

AN UNDERGRADUATE THESIS
INCREASING WRITING ABILITY
TROUGH PRECIS WRITING STRATEGY OF TENTH GRADE
AT SMK MUHAMMADIYAH SEPUTIH RAMAN

By:

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TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H / 2021 M

**INCREASING WRITING ABILITY THROUGH PRECIS WRITING
STRATEGY AT TENTH GRADE OF SMK MUHAMMADIYAH
SEPUTIH RAMAN**

Presented as a Partial Fulfillment of the Requirement

for the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

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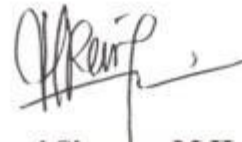
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Sudah kami setuju dan dapat di munaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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

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RATIFICATION PAGE

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**INCREASING THE WRITING ABILITY THROUGH PRECIS WRITING
STRATEGY AT TENTH GRADE OF SMK MUHAMMADIYAH
SEPUTIH RAMAN**

ABSTRACT

By:

Agusta Setya Artha Bahari

The aim of the research was to show that précis writing strategy could increase writing ability and learning activities at the tenth grade of SMK Muhammadiyah Seputih Raman. The problem which had been identified was that the students had difficulties to express their ideas into the words or sentences. This study examines the increasing writing ability through précis writing strategy.

The research was Classroom Action Research (CAR). In order to get the accuracy in data collecting, the researcher used data collecting technique such as test, observation, documentation, and field note. This research used two cycles that consisted of four stages: planning, acting, observing and reflecting. This research was conducted tenth grade which consisted of 20 students.

The finding of the research showed that précis writing strategy increase the students writing ability and also students' learning activities. The increasing of the students' writing ability proved by the result of the students writing score. The students who got score 70 or more was 5 students (25%) at pre test, 8 students (40%) at cycle I, and 16 students (80%) at cycle II. It achieved the indicator of success where 80% of students got score 70 or more.

Keywords: *précis writing strategy, writing ability, classroom action research*

**INCREASING THE WRITING ABILITY THROUGH PRECIS WRITING
STRATEGY AT TENTH GRADE OF SMK MUHAMMADIYAH
SEPUTIH RAMAN**

ABSTRAK

Oleh:

Agusta Setya Artha Bahari

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa strategi menulis *précis* dapat meningkatkan kemampuan menulis dan aktivitas pembelajaran pada siswa kelas X SMK Muhammadiyah Seputih Raman. Permasalahan yang berhasil diidentifikasi adalah siswa mengalami kesulitan dalam mengungkapkan idenya ke dalam kata atau kalimat. Penelitian ini mengkaji peningkatan kemampuan menulis melalui strategi menulis *precis*.

Jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK). Untuk mendapatkan ketepatan dalam pengumpulan data, peneliti menggunakan teknik pengumpulan data berupa tes, observasi, dokumentasi, dan catatan lapangan. Penelitian ini menggunakan dua siklus yang terdiri dari empat tahapan yaitu perencanaan, pelaksanaan tindakan, observasi dan refleksi. Penelitian ini dilakukan di kelas X yang terdiri dari 20 siswa.

Hasil penelitian menunjukkan bahwa strategi menulis *précis* meningkatkan kemampuan menulis siswa dan juga aktivitas belajar siswa. Peningkatan kemampuan menulis siswa dibuktikan dengan hasil nilai menulis siswa. Siswa yang memperoleh nilai 70 atau lebih sebanyak 5 siswa (25%) pada saat pre tes, 8 siswa (40%) pada siklus I, dan 16 siswa (80%) pada siklus II. Ini mencapai indikator keberhasilan dimana 80% siswa mendapat nilai 70 atau lebih

Kata kunci: *strategi menulis précis, kemampuan menulis, penelitian tindakan kelas*

MOTTO

وَجَعَلْنَا لَكُمْ فِيهَا مَعَايِشَ وَمَنْ لَسْتُمْ لَهُ بِرَازِقِينَ - ٢٠

"And We have made for you therein means of living and [for] those for whom you are not providers "

(Q.S. Al-Hijr: 20)

Many roads to go home, many houses around the street.

(Agusta Setya Artha Bahari)

This piece of work is dedicated to:

My beloved parents of Mr. Yatimin and Mrs. Nani Suprihatinn who always give me moral support, funds, encouragement, prayers, and guidance me to finish this reaserch as well.

Sendy Setya Ardifta's younger siblings.

My sponsor Ahmad Subhan Roza, M. Pd and

my co-sponsor Syahreni Siregar, M. Hum

My lovely friends from Indonesian Moslem Student Movement Rayon PBI, who always support me with their moral values and good advice.

All my lecturers in IAIN Metro and all of the teachers in SMK Muhammadiyah

Seputih Raman, thank you.

Someone I found it so hard and I have to married her after this "Nurul Istiqomah"

And all those who ask "how long have you been in college, and when will it be finished"?

My beloved Almamater...

ACKNOWLEDGMENT

Alhamdulillah Rabbil ‘aalamiin, praise be to Allah SWT who has given me remarkable blessing and strength so that I could finish this a research proposal. The title of this undergraduate thesis is “INCREASING WRITING ABILITY TROUGHT PRECIS WRITING STRATEGY AT TENTH GRADE OF SMK MUHAMMADIYAH SEPUTIH RAMAN. Realizing that this a research proposal would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the writer would like to sincerely acknowledgement the gratitude.

Regarding the research proposal, the researcher offer big thanks to Rector of IAIN Metro, Dr. Hj. Siti Nurjanah, M.Ag.,PIA, Dean of Tarbiyah and Teacher Training Faculty, Ahmad Subhan Roza, M.Pd, Head of English Education Department. May Allah SWT give them his better reward for their spending time to support and guide during the writing process. My deepest gratitude will be addressed to my beloved parents who always give the highly motivation. The greatest gratitude will be addressed to my sponsor Syahreni Siregar, M.Hum., and Ahmad Subhan Roza, M.Pd, May Allah SWT gives them reward for supporting and guiding during writing process.

The researcher hope that this thesis will be useful for the readers. However, the researcher realize that this thesis is far from being perfect. The researcher do apologizes for all mistakes she has made in writing.

Metro, April 05, 2021

The writer

Agusta Setya Artha Bahari
1601070136

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is currently the most important language. People use it to communicate with other people from different countries. It has become an international language spoken in almost every corner of the world. English is programmed as a first, foreign, or second language in many countries. In school students are expected to master four language skills, namely listening, speaking, reading, and writing. These skills are taught in a variety of ways and are supported by many factors.

Writing is an important aspect of language learning. By writing, students can share information and ideas with others through written text. Writing can help them think critically and clear their thoughts smoothly. They often discover what they really think and feel about people, ideas, problems, and events only in the actual writing process. Writing is also a learning tool, helping them understand what they find.

The writing itself is divided into several layers, namely phrases, clauses, sentences, paragraphs, and discourses. Usually the application of writing phrases and writing sentences is introduced to early level language learners, while writing paragraphs and writing articles are implemented in intermediate language learners. Paragraph writing is designed to help lower-level students analyze paragraph models, find ideas for their writing, put their

ideas into sentences, and organize their sentences into paragraphs. A paragraph is a basic unit organization in writing in which a group of related sentences develop one main idea. A paragraph can be as short as one sentence or as long as ten sentences. It means that the paragraph is a group of sentences which have one sentence as the main idea.

By doing the interview with the English teacher of that class the researcher got information as follow: the students are still confused about how to write several sentences or paragraphs, students still have difficulty writing words in sentences and most of them don't know what they are going to write. The lack of motivation from their selves and environment made them look English as difficult subjects to learn. They seem not interest in studying English. These reasons made the students' lack of capability in writing. So, the Researcher did pre-survey that follow by 26 students at tenth grade of SMK Muhammadiyah Seputih Raman as the base of the research. The pre-survey conducted at October 05 2020. The data of writing score of students as follows:

Table 1
The Percentage of Pre Survey Score Writing at Tenth Grade of
SMK Muhammadiyah Seputih Raman

No.	Nama	Nilai	Interpretation
1.	AP	60	Incomplete
2.	AAK	72	Incomplete
3.	APK	50	Incomplete
4.	AY	55	Incomplete
5.	AR	75	Complete
6.	AF	78	Incomplete
8.	DDP	80	Complete
9.	DPS	45	Incomplete
10.	DS	60	Incomplete
11.	DS	60	Incomplete
12.	DAA	55	Incomplete
13.	DS	80	Complete
14.	ES	75	Complete
15.	IMS	74	Complete
16.	MNWH	50	Incomplete
17.	NWDJP	60	Incomplete
18.	NWMD	45	Incomplete
19.	NK	71	Incomplete
20.	RAP	60	Incomplete
TOTAL		1.175	
AVERAGE		58,75	

Source: The English teacher's graded book of the tenth graders at SMK Muhammadiyah Seputih Raman in the Academic Year of 2020/2021.

Based on the the English teacher's graded book, The Minimum Mastery Criteria (MMC) of English subject in the tenth grade of SMK Muhammadiyah Seputih Raman 70. This shows that the students' writing skills are quite low. It could be seen that just students` or 25% had complete score in writing test, and 15 students` or 70% had not complete the test.

Based on explanation above, the students need a solution to overcome the problems so that their writing can increase. There are so many strategies

that can help students in writing class. A strategy to increase students' writing ability is by using précis writing strategy. The researcher purpose the use of précis writing as a strategy to help students in learning English and especially to increase students writing skill ability.

Thus the researcher believes that the précis writing strategy can appears to be a good alternative way to increase students' writing ability. So, the researcher would like to conduct the research under the title “Increasing the Writing Ability Through Précis Writing Strategy at Tenth Grade of SMK Muhammadiyah Seputih Raman”. Hopefully, by using this strategy, students' writing ability can increase.

B. Problem Identification

Based on the background above, the researcher would like to assume that Here are some problems :

1. The students are still confused about how to start writing into sentences or paragraphs.
2. The students have difficulties to express their ideas into words of sentence
3. The students have lack of motivation from their selves and environment make them look English as difficult subjects to learn.
4. The students need strategy that can help to increase writing paragraph.

C. Problem Limitation

From the identification of problems above, there were several problems which experience by the students, but the Researcher focused on the

students that difficulties to express their ideas into words of sentence. So, the researcher can use précis writing strategy to increase the writing ability.

D. Problem Formulation

The researcher formulated the problem this research as follows: “Can the précis writing strategy increase the students writing ability and learning activities of the tenth grade at SMK Muhammadiyah Seputih Raman?”

E. Objectives and Benefits of The Study

1. The Objectives of the Study

The objective of the study was to show that the use of précis writing strategy can increase the writing ability of the tenth graders at SMK Muhammadiyah Seputih Raman in the academic year of 2020/2021.

1. Benefits of the Study

The research benefits are as follows:

a. For the students

By applying the précis writing strategy, it is hoped that they will be more interesting and motivation in learning particularly writing.

b. For the English teacher

Hopefully this study is able to overcome the problem faced by English teacher in Indonesia. The teacher will increase their experience in giving précis writing. The teachers can solve problems in the learning process by paying attention to students' writing ability using précis writing.

c. For the headmaster

As the meaning full of students writing ability, especially by using the précis writing strategy, the researcher can study it for further learning in class.

F. Prior Research

The research is related on some prior researches. One of them is done by Mahnaz Saiedi who conducted a study deals with the précis writing under the title “The Role of Formal Schemata in the Development of Précis Writing in an Iranian EFL Context”. The teacher can focus on the differences between the experience of students to the task and the skills that are needed to complete the task by using schema theory. The role of formal schemata in the development of EFL learners’ précis writing is the objective of the research. The research hypothesized that familiarity in using schemata theory will make the better result of the EFL learners in précis writing. The research used two classes were chosen in Tabriz Islamic Azad University.¹

The second prior research is done by Miftahul Jannah who conducted a study deals with the précis writing under the title “EFFECTS OF PRÉCIS-WRITING ON STUDENTS’ RECOUNT WRITING AT ENGLISH LABORATORY OF UNIVERSITAS BANDAR LAMPUNG”. The research used précis writing to make it easier for students to summarize the reading text by noting the important points of the text and then using it in their writing. This study aims to determine whether the précis-writing technique is

¹ Leila Ali Akbari Hamed, Biok Behnam, And Mahnaz Saiedi, “The Role Of Formal Schemata In The Development Of Précis Writing In An Iranian Efl Context,” *Procedia - Social And Behavioral Sciences* 98 (May 2014): 207–11, <https://doi.org/10.1016/j.sbspro.2014.03.408>.

more effective for improving students' recount writing compared to conventional teaching. Thirty students from the third level English Laboratory participated in this study.²

Based on the explanation above, both of prior research have same topic with this research namely précis writing, however there are some differences. The first prior research focuses on the role of formal schemata in the development of student précis writing analyzing in learning writing. In addition, the second prior research focuses on used précis writing to improve the translation speed summarization, and than for this research précis writing will be focus to increase writing ability of the student at SMK Muhammadiyah Seputih Raman. Meanwhile, the similarities in the research focuses in using précis writing and the difference in the research focuses in the object of problem in increasing the writing ability through précis writing strategy at Tenth Grade of SMK Muhammadiyah Seputih Raman.

