

#### **a. Pre Activity**

- a) The teacher greeted the students and asked them to pray.
- b) The teacher gave motivation for the students to write English text.

#### **b. While Activity**

- a) The teacher instructed the students to write the words on the blackboard.



- b) The teacher distributed copies of the predict-o-gram to the students.
- c) The teacher asked the students to discuss the meanings of the words.
- d) The teacher asked the students to select word to included in the setting, characters, problem, action and resolution to predict each word's use in the paragraph.
- e) If the students finished to writen the paragraph, the teacher asks the students to read it.
- f) The teacher asked the other students to listen and guess who or what is that describe in paragraph

**c. Post Activity**

- a) The teacher asked the students related to the material.
- b) The teacher answered the question of the students.
- c) The teacher gave the feedback to the students.

**c. Observing**

In this step the researcher observed the process of teaching learning by using format observation and the outlines of observation in this step such as, students skill in question answer, the students answer question. The students are able to do the task and the students understood the material.

**d. Reflecting**

In the last phase, the researcher discussed and analysed the data that had been collected from all the activities from the acting phase until observing phase to find out whether the implementation of predict-o-gram successful or unsuccessful in the second cycle and also compared the student's

improvement from cycle one until cycle to find out the student's achievement.

#### **E. Data Collection Technique**

The collect technique, the researcher used the data collection by using the following techniques, as below:

##### 1. Test

Test is a set of stimuli presented to an individual in order to get responses on the basis which a numeral score can be assigned. The material in pre-test and post-test are different but have same difficulties. The types of the test is essay test. The test is divided into two parts, as follows:

##### a. Pre-Test

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

##### b. Post-Test

The post-test was given for the last meeting after doing treatments to gave any contribution to the students achievement in the class. The improvement can be seen if the score of the post-test. In this step to know the application of predict-o-gram strategy in increasing descriptive writing skill.

##### 2. Observation

The researcher used observation to collect the data. This observation was used to get information about the condition of students, teachers and officials

of Junior High School Muhammadiyah 4 Metro. The aim of the observation is to explain the situation would be investigated are: activities, people, or individuals are involved in an activity and the relationship among them. Observation is planned and conducted in a systematic way, rather than happening spontaneously and haphazardly, as it usually does in everyday life.<sup>36</sup> It means that observation is data collection in systematic than happen spontaneously.

### 3. Documentation

Documentation is a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc.<sup>37</sup> The researcher used documentation to obtain the data about state of students the history of Junior High School Muhammadiyah 4 Metro state of the environment, the state of teachers, staff and organizational structure and geographical condition school.

### 4. Field Note

In this research, the researcher used field note to record the student's activity during the learning process. In this research, the researcher conducted the field note in order to get the complete data from the tenth graders of Junior High School Muhammadiyah 4 Metro about the students activities, events in each learning steps, learning purposes, leaning time, and feelings of the students in the learning process.

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<sup>36</sup>Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition* (New Delhi:Gopsons Papers Ltd, Noida, 2006), p. 58.

<sup>37</sup>Anne Burns, *Collaborative Action Research for English Language Teacher* (New York: Routledge, 1999), p. 140

## **F. Data Collecting Instrument**

### **1. Writing Test Question**

To measure students' descriptive text writing skill of the seventh graders of Junior High School Muhammadiyah 4 Metro, the researcher applied some writing tests that consist of pre-test and post-test. Both of the tests are in form of asked the students to write descriptive text based on the pictures that are related on the topics of descriptive text. The writing test was constructed based on the basic competence stated on English syllabus of the seventh grade at Junior High School Muhammadiyah 4 Metro.

### **2. Observation Sheet**

In this research the researcher observed directly what would be happening during teaching learning process when the teacher implements predict-o-gram in teaching writing. The aspects observed were the students activities and teacher performances that include of students' activeness in classroom, students' skill in group work and students' skill in answering the teacher's question.

### **3. Documentation Sheet**

Documentation sheet refers to the achieve data that helps the reseacher to collect the needed data. The researcher utilized the document related to the object research such as, as follows:

- a. Student's name list,
- b. Teacher's name,
- c. School history,
- d. Structure of school organization,

e. School location sketch.

#### 4. Field Note Sheet

Field note sheet is an instrument to record all events that happen in connection with the actions of the teacher or writer. This field note is useful for knowing the student's progress in the learning process. Field notes are used the data objectively which is not covered in the structured observation, such as student's activity during implementing the action.

### **G. Data Analysis Technique**

Data was analyzed by taking the average score of the pre-test and post-test. The researcher compared the score of pre-test and post-test after giving implemented treatment.

The simulation technique can improve students writing descriptive text. The researcher managed the pre-test before using reporter simulation technique and post-test after using reporter simulation technique. The result was matched by the minimum standard in this semester is 80. Based the result of post-test 1 in cycle 1 there were some students who were not successful, so the researcher conducted cycle 2.

To analyze the data, the researcher computed data of the average rates of pre-test (X-pre) and post-tes (X-post) by using formula as follows:<sup>38</sup>

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<sup>38</sup>Donald Ary et al., *Introduction to Research in Education* (Canada: Wadsworth Cengage Learning, 2010), p. 108

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

Notes:  $\bar{X}$  = Mean  
 $\sum X$  = The total number of students' scores  
 N = The total number of students

Furthermore, to know the result the researcher would compare the average score between pre-test and post-test for each cycle, and to know the percentage of increasing score in students their learning activities, the researcher used percentage formula as follows<sup>39</sup>:

$$P = \frac{\sum X}{N} \times 100\%$$

Notes:  
 P = Percentage  
 $\sum X$  = The total number of students' scores  
 N = The total number of students

## H. Indicator of Success

The indicator of success was determined based on the process and the result of the action research. The research is called successful if 70% of the students get minimal score 80 and 70% of the students active in learning activities.

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<sup>39</sup> Neil A Weiss, *Introductory Statistics* (Boston, MA: Addison-Wesley, 2012), p. 41

## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

#### A. Research Result

##### 1. Description of Research Location

Junior High School Muhammadiyah 4 Metro is Junior High school that is located at Jl. Dr. Sutomo, Kel. Purwoasri, Kec. Metro Utara, Kab. Kota Metro. The name of the principle of Junior High School Muhammadiyah 4 Metro in academic year 2019/2020 is Agus Pujianto, M.Pd.

Moreover, vision of the school is stated, as follows: achievement, morals, and environmental care. Meanwhile, mission of the school is stated, as follows: creating an situation of learning that is correct, enjoyable, communicative, responsive, and interactive. Other missions are developing attitudes, religious behaviour and religious principles in the school environment and outside of the school.

Moreover, other mission are developing the educational facilities and infrastructure; implementing the school culture that is conducive to achieve basic education goals; carrying out activities and developing training or guidance for science, mathematics, English olympics, subjects and art competitions; carrying out activities and developing training in sports guidance, scouting, red cross teen, school health; another mission is carrying out activities and developing training or guidance on islamic spiritual.

The condition of teachers and the official employers in Junior High School Muhammadiyah 4 Metro is included in Appendix 15. The condition of

teachers and the official employers is illustrated in a table. The table consist of the teachers in each subject and their educational background.

The organization structure of Junior High School Muhammadiyah 4 Metro is included in Appendix 16. It consists of the headmaster is Agus Pujianto, school comitte is Suroto, head of administration is Okta Efriansyah, deputy head of curriculum is Hari Pranoto, deputy head of students affairs is Reza Rasyid, deputy of infrastructure is Rusparmi, treasurer is Abidin, head of library is Surani, head of the association is Imam, public service unit is Mislani, counseling guidance teacher is Siti Fatimah and all of the students.

To support teaching and learning process, Junior High School Muhammadiyah 4 Metro has many buildings and other supporting facilities. The information about the condition of building and the sketch is stated in Appendix 17. The facilities and infrastructure consist of the build covering 1500 M, the principal's office, the vise of principal's office, the room of administration, the room of teacher, the student's organization space (IPM), the conseling room (BK), the school health unit room (UKS), library and mosque.

a. Purpose of School

The objectives of organizing the Muhammadiyah 4 metro vocational junior high school are as follows: producing graduates who are skilled, disciplined, knowledgeable and virtuous begin and are able to be independent and developing themselves in order to be ready to compete and producing the graduates who are virtuous, faithful and devoted.



b. Motto

The motto of Junior High School Muhammadiyah 4 Metro is as follows: skills, discipline, behavior, and morality.

## 2. Description of the Research Data

The researcher used classroom action research. It was conducted in two cycles including of cycle I and cycle II. Each cycle consists of two meetings. Each meeting takes 2 x 45 minutes. Each cycle includes of planning, action, observation and reflection. In relation to manage the class, the researcher made lesson plan. The action of this research was using predict-o-gram strategy to improve the students' writing skill.

### a. Pre-test activity

The learning, the researcher conducted on Thursday, October 10<sup>th</sup>, 2019 at 09.00 until 10.30. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their skill of writing skill before doing the action of the classroom action research.

The pre-test was administrated to the students to be finished individually. The kind of the test was essay writing test that instruct the students to write a composition based on the choices of topics including of "My House" and "Indonesia". In addition, the students' pre-test result can be seen on the table below:

Table 8. Students' Pre-test Grade

No.	Students' Name	Grade	Category
1	AA	34	Incomplete
2	AN	76	Incomplete
3	AR	74	Incomplete
4	DA	78	Incomplete
5	ER	54	Incomplete
6	FC	42	Incomplete
7	FM	78	Incomplete
8	FO	94	Complete
9	FR	84	Complete
10	HR	80	Complete
11	LF	82	Complete
12	MA	70	Incomplete
13	MI	84	Complete
14	MR	42	Incomplete
15	NS	66	Incomplete
16	RR	66	Incomplete
17	RS	46	Incomplete
18	SS	92	Complete
19	TM	66	Incomplete
20	VM	66	Incomplete
<b>Total</b>		<b>1374</b>	
<b>Average</b>		<b>69</b>	

Source: The result of writing pre-test grade at the seventh graders of Junior High School Muhammadiyah 4 Metro October 10<sup>th</sup> 2019.

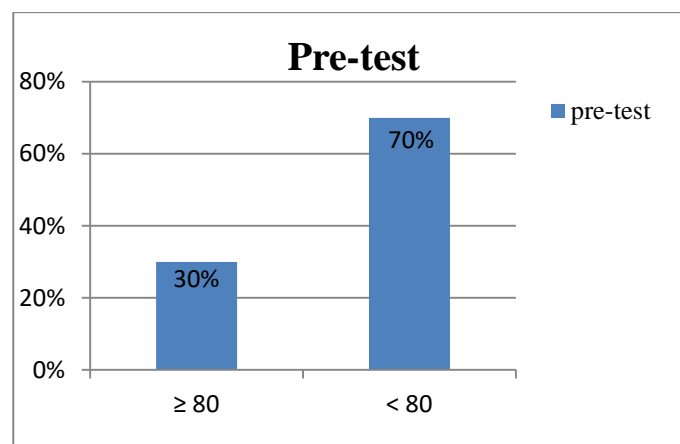


Figure 2. The Percentage of the Students' Completeness in Pre-test Grade

Based on the data above, it could be inferred that 14 students (70%) were not successful and 6 other students (30%) were successful. The successful students were those who got Minimum Mastery Criteria (MMC) at Junior High School Muhammadiyah 4 Metro at least 80. The unsuccessful students were those who did not get Minimum Mastery Criteria (MMC) at Junior High School Muhammadiyah 4 Metro. Based on the pre-test result, the researcher got the average of 69, so the result was unsatisfied. Therefore, the researcher used predict-o-gram strategy to improve the students' writing skill.

## **b. Cycle I**

### **1) Planning**

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

### **2) Acting**

#### **a) The first meeting**

The first meeting was conducted on Monday, 14<sup>th</sup> October 2019 at 09.00 until 10.30 and followed by 20 students. In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice

attention to the researcher when the study time came. For the beginning, the researcher started to introduce the procedure of method that was used in the learning process, then started to deliver the material. The researcher explained that the used text in the teaching learning was organized in the descriptive form. The generic structure included identification and description. The purpose of the text is to give information to the reader.

The researcher instructed the students to write the words on the paper, after the researcher distributed copies of the predict-o-gram to the students. Next the researcher asked the students to discuss the meanings of the words. After that the researcher asked the students to select word to included in the setting, characters, problem, action and resolution to predict each word's use in the paragraph. If the students finished to writes the paragraph, the teacher asks the students to read it. The teacher asked the other students to listen and guess who or what is that describe in paragraph.

b) The second meeting

The second meeting was conducted on Tuesday, 15<sup>th</sup> October 2019 at 09.00 until 10.30 and followed by 20 students. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity continue by giving some explanation more about descriptive text how to apply predict-o-gram to understanding. Then, at the end this meeting the researcher gave post-test cycle I with similar task on pre test before. Kinds of the test were essay

test choices which consisted of 3 items. The result of the students' test in post-test 1 was better than test in pre-test before.

### c. Post Test 1 Activity

Table 9. The Students' Post-test 1 Grade

No	Student's Name	Grade	Category
1	AA	81	Complete
2	AN	67	Incomplete
3	AR	35	Incomplete
4	DA	80	Complete
5	ER	56	Incomplete
6	FC	84	Complete
7	FM	87	Complete
8	FO	43	Incomplete
9	FR	88	Complete
10	HR	82	Complete
11	LF	80	Complete
12	MA	86	Complete
13	MI	89	Complete
14	MR	48	Incomplete
15	NS	80	Complete
16	RR	81	Complete
17	RS	50	Incomplete
18	SS	97	Complete
19	TM	81	Complete
20	VM	67	Incomplete
<b>Total</b>		<b>1462</b>	
<b>Average</b>		<b>73</b>	

Source: The result grade of writing post-test 1 at seventh graders of Junior High School Muhammadiyah 4 Metro October 21<sup>st</sup> 2019.