² Miftahul Jannah, "Effects Of Précis-Writing On Students' Recount Writing At English Laboratory Of Universitas Bandar Lampung," *Etnolinguist* 3, No. 1 (May 22, 2019), <https://doi.org/10.20473/Etno.V3i1.12699>.

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Writing

1. Definition of Writing

According to R.R. Jordan, writing are organized in the same way as the introduction, the development of fundamental ideas or arguments; conclusion. Each writing will consist of a language function: the use and structure of certain languages which are arranged according to a specific purpose in the mind of the author to communicate ideas to others to describe, define, give examples, classify, etc.³

Academic writing is a flexible program that allows students to work with teachers or alone, to train the most important part in their studies. Many students find they have little time to prepare for lessons, and writing is only one of several skills that need to be mastered. The structure of the book is now kept as simple as possible so that readers can quickly find what they want.

Furthermore, Brown explain that writing is like a transaction in words where you are free to show yourself, what you are thinking, feeling, and perceive.⁴ Express the message in writing then develop it and present the message. While according to Eli Hingkel give the definition of

³ R. R. Jordan, *Academic Writing Course: Study Skills In English*, 3. Ed., 13. Impr (Harlow: Longman, 2010). P.9

⁴ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed (White Plains, NY: Longman, 2001). P. 337

writing is a socially situated act that extends far beyond the writer's analysis of his or her inner explorations and thoughts.⁵

And then Patel and Praveen say that Writing is such an important feature of learning any language because it makes it an excellent tool for changing vocabulary, spelling, and sentence patterns.⁶ While According to Khaled writing are the ability to produce lengthy texts that have appropriate meta discourse features (exemplifiers, connectives, hedges) and varied and sophisticated vocabulary and syntactic structures, to employ different patterns of overall text organization (description, narration, argument), and to incorporate others' ideas and texts in their own writing effectively.⁷

From the statement above, it can be concluded that writing is a process of transferring idea into written form. In transferring idea, someone must be skillful in using sentence pattern, structure and other language aspects. Therefore, it is obvious that writing involves many language components. Writing is also a valuable part of language course since it involves the thinking activities in order that the language is communicative.

2. The Types of Writing

There are several types of writing as follow:

⁵ Eli Hinkel, *Teaching Academic Esl Writing: Practical Techniques In Vocabulary And Grammar* (Mahwah, N.J: L. Erlbaum Associates, 2004). P.127

⁶ M. F Patel And Praveen M Jain, *English Language Teaching: (Methods, Tools & Techniques)* (Jaipur, India: Sunrise Publishers & Distributors, 2008), [Http://Site.Ebrary.Com/Id/10417558](http://Site.Ebrary.Com/Id/10417558). P.125

⁷ Khaled Barkaoui, "Teaching Writing To Second Language Learners: Insights From Theory And Research, 35-48," N.D., 14. P.35

a. Narrative

Narrative is an account or description of events in the past which entails following a time sequence or chronological order.⁸

b. Descriptive

Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.⁹

c. Expository

Expository paragraphs deal with facts, ideas, beliefs. It explains, analyzes, defines, compares, illustrates. They answer questions like What? Why? How? What was the cause? The effect? Like what? Unlike what? They are the kinds of paragraphs we write in reports or term papers or tests.¹⁰

d. Argumentation

Argument is writing that takes a position on an issue and gives supporting evidence to persuade someone else to accept, or at least consider, the position. Argument is also used to convince someone to

⁸ Jordan, *Academic Writing Course*. P.27

⁹ Alice Oshima, Ann Hogue, And Alice Oshima, *Introduction To Academic English*, 3rd Ed, Longman Academic Writing Series (White Plains, Ny: Pearson/Longman, 2007). P.61

¹⁰ Thomas S. Kane, *The Oxford Essential Guide To Writing* (New York: Berkley Books, 2000). P. 89

take (or not take) an action. Argument helps you persuade people to see things your way, or at least to understand your position.¹¹

3. The Kinds of Writing Ability

In generally, there are three kinds of writing namely academic writing, personal writing, and creative writing. Alice and Ann explained that Academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing and personal writing. Creative writing is the kind of writing you do when you write stories. Personal writing is the kind of writing you do when you write letters or e-mails to your friends and family. Besides that, creative writing and personal writing are informal and academic writing is formal.¹²

Academic Writing is a new kind of writing course for all international students who have to write exams or coursework in English. Academic Writing allows both teachers and students to quickly find the help they need with all writing tasks.¹³ Academic writing is divided into four parts there are:¹⁴

- a. The writing process, guides students from the initial stage of understanding the essay title, through note making and paraphrasing, to the organization of the essay and finally proof-reading.

¹¹ Susan Anker, *Real Writing With Readings: Paragraphs And Essays For College, Work, And Everyday Life* (Boston: Bedford/St. Martin's, 2010). P. 258

¹² Oshima, Hogue, And Oshima, *Introduction To Academic English*. P.3

¹³ Stephen Bailey, *Academic Writing: A Handbook for International Students*, 2nd ed., reprinted (London: Routledge, 2009).p.2

¹⁴ Bailey.

- b. Elements of writing, deals with the skills that are needed for most types of assignment, such as making comparisons, giving examples and describing graphs.
- c. Accuracy in writing, gives remedial practice in those areas that students often find confusing, such as using articles, passives or prepositions.
- d. Writing models, offers examples of the type of writing that students commonly need, including letters and survey reports as well as essays.

After that creative writing may be defined as having the power to create an imaginative, original literary production or composition and can be applied to very broad spectrum of writing genres.

4. The Process of Writing

As previously state that writing is a process that learned and use. Therefore, there are five-step process writing approach described by Donald Graves is presented here. They are:

- a. Prewriting

The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.

- b. Drafting

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing

activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step (Donald Graves calls these hot topics).

c. Revising

. This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You reread paragraphs and move things around.

d. Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.

e. Publishing and sharing.

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class

newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community.

Based on process writing above the researcher concluded that there are five process in writing they are prewriting, drafting, revising, editing, polishing and sharing also in the prewriting itself is a way to get ideas. In this step, the writer chooses a topic and collect ideas to explain the topic. There are several techniques that you can use to get ideas such as listing.¹⁵

5. The Measurements of Writing

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

According to Jacobs the criteria of each writing score are: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25) and mechanic (2-5). So the total of the score of writing skill is 100.

Table 2
The Measurement Rubrics of Writing

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive ; through development of thesis; relevant to assigned topic
	26-22	Good to average: some knowledge able of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail

¹⁵ Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students* (Lanham, Md: Rowman & Littlefield Education, 2008). P,179-180

	21-17	Fair to poor: limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very poor: does not show knowledge of subject; non-substantive; non pertinent; or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression; ideas clearly stated/supported; succinct; well-organized but main ideas stand out; limited support; logical sequencing; cohesive
	17-14	Good to average: somewhat copy; loosely organized; logical but incomplete sequencing
	13-10	Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	Very poor: does not communicate; no organization; or no enough to evaluate
Vocabulary	20-18	Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	Good to average: adequate range; occasional errors of word/idiom form, choice, usage; but meaning not obscured
	13-10	Fair to poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to poor: major problems in simple constructions; major problems in complex

		constructions; frequent errors agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules; dominated b errors; does not communicate; or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or no enough to evaluate. ¹⁶

In conclusion, there are some criteria to measure the students' writing skill and it has each writing score and level of score for each criteria. And all of the score criteria it can be the total score of students' writing skill.

¹⁶ Sara Cushing Weigle, *Assessing Writing*, Cambridge Language Assessment Series (Cambridge: Cambridge University Press, 2002). P. 116.

B. The Concept of Précis Writing Strategy

1. Definition of Précis Writing Strategy

In this point the researcher will explain the definition of précis writing strategy. As Olson mentioned, has stated that the goals of précis are to compress, distill, and clarify a lengthy passage, article, or book, while important concepts, key words, and important data should be kept.¹⁷ Zahid Asraf said a précis is a short summary of a book or short story. Usually, it is one-sixth the length of the original story. In one sense a précis is similar to a book report- the student recounts the basic narrative of the story or the basic arguments of the paper. Précis-writing is a textually-oriented exercise: the task of summarizing obliges the writer to consider the text as a unit. Because language has a linear, consecutive nature, it is easy to place too much emphasis on the word and too little on the message. Précis writing can help trainee translators to learn to focus their attention on the meaning of the text as a whole. Précis-writing, by focusing students' attention on the meaning of the text as a whole, helps train them to view a text as a message, and the individual words and expressions as part of that message.¹⁸

After that Anne and friends, say that précis writing is the summarizing of information contained in scientific papers, technical reports, surveys, proposals, questionnaires, articles, etc. as well as the

¹⁷ The Journal of English Language Pedagogy and Practice Vol. 10, No.21, Fall & Winter 2017. P.2

¹⁸ Lynne Bowker and Cheryl McBride, "Précis-Writing as a Form of Speed Training for Translation Students," *The Interpreter and Translator Trainer* 11, no. 4 (October 2, 2017): 259–79, <https://doi.org/10.1080/1750399X.2017.1359758>. p.9

drafting of minutes and summary records of conferences and meetings held by some larger companies and organizations within the same language or between languages.¹⁹

While according to Derry give the definition of précis writing. Précis writing or the part of giving a concise and lucid summary of a lengthy passage of prose or poetry, is a valuable exercise and one that is frequently demanded in every profession. Next to Latin prose composition, it is the best means adapted for developing the power of penetration, of seizing upon the salient parts in narrative, and expressing these. Précis writing will teach how to select everything that is essential importance and discard whatever is irrelevant to the main theme, so that summary may present the concentrated essence of what he has read or heard.²⁰

From the statement above, it can be conclude that précis writing is the activity to connect ideas and put the ideas into a paragraph, it may be useful for students to train their writing activity and for the teacher to guide their students in an interesting away of writing.

¹⁹ Anne Schjoldager, Kirsten Wølch Rasmussen, and Christa Thomsen, "Précis-Writing, Revision and Editing: Piloting the European Master in Translation," *Meta* 53, no. 4 (January 16, 2009): 798–813, <https://doi.org/10.7202/019648ar>. p 805

²⁰E. Derry Evans, *A Handbook of Précis-Writing*. (Cambridge Univ Pr, 2013). P.1

2. The Principles of Précis Writing Strategy

After knowing the definition about précis writing strategy the researcher from the expert, in this point the researcher will mention the principles of précis writing strategy, there are:²¹

- a. Prepare and draft with the help of the main ideas you have identified, check with the original to ensure that you have not omitted any important ideas.
- b. Read and understand the given passage. Carefully select the essential points and reject the rest.
- c. Check the length of your précis. One way to check the length would be to write a fixed number of words in each line, as shown in the example.
- d. Finally, check for punctuation errors, grammatical mistakes and wrong spellings. Prepare the final draft.

3. Teaching Writing Through Précis Writing Strategy

Writing skill can best be developed through carefully controlled and graded comprehension/précis exercise. Précis writing is not a sterile academic exercise useful only for examination purposes. It can be used effectively to develop a student`s writing ability.²²

These are exercises of writing trough précis: the passages contain mainly compound sentences. The comprehension questions have been

²¹ Richard Palmer, "Write in Style a Guide to Good English" (Londres; New York: E. & FN Spon, 1992). P.201-203

²² L. G. Alexander, *Sixty Steps To Précis: A New Approach To Summary-Writing For Overseas Students*, 23. Impr (Harlo: Longman, 1990). P.9

designed to elicit simple statements which will be put together to form a précis and composition, and the passages contain mainly complex sentences (though not necessarily difficult ones) and the comprehension questions are designed to elicit simple and compound statements. These will be put together to form a précis of the passage.²³

The purpose of précis writing is writing a précis demonstrates to the instructor that you have understood the key information provided in an article; it is also an excellent way of learning material. The process can also serve as a step in thesis/dissertation research; a *literature review* is effectively a series of précis combined to provide a comprehensive picture of research in a given area.

Based on the statement above the researcher can conclude that the students is required to derive specific information from each passage (comprehension) which he will put together to form a paragraph (précis). So, précis writing strategy can increase students writing ability.