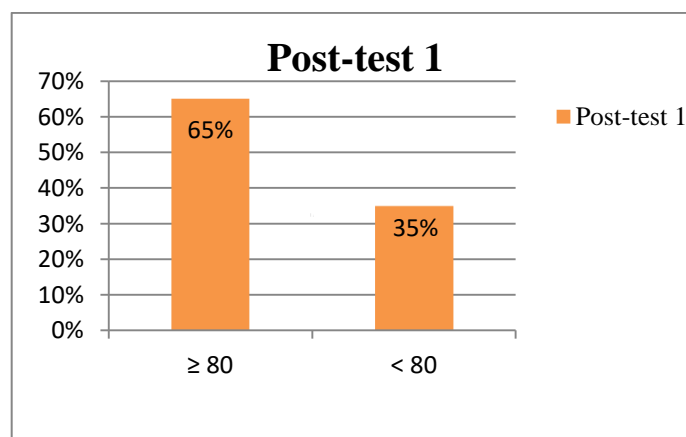


Figure 3. The Percentage of the Students' Completeness Grade in Post-test 1

Based on the result above, it could be seen that 13 students (65%) got Grade up to the standard and 7 students (35%) got Grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 80. Learning process was said success when 70% students got Grade  $\geq 80$ . The fact showed that the result was unsatisfying.

### **3) Observing**

In observation of the researcher's action, the collaborator observed the students' activities. The researcher as a teacher gave material about writing text especially descriptive text by using predict-o-gram strategy.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. In this research the observer is the English teacher of the seventh grade Junior High School Muhammadiyah 4 Metro whose name is Abidin. The observer help the reseacher to observed the students learning activities while the reaseacher touch te students. The indicators of students learning activities are as follows:

- a) Paying attention of teacher explanation
- b) Asking/answering question
- c) Being active in the class
- d) Being able to do the task

The result of the students' learning activities could be seen as follow:

Table 10. The Students' Activities Observation in Cycle I

No	Name	The indicators that are observed			
		Paying attention of teacher explanation	Asking and answering the question	Being active in the class	Being able to do the task
1	AA	√	-	-	√
2	AN	-	-	-	-
3	AR	√	√	√	√
4	DA	√	√	√	√
5	ER	√	-	-	√
6	FC	√	-	-	-
7	FM	-	√	-	-
8	FO	√	√	-	√
9	FR	√	√	√	√
10	HR	√	√	√	√
11	LF	-	-	-	-
12	MA	-	√	-	-
13	MI	-	√	√	-
14	MR	-	-	-	-
15	NS	√	-	√	√
16	RR	√	-	-	√
17	RS	-	-	-	-
18	SS	-	√	√	√
19	TM	√	-	-	√
20	VM	√	-	-	-
<b>TOTAL</b>		12	9	7	11

Source: The Students' Learning Activities in Cycle I at seventh graders of Junior High School Muhamadiyah 4 Metro

Table 11. The Frequency Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention on the teacher explanation	12	60%
2	Asking and answering the question	9	45%
3	Being active in the class	7	35%
4	Being able do the task	11	55%
<b>Total Students</b>		<b>20</b>	
<b>The Average Percentage</b>		<b>49%</b>	

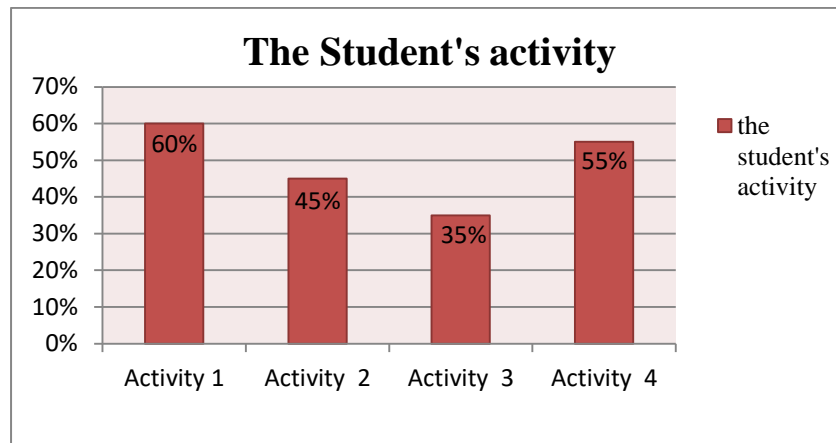


Figure 4. The Percentage of Students Activities in Cycle I

The table showed that not all the students' active in learning process. There were 12 students (60%) who gave attention to the teacher explanation, 9 students (45%) who understood the materials, 7 students (35%) were able to do the task and 11 students (55%) who active in the class.

#### 4) Reflecting

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

Table 12. The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
$\geq 80$	30%	65%	Complete
$< 80$	70%	35%	Incomplete
<b>Total</b>	<b>20</b>	<b>20</b>	



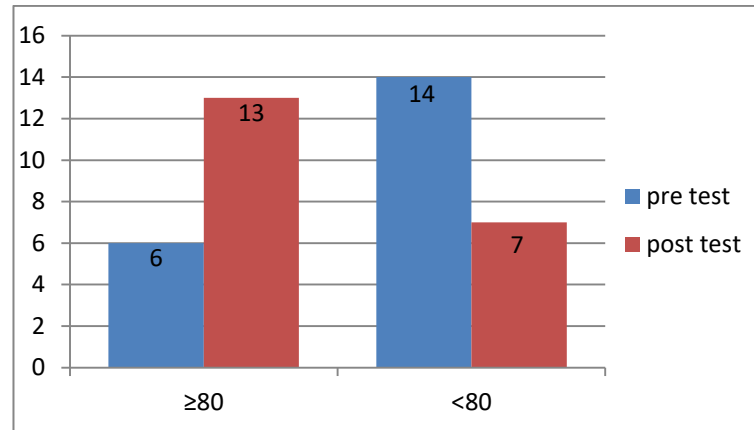


Figure 5. The Comparison of Percentage of the Students' Completeness Grade on Pre-test and post-test I

The table and the graphic above, in pre-test it could be seen that total from 20 students, it could be conclude that 13% or 6 students among the interval  $\geq 80$  students, was complete the minimum standard criteria. Then the students who were incomplete the minimum standard criteria were 70% or 14 students among the interval  $< 80$ . In post-test I, it could be conclude that 65% or 13 students among the interval  $\geq 80$  students, was complete the minimum standard criteria. Then who incomplete the minimum standard criteria were 35% or 7 students among interval  $< 80$ . Average Grade of pre-test was 69 and average Grade of post-test I was 73. There was improvement between pre-test and post-test I but, did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria.

Regarding to the result of student's post-test I Grade and the observation of student's activities in cycle I it caused of gave a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the

teacher explanation and they did not get difficulties to answer the question and some students got failure in test of cycle I. Therefore, the researcher had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

#### **d. Cycle II**

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

##### **1) Planning**

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to gave the material for students in writing skill by descriptive text with the strategy of predict-o-gram.

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

##### **2) Acting**

###### **a) The first meeting**

The first meeting was conducted on Tuesday, 22<sup>th</sup> October 2019 at 09.00 until 10.30 and followed by 20 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, explained the generic structure in the descriptive text.

The researcher instructed the students to write the words on the paper. After the researcher distributed copies of the predict-o-gram to the students. Next the researcher asked the students to discuss the meanings of the words. After that the researcher asked the students to select word to included in the setting, characters, problem, action and resolution to predict each word's use in the paragraph. If the students finished to writes the paragraph, the teacher asks the students to read it. The teacher asked the other students to listen and guess who or what is that describe in paragraph.

It might be caused they could adapt the condition of the class. The students looked getting more spirit and enthusiasm in following learning process. It was known from their activeness in the class. The good condition of the environment of the class was very helpful in teaching learning process.

Then, the researcher gave the explanation to all of the students about the problem of writing skill that often faced by the students through the effective strategy, predict-o-gram strategy.

b) The second meeting

The second meeting was conducted on Monday, 28<sup>th</sup> October 2019 at 09.00 until 10.30 and followed by 20 students. This meeting used to post test II at the end of cycle II, for 2x45 minutes after the students were given the action. The researcher gave post-test to the students to the. In this meeting almost all of the students could answer well. It could be seen from the result of the post-test II. There were 17 of 20 students got the Grade under Minimum Mastery Criteria (MMC) in Junior High School Muhammadiyah 4 Metro.

### e. Post-Test 2 Activity

Table 13. The Frequency of students' Grade in Post-test II

No	Grade	Frequency	Percentage	Explanation
1	$\geq 80$	17	85 %	Complete
2	$< 80$	3	15 %	Incomplete
	Total	20	100 %	

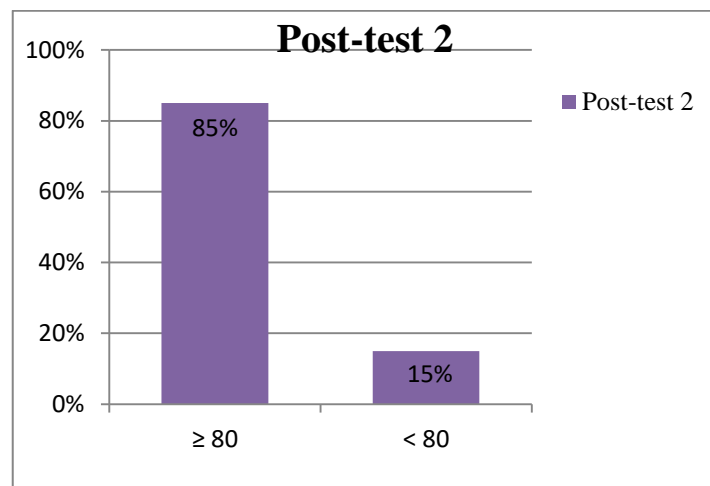


Figure 6. The Percentage of the Students' Completeness Grade in Post-test II

Based on the result above, it could be inferred that 17 students (85%) were successful and 3 other students (15%) were not successful. From the post-test 2 results, the researcher got the average of 82. It was higher than post-test 1 in cycle I.

### 3) Observing

In this step, the researcher presented the material by predict-o-gram strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously. Based on the result of the observation sheet in cycle II, the researcher indicated that learning process

in cycle II was successful. The result Grade of students' learning activities observation.

Table 14. The Students' Activities Result in Cycle II

No	Name	The indicators that are observed			
		Paying attention on teacher's explanation	Asking and answer the question	Being active in the class	Being able to do the task
1	AA	√	-	-	√
2	AN	√	√	√	√
3	AR	√	√	√	√
4	DA	√	√	√	√
5	ER	√	√	√	√
6	FC	√	-	√	-
7	FM	-	√	√	√
8	FO	√	√	-	√
9	FR	√	√	√	√
10	HR	√	√	√	√
11	LF	√	-	√	√
12	MA	√	√	√	-
13	MI	√	√	√	√
14	MR	-	√	-	-
15	NS	√	√	√	√
16	RR	√	-	√	√
17	RS	√	√	√	√
18	SS	√	√	√	√
19	TM	√	√	√	√
20	VM	√	√	√	√
<b>TOTAL</b>		18	16	17	17

Source: The Students' Learning Activities in Cycle II at seventh graders of Junior High School Muhamadiyah 4 Metro

Table 15. The Frequency Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention on the teacher explanation	18	90%
2	Asking and answering the question	16	80%
3	Being active in the class	17	85%
4	Being able do the task	17	85%
<b>Total Students</b>		<b>20</b>	
<b>The Average Percentage</b>		<b>85%</b>	

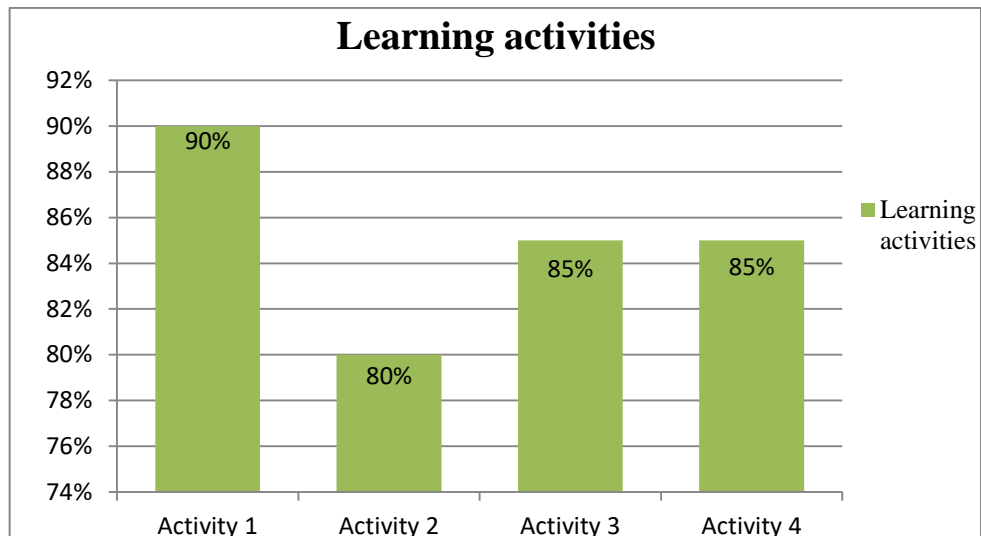


Figure 7. The Percentage of Students Activities in Cycle II

The table above showed that the students' activity in cycle II was increased. The students' activity that had high percentage was the students pay attention of the teacher explanation 90%, then, the students ask/answer the question from the teacher 80% and the students active in the class 85%, and the last the students able do the task 85%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage  $\geq 85\%$ .

#### 4) Reflecting

From the result of learning process in cycle II, the researcher analyzed that generally by using predict-o-gram strategy, the writing skill would be improved.