4. The Procedure of Précis Writing Strategy

In this point the researcher will mention the procedure of précis writing strategy. Précis writing strategy have fifth procedures, they are²⁴

a. Reading and Understanding the Text

Obviously, the first step in précis writing is to achieve a detailed interpretation of the initial text. Many student read carelessly; ideas are frequently inserted, removed, or skewed in early attempts at précis

²³ *Ibid*. P.15

²⁴ Pamela Redford Russell, *How To Write A Précis*. (Toronto, On: University Of Toronto Press, 1989).

writing. Thus, the first step includes carefully reading the text to understand it. Not only do you have to understand all the specifics, allusions, and terms; you also have to have a clear view of the entire text.

b. Analyzing the Content

Read the instructions, where the précis will begin and end and exactly. Then next step is to analyze the content. On the passage mark the places to begin and end.

c. Selecting and Compressing Important Material

Taking great care to carry out the instructions, write a list of point in note form. These notes must be brief. Do not include any unnecessary information.

d. Preparing the Draft Précis

When joining the points, may refer to the passage if necessary, but try to use the own words as far as possible, answer should be in one paragraph. Usually your text will follow the same pattern of ideas as the original.

e. Revising the Précis

Revise the draft précis with several points in mind. Check for omissions and inaccuracies by reading over the original, sentence by sentence, and ensuring that all important information has been presented in the précis without distortion. Write a fair copy of précis stating at the end the exact number of words used.

5. The Benefit of Précis Writing Strategy

In this point the Researcher will mention the advantage of précis writing strategy, as follows:

- a. Précis writing is useful in many situation
- b. It provides an economical method of recording notes from a given text
- c. In a term paper, borrowed material can be effectively presented in the form of a précis
- d. By crystallizing the thought in a long article, the précis makes it easy for the students to remember essential points.
- e. It helps to form the habit of reading critically and of observing the various methods that are used in organizing, clarifying and emphasizing ideas.

C. Action Hypothesis

Based on the theories, the researcher formulated the hypothesis is “the use of précis writing strategy can increase the students writing ability and their learning activity at the tenth grade of SMK Muhammadiyah Seputih Raman.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operational Definition of Variable

An operational definition is the specification of how you will define and measure the variable in your study.²⁵ By using operational definitions, researcher can proceed with investigations that might not otherwise be possible. There are two kinds of variables,

1. Independent Variable

Independent variables (X) are those that the researcher chooses to study in order to assess their possible effect on one or more other variables. An independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable.²⁶ In this research, the independent variable is Précis Writing Strategy.

2. Dependent Variable

The dependent variable is called dependent because it is influenced by the independent variable.²⁷ An dependent variable (Y) of this research is Writing ability. There are some indicators that should be gain by

²⁵ John W. Creswell, *Educational Research Planning, Conducting, And Evaluating Quantitative And Qualitative Research*, 4th Ed., (Usa: Pearson, 2012), 151.

²⁶ Jack R. Fraenkel, Norman E. Wallen, And Helen H. Hyun, *How To Design And Evaluate Research In Education*, Eighth Edition (New York: Mcgraw-Hill, 2009), 80.

²⁷ Geoffrey Marczyk, David Dematteo, And David David Festinger, *Essentials Of Research Design And Methodology* (New Jersey: John Wiley & Sons, Inc., 2005), 46.

students in teaching writing ability the indicators based on this variable are:

- a. Students can write very well
- b. The students can response the teacher's questions
- c. The students can answer the questions
- d. The students do the task from the teacher

B. Research Procedure

1. Classroom Action Research

In conducting this research, the researcher used classroom action research. According to Elizabeth Action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process.²⁸

Furthermore, according to Donald Ary Action research is about taking action based on research and researching the action taken.²⁹ Dick states that 'action research is a flexible spiral process which allows action (change, improvement) and research (understanding, knowledge) to be achieved at the same time'.³⁰

While, action research can be defined as a method for improving and modifying the working system of a classroom in school.³¹ It was stated by

²⁸ Anne Burns, *Doing Action Research In English Language Teaching: A Guide For Practitioners*, 1st Ed. (Routledge, 2009), <https://doi.org/10.4324/9780203863466>. P.6

²⁹ Donald Ary Et Al., *Introduction To Research In Education*, 8th Ed (Belmont, Ca: Wadsworth, 2010). P.512

³⁰ Patrick J. M. Costello, *Action Research*, Continuum Research Methods Series (London ; New York: Continuum, 2003). P.4

³¹ Yogesh Kumar Singh, *Fundamental Of Research Methodology And Statistics* (New Delhi: New Age International, 2006), <http://site.ebrary.com/id/10323377>. P.126

Yoghes Kumar. In other words research is the way to correct and improve the working system or the process of teaching and learning in the classroom.

From the quotations above, it can be concluded that classroom action research is the research that is applied to increase the working system of teaching and learning in the classroom. The Researcher hope that this action research can increase the writing ability through précis writing strategy at tenth grade of SMK Muhammadiyah Seputih Raman.

In conducting a research, there are purposes that want to be reached by the researcher, including this classroom action research. Jean McNiff and Jack Whitehead stated that action research is a name given a to a particular way of researching your own learning.³² Furthermore, Yogesh explained the objectives of action research as follows:³³

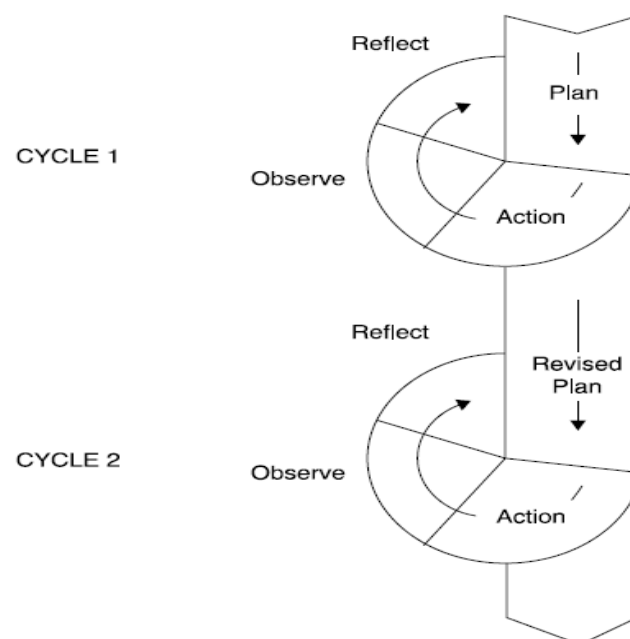
- a. To improve the working conditions of school plant.
- b. To develop the scientific attitude of teachers and principals of studying their problems.
- c. To develop the democratic attitude among the students and teachers for understanding and solving their problem.
- d. To bring excellence in the school workers.
- e. To develop the ability and understanding among administrators to improve and modify the school conditions and make it more conducive.

³² Jean McNiff And Jack Whitehead, *Action Research: Principles And Practice*, 2nd Ed (London ; New York: RoutledgeFalmer, 2002). P.15

³³ Singh, *Fundamental Of Research Methodology And Statistics*. P.266

From the quotations, the researcher concludes that classroom action research is conducted to improve and correct teaching and learning process in the classroom. In conducting the classroom action research there are some cycles that must be done. Bellow is figure of step in the classroom action research. This figure will explain about how the steps are conducted. Those phases can be following by figure:

Figure 1
Classroom Action Research Model



From the figure of classroom action research model, the researcher concludes that classroom action research is process that has cycles which have four aspects (planning, acting, observing and reflecting). Those aspects are to increase the result and quality of teaching and learning process.

In the classroom action research, the researcher has to implement the good procedure as well. In this research one of the procedure was the researcher has to conduct at least two cycles. If the first cycle was fail, it would be continued in the second cycle and so on. It would be conducted for the purpose of increasing students` writing ability.

C. Research Location

This research was conducted in the tenth grade TKJ1 SMK Muhammadiyah Seputih Raman which is located at Jl. Ki Hajar Dewantara Seputih Raman Lampung. And researcher uses Classroom Action Research (CAR) because classroom action research is an effort to improve the quality of learning programs at all levels of education.

D. Subject and Object of Study

1. Subject of Study

In this research, the writer was going to take one class as object. It is taken from the students in X TKJ 1 with total students is 26. The researcher choose this class because most of the students have low score in learning English especially in writing.

Table 3
Total of the Students in Class X TKJ¹

No	Students		Total
	Male	Female	
1.	5	15	20

Source: *documents of SMK Muhammadiyah Seputih Raman*

2. Object of Study

The Object of this research will be used is précis writing as a strategy in class TKJ 1 of tenth grade at SMK Muhammadiyah Seputih Raman.

E. Action Plan

1. Cycle 1

a. Planning

Planning is the first step after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in writing that occurs in the classroom and concluding the finding in preliminary study. Then the researcher and the collaborator (teacher) prepares some plans to conduct the classroom, as follow:

- 1) Prepares lesson plan, step of action and material
- 2) Makes observation sheets and list of students name Making test used in pre-test and post-test
- 3) The researcher used the précis writing strategy to be applied in acting phase increase students writing ability.
- 4) The researcher prepares observation format and also evaluation format to evaluate the students activity during teaching and learning process.

b. Action

In this section, after the planning, doing action is the second step in activity. It is implementation in the planning about action in the

class. The researcher applies the planning of strategy and scenario learning as follows:

- 1) Gives explanation about the material.
- 2) The teacher gives explanation of the procedures of précis writing strategy.
- 3) Then asks the students to complete the task.
- 4) Gives guidance and task to the students for next meeting.

c. Observation

In this part the researcher observes the teaching and learning process is conducted. The researcher observes it by used observation sheet. When the researcher is conducted the teaching and learning process, the observation is conducted well. From the observation sheet the researcher collected the data from the post test.

d. Reflection

In this step, the researcher and collaborator discusses about the data collected from all observation sheet. In this step, the researcher and collaborator analyzes the teacher performance during teaching and learning process and students writing ability to find out whether the implementation of précis writing strategy runs successful or unsuccessful by identifying strength and weakness. If there still found the problems the researcher and collaborator will conduct the next cycle and used the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

2. Cycle 2

a. Re-planning

In this step, before conducting the action in the next step, the researcher repairs the problem found in cycle one. It could be explained as follow:

- 1) Studies the result of reflecting on cycle one to obtain the solving problem.
- 2) Prepares the lesson plan based on the problem before appears in the previous cycle including teaching procedure and relevant material to be applied in acting step.
- 3) The researcher rearranges observation format and also reformed the evaluation to increase the plan indicators that was not achieved yet in the previous cycle.
- 4) Prepares the material.

b. Action

In this section, after the planning, doing action is the second step in activity. It is implementation of the planning about action in the class. The researcher applies the planning of strategy and scenario learning as follows:

- 1) Gives explanation about the material.
- 2) The teacher gives explanation of the procedures of précis writing strategy.
- 3) Then asks the students to complete the task.

4) Gives guidance and task to the students for next meeting.

c. Observation

In this part the researcher will observe the teaching and learning process is conducted. The researcher observes it by using observation sheet. When the researcher conducts the teaching and learning process, the observation conducted well. From the observation sheet the researcher collected the data from the post test.

d. Reflection

In this step, the researcher and collaborator will discuss about the data collected from all observation sheet. In this step, the researcher and collaborator will analyze the teacher performance during teaching and learning process and students writing ability to find out whether the implementation of précis writing strategy runs successful or unsuccessful by identifying strength and weakness. If there still found the problems the Researcher and collaborator will conduct the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

F. Data Collection Technique

For this research, there were three techniques which used by the researcher to collect the data such as observation, documentation, and test.

They can be explained as follows:

1. Test

The test that used in this research is written test. The test consists of two kinds of test, they are Pre-test and Post-test. The two tests are as follow:

a. Pre-test

After observing the subject's activities, the researcher gives pre test to know the capability of the students' writing ability before giving treatments. The pre-test will be done to find out how the students writing ability is.

b. Post-test

Second, post-test will be examined to the students after they are taught writing through précis writing as the treatment. To find out the improvement before and after giving treatment, it could be seen by comparing the result between pre-test and post-test.

2. Observation

In this research the researcher will use observation to see the condition in teaching-learning process. In this research the researcher will observe the students activities in teaching and learning process to know how the process of teaching and learning is held. In doing the observation the researcher makes the observation sheet that contains of list of students activities.

3. Documentation

Documentation is data collection method which is used for getting information from the written source or document, for instance books, magazines, notes, and other. The researcher uses documentation to obtain the data about the school profile such as history of the school, the number of teacher and staff officer and students at SMK Muhammadiyah Seputih Raman. Besides, the documentation is used to visualize the classroom activity in the form of photograph.

4. Field Note

Field Note can be used to notification how the students in a class during learning. Field notes refer to qualitative notes recorded by scientists or writers in the course of field research during or after are studying. The notes are intended to be read as evidence that gives meaning and aids in the understanding of the phenomenon.

G. Data Analysis Technique

Data analysis will be taken from the average score of the pre-test and post-test in cycle 1 and cycle 2. The formula to get the average as follow:³⁴

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

Note

\bar{X} = Average

$\sum x$ = Total of Score

N = Total of Students

³⁴ Timothy C. Urdan, *Statistics In Plain English*, 2nd Ed (Mahwah, N.J: Lawrence Erlbaum Associates, 2005).P.9

Furthermore, to know the result the researcher compares the average scores between pre-test and post-test for each cycle. Then to know the percentage of increasing score in students learning activities, the researcher uses the percentage formula as follow:

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

Note:

P = Percentage

$\sum x$ = Total Score of the Students

N = Total of Students.

H. Indicators of Success

This research indicator is the successful to show increasing students writing ability through précis writing strategy. The researcher compares between pre-test and post-test score. If 80% the students get minimum score of at least 70, it can be said that the learning activities are increasing. It means that the use of précis writing strategy can increase and the study is success and the next cycle is unnecessary.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. Description of the Research Location

a. Brief History of SMK Muhammadiyah Seputih Raman

This research was conducted at SMK Muhammadiyah Seputih Raman. This vision and mission. Vision of this school is to become a vocational education institution that produces graduates who are pious, have an entrepreneurial spirit, and capable of carrying out preaching amar makruf nahi munkar. Then, the mission of this school such as: First, equips students with standardized competencies according to their expertise program. Second, carry out training for competency-based life skills and entrepreneurship competencies. Third, equips students with entrepreneurial skills. Last, forming the attitudes and behaviors of students rooted in the teachings of Islamic religion. Next, the location of SMK Muhammadiyah Seputih Raman at Raden Intan street, Rukti Harjo, Seputih Raman, Central Lampung

b. Building Condition of SMK Muhammadiyah Seputih Raman

SMK Muhammadiyah Seputih Raman has many buildings such as classroom, library, canteen, and many others. The explanation of these buildings as follows:

Table 4**The Condition of SMK Muhammadiyah Seputih Raman**

No	Names of Building	Total
1	Headmaster Room	1
2	Teacher Room	2
3	Administration Room	1
4	Class Room	12
5	Library	1
6	Lab Computer	1
7	School Healthy Unit Room	1
18	Canteen	2
19	Kitchen	1
10	Teachers' Toilet	4
11	Students' Toilet	4

Source: documents of SMK Muhammadiyah Seputih Raman

c. Total of the Teacher at SMK Muhammadiyah Seputih Raman

Total of the teacher and staff in SMK Muhammadiyah Seputih Raman can be identified as follow:

Table 5

The Data of Teachers in SMK Muhammadiyah Seputih Raman
The Condition of the Teacher of SMK
Muhammadiyah Seputih Raman

Background Education	Male	Female	Total
S 1 /Fakultas Tarbiyah	4	12	16
S 1 / Fakultas Syariah	2	1	3
S 1 / keperawatan	-	1	1
S 1 / Teknik Mesin	3	-	3
S 1 / Manajemen Informatika	-	2	2
S 1 / Pend. Jasmani	2	-	2
D 3/ Teknik Otomotif	2	-	2
D 2 / SLTA	4	1	5
Total	17	17	34

Source: documentation of SMK Muhammadiyah Seputih Raman

d. Total of the Students at SMK Muhammadiyah Seputih Raman

The quantity of the students SMK Muhammadiyah Seputih Raman can be identified as follow:

Table 6**The Students' Quantity of SMK Muhammadiyah Seputih Raman**

No	Class	Total
1	X	143
2	XI	147
3	XII	87
Total		377

Source: documentation of SMK Muhammadiyah Seputih Raman

e. **The Organisation Structure Of SMK Muhammadiyah Seputih**

Raman

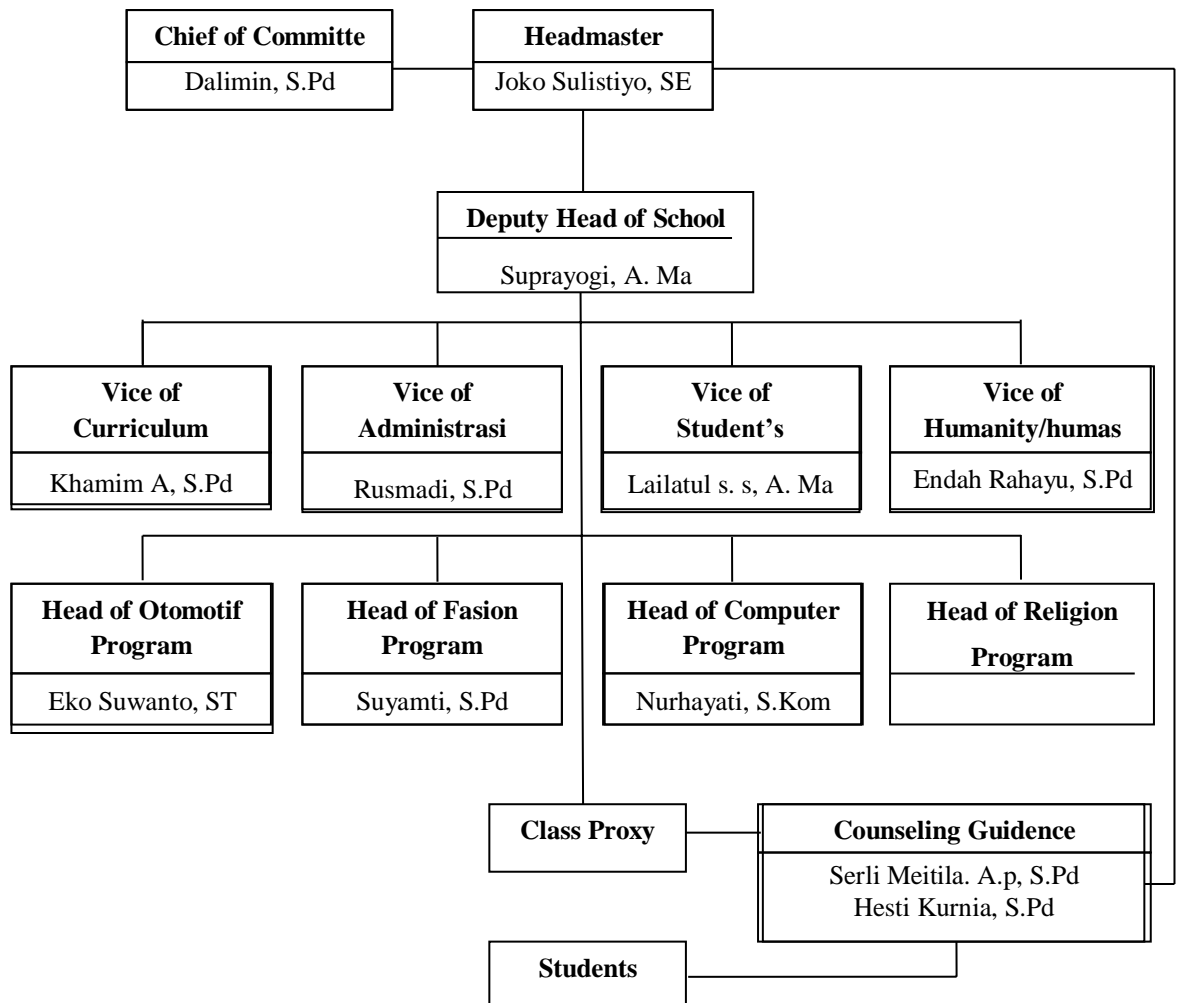


Figure 2

The Organisation Structure of SMK Muhammadiyah Seputih Raman

2. Description of the Research Data

This research used classroom action research. The purpose of this research was to increase the writing ability and the students learning activity at the tenth grade of SMK Muhammadiyah Seputih Raman. The research was conducted in two cycles where the researcher did pre test before the treatment. The researcher used précis writing strategy to increase the students writing ability. The research result was gotten through test that conducted in the end of each cycles while the data of students' activity was gotten from the observation during the learning process.

Before the process of cycle one, the researcher conducted the pre test on, March, 8th 2021. The researcher gave a pre test for the students to see how far the students writing ability before the treatment was given. In the pre test activity, the researcher gave an essay test. The researcher asked them to create a summarizing narrative text based on the topic that was given by the teacher. Some students were enjoying the task and others looked so worry. The score of students writing ability in pre-test, as follow:

Table 7
The Students Score in Pre test

No	Name	Score	Category
1	AS	49	Incompleted
2	AF	49	Incompleted
3	AL	70	Completed
4	AR	55	Incompleted
5	AP	72	Completed
6	DS	60	Incompleted
7	ES	51	Incompleted
8	EPDY	63	Incompleted
9	FT	64	Incompleted
10	FWP	57	Incompleted
11	HP	72	Completed
12	IAR	64	Incompleted
13	IYH	72	Completed
14	IR	60	Incompleted
15	JS	46	Incompleted
16	LA	74	Completed
17	MA	56	Incompleted
18	NU	70	Incompleted
19	OB	59	Incompleted
20	PAW	67	Incompleted
Total		1230	
Average		61,741	
Highest Score		74	
Lowest Score		46	

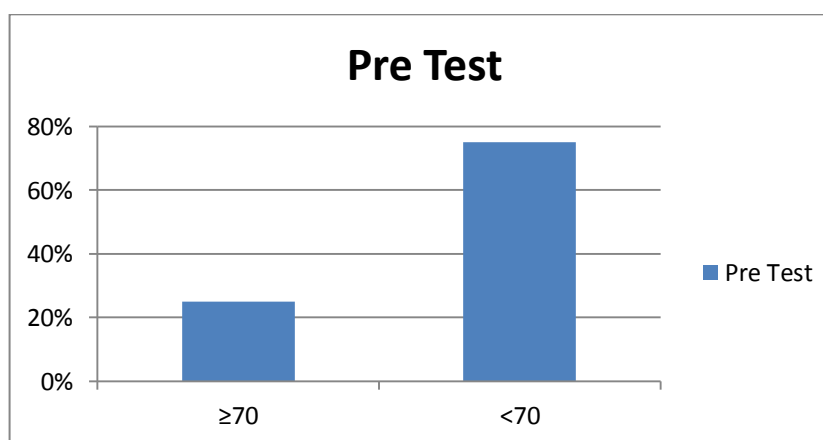
Table 8
The Frequency of the Students' Score in Pre-Test

No	Students' Score	Percentage	Frequency	Explanation
1	≥ 70	25%	5	Completed
2	< 70	75%	15	Incomplete
Total		100%		

The result of pre test showed that there were 14 students incomplete to achieve the minimum mastery of criteria (MMC). There were only 5 students (25%) who gained score 70 or above, and 15 students (75%) who gained score under 70. The highest score in pre test was 76 and lowest score was 47.

Chart 1

Result of the Students at the Pre Test



Based on the table of pre test above, it could be inferred that the students still low in writing ability. Furthermore, this condition was appropriate with the background problem in the chapter I that the students needed strategy to increase their writing ability.

a. Cycle I

1) Planning

In this step, the researcher and the collaborator/English teacher (Miss. Yulia Nur Istiqomah, S.Pd) prepared some plans to conduct the classroom, such as: the researcher prepared the lesson plan. Prepared material and strategy that used in teaching and learning process. The material include the procedure of précis writing strategy, narrative text, language feature, gave example and then the researcher explained how to summarize narrative text. The researcher made an observation sheet to evaluate the student's activity after teaching and learning process.