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

Table 16. The Comparison of Students' Grade in Post-test I and Post-Test II

Interval	Post-Test I	Post-Test II	Explanation
$\geq 80$	65%	85%	Complete
$< 80$	35%	15%	Incomplete
<b>Total</b>	<b>20</b>	<b>20</b>	

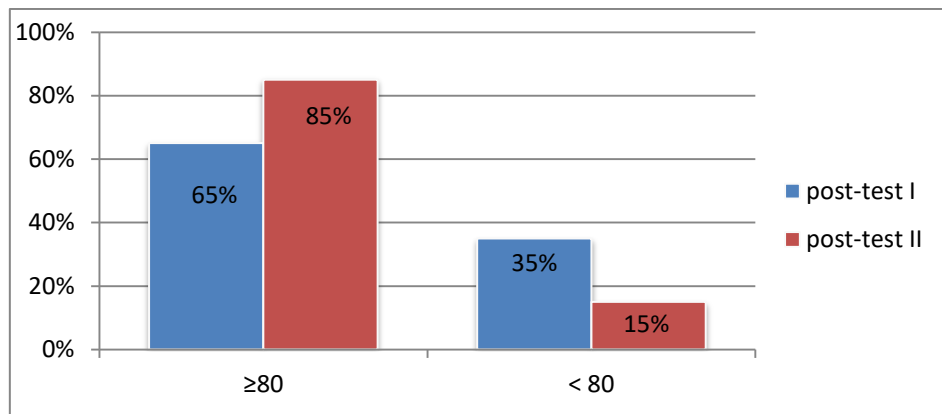


Figure 8. The Percentage of Comparison of Students' Grade on Post-test I and Post-test II

From the table above, it could be seen that the Grade of the students in post-test II was various. The highest Grade was 95 and the lowest Grade is 73. The average Grade of post-test II was 84. Besides, the percentages of students' successfulness of post-test II Grade was 85% or 13 students of the total students passed the minimum standard criteria and 15% or 7 students did not pass the minimum standard criteria at least 80. It means that the indicator of success of this research had been achieved that was  $\geq 85\%$  students was gotten Grade 80. It indicated that the students' writing was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continued to the next cycle because of the learning process and the product of learning entirely passed the

indicators of success. It means that predict-o-gram strategy improve students in writing skill.

## **B. Interpretation**

The researcher considered that teaching writing by using predict-o-gram strategy can improve student' writing skill. Predict-o-gram strategy can helps the students to improve writing skill. When predict-o-gram is done correctly, students are encouraged to develop their own creativity, motivation, and skill. So, it has proved that predict-o-gram strategy could be one the interesting strategy to teaching writing.

### **1. Result of Students Learning**

#### **a. Result of students Pre-Test Grade**

In this phase, the researcher presented the pre-test to measure the students skill before implementing the treatment. The researcher obtained the data through test in the from of essay which completed for 45 minutes. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 6 the students average were 69 , it showed that most of the students have not passed yet in achieving Miinimum Mastery Criteria (MMC) at least 80. In this phase, only 6 students out of 20 students passed of the MMC.

#### **b. Result of Students Post- Test 1 Grade**

In this phase, to know the students writing skill after implementing the treatment the researcher conducted the post- test I. Based on the table 7 the students average was 73 it shown that most of the students have not passed yet in achieved the MMC at least 80. In this stage there are 13



students out of 20 students passed of the minimum mastery criteria. It can be conclude that most of the students failed in achieving the material.

c. Result of Students Post- Test II Grade

In this phase, the researcher continued to cycle II because the Grade of post test I in cycle I did not fulfilled the MMC yet that was only 65% passed the MMC. The researcher presented the post- tes II to measure the students skill after implementing the treatment. The researcher obtained the data through test in the from of essay which completed for 45 minutes. In post-test II the students average were 82, it showed that most of the students have achieving the MMC at least 80. In this phase, 17 students out of 20 students of 85% students passed of the MMC and the research was successful.

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

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

Table 17. The Comparison of Writing Skill of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Grade		
	Pre-Test	Post-Test I	Post-Test II
1	74	81	74
2	76	67	80
3	34	35	73
4	78	80	84
5	54	56	82
6	94	84	95
7	78	87	80
8	42	43	80
9	84	88	84
10	80	82	81
11	82	80	89
12	70	86	85
13	84	89	83
14	42	48	73
15	66	80	81
16	66	81	82
17	46	50	80
18	92	97	90
19	66	81	92
20	66	67	80
<b>Total</b>	<b>1374</b>	<b>1462</b>	<b>1648</b>
<b>Average</b>	<b>69</b>	<b>73</b>	<b>82</b>
<b>Complete</b>	<b>6</b>	<b>13</b>	<b>17</b>

*Source:* The Result Grade of Comprison of Writing Skill Pre Test, Post Test I and Post Test II at The Seventh Grade of Junior High school Muhammadiyah 4 Metro.

Table 18. The Comparison of Students' Pre-Test, Post-Test I Grade in Cycle I and Post-Test II Grade in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
$\geq 80$	6	13	17	Complete
$< 80$	14	7	3	Incomplete
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	

Based on the result of the pre-test, post-test I and post-test II, it was known that there was a positive significant increasing of the students' Grade. It could be seen from the students get Grade 80 from 6 to 13 became 17. Therefore, the researcher concluded that the research was successful because the indicator of success in this

research had been achieved. The researcher illustrated the graph of the result of pre-test, post-test I and post-test II, as follow:

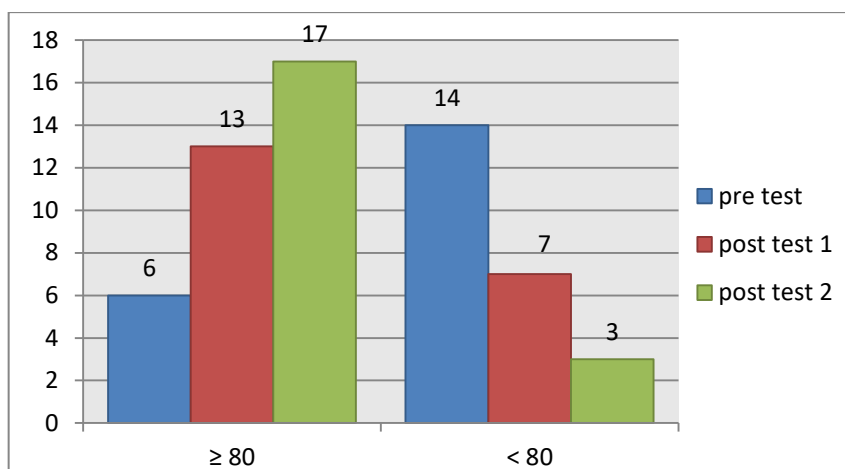


Figure 9. The Comparison Grade of Students Writing Skill Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle I

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

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

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 19. The Percentage of Students Activities in Cycle II

No	Students' Activities	Cycle II		Remark
		F	Percentage	
1	Pay attention of teacher explanation	18	90%	<b>Improved</b>
2	The students' ask/answer question	16	80 %	<b>Improved</b>
3	The students active in the class	17	85 %	<b>Improved</b>
4	The students able do the task	17	85%	<b>Improved</b>
The Average Percentage		<b>85%</b>		

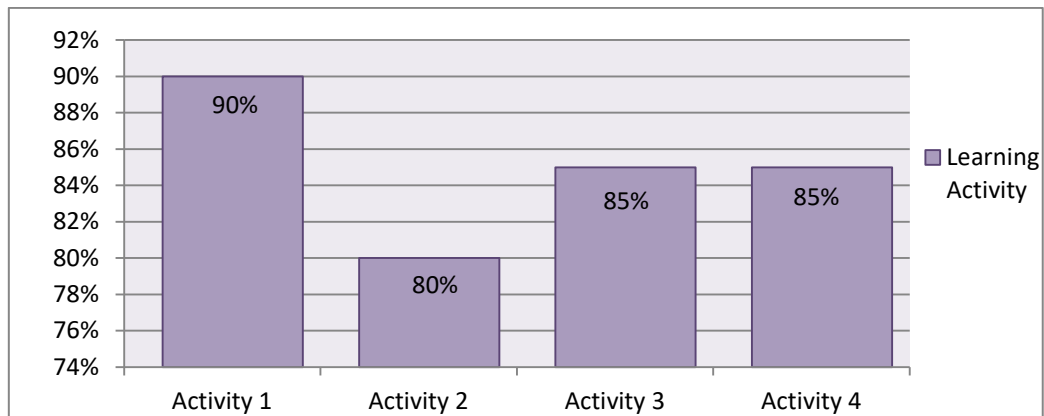


Figure 10. Learning Activity in Cycle II

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

**a) Paying attention to the teacher's explanation**

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only 60% and in cycle II 90%, it improved 30%.

**b) Asking and answering question from the teacher**

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 45%, from cycle I 45% and cycle II 80%.

**c) Being active in the class**

The active students in class were improved. It could be seen on the cycle I 35% and cycle II also 85%, it improved 50%.

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

**d) Being able do the task**

The students who had done the task were increased. It could be seen on the cycle I 55% and cycle II 85%, it increased 30%. Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of predict-o-gram strategy improve the students' writing skill. There was progress average Grade from 69 to 73 and to 82.

From the figure 2, we could be seen that there was an improving on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. In the table above, the average grade in the pre-test was 69 and only 6 students or (30%) passed the test.

Moreover, in the post-test I there was 13 students or (65%) passed the test the indicator students get grade  $\geq 80$  with average 73. And in the post-test II there was 17 students or (85%) passed the test the indicator students get grade  $\geq 80$  with average 82. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 70% of students got Grade 80 was reached.

**C. Discussion**

The researcher used predict-o-gram strategy to organize idea students and made students more active in writing skill in learning English. There was appositve improving about students learning activities using predict-o-gram. Therefore predict-o-gram hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of predict-o-gram strategy could improve the students' writing skill.

There is progress from the students gets Grade  $\geq 80$  from pre-test 30% or 6 students, post-test I 65% or 13 students and post-test II become 85% or 17 students. We can be see that is an improving on the students complete Grade and total of Grade of the students who passed the least from pre-test, post-test I to post-test II.

Moreover, the minimum mastery criteria was 80 in this research, in the post-test I there is 13 students or 65% passed the test with the average 73 and the post-test II is 17 students or 85% who passed the test with average 82. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 85% of students got Grade  $\geq 80$  are reached.

The result of the student's activities in cycle I and cycle II are improve. Pay' attention of the teacher' explanation from 60% become 90%, the students' ask/answer question from 43% become 80%, the students' activeness in the class from 35% become 85%, the students' able do the task from 55% become 85%. 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 reseacher would like to describe the conclusion that the writing skill can be improve through predict-o-gram strategy at the seventh graders of Junior High School Muhammadiyah 4 Metro.

Predict-o-gram strategy can improve writing skill at the seventh graders of SMP Muhammadiyah 4 Metro. It can be seen on the progress from pre-test to cycle I and cycle II. The percentage of students' writing skill got from post-test II of cycle II is 85% of the students' achieve the minimum mastery criteria (MMC). It is because predict-o-gram strategy consists of the effective teaching procedures that significantly and improve the students' writing skill

In addition, predict-o-gram strategy can improve learning activity at the seventh graders of Junior High School Muhammadiyah 4 Metro. It is investigated that the percentage of learning activity of cycle II is 85%. It means that predict-o-gram strategy can increase the students' learning activity. It is caused the use of all teaching procedures in predict-o-gram strategy can support the researcher effectively in increasing the students learning activities.

## **B. Suggestion**

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

### **1. For English Teacher**

- a. The teacher should 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 should 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 predict-o-gram strategy in English learning especially in writing, because it can improve students' writing skill.
- c. The teacher should 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 skill in writing skill so they can success in English learning.

### **3. For Headmaster**

It is suggested to support the English teacher to use predict-o-gram strategy in learning process, because predict-o-gram strategy is so helpfull.



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# **APPENDIXES**

## SILABUS

Sekolah	: SMP Muhammadiyah 4 Metro
Kelas	: VII
Mata Pelajaran	: Bahasa Inggris
Semester	: 1
1. Standar Kompetensi	: Membaca Memahami makna kata teks tulis fungsional dan esai pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> yang berkaitan dengan lingkungan terdekat.
2. Standard Kompetensi	: Menulis Menguungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat

## 1. Appendix I - Syllabus

SK NO.	KOMPETENSI DASAR	MATERI POKOK	KEGIATAN PEMBELAJARAN	INDIKATOR	PENILAIAN			ALOKASI WAKTU	SUMBER
					TEKNIK	BENTUK INSTRUMEN	CONTOH INSTRUMEN		
1.	11.2. Merespon makna dan langkah retorika secara akurat, lancar, dan berterima, dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks bentuk deskriptif / prosedur	Teks monolog berbentuk deskriptif/ prosedur  Kosakata yang berkaitan dengan teks deskriptif/ prosedur  Ciri kebahasaan: teks deskriptif/ prosedur -present tense -adjective -kalimat	Bertanya jawab tentang berbagai hal yang berkaitan dengan materi.  Membahas kosakata yang berkaitan dengan teks deskriptif/prosedur.  Membaca teks monolog pendek. Menjawab pertanyaan tentang isi teks.	Mengidentifikasi Berbagai informasi rinci teks deskriptif/ prosedur.  Mengidentifikasi ciri-ciri kebahasaan teks Deskriptif/ prosedur.  Mengidentifikasi langkah-langkah retorika teks deskriptif/prosedur.	Tes Tulis	Pertanyaan bacaan,	<p><i>Answer the following questions based on the information from the text above!</i></p> <p>1. Where is our school located?</p> <p>2. What is our school like?</p> <p><i>Underline the sentences using the Present Tense form?</i></p> <p>1. Our school is one of the new school in our town, Malang., etc.</p>	14 X 40 menit	1. Buku teks yang relevan.

2	12.2. mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk deskriptif/prosedur.	perintah -sequencers: first, second ... etc.  Teks monolog deskriptif/prosedur.	Membahas struktur kalimat yang berkaitan dengan teks Deskriptif /prosedur. Menjawab pertanyaan yang berhubungan dengan jenis teks, ciri kebahasaan, struktur generik, dan fitur-fitur kebahasaan teks deskriptif/prosedur.  Review struktur kalimat yang merupakan ciri teks deskriptif/prosedur.  Menyusun kata-kata acak menjadi kalimat yang benar.  Mendengarkan dan merespon introduksi menuju teks monolog deskriptif/prosedur.  Menyusun kalimat-kalimat acak menjadi paragraf yang baik. Membuat draf teks/esai deskriptif/prosedur. Menulis teks/ deskriptif/prosedur bebas.	Mengidentifikasi struktur kalimat yang merupakan ciri khas teks deskriptif/prosedur. Mengidentifikasi langkah retorika teks deskriptif/prosedur.  Menyusun teks deskriptif/prosedur.	Tes Tulis	Daftar pertanyaan  Jumbled-words.  Jumbled-sentences  Esai bebas.	<p><i>Identify the generic structure of the text.</i></p> <ul style="list-style-type: none"> <li>. Identification</li> <li>. etc.</li> </ul> <p><i>Identify the language features of the text.</i></p> <ul style="list-style-type: none"> <li>. the use of the Present tense form.</li> </ul> <p><i>Arrange the following jumbled-words into a good paragraph.</i></p> <ul style="list-style-type: none"> <li>. is - at - school - located - our - jl. Ambon no. 23, Malang.</li> <li>. etc.</li> </ul> <p><i>Arrange the following jumbled-sentences into a meaningful paragraph.</i></p> <ul style="list-style-type: none"> <li>. It lies on jl. Merapi, Madiun.</li> <li>. It is has 27 classrooms, a language lab., a laboratory, etc.</li> </ul> <p><i>Identify the language feature of the text.</i></p> <p><i>Write a short paragraph describing someone or something.</i></p>		
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**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

<b>Nama satuan pendidikan</b>	: SMP Muhammadiyah 4 Metro
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/semester</b>	: VII/1
<b>Materi pokok</b>	: Teks deskriptif lisan dan tulis sederhana
<b>Alokasi waktu</b>	: 2 x 45 menit

**A. Kompetensi Inti**

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

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi:**

**Kompetensi Dasar :**

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait hewan terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.4 Teks Deskriptif
- 4.4.1 Menangkap makna secara kontekstual terkait fungsisosial, struktur teks dan unsur kebahasaan teks deskriptif, tulisan pendek dan sederhana terkait hewan terkenal.
- 4.4.2 Menyusun teks deskriptif tulisan pendek dan sederhana terkait hewan terkenal dan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks.

**C. Tujuan Pembelajaran :**

1. Menunjukkan kesungguhan belajar bahasainggris terkait teks deksriptif sederhana tentang hewan terkenal.
2. Menunjukkan perilaku peduli, percaya diri dan tanggung jawab dalam melaksanakan komunikasi terkait teks dekriptif tentang hewan teerkenal.
3. Mengidentiikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif tentang hewan tekenal.
4. Merespon makna dalam teks deksriptif tulisan sederhana tentang orang.
5. Menyusun teks deksriptif tulisan sederhana tentang hewan terkenal.

**D. Materi Pembelajaran:**

Struktur Desriptif 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 Desriptif Text:

- o Menggunakan simple present tense
- o Menggunakan attribute verb, seperti (am, is, are)
- o Hanya fokus pada suatu objek tertentu.

Unsur kebahasaan

1. Kata benda yang terkait dengan orang/benda/tempat/binatang.
2. Kata sifat yang terkait dengan sifat orang/binatang/benda.
3. Kata kerja bentuk pertama (present tense).
4. Ejaan dan tulisan tangan yang jelas dan rapi.

**Contoh dari Desriptif Text:****Panda**

Panda is a bear native to south central China. It is easily recognized by the large, distinctive black patches around its eyes, over the ears, and across its round body. Though it belongs to the order Carnivora, Panda's diet is over 99% bamboo.

Panda has luxuriant black-and-white fur. Adults measure around 1.2 to 1.9 m long, including a tail of about 10–15 cm, and 60 to 90 cm tall at the shoulder. Males can weigh up to 160 kg, and Females (generally 10–20% smaller than males) can weigh as little as 70 kg, but can also weigh up to 125 kg. Average adult weight is 100 to 115 kg. Panda has a body shape typical of bears. It has black fur on its ears, eye patches, muzzle, legs, arms and shoulders.

**E. Metode Pembelajaran:**

- 4. Predict-o-gram strategy (memasukan kata per-kata kedalam kolom)

**F. Media, Instrument, dan Sumber Pembelajaran:**

1. Media : Picture
2. Instrument : Laptop, Marker, White Board
3. Learning resources : Bahasa Inggris. 2017. Kementrian Pendidikan dan Kebudayaan

**G. Learning Steps:**

Pertemuan 1

Kegiatan	Desripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Menyiapkan siswa untuk mengikuti proses pembelajaran</li> <li>• Memotifasi siswa secara kontekstual sesuai manfaat dan pengaplikasian</li> </ul>	10 menit



	<p>materi pembelajaran dalam kehidupan sehari-hari;</p> <ul style="list-style-type: none"> <li>• Mengajukan pertanyaan-pertanyaan untuk mereview materi sebelumnya;</li> <li>• Menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.</li> </ul>	
Inti Siswa	<p><b>1. Observing (observasi)</b></p> <ul style="list-style-type: none"> <li>• Menirukan contoh pengucapan kata dan kalimat yang ada dalam teks deskriptif tentang hewan dengan bimbingan guru.</li> <li>• Siswa membaca beberapa deskripsi yang terdapat dalam buku teks tentang hewan dengan bimbingan guru.</li> <li>• Siswa belajar menemukan kata untuk dimasukkan kedalam kolom.</li> </ul> <p><b>2. Questioning (menanya)</b></p> <ul style="list-style-type: none"> <li>• Siswa mempertanyakan dimanakah kosakata itu dimasukkan.</li> <li>• Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang hewan.</li> </ul> <p><b>3. Collecting data (mengeksplorasi)</b></p> <ul style="list-style-type: none"> <li>• Siswa mengeksplor gambar tentang hewan.</li> <li>• Siswa mendeskripsikan gambar tentang hewan.</li> <li>• Siswa mengumpulkan kata-kata kedalam kolom prediksi.</li> </ul> <p><b>4. Associating (mengasosiasi)</b></p> <ul style="list-style-type: none"> <li>• Siswa memperoleh feedback atau umpan balik dari guru dan teman tentang setiap yang disampaikan dalam kegiatan belajar mengajar.</li> </ul> <p><b>5. Communicating (mengkomunikasikan)</b></p> <ul style="list-style-type: none"> <li>• Menyampaikan hasil kegiatan belajar tentang hewan sesuai dengan panduan yang disiapkan guru.</li> </ul>	<p>20 menit</p> <p>10 menit</p> <p>15 menit</p> <p>10 menit</p> <p>20 menit</p>

Penutup	<ol style="list-style-type: none"><li>1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari.</li><li>2. Siswa merefleksikan penguasaan materi yang telah dipelajari.</li><li>3. Siswa mengerjakan evaluasi.</li><li>4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.</li></ol>	5 menit
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1. Write a composition below!

Panda

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"Good Luck"

Guru Mata Pelajaran

  
Abidin. S.Pd  
NBM.-

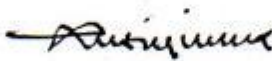
Metro, October 2019

Mahasiswa

  
Rosv Kartika Putri  
NPM. 1501070204

Mengetahui,

Kepala Smp Muhammadiyah 4 Metro

  
Agus Pujiyanto, M.Pd  
Nbm. 1042089

**RENCANA PELAKSANA PEMBELAJARAN  
(RPP)**

Nama satuan pendidikan : SMP Muhammadiyah 4 Metro  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/semester : VII/1  
 Materi pokok : Teks deskriptif lisan dan tulis sederhana  
 Alokasi waktu : 2 x 45 menit

**A. Kompetensi Inti**

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

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi:**

**Kompetensi Dasar :**

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait hewan terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.4 Teks Deskriptif
- 4.4.1 Menangkap makna secara kontekstual terkait fungsisosial, struktur teks dan unsur kebahasaan teks deskriptif, tulisan pendek dan sederhana terkait hewan terkenal.
- 4.4.2 Menyusun teks deskriptif tulisan pendek dan sederhana terkait hewan terkenal dan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks.

**C. Tujuan Pembelajaran :**

1. Menunjukkan kesungguhan belajar bahasainggris terkait teks deksriptif sederhana tentang hewan terkenal.
2. Menunjukkan perilaku peduli, percaya diri dan tanggung jawab dalam melaksanakan komunikasi terkait teks dekriptif tentang hewan teerkenal.
3. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif tentang hewan tekenal.
4. Merespon makna dalam teks deksriptif tulisan sederhana tentang orang.
5. Menyusun teks deksriptif tulisan sederhana tentang hewan terkenal.

**D. Materi Pembelajaran:**

Struktur Desriptif 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 Desriptif Text:

- o Menggunakan simple present tense
- o Menggunakan attribute verb, seperti (am, is, are)
- o Hanya fokus pada suatu objek tertentu.

Unsur kebahasaan

1. Kata benda yang terkait dengan orang/benda/tempat/binatang.
2. Kata sifat yang terkait dengan sifat orang/binatang/benda.
3. Kata kerja bentuk pertama (present tense).
4. Ejaan dan tulisan tangan yang jelas dan rapi.

**Contoh dari Desriptif Text:****My White Rabbit**

I have a white rabbit in my backyard. I love the white. Therefore, when buying this rabbit, I chosen a white one. For three times a week, I clean mine so that the hair remains white and clean. Physically, he is kind of Australian rabbit which has a thick hair, red eyes, and a big body. He is the only Australian rabbits that I have. I bought at a price which was not too expensive. I remember the time that I bought with the price of Rp. 200,000. The thick hair is one of the marks of the Australian rabbit. I love the hair, in addition to thick, my rabbit hair is so smooth and it also does not easily fall out. In fact, I often kiss those when I play with him. Moreover, it remains well because I am so well in maintaining. As I said before, I clean it three times a week.

The one that makes me in awe of the Australian rabbit eyes is the red color. When I shine my light into the eyes of him at night, his eyes would light up and he looks like a ghost. What about his body? You will see that the body is so great and is different from the rabbits in general. Australian rabbit's body may have two to three times bigger than Indonesian. I've seen my rabbit standing, and it is amazing. His body is quite large and exceeding the high of a standing rooster.

**E. Metode Pembelajaran:**

- 4. Predict-o-gram strategy (memasukan kata per-kata kedalam kolom)

**F. Media, Instrument, dan Sumber Pembelajaran:**

1. Media : Picture
2. Instrument : Laptop, Marker, White Board
3. Learning resources : Bahasa Inggris, 2017. Kementrian Pendidikan dan Kebudayaan

**G. Learning Steps:**

Pertemuan 1

Kegiatan	Desripsi	Alokasi Wkru
Pendahuluan	<ul style="list-style-type: none"> <li>Menyiapkan siswa untuk mengikuti proses pembelajaran</li> <li>Memotivasi siswa secara kontekstual sesuai manfaat dan pengaplikasian materi pembelajaran dalam kehidupan sehari-hari;</li> <li>Mengajukan pertanyaan-pertanyaan untuk mereview materi sebelumnya;</li> <li>Menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.</li> </ul>	10 menit
Inti Siswa	<b>1. Observing (observing)</b> <ul style="list-style-type: none"> <li>Menirukan contoh pengucapan kata dan kalimat yang ada dalam teks deskriptif tentang hewan dengan bimbingan guru.</li> <li>Siswa membaca beberapa deskripsi yang terdapat dalam buku teks tentang hewan dengan bimbingan guru.</li> <li>Siswa belajar menemukan kata untuk dimasukkan kedalam kolom.</li> </ul>	20 menit
	<b>2. Questioning (menanya)</b> <ul style="list-style-type: none"> <li>Siswa mempertanyakan dimanakah kosakata itu dimasukkan.</li> <li>Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang hewan.</li> </ul>	10 menit
	<b>3. Collecting data (mengeksplorasi)</b> <ul style="list-style-type: none"> <li>Siswa mengeksplor gambar tentang hewan.</li> <li>Siswa mendeskripsikan gambar tentang hewan.</li> <li>Siswa mengumpulkan kata-kata kedalam kolom prediksi.</li> </ul>	15 menit
	<b>4. Associating (mengasosiasi)</b> <ul style="list-style-type: none"> <li>Siswa memperoleh feedback atau umpan balik dari guru dan teman tentang setiap yang disampaikan dalam kegiatan belajar mengajar.</li> </ul>	10 menit

	<b>5. Communicating (mengkomunikasikan)</b> <ul style="list-style-type: none"><li>• Menyampaikan hasil kegiatan belajar tentang hewan sesuai dengan panduan yang disiapkan guru.</li></ul>	20 menit
Penutup	<ol style="list-style-type: none"><li>1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari.</li><li>2. Siswa merefleksikan penguasaan materi yang telah dipelajari.</li><li>3. Siswa mengerjakan evaluasi.</li><li>4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.</li></ol>	5 menit

1. Write a composition below!

Rabbit

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"Good Luck"

Metro, October 2019

Mahasiswa

Guru Mata Pelajaran



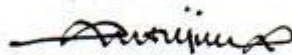
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Mengetahui,

Kepala Smp Muhammadiyah 4 Metro



Agus Pujianto, M.Pd  
Nbm. 1042089



**RENCANA PELAKSAAN PEMBELAJARAN  
(RPP)**

**Nama satuan pendidikan** : SMP Muhammadiyah 4 Metro  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/semester** : VII/I  
**Materi pokok** : Teks deskriptif lisan dan tulis sederhana  
**Alokasi waktu** : 2 x 45 menit

**A. Kompetensi Inti**

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

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi:**

**Kompetensi Dasar :**

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait hewan terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.4 Teks Deskriptif
- 4.4.1 Menangkap makna secara kontekstual terkait fungsisosial, struktur teks dan unsur kebahasaan teks deskriptif, tulisan pendek dan sederhana terkait hewan terkenal.
- 4.4.2 Menyusun teks deskriptif tulisan pendek dan sederhana terkait hewan terkenal dan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks.