2) Acting

Acting was the second step in this research. The action in the cycle 1 consist of two meetings, firs meetings for the treatment, and second meeting for the post test 1, there were:

a) The first Meeting

In the first meeting was conducted on, March 10th 2021. In this meeting, at the beginning of teaching and learning process,

the action as follow: the researcher greeted the students by saying salam, then the researcher asked their condition. Before giving the material, the researcher gave some question, example “what do you know about narrative text?” some students could answer the question. Therefore, the researcher explained what is narrative text. Most of students understand about the explanation from the teacher. Moreover, the teacher gave explanation of the procedures of précis writing strategy. Next, the researcher gave a text to each student. The teacher and the students made a summarize together based on the narrative text that given by the teacher.

b) The second Meeting

The second meeting was conducted on, March 15th 2021, this meeting used as the post-test 1. The students had to create a summarizing narrative text based on the topic. The result of the students’ score in post-test 1 could be seen on the table below:

Table 9
The Table of Students’ Score in Post Test 1

No	Name	Score	Category
1	AS	48	Incompleted
2	AF	62	Incompleted
3	AL	60	Incompleted
4	AR	45	Incompleted

5	AP	74	Completed
6	DS	71	Completed
7	ES	61	Incompleted
8	EPDY	70	Completed
9	FT	71	Completed
10	FWP	52	Incompleted
11	HP	62	Incompleted
12	IAR	72	Completed
13	IYH	80	Completed
14	IR	67	Incompleted
15	JS	64	Incompleted
16	LA	77	Completed
17	MA	67	Incompleted
18	NU	73	Completed
19	OB	52	Incompleted
20	PAW	55	Incompleted
Total		1283	
Average		64,15	
Highest Score		80	
Lowest Score		45	

Table 10
The Frequency of the Students' Score in Post Test 1

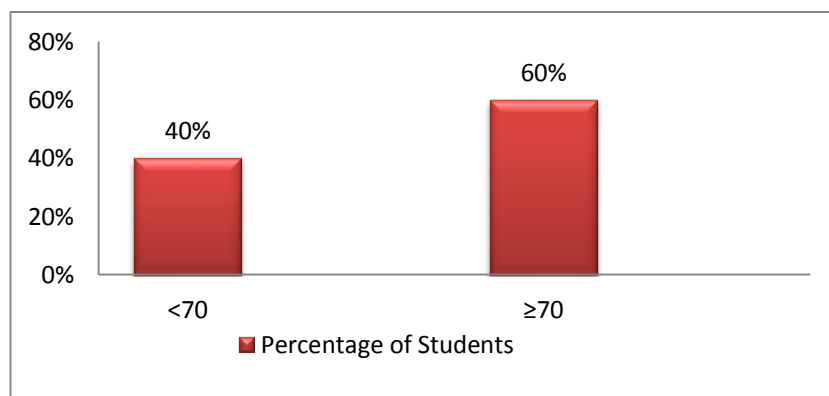
No	Students' Score	Percentage	Frequency	Explanation
1	≥ 70	40%	8	Complete
2	< 70	60%	12	Incomplete
Total		100%	20	

The result of the post test 1 showed that there were 12 students incomplete to achieve the minimum standard of mastery (MMC). There were 8 students (40%) who gained score 70 or

above, and 12 students (60%) who gained score under 70. The highest score in post test 1 was 80 and the lowest score was 45.

Chart 2

Result of the Students at the Post test 1



Based on the result of post test 1, there were 8 students (40%) successful to complete the minimum criteria (70) and 12 students (60%) unsuccessful to complete it. The numbers of students who passed still far from the indicator of success where 80% of students should get score more than 70. Therefore, the researcher had to do cycle 2.

3) Observing

The observation was conducted when the learning process happened by using the observation sheet for students activities in class. The observation was done by the collaborator (English teacher) of tenth grade of SMK Muhammadiyah Seputih Raman.

a) The Observation of Students' Activities in Teaching and Learning Process

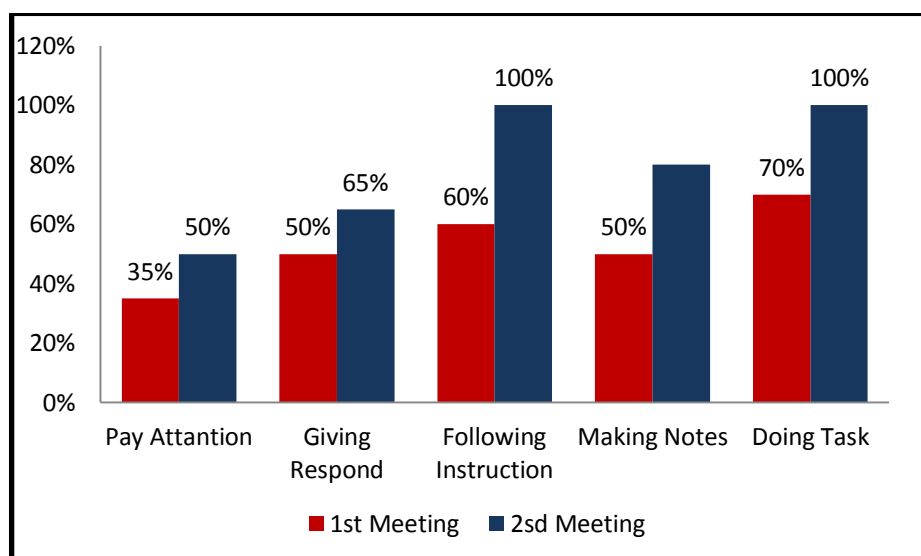
Based on the observation sheet of students' activity, there were several students who did not pay attention in the teaching and learning process. Besides, some of them were passive in the discussion and just a view of students worked together. Some of them made a note from the teacher explanation. However, most of students were done the task. The data of the students' activity could be seen in the following table:

Table 11
The Result of the Students Activity in the Teaching and Learning Process in Cycle I

No	Students Activity	Cycle 1		Average	Increasing
		1 st meeting	2 nd meeting		1 st - 2 nd meeting
1	Giving attention to the teacher explanation	7	10	43%	15%
		35%	50%		
2	Giving respond to the teacher's explanation.	10	13	58%	15%
		50%	65%		
3	Following the teacher instruction	12	20	80%	40%
		60%	100%		
4	Making note from the material	10	16	65%	30%
		50%	80%		
5	Doing the task	14	20	85%	30%
		70%	100%		
Average		53%	79%	66%	26%

Furthermore, to see the comparison of the students' activities in cycle I :

Chart 3
The Result of the Students Activity in the Teaching and Learning Process in Cycle I



Based on the table and the chart above, it revealed that 50% of the students paid attention, 65% of the students were giving respond, 100% of the students following teacher instruction, 80% of students made notes and 100% of students did the task. The average of the students' activity was 79%, it can be conclude that the students' activity were always increase by using précis writing strategy.

4) Reflecting

In this step, the researcher concluded that cycle 1 did not run well because most of the students did not achieve the minimum mastery criteria (MMC). It could be seen from the result of pre test and post test 1 score. However, most of the students score had increased.

From the result of observation in cycle 1 there were some problems that found, such as: most of the students got difficulties to write summarizing narrative text, and express their ideas. Cycle 1 was only 17 students or 54,8% who completed in post test 1. It can be concluded that cycle 1 was not successful yet because the indicator of success was not achieved, and the researcher had to revise the teaching and learning process in next cycle. Therefore, this research would be continued in the next cycle.

b. Cycle II

1) Planning

In the planning of cycle 2, the researcher and collaborator discussed about some problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and the strategy that would be used in teaching and learning process. The material include that the procedure of précis writing strategy, language features and gave the students direction from the same mistake in cycle 1.

2) Acting

a) The first meeting

The first meeting was conducted on, March 22st 2021. At the beginning of the class, the researcher greeted the students. The learning process in the cycle 2 was focused on the weakness of cycle 1. The researcher found the students the students problems were in content, organization, language use, and also mechanic. The researcher explained more about it. Then the researcher gave an example of narrative text that would be summarizing by the students and the teacher together.

b) The second meeting

The second meeting was conducted on, March 24th 2021. The researcher began the class by greeted the students. After that the researcher asked about their condition and checked the attendance list. Next, the teaching and learning process was for Post Test II. The result of the students' writing score could be seen in the following table:

Table 12
The Result of the Students' Writing Score in Post Test II

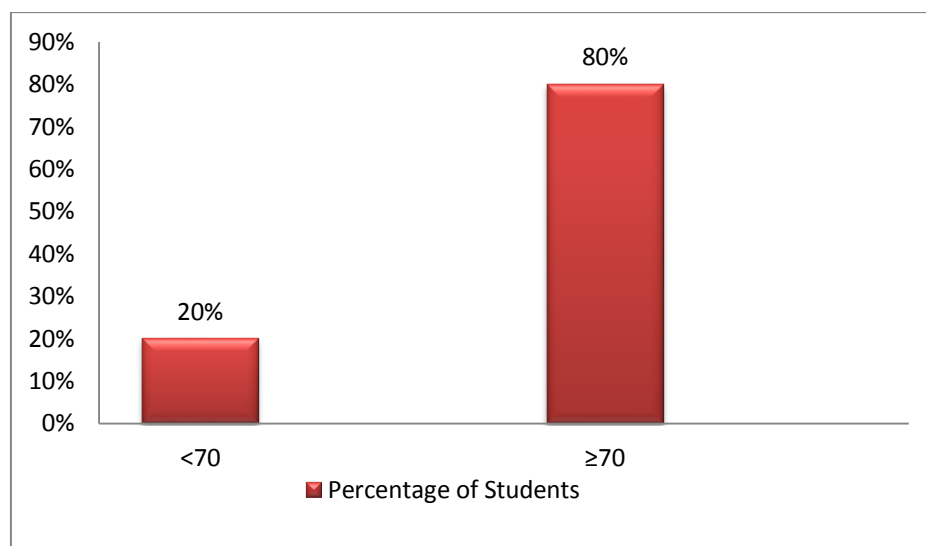
No	Name	Score	Category
1	AS	60	Incompleted
2	AF	64	Incompleted
3	AL	75	Completed
4	AR	70	Completed
5	AP	76	Completed
6	DS	75	Completed
7	ES	62	Incompleted
8	EPDY	79	Completed
9	FT	71	Completed
10	FWP	70	Completed
11	HP	80	Completed
12	IAR	73	Completed
13	IYH	82	Completed
14	IR	74	Completed
15	JS	64	Incompleted
16	LA	80	Completed
17	MA	70	Completed
18	NU	78	Completed
19	OB	70	Completed
20	PAW	78	Completed
Total		1451	
Average		72,55	
Highest Score		82	
Lowest Score		60	

Table 13
The Frequency of the Students' Score in Post Test II

No	Students' Score	Percentage	Frequency	Explanation
1	≥ 70	80%	16	Complete
2	< 70	20%	4	Incomplete
Total		100%	20	

The result of the post test 2 showed that there were 16 (80%) students complete to achieve the minimum standard of mastery (MMC). There were only 4 (20%) students did not complete the MMC the highest score in post test 1 was 85 and the lowest score was 60.

Chart 5
Result of the Students writing Score in the Post Test II
Cycle II



Based on the result of post test 2, there were 16 students (80%) success to complete the minimum mastery (70) and 4 students (20%) could not complete it. The numbers of students who passed was 16 or 80%. It reached the indicator of success were 80% the students could get the score ≥ 70 . It means précis writing strategy was success to increase the students writing ability.

3) Observing

The observation was conducted when the learning process happened (Cycle II) by using the observation sheet for students activities in class..

a) The Observation of Students' Activities in Teaching and Learning Process

Based on the observation sheet, the students more enthusiasm to pay attention learning process. Then, most of them followed the teacher instruction. Now, some students made a note and all of students do the task. The data of the students' activity could be seen in the following table:

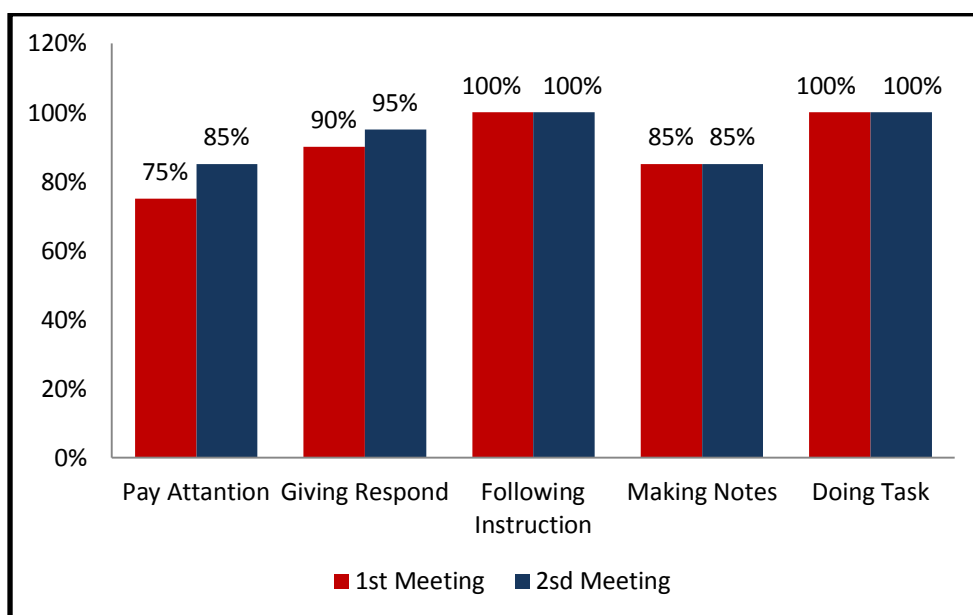
Table 14
The Result of the students Activity in the teaching and learning process in Cycle II

No	Students Activity	Cycle II		Average	Increasing
		1 st meeting	2 nd meeting		1 st - 2 nd meeting
1	Giving attention to the teacher explanation	15	17	80%	10%
		75%	85%		
2	Giving respond to the teacher's explanation.	18	19	93%	5%
		90%	95%		
3	Following the teacher instruction	20	20	100%	0%
		100%	100%		
4	Making note from the material	17	17	85%	0%
		85%	85%		
5	Doing the task	20	20	100%	0%
		100%	100%		
Average		90%	93%	92%	3%

Furthermore, to see the comparison of the students' activities in cycle II :

Chart 6

The Result of the students Activity in the teaching and Learning process in Cycle II



Based on the table and the chart above, it reveals that 92% of the students are active in the teaching and learning process. From the table, it can be conclude that the students' activity were always increase from the first meeting until the second in the cycle II by using précis writing strategy.

4) Reflecting

Based on the result of the first meeting, it could be seen that most of the students had not difficulty to express their idea into the sentence, and made a good paragraph. In this meeting, most of the

students got good score. It happened caused the teacher and the researcher has revised and increased the teaching and learning process in cycle 1.

In the second cycle the students were also active to do the assignment and test than before. It means that the précis writing strategy is effective to increase the students writing ability. The percentage of the students writing score in the post test 1 was 66% while in the post test 2 was 92%. It achieved the indicator of success. It could be concluded that the research did not continue to the next cycle.

B. Discussion

1. Interpretation the Result of Students' Writing Score In Pre Test, Cycle I and Cycle II

a. The Result of the Students' Writing Score in Pre Test and Cycle I

The use of précis writing strategy made the students writing score better than the pre-test. The comparison of the students writing score in pre test and post test 1 could be seen in the following table:

Table 15
The result of students writing score in pre test and post test I

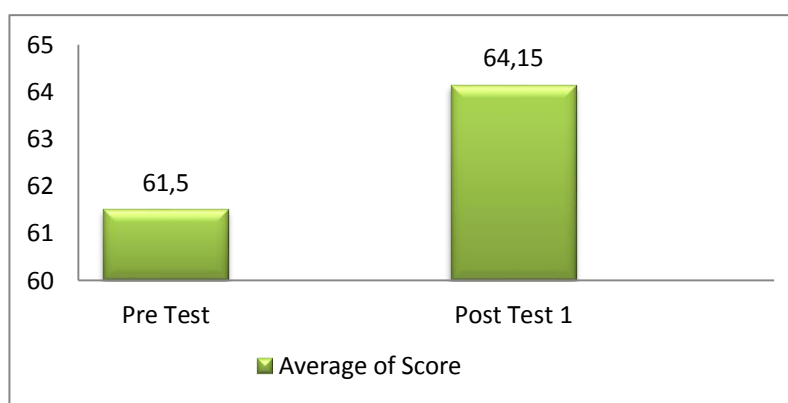
No	Name	Pre-Test Score	Post-Test I Score	Explanation
1	AS	49	48	Decreased
2	AF	49	62	Increased
3	AL	70	60	Decreased
4	AR	55	45	Decreased
5	AP	72	74	Increased

6	DS	60	71	Increased
7	ES	51	61	Increased
8	EPDY	63	70	Increased
9	FT	64	71	Increased
10	FWP	57	52	Decreased
11	HP	72	62	Decreased
12	IAR	64	72	Increased
13	IYH	72	80	Increased
14	IR	60	67	Increased
15	JS	46	64	Increased
16	LA	74	77	increased
17	MA	56	67	Increased
18	NU	70	73	Increased
19	OB	59	52	Decreased
20	PAW	67	55	Decreased
Total		1230	1283	
Average		61,5	64,15	

Furthermore, the chart of the comparison of the students writing score in the pre-test and post test I was presented below:

Chart 8

The Result of Students Writing Score in Pre Test and Post Test 1



From the explanation above, it could be concluded that there was an increase in the students writing score from pre test to post test 1. In pre test, the average was 61,5 and in post test 1 was 64,15. Increase was 6 from pre test to post test 1.

b. The Result of the Students Writing Score in Cycle I and Cycle II

The result of the writing score in Cycle II as follow:

Table 16

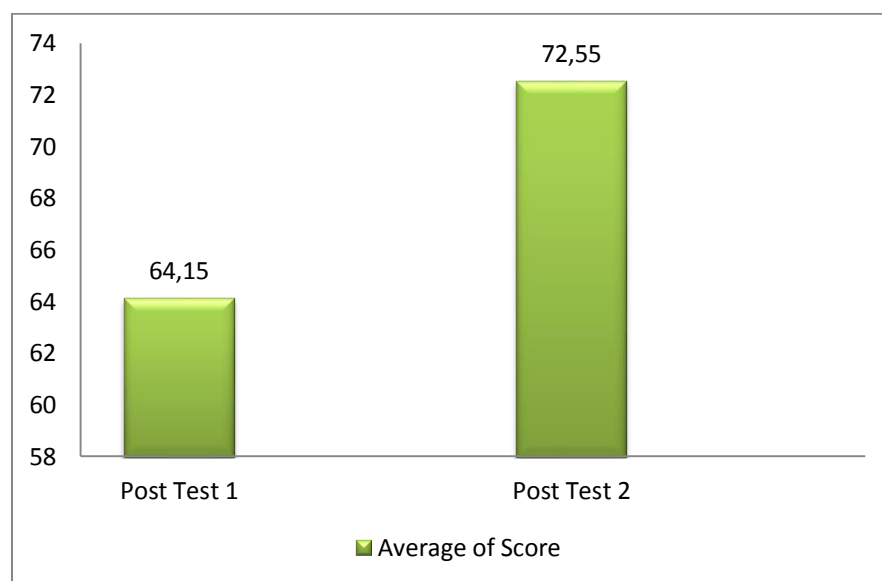
The Result of Students writing Score in Post Test I and Post Test II

No	Name	Post Test I Score	Post-Test II Score	Explanation
1	AS	48	60	Increased
2	AF	62	64	Increased
3	AL	60	75	Increased
4	AR	45	70	Increased
5	AP	74	76	Increased
6	DS	71	75	Increased
7	ES	61	62	Increased
8	EPDY	70	79	Increased
9	FT	71	71	Constant
10	FWP	52	70	Increased
11	HP	62	80	Increased
12	IAR	72	73	Increased
13	IYH	80	82	Increased
14	IR	67	74	Increased
15	JS	64	64	Constant
16	LA	77	80	Increased
17	MA	67	70	Increased
18	NU	73	78	Increased
19	OB	52	70	Increased
20	PAW	55	78	Increased
Total		1283	1451	
Average		64,15	72,55	

Furthermore, the chart of the comparison of the students writing score in the post test I and post test II is presented below:

Chart 9

The Result of Students writing Score in Post Test I and Post Test II



From the explanation above, it could be concluded that there was an increasing in the students writing score from post test 1 to post test 2. In post test 1, the average was 67,7 and in post test 2 was 74,5. The increasing was 6,8 from post test 1 to post test 2.

c. Result of the Research

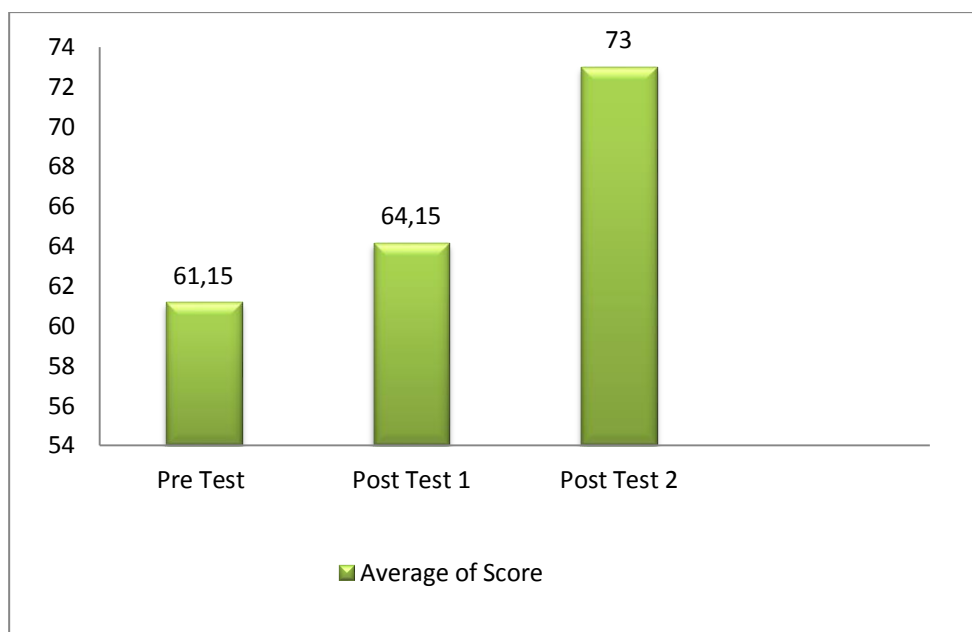
The recapitulation of the students' increase in the writing score from pre test, post test I, post test II could be seen in the following table :

Table 17
The Recapitulation of Students' increase in writing Score

No	Name	Pre Test Score	Post Test I Score	Post-Test II Score	Explanation
1	AS	49	48	60	Increased
2	AF	49	62	64	Increased
3	AL	70	60	75	Increased
4	AR	55	45	70	Increased
5	AP	72	74	76	Increased
6	DS	60	71	75	Increased
7	ES	51	61	62	Increased
8	EPDY	63	70	79	Increased
9	FT	64	71	71	Constant
10	FWP	57	52	70	Increased
11	HP	72	62	80	Increased
12	IAR	64	72	73	Increased
13	IYH	72	80	82	Increased
14	IR	60	67	74	Increased
15	JS	46	64	64	Constant
16	LA	74	77	80	Increased
17	MA	56	67	70	Increased
18	NU	70	73	78	Increased
19	OB	59	52	70	Increased
20	PAW	67	55	78	Increased
Total		1230	1283	1451	
Average		61,15	64,15	73	

Furthermore, the chart of the comparison of the students writing score in the pre-test, post test I and post test II was presented below:

Chart 10
The Result of Students writing Score in Pre Test, Post Test I and Post Test II



From the explanation above, there was an increasing the students writing score from pre test, post test 1 and post test 2. In pre test, the average was 61,15% in post test 1 the average was 64,15% and in the post test 2 was 73%. The use of précis writing strategy could increase the students writing ability.

2. Interpretation the Result of Students' and Teacher's Activity in Cycle I and Cycle II

a. The Result of the Observation on Students' Activity

This observation result got when the teaching and learning process happened. The comparison of the students' activity in cycle I and cycle II could be seen in the following table:

Table 18
The Result of the Students' Activity in Cycle I and Cycle II

	1st Meeting	2nd Meeting	Average	Note
Cycle I	53%	79%	66%	Increased
Cycle II	90%	93%	92%	Increased

From the table above, it showed that there was increasing in students activity from the cycle 1 to cycle 2. The average in cycle 1 was 66% and in cycle 2 was 92%.

3. Interpretation

After analyze the result of post test 1 and post test 2 the researcher concluded that there was increasing score of the students' ability in writing. There was increasing score from post test 1 to post test 2. It could be seen from the chart of average score. The students average score in post test 1 was 64,15 and average score in post test 2 was 73. It means that the students could achieve the target of this research that was 70.

Moreover, referring to the data of students activities result in cycle 1 and cycle 2, there was increasing in students' activities during teaching and learning process. By applying the précis writing strategy the students feel more enjoy in learning process. Therefore, the students' activities were also increase.

CHAPTER V

CONCLUSION

A. CONCLUSION

Based on the research conducted at the tenth grade of SMK Muhammadiyah Seputih Raman, the précis writing strategy could increase students' activities in the classroom. It has proved by the result of observation sheet on students' activities. In cycle 1, there were 66% of the students were active in the class. In cycle 2, there were 92% of the students were active. It showed that précis writing strategy also increase the students' activities in classroom.

Furthermore, the researcher concluded that there was significant increasing in students writing ability by using précis writing strategy. It was supported by the increasing of the students writing result who got score 70 or more from 5 students (25%) at pre test, 8 students (40%) at cycle 1, and 16 students (80%) at cycle 2. It means that the result of cycle 2 reached the indicator that is 80% of the students get score 70 or more.

Therefore, précis writing strategy could be used as the alternative activity in teaching writing. Précis writing strategy made the students be more confident to active in the classroom activity. Then, it gave opportunities to students to practice their writing in classroom. Next, the students were interest in studying English, especially in writing.

B. SUGGESTION

Referring to the result of the research and the conclusion stated previously, the researcher proposed some suggestion as follow:

a. For the Students

This research could be used as an inspiration to motivate the students in order to increase their English writing ability and as information to make the students comfort in learning activities.

b. For the English Teacher

This research could be used as contributive information to facilitate the learning process especially in writing subject and as an alternative activity strategy in teaching writing to make the students comfort and enjoy the learning process.

c. For the Headmaster

As intake and feedback how to used précis writing strategy in English subject to increase writing ability, so it can increase active, creative and fun learning to the students.