**C. Tujuan Pembelajaran :**

1. Menunjukkan kesungguhan belajar bahasainggris terkait teks deskriptif sederhana tentang hewan terkenal.
2. Menunjukkan perilaku peduli, percaya diri dan tanggung jawab dalam melaksanakan komunikasi terkait teks dekriptif tentang hewan teerkenal.
3. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif tentang hewan tekenal.
4. Merespon makna dalam teks dekriptif tulisan sederhana tentang orang.
5. Menyusun teks dekriptif tulisan sederhana tentang hewan terkenal.

**D. Materi Pembelajaran:**

Struktur Desriptif 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 Desriptif Text:

- o Menggunakan simple present tense
- o Menggunakan attribute verb, seperti (am, is, are)
- o Hanya fokus pada suatu objek tertentu.

Unsur kebahasaan

1. Kata benda yang terkait dengan orang/benda/tempat/binatang.
2. Kata sifat yang terkait dengan sifat orang/binatang/benda.
3. Kata kerja bentuk pertama (present tense).
4. Ejaan dan tulisan tangan yang jelas dan rapi.

**Contoh dari Desriptif Text:****The Elephant**

The elephants are herbivores and eat all types of vegetation such as grasses, leaves, and fruits. They have almost hairless skin, four legs, and a distinctive long, flexible, prehensile trunk. The elephants which is also known as the largest of all land mammals usually live in groups consisting of adult female elephant as the leader of the group, their children and their relative female elephants.

The elephants also have very sharp auditory because they have big and wide ears. By these ears, they can hear sounds from a distance about tens kilometer. At the back of the ears, they have one of the softest parts of their body which is called the knuckle. In a zoo, Mahouts (elephant trainers) use their feet to steer or give commands to the animal via the knuckle. Now, they are a kind of protected animals because their population remains little in their habitat. Their population began to decline year by year.

**E. Metode Pembelajaran:**

- Predict-o-gram strategy (memasukan kata per-kata kedalam kolom)

**F. Media, Instrument, dan Sumber Pembelajaran:**

1. Media : Picture
2. Instrument : Laptop, Marker, White Board
3. Learning resources : Bahasa Inggris. 2017. Kementerian Pendidikan dan Kebudayaan

**G. Learning Steps:**

Pertemuan 1

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Menyiapkan siswa untuk mengikuti proses pembelajaran</li> </ul>	10 menit

	<ul style="list-style-type: none"> <li>• Memotifasi siswa secara kontekstual sesuai manfaat dan pengaplikasian materi pembelajaran dalam kehidupan sehari-hari;</li> <li>• Mengajukan pertanyaan-pertanyaan untuk mereview materi sebelumnya;</li> <li>• Menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.</li> </ul>	
Inti Siswa	<b>1. Observing (observasi)</b> <ul style="list-style-type: none"> <li>• Menirukan contoh pengucapan kata dan kalimat yang ada dalam teks deskriptif tentang hewan dengan bimbingan guru.</li> <li>• Siswa membaca beberapa deskripsi yang terdapat dalam buku teks tentang hewan dengan bimbingan guru.</li> <li>• Siswa belajar menemukan kata untuk dimasukkan kedalam kolom.</li> </ul>	20 menit
	<b>2. Questioning (menanya)</b> <ul style="list-style-type: none"> <li>• Siswa mempertanyakan dimanakah kosakata itu dimasukkan.</li> <li>• Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang hewan.</li> </ul>	10 menit
	<b>3. Collecting data (mengeksplorasi)</b> <ul style="list-style-type: none"> <li>• Siswa mengeksplor gambar tentang hewan.</li> <li>• Siswa mendeskripsikan gambar tentang hewan.</li> <li>• Siswa mengumpulkan kata-kata kedalam kolom prediksi.</li> </ul>	15 menit
	<b>4. Associating (mengasosiasi)</b> <ul style="list-style-type: none"> <li>• Siswa memperoleh feedback atau umpan balik dari guru dan teman tentang setiap yang disampaikan dalam kegiatan belajar mengajar.</li> </ul>	10 menit
	<b>5. Communicating (mengkomunikasikan)</b> <ul style="list-style-type: none"> <li>• Menyampaikan hasil kegiatan belajar tentang hewan sesuai dengan panduan yang disiapkan guru.</li> </ul>	20 menit

Penutup	<ol style="list-style-type: none"><li>1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari.</li><li>2. Siswa merefleksi penguasaan materi yang telah dipelajari.</li><li>3. Siswa mengerjakan evaluasi .</li><li>4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.</li></ol>	5 menit
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1. Write a composition below!

Elephant


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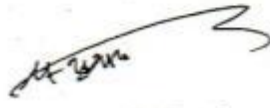
"Good Luck"

Metro, October 2019

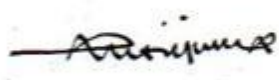
Mahasiswa

Guru Mata Pelajaran

  
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**RENCANA PELAKSAAN PEMBELAJARAN  
(RPP)**

Nama satuan pendidikan : SMP Muhammadiyah 4 Metro  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/semester : VII/1  
 Materi pokok : Teks deskriptif lisan dan tulis sederhana  
 Alokasi waktu : 2 x 45 menit

**A. Kompetensi Inti**

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

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi:**

**Kompetensi Dasar :**

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait hewan terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.4 Teks Deskriptif
- 4.4.1 Menangkap makna secara kontekstual terkait fungsisosial, struktur teks dan unsur kebahasaan teks deskriptif, tulisan pendek dan sederhana terkait hewan terkenal.
- 4.4.2 Menyusun teks deskriptif tulisan pendek dan sederhana terkait hewan terkenal dan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks.

**C. Tujuan Pembelajaran :**

1. Menunjukkan kesungguhan belajar bahasainggris terkait teks deksriptif sederhana tentang hewan terkenal.
2. Menunjukkan perilaku peduli, percaya diri dan tanggung jawab dalam melaksanakan komunikasi terkait teks dekriptif tentang hewan teerkenal.
3. Mengidentiikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif tentang hewan tekenal.
4. Merespon makna dalam teks deksriptif tulisan sederhana tentang orang.
5. Menyusun teks deksriptif tulisan sederhana tentang hewan terkenal.

**D. Materi Pembelajaran:**

Struktur Desriptif 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 Desriptif Text:

- o Menggunakan simple present tense
- o Menggunakan attribute verb, seperti (am, is, are)
- o Hanya fokus pada suatu objek tertentu.

Unsur kebahasaan

1. Kata benda yang terkait dengan orang/benda/tempat/binatang.
2. Kata sifat yang terkait dengan sifat orang/binatang/benda.
3. Kata kerja bentuk pertama (present tense).
4. Ejaan dan tulisan tangan yang jelas dan rapi.

Contoh dari Desriptif Text:

**The Wolf**

Wolves are very intelligent creatures whose upright ears, sharp teeth, pointed muzzles, inquiring eyes and other facial features instantly convey this quality. The weight and size of a wolf can vary greatly worldwide. In general, height varies from 0.6 to .95 metres at the shoulder and weight ranges from 20 to 62 kilograms. The Grey Wolf is the largest of all wild canids. Extreme specimens of wolf weighing more than 77 kilograms have been recorded in Alaska and Canada, although they are rarely encountered. The heaviest wild wolf on record, killed in Alaska in 1939, was 80 kilograms. The smallest wolves come from the Arabian Wolf subspecies, the females of which may weigh as little as 10 kilograms at maturity.

Females in any given wolf population typically weigh about 20% less than their male counterparts. Wolves can measure anywhere from 1.3 to 2 metres from nose to the tip of the tail, which itself accounts for approximately one quarter of overall body length. Wolves bodies are built for stamina, possessing features ideal for long distance travel.

**E. Metode Pembelajaran:**

- 4. Predict-o-gram strategy (memasukan kata per-kata kedalam kolom)

**F. Media, Instrument, dan Sumber Pembelajaran:**

1. Media : Picture
2. Instrument : Laptop, Marker, White Board
3. Learning resources : Bahasa Inggris. 2017. Kementrian Pendidikan dan Kebudayaan

**G. Learning Steps:**

Pertemuan 1

Kegiatan	Desripsi	Alokasi Wktu
Pendahuluan	• Menyiapkan siswa untuk mengikuti	10 menit

	<p>proses pembelajaran</p> <ul style="list-style-type: none"> <li>• Memotifasi siswa secara kontekstual sesuai manfaat dan pengaplikasian materi pembelajaran dalam kehidupan sehari-hari;</li> <li>• Mengajukan pertanyaan-pertanyaan untuk mereview materi sebelumnya;</li> <li>• Menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.</li> </ul>	
Inti Siswa	<p><b>1. Observing (observasi)</b></p> <ul style="list-style-type: none"> <li>• Menirukan contoh pengucapan kata dan kalimat yang ada dalam teks deskriptif tentang hewan dengan bimbingan guru.</li> <li>• Siswa membaca beberapa deskripsi yang terdapat dalam buku teks tentang hewan dengan bimbingan guru.</li> <li>• Siswa belajar menemukan kata untuk dimasukkan kedalam kolom.</li> </ul> <p><b>2. Questioning (menanya)</b></p> <ul style="list-style-type: none"> <li>• Siswa mempertanyakan dimanakah kosakata itu dimasukkan.</li> <li>• Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang hewan.</li> </ul> <p><b>3. Collecting data (mengeksplorasi)</b></p> <ul style="list-style-type: none"> <li>• Siswa mengeksplor gambar tentang hewan.</li> <li>• Siswa mendeskripsikan gambar tentang hewan.</li> <li>• Siswa mengumpulkan kata-kata kedalam kolom prediksi.</li> </ul> <p><b>4. Associating (mengasosiasi)</b></p> <ul style="list-style-type: none"> <li>• Siswa memperoleh feedback atau umpan balik dari guru dan teman tentang setiap yang disampaikan dalam kegiatan belajar mengajar.</li> </ul> <p><b>5. Communicating (mengkomunikasikan)</b></p> <ul style="list-style-type: none"> <li>• Menyampaikan hasil kegiatan belajar tentang hewan sesuai dengan panduan yang disiapkan guru.</li> </ul>	<p>20 menit</p> <p>10 menit</p> <p>15 menit</p> <p>10 menit</p> <p>20 menit</p>



Penutup	<ol style="list-style-type: none"><li>1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari.</li><li>2. Siswa merefleksikan penguasaan materi yang telah dipelajari.</li><li>3. Siswa mengerjakan evaluasi .</li><li>4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.</li></ol>	5 menit
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1. Write a composition below!

The Wolf

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"Good Luck"

Metro, October 2019

Mahasiswa

Guru Mata Pelajaran



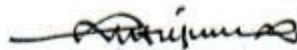
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Rosy Kartika Putri  
NPM. 1501070204

Mengetahui,

Kepala Smp Muhammadiyah 4 Metro









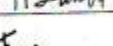







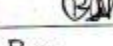


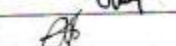
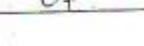

Agus Pujianto, M.Pd  
Nbm. 1042089

## Appendix 3 Attendance List Pre-test

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## Attendance List Students Class VII

## Pre-Test

No	Student's	Paraf
1	Aditia Ramadhan	
2	Anas Nur Tasya	
3	Asbullah Ardiansyah	
4	Deri Alfredo	
5	Ega Ramadan Zaka	
6	Fanny Oktavia	
7	Farid Mardiansyah	
8	Ficky Cahaya Prayoga	
9	Fikri Rahmadani	
10	Handa Radi Pranata	
11	Lutfia Fatquriana	
12	M. Azam Al Fakih	
13	M. Iqbal Al Muzaki	
14	Muhammad Rafiq Al Haris	
15	Nivia Safitri	
16	Rachel Rahmanita	
17	Rahmad Subandi	
18	Selomita Septia Dewi	
19	Tiara Murti Febriani	
20	Veronia Masyanti	


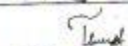


















## Attendance List Students Class VII

## Teaching I

No	Student's	Paraf
1	Aditia Ramadhan	
2	Anas Nur Tasya	<i>[Signature]</i>
3	Asbullah Ardiansyah	<i>[Signature]</i>
4	Deri alfredo	<i>[Signature]</i>
5	Ega Ramadan Zaka	<i>[Signature]</i>
6	Fanny Oktavia	<i>[Signature]</i>
7	Farid Mardiansyah	<i>[Signature]</i>
8	Ficky Cahaya Prayoga	<i>[Signature]</i>
9	Fikri Rahmadani	<i>[Signature]</i>
10	Handa Radi Pranata	<i>[Signature]</i>
11	Lutfia Fatquriana	<i>[Signature]</i>
12	M. Azam Al Fakh	<i>[Signature]</i>
13	M. Iqbal Al Muzaki	<i>[Signature]</i>
14	Muhammad Rafiq Al Haris	<i>[Signature]</i>
15	Nivia Safitri	<i>[Signature]</i>
16	Rachel Rahmanita	<i>[Signature]</i>
17	Rahmad Subandi	<i>[Signature]</i>
18	Selomita Septia Dewi	<i>[Signature]</i>
19	Tiara Murti Febriani	<i>[Signature]</i>
20	Veronia Masyanti	<i>[Signature]</i>

## Attendance List Students Class VII

## Teaching 2

No	Student's	Paraf
1	Aditia Ramadhan	
2	Anas Nur Tasya	
3	Asbullah Ardiansyah	
4	Deri alfredo	
5	Ega Ramadan Zaka	
6	Fanny Oktavia	
7	Farid Mardiansyah	
8	Ficky Cahaya Prayoga	
9	Fikri Rahmadani	
10	Handa Radi Pranata	
11	Lutfia Fatquriana	
12	M. Azam Al Fakh	
13	M. Iqbal Al Muzaki	
14	Muhammad Rafiq Al Haris	
15	Nivia Safitri	
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20	Veronia Masyanti	





