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APPENDIX

THE LIST OF STUDENTS NAME CLASS X TKJ 1

NO	NAME	Sex
1	Ahmad Sofiani	Male
2	Af	Female
3	Aini Latifatul	Female
4	Arfandi Rohman	Female
5	Ap	Female
6	Destiana Sinta	Male
7	Elsa Safitri	Male
8	Eripendidwiyunnto	Male
9	Ftatma Triana	Female
10	Fitri Wulan Prema	Female
11	Hp	Female
12	Ikfa Ariani Ajmani	Female
13	Irma Yahya Harmoni	Female
14	Ins Rahmawati	Male
15	Jacob Salahudin	Female
16	Laila Ajmain	Female
17	Mawar Anjani	Female
18	Nadiatul Ulmi	Female
19	Orbet Benjamin	Female
20	Pamunggi Ayu Wigarti	Female

Source by: Documentation of SMK MUHAMMADIYAH Seputih Raman

**ATTENDANCE LIST
STUDENTS NAME CLASS X TKJ 1**

NO	NAME	Pre- test	POST TEST 1		POST TEST 2	
1	Ahmad Sofiani					
2	Af					
3	Aini Latifatul					
4	Arfandi Rohman					
5	Ap					
6	Destiana Sinta					
7	Elsa Safitri					
8	Eripendidwiyunnto					
9	Ftasma Triana					
10	Fitri Wulan Prema					
11	Hp					
12	Ikfa Ariani Ajmani					
13	Irma Yahya Harmoni					
14	Ins Rahmawati					
15	Jacob Salahudin					
16	Laila Ajmain					
17	Mawar Anjani					
18	Nadiatul Ulmi					
19	Orbet Benjamin					
20	Pamunggi Ayu Wigarti					

Source by: Documentation of SMK MUHAMMADIYAH Seputih Raman

SILABUS

Mata Pelajaran : BAHASA INGGRIS
Sekolah : SMK Muhammadiyah Seputih Raman
Kelas : X

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3	Teks naratif lisan dan tulis berbentuk legenda sederhana <i>Fungsi sosial</i> Meneladani nilai-nilai moral, cinta tanah air,	Mengamati <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan 	6 x 2 JP	<ul style="list-style-type: none"> Audio CD/VCD/DVD SUARA GURU Koran/majalah berbahasa Inggris www.dailylenglish.com http://america

<p>Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p>menghargai budaya lain.</p> <p><i>Struktur</i></p> <ol style="list-style-type: none"> Pengenalan tokoh dan setting Komplikasi terhadap tokoh utama Solusi dan akhir cerita <p><i>Unsur kebahasaan</i></p> <ol style="list-style-type: none"> Kata-kata terkait karakter, watak, dan setting dalam legenda Modal auxiliary verbs. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi Ucapan, tekanan kata, intonasi 	<p>tertentu dari teks legenda</p> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text legenda dari berbagai sumber., siswa juga membaca teks legenda yang telah diberikan oleh guru kemudian siswa membuat ringkasan dari teks legenda tersebut Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari beberapa teks legenda sederhana 	<p>tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>Pengamatan (observations)</p> <p>: Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi 	<p>nenglish.state.gov/files/ae/resource_files</p> <ul style="list-style-type: none"> http://learnenglish.britishcouncil.org/en/
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	<p>, ketika mempre sentasikan secara lisan (6) Rujukan kata <i>Topik</i> Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<ul style="list-style-type: none"> Siswa secara berkelompok /individu menuliskan /menyalin teks naratif dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara individu/berpasangan siswa menganalisis teks legenda yang telah diberikan oleh guru dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang telah dibuat <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda kemudian siswa meringkas teks naratif/teks legenda yang telah diberikan oleh guru dalam bentuk tulisan dengan menggunakan 	<p>i</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan strategi dalam membaca dan menulis Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, 		
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		bahasa siswa itu sendiri <ul style="list-style-type: none"> • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. • Siswa membuat 'learning journal' 	berupa komentar atau cara penilaian lainnya Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
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Seputih Raman, Desember 2020

English Teacher,

The Researcher,

Yulia Nur Istiqomah S.Pd

NIP.-

Agusta Setya Artha Bahari

NPM. 1601070136

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Cycle 1

Sekolah : SMK Muhammadiyah Seputih Raman
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / 1
Materi : Narrative Text
Alokasi Waktu : 2x45 Menit

A. KOMPETENSI INTI (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, 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 metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.2.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar	1.1.1 Mengucapkan basmalah sebelum memulai pembelajaran Bahasa Inggris.

	komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Menunjukkan perilaku belajar dengan penuh semangat.
2	2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.2.1 Menunjukkan sikap tanggung jawab dengan tidak mencontek dalam mengerjakan tugas. 2.2.2 Menunjukkan perilaku bertanggung jawab dengan sikap melaksanakan tugas dengan baik. 2.2.3 Menunjukkan sikap disiplin dengan melaksanakan tugas sesuai waktu yang ditentukan. 2.2.4 Menunjukkan perilaku percaya diri dan mampu mengungkapkan pendapat, tanpa rasa ragu.
3	3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya. 4.11 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana	3.9.1 Menentukan fungsi sosial dan struktur teks dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat sesuai dengan konteks penggunaannya. 4.11.1 Mengidentifikasi makna teks naratif lisan dan tulis berbentuk legenda, sederhana 4.11.2 Menemukan informasi berdasarkan teks naratif lisan dan tulis, pendek dan sederhana. 4.11.3 Menjawab pertanyaan mengenai narrative text tentang legenda. 4.11.4 Siswa mampu membuat rangkuman tentang naratif text.

C. MATERI PEMBELAJARAN

1. What Is Narrative?

Narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problems.

2. Generic Structure

The Generic Structure of narrative text consists of orientation, complication, resolution, and reorientation/coda.

- a. Orientation (set the scene: where and when the story happened and introduces the participants of the story: who and what is involve in the story).
- b. Complication (tells the beginning of the problems which leads to the crisis (climax) of the main participants).
- c. Resolution (the problem (the crisis) is resolved, either in happy ending or in a sad (tragic) ending).
- d. Reorientation (this is a closing remark to the story and it is optional it consists of a moral lesson, advice or teaching from the writer).

3. Language Features

- a. Using the simple past tense, past perfect tense, pas continuous, past perfect continuous and past future continuous.

Malin Kundang

A long time ago, in small village near the beach in west Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother.

Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea catch fish. After getting fish he would bring it to his mother, or sold the caught fish in town.

One day, when malin kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and

thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognize him. The news ran fast in the town, “Malin Kundang has become rich and now he is here.

And old women ran to the beach to meet the new rich merchant. She was Malin Kundang’s mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely women. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her “enough, old women! I have never had a mother like you, a dirty and ugly women! After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness.

Finally, enraged, she cursed Malin Kundang that he would turn into stone if he did not apologize. Malin Kundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His hug ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on the small island. It was really too late for him to avoid his curse. Suddenly, he turn into a stone.

D. MEDIA, ALAT dan SUMBER PEMBELAJARAN

1. Marker
2. White board
3. Buku cetak

E. METHOD

- Précis Writing Strategy

F. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
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<p>Kegiatan Pendahuluan</p>	<ol style="list-style-type: none"> 1. Guru mengucapkan salam (<i>greeting</i>). 2. Berdoa. 3. Guru memeriksa kehadiran siswa. 4. Guru sekilas memberikan materi pembelajaran yang akan dibahas dalam pertemuan hari ini. 	<p>15 menit</p>
<p>Kegiatan Inti</p>	<p>Mengamati</p> <ol style="list-style-type: none"> 5. Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru 6. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya 7. Siswa mengamati keteladanan dari cerita legenda 8. Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ol style="list-style-type: none"> 9. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 10. Siswa membaca text legenda yang telah diberikan oleh guru kemudian siswa membuat ringkasan dari teks legenda tersebut dengan menggunakan bahasa (kata) siswa itu sendiri 11. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu 12. Siswa secara individu menuliskan /menyalin teks naratif dengan memperhatikan fungsi sosial, 	<p>60 menit</p>

	<p>struktur, dan unsur kebahasaan dengan runtut</p> <p>Mengasosiasi</p> <p>13. Secara individu siswa menganalisis teks legenda yang telah diberikan oleh guru dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</p> <p>14. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang telah dibuat</p> <p>Mengkomunikasikan</p> <p>15. Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda kemudian siswa meringkas teks naratif yang telah diberikan oleh guru dalam bentuk tulisan dengan menggunakan bahasa siswa itu sendiri</p>	
Penutup	<p>16. Siswa bersama guru menyimpulkan hasil pembelajaran terkait dengan apa yang telah dipelajari pada pertemuan ini.</p> <p>17. Siswa diberi tugas untuk menjawab pertanyaan terkait dengan materi yang telah diberikan yakni naratif teks.</p> <p>18. Salam Penutup.</p>	15 Menit

G. PENILAIAN HASIL BELAJAR

1. Indicator, tehnik, bentuk, dan contoh

NO	Indikator	Tehnik	Bentuk	Contoh
1.	Siswa mampu membuat ringkasan atau rangkuman dari naratif teks	Tes tertulis	uraian	Write down summarizing the narrative text by your own words.

2. Instrument penilaian

Write down summarize a narrative text based on the topic “Danau Toba (Lake Toba)”!

3. Penilaian

The standard score

No	Component of Writing	Score			
		4	3	2	1
1	Content				
2	Organization				
3	Language Use				
4	Vocabulary				
5	Mechanics				
Total					

Content	4 (30-27)	: excellent
	3 (26-21)	: very good
	2 (21-17)	: good
	1 (16-1)	: poor
Organization	4 (20-18)	: excellent
	3 (17-14)	: very good
	2 (13-10)	: good
	1 (9-7)	: poor
Language use	4 (25-22)	: excellent
	3 (21-18)	: very good
	2 (17-11)	: good
	1 (10-5)	: poor
Vocabulary	4 (20-18)	: excellent
	3 (17-14)	: very good
	2 (13-10)	: good
	1 (9-7)	: poor
Mechanic	4 (5)	: excellent
	3(4)	: very good
	2(3)	: good
	1(2)	: poor

Content (13-30), organization (7-20), language use (5-25), vocabulary (7-20), mechanic (2-5). So, the total of the score of narrative text students is 100.

Seputih Raman, Desember
2020

English Teacher,

The Researcher,

Yulia Nur Istiqomah S.Pd

Agusta Setva Artha Bahari

NIP.-

NPM. 1601070136

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE 2

Sekolah : SMK Muhammadiyah Seputih Raman

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X / 1

Materi : Narrative Text

Alokasi Waktu : 2x45 Menit

A. KOMPETENSI INTI (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, 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 metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
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1	1.3.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar	1.1.2 Mengucapkan basmalah sebelum memulai pembelajaran Bahasa Inggris. 1.1.2 Menunjukkan perilaku belajar dengan penuh semangat.
2	2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.2.5 Menunjukkan sikap tanggung jawab dengan tidak mencontek dalam mengerjakan tugas. 2.2.6 Menunjukkan perilaku bertanggung jawab dengan sikap melaksanakan tugas dengan baik. 2.2.7 Menunjukkan sikap disiplin dengan melaksanakan tugas sesuai waktu yang ditentukan. 2.2.8 Menunjukkan perilaku percaya diri dan mampu mengungkapkan pendapat, tanpa rasa ragu.
3	3.11. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya. 4.12 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana	3.9.2 Menentukan fungsi sosial dan struktur teks dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat sesuai dengan konteks penggunaannya. 4.12.1 Mengidentifikasi makna teks naratif lisan dan tulis berbentuk legenda, sederhana 4.12.2 Menemukan informasi berdasarkan teks naratif lisan dan tulis, pendek dan sederhana. 4.12.3 Menjawab pertanyaan mengenai narrative text tentang legenda.

		4.12.4 Siswa mampu membuat rangkuman tentang naratif text.
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C. MATERI PEMBELAJARAN

1. What Is Narrative?

Narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problems.

2. Generic Structure

The Generic Structure of narrative text consists of orientation, complication, resolution, and reorientation/coda.

- a. Orientation (set the scene: where and when the story happened and introduces the participants of the story: who and what is involve in the story).
- b. Complication (tells the beginning of the problems which leads to the crisis (climax) of the main participants).
- c. Resolution (the problem (the crisis) is resolved, either in happy ending or in a sad (tragic) ending).
- d. Reorientation (this is a closing remark to the story and it is optional it consists of a moral lesson, advice or teaching from the writer).

3. Language Features

- a. Using the simple past tense, past perfect tense, pas continuous, past perfect continuous and past future continuous.

. The Legend of Telaga Warna

Malin Kundang

A long time ago, in small village near the beach in west Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother.

Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea catch fish. After getting fish he would bring it to his mother, or sold the caught fish in town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognize him. The news ran fast in the town, "Malin Kundang has become rich and now he is here.