## Attendance List Students Class VII

## Post Test 1

No	Student's	Paraf
1	Aditia Ramadhan	<i>Adi</i>
2	Anas Nur Tasya	<i>Tasya</i>
3	Asbullah Ardiansyah	<i>Asb</i>
4	Deri alfredo	<i>Deri</i>
5	Ega Ramadan Zaka	<i>Ega</i>
6	Fanny Oktavia	<i>Fanny</i>
7	Farid Mardiansyah	<i>Farid</i>
8	Ficky Cahaya Prayoga	<i>Ficky</i>
9	Fikri Rahmadani	<i>Fikri</i>
10	Handa Radi Pranata	<i>Handa</i>
11	Lutfia Fatquriana	<i>Lutfia</i>
12	M. Azam Al Fakh	<i>Azam</i>
13	M. Iqbal Al Muzaki	<i>Iqbal</i>
14	Muhammad Rafiq Al Haris	<i>Rafiq</i>
15	Nivia Safitri	<i>Nivia</i>
16	Rachel Rahmanita	<i>Rachel</i>
17	Rahmad Subandi	<i>Rahmad</i>
18	Selomita Septia Dewi	<i>Selomita</i>
19	Tiara Murti Febriani	<i>Tiara</i>
20	Veronia Masyanti	<i>Veronia</i>

## Attendance List Students Class VII

## Teaching 1

No	Student's	Paraf
1	Aditia Ramadhan	
2	Anas Nur Tasya	
3	Asbullah Ardiansyah	
4	Deri alfredo	
5	Ega Ramadan Zaka	
6	Fanny Oktavia	
7	Farid Mardiansyah	
8	Ficky Cahaya Prayoga	
9	Fikri Rahmadani	
10	Handa Radi Pranata	
11	Lutfia Fatquriana	
12	M. Azam Al Fakih	
13	M. Iqbal Al Muzaki	
14	Muhammad Rafiq Al Haris	
15	Nivia Safitri	
16	Rachel Rahmanita	
17	Rahmad Subandi	
18	Selomita Septia Dewi	
19	Tiara Murti Febriani	
20	Veronia Masyanti	

## Attendance List Students Class VII

## Teaching 2

No	Student's	Paraf
1	Aditia Ramadhan	<i>Adi</i>
2	Anas Nur Tasya	<i>Anas</i>
3	Asbullah Ardiansyah	<i>Asb</i>
4	Deri alfredo	<i>Deri</i>
5	Ega Ramadan Zaka	<i>Ega</i>
6	Fanny Oktavia	<i>Fanny</i>
7	Farid Mardiansyah	<i>Farid</i>
8	Ficky Cahaya Prayoga	<i>Ficky</i>
9	Fikri Rahmadani	<i>Fikri</i>
10	Handa Radi Pranata	<i>Handa</i>
11	Lutfia Fatquriana	<i>Lutfia</i>
12	M. Azam Al Fakih	<i>Azam</i>
13	M. Iqbal Al Muzaki	<i>Iqbal</i>
14	Muhammad Rafiq Al Haris	<i>Muhammad</i>
15	Nivia Safitri	<i>Nivia</i>
16	Rachel Rahmanita	<i>Rachel</i>
17	Rahmad Subandi	<i>Rahmad</i>
18	Selomita Septia Dewi	<i>Selomita</i>
19	Tiara Murti Febriani	<i>Tiara</i>
20	Veronia Masyanti	<i>Veronia</i>





















## Appendix 5 Attendance List Post-test II

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Attendance List Students Class VII

Post Test 2

No	Student's	Paraf
1	Aditia Ramadhan	
2	Anas Nur Tasya	
3	Asbullah Ardiansyah	
4	Deri alfredo	
5	Ega Ramadan Zaka	
6	Fanny Oktavia	
7	Farid Mardiansyah	
8	Ficky Cahaya Prayoga	
9	Fikri Rahmadani	
10	Handa Radi Pranata	
11	Lutfia Fatquriana	
12	M. Azam Al Fakh	
13	M. Iqbal Al Muzaki	
14	Muhammad Rafiq Al Haris	
15	Nivia Safitri	
16	Rachel Rahmanita	
17	Rahmad Subandi	
18	Selomita Septia Dewi	
19	Tiara Murti Febriani	
20	Veronia Masyanti	







## Appendix 9 Answer Sheets on Pre-test

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PRE-TEST  
WRITING TEST

Name : TIARA MURTI FEBRIAN  
 Class : VII < Tujuh >  
 Student's Number : 17 < tujuh belas >

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

- My House
- Indonesia

My House.

A live in jalan dr sutomo no I kecamatan metro  
 utara kota metro. my house clen. my house have  
 six room. In my house have (batik) room, room, first  
 room, dining room, and kitchen. In my house have  
 family ~~etc~~ they are father, mother, sister and brother  
 in front of my house have tree flower several  
 neighbour n.

"Good Luck"

PRE-TEST  
WRITING TEST

Name : Amir M. Tasya  
Class : VII (Tujuh)  
Student's Number : 001 (Satu)

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

- My House
- Indonesia

Indonesia

I live in Indonesia. Indonesia is wonderful country. Indonesia have president is Mr. Jokowi. Indonesia have many island like Sumatra, Jawa, Kalimantan, Sulawesi, Papua. And many ethnique. Each Sumatra there are many province such as Aceh, Sumatra Utara, Sumatra Barat, Riau, Jambi, Sumatra Selatan, Lampung. In Jawa there are many province Jakarta, Serang, Jawa Barat, Jawa Tengah, Jawa Timur, Yogyakarta. In Kalimantan there are many province are Kalimantan Barat, Kalimantan Timur, Kalimantan Selatan and Kalimantan Tengah.

"Good Luck"

PRE-TEST  
WRITING TEST

Name : Lulita Fauziah  
Class : VII  
Student's Number : 11011901009

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

- My House
- Indonesia

"My House"

My House is in Srisawahan, Jalan Kandungan RD 2, RT 2/RW 2,  
Kecamatan Bungur, Kabupaten Lampung Tengah, My House colour is blue  
My father is Sujono, and My Mother is Sumiati,  
I have one sister Mingsia Fatmahanazari Yanti, My house has 3  
Windows, and it is covered light green ~~color~~ same as with the door  
My House has 4 part of main part. It divided 2 bed room,  
Kitchen, 1 dining room and bath room 2-bed room is  
divided into My bed room and My Parents, because My bed  
room bed room color blue, have one table and one bed.  
The table full of book from fiction book

"Good Luck"

POST-TEST 1  
WRITING TEST

Name : Selamita septia dewi  
Class : VIII (Tuguh)  
Student's Number : 172 <Figure from below>

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

- a. My father
- b. My cat

"My Cat"

My cat is colour white and yellow. It like the fish, and chicken. My cat have four legs. my cat have a colour blue. my nose cat one. my cat have soft paw. my cat have two ear. my cat ~~per~~ very cute and beautiful. my cat ~~ga~~ usually play in my neighbour. my cat have ~~finger~~ nail to scratch their prey. Every night I also of ten see my cat to sleep.

I am very happy when my cat oven eat. my cat very lute. when my cat go out. my cat always go home dicipline.

*Handwritten signature*

"Good Luck"



POST-TEST 1  
WRITING TEST

Name : Luffio Fatmuryana  
Class : VII (EJUH)  
Student's Number : 9 (Semilan)

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

- My father
- My cat

"My Cat"

My cat is colour brown. It like the fish and chicken.  
My cat have four legs. My cat have a wonderful eyes  
Usually my cat go play. My cat go home play at  
04.00 P.M. My cat eye ball. My cat to cat, My cat have  
four legs and one mouth.

My cat cute and beautiful. My cat have body hair  
soft. My cat always stand up when I call him. My  
cat is special pet for me. All of my family very  
like. My cat have finger nail. I always breakfast  
with him.

*Handwritten signature*

Bo

"Good Luck"

POST-TEST 1  
WRITING TEST

Name : Anas Nur Taswa  
Class : VII  
Student's Number : 1

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

- My father
- My cat

MY Cat \_\_\_\_\_

My cat is colour black and white. I have a cat  
three cat. My cat eat meat. usually my cat go play. my cat go  
home play at 04.00 P.M. my cat eye ofore my cat  
with my family do usually yard

~~My cat~~ is very happy when my  
cat cat very like. when my cat go out. my cat  
always go home my cat.



"Good Luck"

POST-TEST 2  
WRITING TEST

Name : M. IZZAH AL FACHRI  
Class : (VIII)  
Student's Number : \_\_\_\_\_

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

- My best friend
- My classmate

My Closest Classmate

One of my closest classmates is Melinda. I and my friends usually call her Mei. She has two siblings, one older brother and one younger sister. She lives in Sumberingin, Trenggalek. Mei's skin color is bright brown. She has black eyes. Her hair is black and short. She is quite short that makes her look like an elementary student. She also has cute and sweet face. Her hobby is dancing. She likes to dance traditional and modern dancing. Her favorite food and drink are pizza and orange juice. She doesn't like chocolate and shrimp because she has allergic to both foods. She is really kind to all people. She also can make friend with every single students easily. She is one of the smartest and more diligent students in my class. When I find some difficulties at my SB subject, she always helps me.

"Good Luck"

POST-TEST 2  
WRITING TEST

Name : Fanny Oktavia  
Class : <VII >  
Student's Number : 004

1/4/20  
9/5

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

- My best friend
- My classmate

My best friend, Verro.

Tiara, Nivia, Lutfi

One thing that makes me so excited when going to school is my best friend. Her name is Tiara muti F, Verronika mai santi, Niva saritri. Although we've just met for few days, she is really kind to me. her body is slim and tall. she has cute face that will make every boy mesmerized to see her. she also has wavy hair. Her hobbies are swimming and gardening. not only pretty, she also very friendly and polite person. when some body says hi, she always replies it by smiling at her or him. Every morning we always go to school together. Even at school, we always stay together wherever we go. such as going to toilet or canteen. we're just like peas and carrots. she is my seatmate. she always looks so cheerful and hiperactive every day. she is also funny sometimes and gives me some gigles while having conversation with her or just watching her ridiculous behavior. When the weekend is coming, she often visits my house. sometimes, she also spends the night out my home. we always spend the whole day together by hanging out to the park near town square or going to swimming pool. I'm

"Good Luck"

**POST-TEST 2**  
**WRITING TEST**

Name : Lufar Fatouryana  
Class : VII  
Student's Number : 9 (Nine)

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

- a. My best friend
- b. My classmate

My best friend, Oyi

Among of all my classmates, I have one silliest friend. Her name is Tarehna Mira Diona. All the students of my class call her Oyi. She is a slim and short girl. Her skin's color is light brown. She looks cute with her little nose and baby face, that's why she has a sweet smile. Her hair is a bit curly and short. Her favorite foods are cake and apple. Her hobby is drawing and painting. Her drawing and painting look so fabulous to me. She is a crown of my class. When the class is cancelled, she often tells us jokes in front of the class. Her diction and silly act always make our class full of laugh. She has a good self-confidence, that's why being a silly person and watched by all her friends is not a big deal. Besides that, she is also nice and friendly person. I feel so lucky to have a silly and funny best friend like her.

"Good Luck"

Students Grade in Pre Test

No	Student's	Content	Organization	Vocabulary	Language Use	Mechanism	Total
1	Aditia Ramadhan	22	14	17	18	3	74
2	Anas Nur Tasya	25	15	15	18	3	76
3	Asbullah Ardiansyah	13	7	7	5	2	34
4	Deri alfredo	21	17	17	20	3	78
5	Ega Ramadan Zaka	16	13	13	10	2	54
6	Fanny Oktavia	28	18	20	24	4	94
7	Farid Mardiansyah	21	17	18	20	2	78
8	Ficky Cahaya Prayoga	13	9	9	9	2	42
9	Fikri Rahmadani	26	17	17	21	3	84
10	Handa Radi Pranata	23	19	19	20	3	80
11	Lutfia Fatquriana	22	18	17	22	3	82
12	M. Azam Al Fakh	21	13	13	20	3	70
13	M. Iqbal Al Muzaki	26	16	17	22	3	84
14	M. Rafiq Al Haris	13	9	9	9	2	42
15	Nivia Safitri	21	13	13	17	2	66
16	Rachel Rahmanita	21	13	13	17	2	66
17	Rahmad Subandi	16	9	9	10	2	46
18	Selomita Septia Dewi	28	18	19	23	4	92
19	Tiara Murti Febriani	21	13	13	17	2	66
20	Veronia Masyanti	21	13	13	17	2	66

Students Grade in Post Test 1

No	Student's	Content	Organization	Vocabulary	Language Use	Mechanism	Total
1	Aditia Ramadhan	24	18	18	18	3	81
2	Anas Nur Tasya	20	10	15	19	3	67
3	Asbullah Ardiansyah	13	7	8	5	2	35
4	Deri alfredo	20	20	17	20	3	80
5	Ega Ramadan Zaka	17	14	13	10	2	56
6	Fanny Oktavia	25	18	21	18	2	84
7	Farid Mardiansyah	25	18	22	19	3	87
8	Ficky Cahaya Prayoga	13	9	9	10	2	43
9	Fikri Rahmadani	28	18	18	21	3	88
10	Handa Radi Pranata	23	18	17	21	3	82
11	Lutfia Fatquriana	20	18	16	23	3	80
12	M. Azam Al Fakh	23	19	19	22	3	86
13	M. Iqbal Al Muzaki	28	17	18	22	4	89
14	M. Rafiq Al Haris	13	10	10	12	3	48
15	Nivia Safitri	22	20	18	17	3	80
16	Rachel Rahmanita	22	20	18	18	3	81
17	Rahmad Subandi	17	10	10	11	2	50
18	Selomita Septia Dewi	29	20	20	24	4	97
19	Tiara Murti Febriani	22	20	18	18	3	81
20	Veronia Masyanti	20	13	15	17	2	67

## Students Grade in Post- Test 2

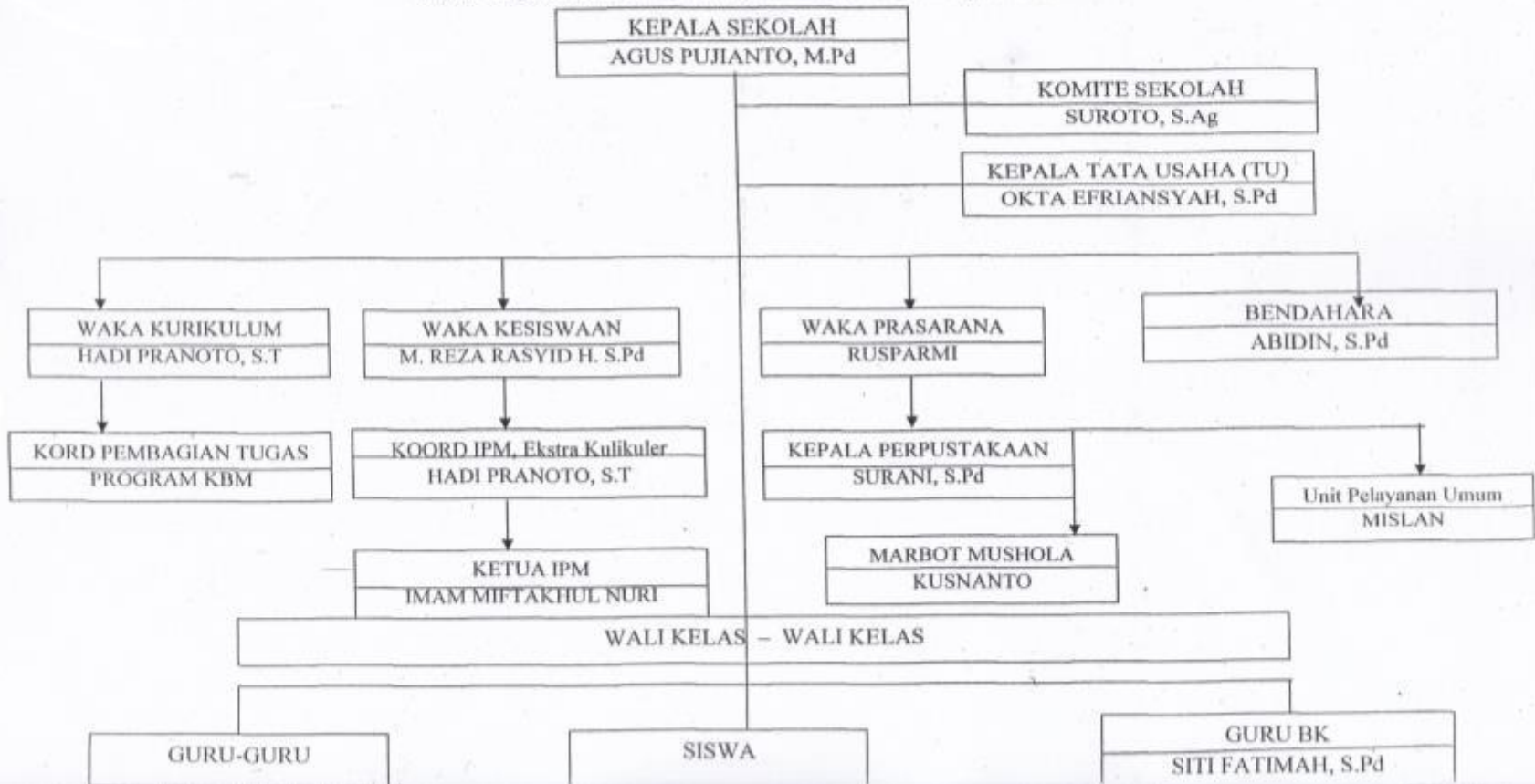
No	Student's	Content	Organization	Vocabulary	Language Use	Mechanism	Total
1	Aditia Ramadhan	20	17	17	17	3	74
2	Anas Nur Tasya	23	18	18	18	3	80
3	Asbullah Ardiansyah	21	15	17	17	3	73
4	Deri alfredo	22	18	18	22	4	84
5	Ega Ramadan Zaka	23	18	18	20	3	82
6	Fanny Oktavia	25	19	19	23	5	95
7	Farid Mardiansyah	23	18	18	18	3	80
8	Ficky Cahaya Prayoga	22	18	18	19	3	80
9	Fikri Rahmadani	23	18	18	22	3	84
10	Handa Radi Pranata	21	18	18	21	3	81
11	Lutfia Fatquriana	23	18	18	22	4	86
12	M. Azam Al Fakhir	23	18	18	22	4	85
13	M. Iqbal Al Muzaki	22	19	18	21	3	83
14	M. Rafiq Al Haris	20	13	17	20	3	73
15	Nivia Safitri	22	18	19	18	4	81
16	Rachel Rahmanita	23	18	18	20	3	82
17	Rahmad Subandi	23	18	18	18	3	80
18	Selomita Septia Dewi	26	18	18	23	5	90
19	Tiara Murti Febriani	28	19	18	22	5	92
20	Veronia Masyanti	23	18	18	18	3	80



The Condition of Teachers and the Official Employers  
At Junior High School Muhammadiyah 4 Metro

No	The Subjetcs	Educational Background		Civil Cervant	The Outstanding Teacher	Total
		S1	S2			
1	Tarikh	-	-	-	1	-
2	Prakarya	-	-	-	1	-
3	Indonesian Language	1	-	-	1	1
4	Civics	-	-	-	1	-
5	Penjas/Orkes	1	-	1	-	1
6	Art and Culture	1	-	1	-	1
7	Mathematics	1	-	1	1	1
8	English Language	1	-	-	1	1
9	Science	1	-	-	1	1
10	Social Sciences	1	-	-	1	1
11	Arabic Language	-	-	-	1	-
12	Kemuhammadiyanan	1	-	-	1	1
13	Aqidah akhlak	-	-	-	1	-
14	Fiqih	1	-	-	1	1
15	Lampung Language	1	-	-	1	1
Total		10	-	3	13	10

The Organization of Junior High School Muhammadiyah 4 Metro  
**Struktur Organisasi**  
 Junior High School Muhammadiyah 4 Metro Tahun Ajaran 2019/2020



## Appendix 18 Comparison Pre-Test and Post-Test I in Cycle 1.

The Comparison Between Pre-test and Post-test I Grade in Cycle I

No	Name Initial	Pre Test	Post Test	Improving	Explanation
1	AA	74	81	7	Improved
2	AN	76	67	-	Declined
3	AR	34	35	1	Improved
4	DA	78	80	2	Improved
5	ER	54	56	2	Improved
6	FC	94	84	-	Declined
7	FM	78	87	9	Improved
8	FO	42	43	1	Improved
9	FR	84	88	4	Improved
10	HR	80	82	2	Improved
11	LF	82	80	2	Improved
12	MA	70	86	16	Improved
13	MI	84	89	5	Improved
14	MR	42	48	6	Improved
15	NS	66	80	14	Improved
16	RR	66	81	15	Improved
17	RS	46	50	4	Improved
18	SS	92	97	5	Improved
19	TM	66	81	15	Improved
20	VM	66	67	1	Improved
<b>Total</b>		<b>1374</b>	<b>1462</b>	<b>92</b>	
<b>Average</b>		<b>69</b>	<b>73</b>		
<b>High Grade</b>		<b>94</b>	<b>97</b>		
<b>Low Grade</b>		<b>34</b>	<b>35</b>		

Source: The Result Grade of Comparison of Writing Skill Pre Test and Post Test 1 at The Seventh Grade of Junior High school Muhammadiyah 4 Metro.

## Appendix 19 Students Post-Test II

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The Students' Post Test II Grade

No.	Students' Name	Grade	Note
1.	AA	74	INCOMPLETE
2.	AN	80	COMPLETE
3.	AR	73	INCOMPLETE
4.	DA	84	COMPLETE
5.	ER	82	COMPLETE
6.	FC	95	COMPLETE
7.	FM	80	COMPLETE
8.	FO	80	COMPLETE
9.	FR	84	COMPLETE
10.	HR	81	COMPLETE
11.	LF	89	COMPLETE
12.	MA	85	COMPLETE
13.	MI	83	COMPLETE
14.	MR	73	INCOMPLETE
15.	NS	81	COMPLETE
16.	RR	82	COMPLETE
17.	RS	80	COMPLETE
18.	SS	90	COMPLETE
19.	TM	92	COMPLETE
20.	VM	80	COMPLETE
Total		1648	
Average		82	

Source: The result Grade of writing post-test 2 at seventh graders of Junior High School Muhammadiyah 4 Metro October 4<sup>th</sup> 2019.

## Appendix 20 Comparison Post-Test I and Post-Test II

The Comparison Between Post-Test I Grade and Post-Test II Grade

No	Name Initial	Post Test I	Post Test II	Improving	Explanation
1	AA	81	74	-	Declined
2	AN	67	80	13	Improved
3	AR	35	73	38	Improved
4	DA	80	84	4	Improved
5	ER	56	82	26	Improved
6	FC	84	95	11	Improved
7	FM	87	80	-	Declined
8	FO	43	80	37	Improved
9	FR	88	84	-	Declined
10	HR	82	81	-	Declined
11	LF	80	89	9	Improved
12	MA	86	85	-	Declined
13	MI	89	83	-	Declined
14	MR	48	73	25	Improved
15	NS	80	81	1	Improved
16	RR	81	82	1	Improved
17	RS	50	80	30	Improved
18	SS	97	90	-	Declined
19	TM	81	92	11	Improved
20	VM	67	80	13	Improved
<b>Total</b>		<b>1462</b>	<b>1648</b>	186	
<b>Average</b>		<b>73</b>	<b>84</b>		
<b>High Grade</b>		<b>97</b>	<b>95</b>		
<b>Low Grade</b>		<b>35</b>	<b>73</b>		

Source: The Result Grade of Comparison of Writing Skill Post Test I and Post-Test II at The Seventh Grade of Junior High school Muhammadiyah 4 Metro.

**OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES**  
**CYCLE 1**

**Subject : English**

**Class/semester: VII/Ganjil**

**School : SMP Muhammadiyah 4 Metro**

Appendix 21 Observation Sheet in Cycle I

No	Student's Name	The aspects that are observed			
		The students' attention of teacher's explanation	The students ask&answer question	The students' activeness in whole class	The students' ability in doing the task
1	AA	✓	-	-	✓
2	AN	-	-	-	-
3	AR	✓	✓	✓	✓
4	DA	✓	✓	✓	✓
5	ER	✓	-	-	✓
6	FC	✓	-	-	-
7	FM	-	✓	-	-
8	FO	✓	✓	-	✓
9	FR	✓	✓	✓	✓
10	HR	✓	✓	✓	✓
11	LF	-	-	-	-
12	MA	-	✓	-	-
13	MI	-	✓	✓	-
14	MR	-	-	-	-
15	NS	✓	-	✓	✓

16	RR	✓	-	-	✓
17	RS	-	-	-	-
18	SS	-	✓	✓	✓
19	TM	✓	-	-	✓
20	VM	✓	-	-	-
<b>TOTAL</b>		12	5	7	11

**Note:**

- Tick (✓) for each positive activity
- Percentage of student's activities
  1. The students pay attention of teacher's explanation= 60 %
  2. The students ask and answer question= 45 %
  3. The students are active in class= 35 %
  4. The students are able to do the task= 55 %

Collaborator



**Abidin, S.Pd**  
NIP. -

Metro, October 2019  
The researcher



**Rosy Kartika Putri**  
NPM: 1501070204

**OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES**  
**CYCLE 2**

Subject : English

Class/semester: VII/Ganjil

School : SMP Muhammadiyah 4 Metro

No	Student's Name	The aspects that are observed			
		The students' attention of teacher's explanation	The students ask&answer question	The students' activeness in whole class	The students' ability in doing the task
1	AA	✓	-	-	✓
2	AN	✓	✓	✓	✓
3	AR	✓	✓	✓	✓
4	DA	✓	✓	✓	✓
5	ER	✓	✓	✓	✓
6	FC	✓	-	✓	-
7	FM	-	✓	✓	✓
8	FO	✓	✓	-	✓
9	FR	✓	✓	✓	✓
10	HR	✓	✓	✓	✓
11	LF	✓	-	✓	✓
12	MA	✓	✓	✓	-
13	MI	✓	✓	✓	✓
14	MR	-	✓	-	-
15	NS	✓	✓	✓	✓



16	RR	✓	-	✓	✓
17	RS	✓	✓	✓	✓
18	SS	✓	✓	✓	✓
19	TM	✓	✓	✓	✓
20	VM	✓	✓	✓	✓
<b>TOTAL</b>		18	16	17	17

**Note:**

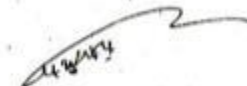
- Tick (✓) for each positive activity
- Percentage of student's activities
  1. The students pay attention of teacher's explanation= 90%
  2. The students ask and answer question= 80%
  3. The students are active in class= 85%
  4. The students are able to do the task= 85%

Collaborator



**Abidin, S.Pd**  
NIP. -

Metro, October 2019  
The researcher



**Rosy Kartika Putri**  
NPM: 1501070204

## Field Note Table

Field Note Result		
Pre Test		
Date	No	Notes
October, 10 <sup>th</sup> 2019	1.	The researcher came to the class at 09.00 A.M
	2	The researcher started the lesson by saying "Good Morning Students? How are you?"
	3	The students replied it "Good morning Miss. I'm fine."
	4	The researcher divided Exercise for the students.
	5	The researcher asked to the students to choose one of the topics about "Indonesia Or House" and make a paragraph based on the topic.
	6	The students finished the exercise, the researcher gave them feedback.
	7	The researcher closed her session by saying "see you next time".
	8	The students answered "see you to miss".

## Field Note Table

Field Note Result		
Teaching 1		
Date	No	Notes
October 19 <sup>th</sup> 2019	1	The researcher came to the class at 09.00 A.M
	2	The researcher started lesson by saying "Good Morning students? How are you?"
	3	The students replied it "Good Morning miss. I'm fine."
	4	The researcher asked to the students about the material about descriptive text.
	5	The students explain the material.
	6	The researcher divided the exercise and asked to the students to write the meaning of the words and students can divided the word into predict column. After that the students make a paragraph descriptive text by using the word with the title "panda".
	7	After that the students finished the exercise, the researcher gave them feedback.
	8	The researcher closed her session by saying "see you again".
	9	The students answered "see you miss".