And old women ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely women. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "enough, old women! I have never had a mother like you, a dirty and ugly women! After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness.

Finally, enraged, she cursed Malin Kundang that he would turn into stone if he did not apologize. Malin Kundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His hug ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on the small island. It was really too late for him to avoid his curse. Suddenly, he turn into a stone.

D. MEDIA, ALAT dan SUMBER PEMBELAJARAN

1. Marker
2. White board

3. Buku cetak

E. METHOD

1. Précis Writing Strategy

F. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	19. Guru mengucapkan salam (<i>greeting</i>). 20. Berdoa. 21. Guru memeriksa kehadiran siswa. 22. Guru sekilas memberikan materi pembelajaran yang akan dibahas dalam pertemuan hari ini.	15 menit
Kegiatan Inti	Mengamati 23. Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru 24. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya 25. Siswa mengamati keteladanan dari cerita legenda 26. Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda Mempertanyakan (questioning) 27. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Mengeksplorasi 28. Siswa membaca text legenda yang telah diberikan oleh guru kemudian siswa membuat ringkasan dari teks legenda tersebut dengan menggunakan bahasa (kata) siswa itu sendiri 29. Siswa berlatih menemukan gagasan utama, informasi	60 menit

	<p>rinci dan informasi tertentu</p> <p>30. Siswa secara individu menuliskan /menyalin teks naratif dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <p>Mengasosiasi</p> <p>31. Secara individu siswa menganalisis teks legenda yang telah diberikan oleh guru dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</p> <p>32. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang telah dibuat</p> <p>Mengkomunikasikan</p> <p>33. Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda kemudian siswa meringkas teks naratif yang telah diberikan oleh guru dalam bentuk tulisan dengan menggunakan bahasa (kata) siswa itu sendiri</p>	
Penutup	<p>34. Siswa bersama guru menyimpulkan hasil pembelajaran terkait dengan apa yang telah dipelajari pada pertemuan ini.</p> <p>35. Siswa diberi tugas untuk menjawab pertanyaan terkait dengan materi yang telah diberikan yakni naratif teks.</p> <p>36. Salam Penutup.</p>	16 Menit

G. PENILAIAN HASIL BELAJAR

1. Indikator, tehnik, bentuk, dan contoh

NO	Indikator	Tehnik	Bentuk	Contoh
1.	Siswa mampu membuat ringkasan atau rangkuman dari naratif teks	Tes tertulis	uraian	Write down summarizing the narrative text by your own words.

2. Instrument penilaian

Write down summarize a narrative text based on the topic “The Legend of Telaga Warna”!

3. Penilaian

The Standard Score

No	Component of Writing	Score			
		4	3	2	1
1	Content				
2	Organization				
3	Language Use				
4	Vocabulary				
5	Mechanics				
Total					

Content	4 (30-27)	: excellent
	3 (26-27)	: very good
	2 (21-17)	: good
	1 (16-1)	: poor
Organization	4 (20-18)	: excellent
	3 (17-14)	: very good
	2 (13-10)	: good
	1 (9-7)	: poor
Language use	4 (25-22)	: excellent
	3 (21-18)	: very good
	2 (17-11)	: good
	1 (10-5)	: poor
Vocabulary	4 (20-18)	: excellent
	3 (17-14)	: very good
	2 (13-10)	: good
	1 (9-7)	: poor
Mechanic	4 (5)	: excellent
	3(4)	: very good
	2(3)	: good
	1(2)	: poor

Content (13-30), organization (7-20), language use (5-25), vocabulary (7-20), mechanic (2-5). So, the total of the score of narrative text students is 100.

Seputih Raman, Desember
2020

English Teacher,

The Researcher,

Yulia Nur Istiqomah S.Pd

NIP.-

Agusta Setya Artha Bahari

NPM. 1601070136

PRE-TEST

- Direction** : 1. Read carefully.
: 2. Write down summarize of narrative paragraph based on the text.
: 3. You may have open your dictionary.

The Legend Of Prambanan Temple

Once upon a time, there was a beautiful Javanese princess whose name was Rara Jonggrang. Rara Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, and evil king.

One day, a handsome young man with super natural power named Bandung Bondowoso defatted and killed Prabu Baka. On seeing Princess Rara Jonggrang's beauty, Bandung Bondowoso fell in love wither and wanted to marry her. Meanwhile, Princess Rara jonggrang felt sad due to her death father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift" requested Rara Jonggrang. Bandung Bondowoso agreed with the condition. Helped by the spirit of the demons, Bandung Bondowoso started building the temples. Approaching midnight, the work would nearly be done. Rara Jonggrang knew and thought, "What shall I do? Bandung Bondowoso is smarter than I. I would lose against Bandung."

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought at had already been dawn. Bandung Bondowoso got frustrated because he failed completing the thousandth temple.

"The Princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have been cheated. Now, the thousandth temple is you!"

At once, the Princess turned into a statue. knowing this, Bandung Bondowoso regretted and he went away into a farm land. From then people called the temple Prambanan Temple and the Princess Rara Jonggrang statue.

POST-TEST 1

- Direction** : 1. Read carefully.
- : 2. Write down summarize of narrative paragraph based on the text.
- : 3. You may have open your dictionary.

Danau Toba (Toba Lake)

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

POST-TEST 2

- Direction** : 1. Read carefully.
: 2. Write down summarize of narrative paragraph based on the text.
: 3. You may have open your dictionary.

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “please remember, if there is a flood you must save yourself.

Use this “lesung” as a boat”. The “lesung” was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia

THE STUDENTS SCORE IN PRE TEST

No	Name	Score	Category
1	AS	49	Incompleted
2	AF	49	Incompleted
3	AL	70	Completed
4	AR	55	Incompleted
5	AP	72	Completed
6	DS	60	Incompleted
7	ES	51	Incompleted
8	EPDY	63	Incompleted
9	FT	64	Incompleted
10	FWP	57	Incompleted
11	HP	72	Completed
12	IAR	64	Incompleted
13	IYH	72	Completed
14	IR	60	Incompleted
15	JS	46	Incompleted
16	LA	74	Completed
17	MA	56	Incompleted
18	NU	70	Incompleted
19	OB	59	Incompleted
20	PAW	67	Incompleted
Total		1230	
Average		61,741	
Highest Score		74	
Lowest Score		46	

**THE TABLE OF STUDENTS' WRITING SCORE
IN POST TEST 1**

No	Name	Score	Category
1	AS	48	Incompleted
2	AF	62	Incompleted
3	AL	60	Incompleted
4	AR	45	Incompleted
5	AP	74	Completed
6	DS	71	Completed
7	ES	61	Incompleted
8	EPDY	70	Completed
9	FT	71	Completed
10	FWP	52	Incompleted
11	HP	62	Incompleted
12	IAR	72	Completed
13	IYH	80	Completed
14	IR	67	Incompleted
15	JS	64	Incompleted
16	LA	77	Completed
17	MA	67	Incompleted
18	NU	73	Completed
19	OB	52	Incompleted
20	PAW	55	Incompleted
Total		1283	
Average		64,15	
Highest Score		80	
Lowest Score		45	

**THE TABLE OF THE STUDENTS' WRITING SCORE
IN POST TEST II**

No	Name	Score	Category
1	AS	60	Incompleted
2	AF	64	Incompleted
3	AL	75	Completed
4	AR	70	Completed
5	AP	76	Completed
6	DS	75	Completed
7	ES	62	Incompleted
8	EPDY	79	Completed
9	FT	71	Completed
10	FWP	70	Completed
11	HP	80	Completed
12	IAR	73	Completed
13	IYH	82	Completed
14	IR	74	Completed
15	JS	64	Incompleted
16	LA	80	Completed
17	MA	70	Completed
18	NU	78	Completed
19	OB	70	Completed
20	PAW	78	Completed
Total		1451	
Average		72,55	
Highest Score		82	
Lowest Score		60	

THE RESULT OF STUDENTS' INCREASE IN WRITING SCORE

No	Name	Pre Test	Post Test I	Post-Test II	Explanation
1	AS	49	48	60	Increased
2	AF	49	62	64	Increased
3	AL	70	60	75	Increased
4	AR	55	45	70	Increased
5	AP	72	74	76	Increased
6	DS	60	71	75	Increased
7	ES	51	61	62	Increased
8	EPDY	63	70	79	Increased
9	FT	64	71	71	Constant
10	FWP	57	52	70	Increased
11	HP	72	62	80	Increased
12	IAR	64	72	73	Increased
13	IYH	72	80	82	Increased
14	IR	60	67	74	Increased
15	JS	46	64	64	Constant
16	LA	74	77	80	Increased
17	MA	56	67	70	Increased
18	NU	70	73	78	Increased
19	OB	59	52	70	Increased
20	PAW	67	55	78	Increased
Total		1230	1283	1451	
Average		61,15	64,15	73	

Table

Observation Sheet of Students' Activities in Cycle I

No	Student's Name	Activity									
		Giving attention to the teacher explanation		Giving respond to the teacher's explanation		Following the teacher instruction		Making note from the material		Doing the task	
		1	2	1	2	1	2	1	2	1	2
1	AS										
2	AF										
3	AL										
4	AR										
5	AP										
6	DS										
7	ES										
8	EPDY										
9	FT										
10	FWP										
11	HP										
12	IAR										
13	IYH										
14	IR										
15	JS										
16	LA										
17	MA										
18	NU										
19	OB										
20	PAW										

Note: Tick (√) for each positive activity

Seputih Raman, Desember
2020

The Researcher,

Agusta Setya Artha Bahari

NPM. 1601070136

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

No	Student's Name	Activity									
		Giving attention to the teacher explanation		Giving respond to the teacher's explanation		Following the teacher instruction		Making note from the material		Doing the task	
		1	2	1	2	1	2	1	2	1	2
1	AS										
2	AF										
3	AL										
4	AR										
5	AP										
6	DS										
7	ES										
8	EPDY										
9	FT										
10	FWP										
11	HP										
12	IAR										
13	IYH										
14	IR										
15	JS										
16	LA										
17	MA										
18	NU										
19	OB										
20	PAW										

Note: Tick (√) for each positive activity

Seputih Raman, Desember 2020

The Researcher,

Agusta Setya Artha Bahari

NPM. 1601070136

FIELD NOTE

March, 8th 2021

1. The writer gave a pre-test for the students.
2. Most students were still confused with the material given.
3. Some of the students were not paying attention.
4. Most of the students did the write confusedly.

CYCLE I

March 10th 2021

1. The teacher gave the material.
2. After the teacher explained about narative text, the teacher gave a topic about descriptive text, then the teacher divided students to discuss about the topic.
3. So many students who were noisy didn't pay attention to the teacher's explanation.
4. Some students didn't understand the material.
5. The teacher divided the students in the group discussion, after that the teacher asks the students to write the difficulty in writing and the teacher helps them.
6. The teacher dominated in giving questions and answer.

March 15th 2021

1. The teacher and students discuss about previous meeting.
2. After the teacher explained about narative text, the teacher gave a topic about narative text, then the teacher divided students to summarize about the text.
3. The students had to create a summarizing narrative text based on the topic.
4. So, many students who were noisy didn't pay attention to the teacher's explanation.
5. Some students didn't understand the material.
6. The writer gave post-test I to the students with the topic about the narative text to summarize.

CYCLE II

March 22st 2021

1. Some students were still confused about the material.
2. Then, the teacher ask the student to understand the meaning of the text that will be summarize.
3. Students paid more attention to the teacher explanation.
4. The condition of this meeting was more enthusiastic than before.
5. The students were able to do questions given by the teacher in front of the class.

March 24th 2021

1. The teacher discusses about the previous meeting
2. The students were understanding about the material.
3. Then, the teacher ask the student to understand the meaning of the text that will be summarize.
4. The students were enthusiastic and interested in the material.
5. The teacher gave post-test II after giving treatment.
6. Most of the students did the task correctly.
7. Most of the students passed the minimum standard criteria.
8. And finally, the teacher gave motivation and spirit to the students in order to study more diligently.

RESEARCH DOCUMENTATION



Pre test



Post Test 1



Post Test 2



Curriculum Vitae



The author has named Agusta Setya Artha Bahari was born in Seputih Banyak on 18th August 1998. The first son of the couple from Mr. Yatimin and Mrs. Nani Suprihatin. The author has one brother, named Sendy Setya Ardifta. Currently the author lives in the village of Sri Basuki, Kec. Seputih Banyak Kab. Central Lampung. The author's when elementary school was taken at SD Negeri 1 Bratasena Adiwarna and finished in 2010. Then he continued in Junior High School at SMPN 1 Seputih Banyak and graduated in 2013. Meanwhile, Senior High School was taken at SMAN 1 Seputih Banyak, and completed in 2016. Then in 2016 the author continued his education at IAIN METRO by majoring in English education program.