## Field Note Table

Field Note Result		
Teaching 2		
Date	No	Notes
October, 15 <sup>th</sup> 2019	1	The researcher came to the class at 09.00 A.M.
	2	The researcher started lesson by saying "Good Morning Students? How are you?"
	3	The students replied it. "Good Morning Miss. I'm fine."
	4	The researcher asked to the students about the last material.
	5	The students explain the material
	6	The researcher divided the exercise and asked to the students to write the meaning of the word and students can divided the word into predict column. After that the students make a paragraph by using the word with the title about "white rabbit".
	7	After the students finished the exercise, the researcher gave them feedback.
	8	The researcher closed her session by saying "see you again".
	9	The students answered "see you miss".

## Field Note Table

Field Note Result		
Post-Test 1		
Date	No	Notes
October 21 <sup>st</sup> 2019	1	The researcher came to the class at 09.00 A.M
	2	The researcher started the lesson by saying "Good Morning Students?" "How are you?"
	3	The students replied it. "Good Morning Miss, I'm fine".
	4	The researcher divided the exercise for the students.
	5	The researcher asked to the students to choose one of the topics about "My father or My cat" and make a paragraph based on the topic.
	6	The students finished the exercise, the researcher gave them feedback.
	7	The researcher closed her session by saying "see you next time".
	8	The students answered "see you Miss".

## Field Note Table

Field Note Result		
Teaching 1		
Date	No	Notes
October, 22 <sup>th</sup> 2019	1	The researcher came to the class at 09.00 A.M.
	2	The researcher started lesson by saying "Good Morning Students? How are you?"
	3	The students replied it. "Good Morning Miss, I'm fine."
	4	The researcher asked to the students about the descriptive text.
	5	The students explained the descriptive text.
	6	The researcher divided the exercise and asked to the students to write the meaning of the word and students divided the word into predict column. After that the students make a paragraph by using word with the title "Elephant."
	7	After the students finished exercise, the researcher gave them feedback.
	8	The researcher closed her session by saying "See you again".
	9	The students answered "see you miss".

## Field Note Table

Field Note Result		
Teaching 2		
Date	No	Notes
October, 23 <sup>th</sup> 2019	1	The researcher came to the class at 09.00 A.M
	2	The researcher started lesson by saying "Good Morning Students? How are you?"
	3	The students replied it. "Good Morning Miss. I'm fine."
	4	The researcher asked to the students about the last material.
	5	The students explain the material
	6	The researcher divided the exercise and asked to the students to write the meaning of the words and students can divided the word into predict column. After that the students make a paragraph by using the word with the title about "The wolf".
	7	After the students finished the exercise, the researcher gave them feedback
	8	The researcher closed her session by saying "see you again".
	9	The students answered "see you miss".

## Field Note Table

Field Note Result		
Post-Test 2		
Date	No	Notes
October 28 <sup>th</sup> 2019	1	The researcher came to the class at 09.00 A.M
	2	The researcher started the lesson by saying "Good Morning students? How are you?"
	3	The students replied it. "Good Morning Miss. I'm fine".
	4	The researcher divided the exercise for the students
	5	The researcher asked to the students to choose one of the topics about "My best friend or my classmate" and make a paragraph based on the topics.
	6	After the students finished the exercise, the researcher gave them feedback.
	7	The researcher closed her session by saying "see you next time!"
	8	The students answered "see you again Miss".



## 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 smp muhammadiyah 4 Metro	✓
5.	Quantity of the students	✓
6.	Organization Structure of smp muhammadiyah 4 Metro	✓

## Note:

- Tick (✓) for each positive availability

Collaborator



**Abidin, S.Pd**  
NIP. -

Metro, October 2019  
The researcher



**Rosy Kartika Putri**  
NPM.1501070204



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

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

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**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-935/In.28/S/OT.01/11/2019**

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

Nama : ROSY KARTIKA PUTRI  
NPM : 1501070204  
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 1501070204.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 Nopember 2019  
Kepala Perpustakaan



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

### SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Rosy Kartika Putri

NPM : 1501070204

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : *Studying Bilingual*

Metro,  
Ketua Jurusan TBI



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

### SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Rosy Kartika Putri

NPM : 1501070204

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : *Studying Bilingual*

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**

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

Telepon (0725) 41507; Faksimili (0725) 47290; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3042/In.28.1/J/TL.00/09/2019  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA SMP MUHAMMADIYAH 4 METRO  
di-  
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **ROSY KARTIKA PUTRI**  
NPM : 1501070204  
Semester : 9 (Sembilan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : **Using Predict-O-Gram Strategy to Increase the Students'  
Descriptive Writing Skill of the Seventh Grade of Junior High School  
Muhammadiyah 4 Metro in Academic Year 2019**

untuk melakukan *pra-survey* di SMP MUHAMMADIYAH 4 METRO.

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

Wassalamu'alaikum Wr. Wb.

27 September 2019  
Kampus  
Jurusan  
Pendidikan Bahasa Inggris  
  
Atmad Subhan Roza, M.Pd.  
NPM 1506102008011014

## Appendix 27 Response Letter of Pre-survey



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH  
CABANG MUHAMMADIYAH METRO UTARA  
**SMP MUHAMMADIYAH 4 METRO**  
TERAKREDITASI "B"

NSS : 202126102016      NPSN : 10807595

Alamat : Jln. Dr. Sutomo No. 35/28 Purwoasri Kec. Metro Utara Kota Metro Lampung Kode Pos 34117

**SURAT IZIN PRA SURVEY**

Nomor: 048/D.3/SMPM4/2019

Menindak Lanjuti Surat dari Institut Agama Islam Negeri Metro Nomor : B-0746/In.28.1/J/TL/00/03/2019, Tanggal 28 Maret 2019, dengan ini Kepala Sekolah SMP MUHAMMADIYAH 4 METRO menerangkan bahwa :

Nama : **ROSY KARTIKA PUTRI**  
NPM : 1501070204  
Jurusan : Pendidikan Bahasa Inggris

Telah di izinkan untuk melaksanakan Pra Survey di SMP MUHAMMADIYAH 4 METRO selama 2 (dua) Hari dari Tanggal 13-14 Mei 2019 dengan judul "THE APPLYING OF PREDICT O GRAM STRATEGY IN INCREASING THE STUDENTS DESCRIPTIVE WRITING SKILL IN JUNIOR HIGH MUHAMMADIYAH 4 METRO"

Demikian Surat Izin Pra Surrvey ini dibuat, Untuk dapat di pergunakan sebagaimana mestinya.

Metro, 10 Mei 2019

Kepala Sekolah

  
  
**AGUS PUJIANTO, S.Pd, M.Pd**  
NBM, 1042089

Appendix 30 Research Proposal Guidance Letter



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Rosy Kartika Putri  
NPM : 1501070204

Jurusan : TBI  
Semester : VIII / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	1/7/19			Chapter I Aeo revise mechanical aspect - content - prior research.	
	2/7/19			Chapter I Aeo please continue to chapter II	
	16/8/19			revise - add bibliography Aeo for summa	

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**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jl. Kl. Hajar Dewantara Kampus 15 A Iringsmulyo Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Email: [tadris@iainmetro.ac.id](mailto:tadris@iainmetro.ac.id) website: [www.tadris.iainmetro.ac.id](http://www.tadris.iainmetro.ac.id)

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

Nama : ROSY KARTIKA PUTRI

Jurusan : TBI

NPM : 1501070204

Semester : VIII / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu 4/5-19.		✓	Please write the distinguish the prior research and your research!	
	Rabu 3/7-19		✓	Make a shorter <del>the</del> background of study	
	Jum'at 5/7-19		✓	Acc ch-I continue to ch-II	
	Kamis 10/7-19			Enrich theories about writing.	

Mengetahui :  
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jl. Kl. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.ain@metroia.ac.id website: www.tarbiyah.metroia.ac.id

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

Nama : ROSY KARTIKA PUTRI

Fakultas/Jurusan : TBI

NPM : 1501070204

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Kamis 25/7-19		✓	Acc ch. II Continue to ch. IV	
	Kamis 1/8-19		✓	Revise all misstyping	
	Kamis 8/8-19		✓	Elaborate more Analysis technique!	
	Kamis 15/8-19		✓	Acc ch. III Continue to PA Advisor	

Mengetahui :  
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



## Appendix 31 APD Guidance Letter

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**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringsuyu Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Email: [tarbiyah.iaim@metroniv.ac.id](mailto:tarbiyah.iaim@metroniv.ac.id) website: [www.tarbiyah.metroniv.ac.id](http://www.tarbiyah.metroniv.ac.id)

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

Nama : ROSY KARTIKA PUTRI  
 NPM : 1501070204

Jurusan : TBI  
 Semester : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	9/10/19	✓		APD Research Instruments Ade	

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



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**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Email: [tahrisub.iaim@metrometro.ac.id](mailto:tahrisub.iaim@metrometro.ac.id) website: [www.tarbiyah.metrometro.ac.id](http://www.tarbiyah.metrometro.ac.id)

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

Nama : ROSY KARTIKA PUTRI  
 NPM : 1501070204

Jurusan : TBI  
 Semester : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 30/9-19		✓	Acc 180	
	Senin 7/9/19	✓		Please Understand Every Single word	

Mengetahui :  
 Ketua Jurusan TBI

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

Dosen Pembimbing II

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



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

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

Nomor : B-3210/In.28/D.1/TL.00/10/2019  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMP MUHAMMADIYAH 4  
METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-3209/In.28/D.1/TL.01/10/2019,  
tanggal 09 Oktober 2019 atas nama saudara:

Nama : **ROSY KARTIKA PUTRI**  
NPM : 1501070204  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MUHAMMADIYAH 4 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE APPLYING OF PREDICT O GRAM STRATEGY IN INCREASING THE STUDENTS DESCRIPTIVE WRITING SKILL IN JUNIOR HIGH SCHOOL MUHAMMADIYAH 4 METRO IN ACADEMIC YEAR 2019".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 09 Oktober 2019  
Wakil Dekan I,  
  
Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 003





MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH  
CABANG MUHAMMADIYAH METRO UTARA  
**SMP MUHAMMADIYAH 4 METRO**

TERAKREDITASI "B"

NSS : 202126102016 NPSN : 10807595

Alamat : Jln. Dr. Sutomo No. 35/28 Purwasari Kec. Metro Utara Kota Metro Lampung Kode Pos 34117

Nomor : 029/D.3/SMPM4/2019

Metro, 23 Oktober 2019

Lamp : -

Hal : Balasan Ijin Research

Kepada Yth.  
Wakil Dekan I IAIN Metro  
Di -  
Tempat

*Assalamualaikum Wr. Wb.*

Segala puji bagi Allah SWT atas limpahan Rahmat dan Hidayah Nya, sholawat dan salam semoga tetap dilimpahkan kepada Nabi Muhammad SAW.

Berdasarkan Surat dari Institut Agama Islam Metro Nomor : B-3210/In.28/D.1/TL.001/10/2019 , Tanggal 09 Oktober 2019, dengan ini Kepala Sekolah SMP MUHAMMADIYAH 4 METRO menerangkan bahwa :

Nama : ROSY KARTIKA PUTRI  
NPM : 1501070204  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Telah di ijinakan untuk melaksanakan research/survey di SMP Muhammadiyah 4 METRO dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa tersebut.

Demikian Surat Balasan Ijin Research ini dibuat, untuk dapat di pergunakan sebagaimana mestinya.

*Wassalamualaikum Wr. Wb.*

Kepala SMP Muhammadiyah 4 Metro





**KEMENTERIAN AGAMA**  
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**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Email: [tarb@iainmetro.ac.id](mailto:tarb@iainmetro.ac.id) website: [www.tarbiyah.iainmetro.ac.id](http://www.tarbiyah.iainmetro.ac.id)

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**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : ROSY KARTIKA PUTRI

Jurusan : TBI

NPM : 1501070204

Semester : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	25/11/19	✓		Chapter IV Please revise accordingly	
	27/11/19			Chapter IV is OK but it needs a little revision especially related to tables and figures	
	2/12/19			Chapter IV and V are OK I need to see the whole parts	

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



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**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Email: [tahiyah.iaim@metronis.ac.id](mailto:tahiyah.iaim@metronis.ac.id) website: [www.tahiyah.metronis.ac.id](http://www.tahiyah.metronis.ac.id)

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

Nama : ROSY KARTIKA PUTRI

Jurusan : TBI

NPM : 1501070204

Semester : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	4/12/19	✓		Finishing Appendices should Contain 'pages'	
	5/12/19	✓		Acad for Munawar	

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**  
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**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**  
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Email: [tariyah.iain@metroia.ac.id](mailto:tariyah.iain@metroia.ac.id) website: [www.tariyah.metroia.ac.id](http://www.tariyah.metroia.ac.id)

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : ROSY KARTIKA PUTRI

Jurusan : TBI

NPM : 1501070204

Semester : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu / 30 - 10 - 2019		✓	Revisi Table 13	
	Rabu 6/11-19		✓	Revisi ch. 15	
	Jum'at 15/11-19		✓	Acc ch. 15 Continue to 1 <sup>st</sup> Advisor.	

Mengetahui :  
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

## CURRICULUM VITAE



Rosy Kartika Putri was born in Purwosari, September 29, 1997. She is the first child of Mr. Suroso Joko Prabowo and Mrs. Sukarsi. She lives in Purwosari, North Metro Lampung. Beginning from Elementary School Number 4 of North Metro has been made her ready to interact with others and to learn further lessons. Then, she continued her study in Junior High School Muhammadiyah 3 Metro for three years. After graduating, she decided to study in Senior High School Muhammadiyah 2 Metro and finished in 2015. Then, she enrolled to State Institute for Islamic Studies of Metro up to now.